

	Department of History and Political Science POL 4090: The Politics of Immigration 4 units
Fall 2020	

Meeting days: Tuesday: Optional Office Hours via Zoom 10:00-11:45 am Thursday: Required Class Session via Zoom 10:00-11:45am	Instructor title and name: Professor Amy Nantkes
Meeting location: Zoom/Online	Phone: 949.266.4822
Final Exam: 12/3 at 10:30 am	Email: anantkes@pointloma.edu
Office location and hours: Colt Hall 118, Office Hours by Appointment	

PLNU MISSION: To Teach – To Shape – To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE MISSION:

As followers of Christ, the Department of History and Political Science promotes wisdom and scholarship about historical contexts and political systems, so that graduates can become local and global leaders in the service of Christ and humanity.

COURSE DESCRIPTION

Immigration is on the forefront of policy conversations in American politics today. This course examines this dynamic domain, with emphasis on waves of immigration and the push-pull factors associated with various groups entering the U.S. over time. We will examine the response of each of the branches of government to immigration via laws, court decisions, programs, and Executive Orders from the founding to the present day. The major theories of immigration will be covered, along with contributing economic, sociological, and cultural factors of each group and the role of public opinion and media.

COURSE LEARNING OUTCOMES

Student Learning Outcomes:

- Explain and describe the eras and key themes policymaking in U.S. immigration, including identifying push-pull factors for various groups

- Apply immigration theories to the analysis of contributing factors in immigration restriction such as issues of race and ethnicity, gender, economic status, social status, and cultural factors
- Evaluate the response of each of the branches of U.S. government to issues of immigration
- Analyze the role of public opinion, political rhetoric, and media in the immigration policy domain
- Investigate, choose, and present an effective argument by matching data and evidence to claims and assertions regarding U.S. immigration
- Address and correct common myths and misconceptions regarding immigration and immigrants in the United States

Program Learning Outcomes:

- Understand and critically assess the processes, theories, and outcomes of political institutions and political behavior.
- Develop and express ideas in written communication in an effective and scholarly manner.
- Demonstrate oral communication abilities, particularly to convey complex ideas, recognize diverse viewpoints, and offer empirical evidence of an argument.
- Construct and evaluate analytical, comprehensive arguments.

COURSE INSTRUCTIONAL METHODS

This course will meet once per week online and, in order to maximize your learning process, it is in your best interest that you attend each of these sessions. It is also **essential** that the readings be completed prior to coming to class as the lecture and discussion will usually expand on and draw from the readings. Class time activities will vary, but will often include a combination of lectures, discussion, group activities, writing, and videos.

COURSE REQUIRED TEXT AND MATERIALS

Required Resources:

- Tichenor, Daniel J. 2002. *Dividing Lines : The Politics of Immigration Control in America*. Princeton Studies in American Politics. Princeton, N.J.: Princeton University Press. (ISBN-13: 978-0691088051)
- Cohen, Elizabeth F. 2020. *Illegal : How America's Lawless Immigration Regime Threatens Us All* First ed. New York: Basic Books. (ISBN-13: 978-1541699847)
- Articles, Podcasts, and Videos as listed in syllabus and available under weekly readings on Canvas

Recommended Resources for Additional Exploration:

- See Canvas for complete list

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 -unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on

their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

COURSE POLICIES

LATE ASSIGNMENT POLICY

All assignments are to be submitted by the due dates posted and will be considered late if submitted after midnight Pacific Standard Time on the day they are due. If an assignment is submitted late, points possible for the assignment decreases 10% each day for four days after the due date. **Any assignment or deliverable submitted more than four days late will not be accepted. Presentations, Exams, and Reading Responses cannot be "made up" and must be completed on the due date.**

All deliverables for the course, including assignments, projects, presentations, papers, etc., must be turned in by 11:59pm on the last day of the course. No extensions or incompletes will be given to students to complete course requirements.

If you believe you have an extenuating circumstance such as illness or family emergency, please send Professor Nantkes an email or come talk to me as soon as possible so that we may speak about your options. With abundant notice I'll be as accommodating as possible, as long as it does not compromise fairness for all.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved.

CLASSROOM CIVILITY POLICY

Respect for the views and values of others is an essential characteristic of a thriving learning community. Although it is likely that we may not agree with everything that is said or discussed in our course, we will behave and express our viewpoints in a manner that is courteous professional. Disagreement and challenging of ideas in a respectful and profound manner is encouraged. Our emphasis will be on engaging in the mutual exploration of topics as presented in the course as scholars, using research and data to defend our assertions.

PLNU POLICIES

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses. If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ASSESSMENT AND GRADING

Assignment	Points Possible
Beginning and Midterm Course Surveys (2 @ 10 points)	20
Weekly Reading Reflection Journals (14 @ 20 points)	280
Weekly Flipgrid Videos and Responses (13 @ 20 points)	260
Weekly Class Discussion Board Participation (12 @ 20 points)	240
The Policy-The People-The Politics Presentations (2 @ 100 points)	200
Immigration Story Multimedia Presentation (1 @ 150 points)	150
Final Project: Immigration Issue Policy Brief and Presentation	350
TOTAL POINTS POSSIBLE	1500

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93-100	B+ 87-88	C+ 77-79	D+ 67-69	F < than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

ASSIGNMENTS (See Canvas for templates and detailed instructions)

READING RESPONSE JOURNALS (14)

As a student of immigration politics and policy, it is vital that you comprehend our readings and bring your critical thinking and discussion skills to our course throughout the semester.

Therefore, you will write Reading Responses to support you in comprehension, critical thinking,

and to bolster class discussion. **These responses must be submitted on Canvas before class begins on Thursday and cannot be made up.**

FLIPGRID VIDEOS AND RESPONSES (13)

It's important that every voice in our class is heard. For these assignments, you will be doing an activity or reading and then reflecting on what you learned in a brief video using the Flipgrid platform. You will view and respond to the videos of your classmates as well.

CLASS DISCUSSION BOARD PARTICIPATION (12)

During our course we will cover topics of interest weekly on the discussion boards, allowing for you to consider our course content in conversation with your classmates.

THE POLICY-THE PEOPLE-THE POLITICS PRESENTATIONS (2)

For this assignment, you and another classmate will form a team and will research the items listed below for your assigned policy and compose a 2-page handout to share with your classmates as you present in class on a policy or court decision that has been pivotal in the politics of immigration in the United States.

You will choose from the list of policies/decisions on the first day of class when we review the syllabus and form teams. You may stay with the same teammate for both presentations, or choose different teammates for each presentation.

IMMIGRATION STORY MULTIMEDIA PRESENTATION (1)

In this 12 to 15-minute video presentation, you will share the story of your family's immigration* to the United States and how their story weaves in with what we know about the immigrant experience and the politics of immigration in the United States.

***You will cover the immigration story of your own family, unless you are unable to find any information about your own history.** If you do not have a way of learning about your family history, this is no problem! Please let Professor Nantkes know via email the name of another person you have chosen to interview as well as your plan for conducting research on their people group.

FINAL PROJECT: IMMIGRATION ISSUE POLICY BRIEF AND PRESENTATION (1)

For your final project, you will conduct research throughout the semester on a pressing immigration issue and corresponding policies and complete a policy brief and presentation. A list of potential issues is available on Canvas for your consideration, but you may also choose another topic with professor approval. Further details about this assignment will be given in class and are available on Canvas in the POL 4090 Final Project Topic Selection Assignment in modules. **There are several deliverables that will be assigned for this project. Please check the course calendar for due dates.**

Topic Selection	(20 points)
Lit Review/Initial Background Research	(30 points)
Detailed Outline	(40 points)
Rough Draft of Paper	(30 points)
Rough Draft of Presentation Slides	(30 points)
Final Draft	(100 points)
Presentation	(100 points)
Total Points	(350 points)

COURSE SCHEDULE			
WEEK & TOPICS	CLASS MEETING DAYS/TIMES	WEEKLY READING/MEDIA	ASSIGNMENTS DUE
WEEK 1 Course Introduction	Tuesday 8/18 10:00-11:45 am: Mandatory Zoom (Class Introduction) Thursday 8/20 10:00-11:45 am: Mandatory Zoom (Course Content)	Required Reading/Media 1. Syllabus 2. Migration Policy Institute Frequently Requested Statistics on Immigrants and Immigration in the United States 3. Lind, D. (2015, April 17). This Insanely Detailed Map Proves Race is a Social Construct . Vox.com. 4. Coates, R. D., Brunnsma, D. L., & Ferber, A. L. (2018). <i>The matrix of race: Social construction, intersectionality, and inequality</i> (First). Chapter 1. SAGE Publications. (NOTE: Special permission has been given from the publisher to access this chapter) Optional Resources 1. Ta-Nehesi Coates Atlantic article “What we mean when we say race is a social construct” 2. Department of Homeland Security 2018 Yearbook of Immigration Statistics	1. Getting to Know You Survey 2. Review Canvas and Syllabus 3. Reading Reflection (due Sunday, just this once!) 4. Complete Flipgrid Video and two responses (due Sunday) 5. Complete Discussion Board and two responses (due Sunday)
WEEK 2 Immigration Theories & Approach I	Tuesday 8/25 10:00-11:45 am: Optional Zoom (Course questions, assignment help, chat with professor) Thursday 8/27 10:00-11:45 am: Mandatory Zoom (Course Content)	Required Reading/Media 1. Chapters 1-2 of Tichenor 2. Glenn, B. J. (2004). The Two Schools of American Political Development. <i>Political Studies Review</i> , 2(2), 153-165. doi:10.1111/j.1478-9299.2004.00005.x 3. Young, J. (2017). Making America 1920 Again? Nativism and US Immigration, Past and Present. <i>Journal on Migration and Human Security</i> . SAGE.	1. Reading Reflection (due Thursday) 2. Complete Flipgrid Video and two responses (due Sunday) 3. Complete Discussion Board and two responses (due Sunday)

		<p>Optional Resources</p> <p>1. Davis, N.T., Goidel, K., 2. Lipsmeyer, C.S., Whitten, G.D. and Young, C. (2019), The Political Consequences of Nativism: The Impact of Nativist Sentiment on Party Support*. Social Science Quarterly, 100: 466-479.</p> <p>2. Cato Institute on The 14 Most Common Arguments Against Immigration and Why They're Wrong</p>	
<p>WEEK 3</p> <p>Immigration Theories & Approach II</p>	<p>Tuesday 9/1 10:00-11:45 am: Optional Zoom (Course questions, assignment help, chat with professor)</p> <p>Thursday 9/3 10:00-11:45 am: Mandatory Zoom (Course Content)</p>	<p>Required Reading/Media</p> <p>1. Schneider, A., & Ingram, H. (1993). Social construction of target populations: implications for politics and policy. The American Political Science Review, 87(2), 334–347.</p> <p>2. SKIM: Overview of the Rulemaking Process and The Administrative Regulation Rulemaking Process Map</p> <p>3. Blumer, H. (1958). Race prejudice as a sense of group position. The Pacific Sociological Review, 1(1), 3–7.</p> <p>4. Economic Policy Institute (2014) Facts about Immigration and the US Economy</p> <p>Optional Resources</p> <p>1. Peri, Giovanni. (2010). The impact of immigrants in recession and economic expansion. Washington, DC: Migration Policy Institute</p> <p>2. USC Annenberg School of Journalism and Brookings Governance Studies (2012). A Report on the Media and the Immigration Debate</p> <p>3. Video: Douglas Massey on international migration in theory and practice</p>	<p>1. Reading Reflection (due Thursday)</p> <p>2. Complete Flipgrid Video and two responses (due Sunday)</p> <p>3. Complete Discussion Board and two responses (due Sunday)</p>
<p>WEEK 4</p>	<p>Tuesday 9/8 10:00-11:45 am: Optional</p>	<p>Required Reading/Media</p> <p>1. Chapters 3-4 of Tichenor</p>	<p>1. Reading Reflection (due Thursday)</p>

<p>(1776-1896) Early American Intolerance: Anti-Catholicism & Chinese Exclusion</p>	<p>Zoom (Course questions, assignment help, chat with professor)</p> <p>Thursday 9/10 10:00-11:45 am: Mandatory Zoom (Course Content)</p>	<p>2. Watch Chinese Exclusion Act Movie (2 hours)</p> <p>Optional Resources</p> <ol style="list-style-type: none"> 1. Sanchez, G. J. (1999). Race, nation, and culture in recent immigration studies. <i>Journal of American Ethnic History</i>, 18(4), 66–84. 2. Taparata, E. (2016). The US has come a long way since its first, highly restrictive, naturalization law. 	<ol style="list-style-type: none"> 2. Complete Flipgrid Video and two responses (due Sunday) 3. Complete Discussion Board and two responses (due Sunday) 4. Final Project- Topic Selection (due Sunday)
<p>WEEK 5</p> <p>(1900-1928) The Americanization Campaign, WWI, & Quotas</p>	<p>Tuesday 9/15 10:00-11:45 am: Optional Zoom (Course questions, assignment help, chat with professor)</p> <p>Thursday 9/17 10:00-11:45 am: Mandatory Zoom (Course Content)</p>	<p>Required Reading/Media</p> <ol style="list-style-type: none"> 1. Chapter 5 of Tichenor 2. USA Today: A Moving Border, and the History of a Difficult Line 3. Hodge, Roger D. (2012 January). Borderworld. Popular Science. <p>Optional Resources</p> <ol style="list-style-type: none"> 1. Ngai, M. M. (2003). The strange career of the illegal alien: Immigration restriction and deportation policy in the united states, 1921-1965. <i>Law and History Review</i>, 21(1), 69-108. 2. History.com (2009): Puerto Ricans granted U.S. citizenship, are recruited for war effort 3. NPR Fresh Air Podcast: Eugenics, Anti-Immigration Laws of the Past Still Resonate Today, Journalist Says 	<ol style="list-style-type: none"> 1. Reading Reflection (due Thursday) 2. Complete Flipgrid Video and two responses (due Sunday) 3. Complete Discussion Board and two responses (due Sunday)
<p>WEEK 6</p> <p>(1930-1940s) The Great Depression, WW II, & Effects on Immigration</p>	<p>Tuesday 9/22 10:00-11:45 am: Optional Zoom (Course questions, assignment help, chat with professor)</p> <p>Thursday 9/24 10:00-11:45 am: Mandatory Zoom (Course Content)</p>	<p>Required Reading/Media</p> <ol style="list-style-type: none"> 1. Chapter 6 of Tichenor 2. Natalie Escobar in the Atlantic, “Family Separation Isn’t New” 3. NPR Podcast from All Things Considered The History Of 'Public Charge' Requirements In U.S. Immigration Law (7 minutes) 	<ol style="list-style-type: none"> 1. Reading Reflection (due Thursday) 2. Complete Discussion Board and two responses (due Sunday) 3. Immigration Story Multimedia Presentation (due Sunday)
<p>WEEK 7</p>	<p>Tuesday 9/29 10:00-11:45 am: Optional</p>	<ol style="list-style-type: none"> 1. Chapter 7 of Tichenor 	<ol style="list-style-type: none"> 1. Midcourse Survey (due Thursday)

<p>(1940s-1960s)</p> <p>Cold War & Civil Rights Movement, & Presidential Involvement</p>	<p>Zoom (Course questions, assignment help, chat with professor)</p> <p>Thursday 10/1 10:00-11:45 am: Mandatory Zoom (Course Content)</p>	<p>2. NPR Article & 5-Minute Listen “The Children of Cuba and their Flight to America”</p> <p>3. New York Times article: “How a 1965 immigration reform created illegal immigration”</p> <p>Optional Reading</p> <p>1. The Atlantic: The Immigration Act That Inadvertently Changed America</p> <p>2. Massey, D. S., & Pren, K. A. (2012). Unintended consequences of US immigration policy: explaining the post-1965 surge from Latin America. <i>Population and development review</i>, 38(1), 1–29. https://doi.org/10.1111/j.1728-4457.2012.00470.x</p> <p>3. CSPAN video: Professor Maria Christina Garcia on the Hart-Celler Act</p>	<p>2. Reading Reflection (due Thursday)</p> <p>3. Complete Flipgrid Video and two responses (due Sunday)</p> <p>4. Complete Discussion Board and two responses (due Sunday)</p>
<p>WEEK 8</p> <p>(1970s-1980s)</p> <p>Rise of the English-Only Movement & the New Restrictionism</p>	<p>Tuesday 10/6 10:00-11:45 am: Optional Zoom (Course questions, assignment help, chat with professor)</p> <p>Thursday 10/8 10:00-11:45 am: Mandatory Zoom (Course Content)</p>	<p>Weekly Reading</p> <p>1. Chapter 8 of Tichenor</p> <p>2. Watch Sanctuary Cities Lecture by Alina Das, NYU Professor of Clinical Law</p> <p>Optional Reading</p> <p>1. Duara, N. (2016, September 15) Arizona’s once-feared immigration law, SB 1070, loses most of its power in settlement</p> <p>2. Rosenblum, N. and Soto, A. (2015). An Analysis of Unauthorized Immigrants in the United States by Country and Region of Birth</p> <p>3. Brian, H., & Cavender, G. (1990). From freedom flotilla to America's burden: the social construction of the Mariel immigrants. <i>The Sociological Quarterly</i>, 31(2), 321–335.</p>	<p>1. Reading Reflection (due Thursday)</p> <p>2. Complete Flipgrid Video and two responses (due Sunday)</p> <p>3. Complete Discussion Board and two responses (due Sunday)</p> <p>4. Final Project- Literature Review/Initial Background Research (due Sunday)</p>

<p>WEEK 9</p> <p>(1990s-early 2000s)</p> <p>Border Security, Anti-Immigrant Sentiment, and Undocumented Immigration Concern</p>	<p>Tuesday 10/13 10:00-11:45 am: Optional Zoom (Course questions, assignment help, chat with professor)</p> <p>Thursday 10/15 10:00-11:45 am: Mandatory Zoom (Course Content)</p>	<p>Weekly Reading</p> <ol style="list-style-type: none"> 1. Chapters 9 -10 of Tichenor 2. Chishti, M. and Yale-Loehr. (2016). The Immigration Act of 1990: Unfinished business a quarter-century later. Migration Policy Institute. 3.Video: Clip from the George H. W. Bush And Ronald Reagan Debate On Immigration In 1980 	<ol style="list-style-type: none"> 1. Reading Reflection (due Thursday) 2. Complete Flipgrid Video and two responses (due Sunday) 3. Complete Discussion Board and two responses (due Sunday)
<p>WEEK 10</p> <p>(2000-2009)</p> <p>Post-9/11 Changes and Anti-Muslim Movement</p>	<p>Tuesday 10/20 10:00-11:45 am: Optional Zoom (Course questions, assignment help, chat with professor)</p> <p>Thursday 10/22 10:00-11:45 am: Mandatory Zoom (Course Content)</p>	<p>Weekly Reading</p> <ol style="list-style-type: none"> 1. Illegal, Chapters 1-2 2. Video: Somali: Next Door Neighbors by Nashville Public Television (30 minutes) <p>Optional Reading</p> <ol style="list-style-type: none"> 1. Winders, J. (2006). 'New Americans' in a 'New-South' city? Immigrant and refugee politics in the Music City. <i>Social & Cultural Geography</i>, 7(3), 421–435. 2. USCIS Temporary Protected Status 3. Congressional Research Service, Temporary Protected Status: Overview and Current Issues 4. U.S. Department of Homeland Security Refugees and Asylees 2018 5. Jacobson, L. (2017). Is being in the United States unlawfully a crime? 	<ol style="list-style-type: none"> 1. Reading Reflection (due Thursday) 2. Complete Flipgrid Video and two responses (due Sunday) 3. Complete Discussion Board and two responses (due Sunday) 4. Final Project-Detailed Outline (due Sunday)
<p>WEEK 11</p> <p>(2009-2016)</p> <p>The Obama Administration: DACA, Removals, and Border Security</p>	<p>Tuesday 10/27 10:00-11:45 am: Optional Zoom (Course questions, assignment help, chat with professor)</p> <p>Thursday 10/29 10:00-11:45 am: Mandatory Zoom (Course Content)</p>	<p>Weekly Reading</p> <ol style="list-style-type: none"> 1. Illegal, Chapters 3-4 2. Pew Report: Naturalized Citizens Make Up Record One-in-Ten U.S. Eligible Voters in 2020 3. Video: Frontline PBS: Immigration Battle (Length: 1 hour 54 minutes) (For this week's discussion board, click on the link for directions on 	<ol style="list-style-type: none"> 1. Reading Reflection (due Thursday) 2. Complete Flipgrid Video and two responses (due Sunday) 3. Complete Discussion Board and two responses (due Sunday)

		<p>note taking during your viewing so you are prepared for the discussion!)</p> <p>Optional Reading</p> <ol style="list-style-type: none"> 1. Wong, T. et al. (2019) DACA Recipients' Livelihoods, Families, and Sense of Security Are at Stake This November 2. Howell D. (2007). "Do Surges in Less-Skilled Immigration Have Important Wage Effects? A Review of the U.S. Evidence." Working Papers wp128, Political Economy Research Institute, University of Massachusetts at Amherst. 3. Gerstle, G., & Mollenkopf, J. (Eds.). (2001). E Pluribus Unum?: Contemporary and Historical Perspectives on Immigrant Political Incorporation. (Ch. 1) Russell Sage Foundation 4. Hooper, K. and Salant, B. (2018). It's Relative: A Cross-Country Comparison of Family-Migration Policies and Flows Migration Policy Institute 	
<p>WEEK 12</p> <p>(2017-2020)</p> <p>The Trump Administration: Family Separations, Muslim Ban, & Public Charge</p>	<p>Tuesday 11/3 10:00-11:45 am: Optional Zoom (Course questions, assignment help, chat with professor)</p> <p>Thursday 11/5 10:00-11:45 am: Mandatory Zoom (Course Content)</p>	<p>Weekly Reading</p> <ol style="list-style-type: none"> 1. Illegal, Chapters 5-6 2. Urban Institute (2020) Public Charge and Benefits Study 3. Washington Post Article: Trump just issued another immigration ban. That's because Congress handed over its immigration powers. <p>Optional Reading</p> <ol style="list-style-type: none"> 1. Pew Research Center Key Facts About U.S. Immigration Policies and Proposed Changes 	<ol style="list-style-type: none"> 1. Reading Reflection (due Thursday) 2. Complete Flipgrid Video and two responses (due Sunday) 3. Complete Discussion Board and two responses (due Sunday)
<p>WEEK 13</p>	<p>Tuesday 11/10 10:00-11:45 am: Optional Zoom (Course questions, assignment</p>	<p>Weekly Reading</p> <ol style="list-style-type: none"> 1. Illegal, Chapter 7- Conclusion 	<ol style="list-style-type: none"> 1. Submit questions for Dr. Cohen's visit to our Thursday session (due by Tuesday evening)

The Politics of Immigration: What's Ahead?	help, chat with professor) Thursday 11/12 10:00-11:45 am: Mandatory Zoom (Course Content) As a special guest, Dr. Elizabeth Cohen, author of <i>Illegal</i> , will be joining our Zoom!	2. Migration Policy Institute Webinar: A Bumpy Path to U.S. Citizenship: A Survey of Changing USCIS Practices (1 hour)	2. Reading Reflection (due Thursday) 3. Complete Flipgrid Video and two responses (due Sunday) 3. Turn in Final Project Rough Draft of Paper (due Sunday)
WEEK 14 Reflecting & Final Thoughts	Final Project Check-Ins (Sign up for a 10-minute timeslot on Google Doc, link in Canvas) Tuesday 11/17 10:00-12:00 pm -OR- Thursday 11/19 10:00-12:00 pm	NO READING	1. Course Reflection Journal (due Thursday) 2. Complete Flipgrid Video and two responses (due Sunday) 3. Turn in Final Project Rough Draft of Presentation Slides (due Sunday)
Thanksgiving Recess-NO CLASS 11/25-11/29			
WEEK 15 Final Project Paper & Presentations Due	Thursday, December 3rd at 10:30 am Final Exam: Post Final Project Paper and Presentation to Canvas		