Immigration Policy: Historical and Contemporary Perspectives

Course Themes and Objectives
Immigration policy is central to the United States as a nation. It shapes who we are and how we think of ourselves. This course will link key issues in the history of U.S. immigration policy with contemporary questions about America’s identity, economy, and security. Throughout the course we will pay attention to both past and present immigration policies, tracing changes and continuities.

We will study how federal immigration policies have developed since 1875 through interlocking discourses and laws concerning race, gender, sexuality, health, class and citizenship. Rather than study these issues separately, we will use the prism of immigration to explore the intersections between them. We will study immigration policy as a process that works not only from the top down but also from the bottom up; a process that is shaped not only by politicians, but also by immigration officials and immigrants themselves.

As we are learning the content of historical and contemporary immigration policies, we will also be engaging in debates about these policies and their interconnections. Our class will be structured throughout as a discussion concerning core issues in immigration. Some of our central questions will include:

• How do we balance the needs of Americans and immigrants in immigration policy? Who is included in our understanding of Americans? Who are “we” culturally? What kind of society do we want to be? How is the idea of “we” essential to immigration policy? In what ways is the idea of “we” problematic?

• Do immigrants contribute more than they receive (in terms of wages, employment, also fiscal concerns about taxes and welfare use)? Is the U.S. economy able to absorb large numbers of new immigrants? Do they strengthen the economy? Or are large numbers of immigrants a strain on the economy? If immigrants are a strain on parts of the economy, whom do they impact the most?

• What are our obligations to refugees and asylum seekers? What are the boundaries, if any, between political and economic refugees? How do we balance national and international needs in immigration and refugee policy? Why has immigration policy been so strongly national, when (like trade and finance) it is essentially international? What would an international migration policy look like?

• Do unauthorized immigrants have rights because of their humanity, their presence, their contributions? Or does the fact that they have broken the immigration laws mean that they should not have these rights, either as a moral issue or as an issue of fairness to legal immigrants? What is the appropriate policy response to illegal immigration? What about illegal immigrant children? Is it possible to prevent illegal immigration?

• How does the presence of immigrants impact American security? How do concerns about immigrants and national security impact Americans? What do we mean when we use the terms national and international security?
• How do immigration policies impact the ways in which people migrate? How do past immigration policies impact current immigration practices and policies? Can we learn from past policies to evaluate new immigration policy proposals?

• What are the most important considerations in balancing the different areas with which immigration policy is concerned?

In this course, our goals are to gain a comprehensive understanding of U.S. immigration policy and the key issues in immigration debates. Through the various assignments, including your senior seminar paper, you will also consolidate the critical thinking, research, and communication skills that you have developed throughout your undergraduate career. Our readings will include primary materials such as laws, popular articles and photographs, as well as secondary works by historians, sociologists, economists, anthropologists and legal scholars. Through these readings, discussions and presentations, you will gain a strong grounding in the key concepts of immigration studies as well as a broad understanding of the diversity of U.S. immigration. We will spend approximately half our time focusing on contemporary debates and half on historical issues.

Course Materials
Required Texts

Coursepack.

All required books are available for purchase from the bookstores around town, including Ned’s Bookstore, the Student Bookstore, and the Spartan Bookstore. The course pack costs $32.68 and is available at the Collegeville Textbook Company, 321 E. Grand River (517 922-0013). Books are on reserve in the University Library and (when possible) the Madison College Library.

Electronic Texts
In addition to a coursepack, this course uses web resources and electronic articles. The web resources (marked W in the calendar) are freely available on the internet. The electronic articles (marked E in the syllabus calendar) are available through MSU library electronic resources. If the hyperlink works, electronic articles are very convenient to access. However, these links may not work for a number of reasons which I cannot control, including the type of computer that you use, the type of web browser that you choose, etc. Therefore, I always provide a full citation for electronic readings so that you can access them through the library website. Simply click on “electronic resources,” type the journal title into “find electronic journals,” and search or browse for the relevant volume, number, and page numbers. You can also call the library help line at 800-500-1554 or 517-355-2345 so that they can troubleshoot any problems with electronic access. Please make sure that you access the web resources and electronic readings well in advance of class as you may occasionally encounter difficulties in locating or printing these readings. I recommend locating and printing in hard copy (or saving to pdf) all the electronic readings at the beginning of the course. If you are unable to locate the readings, please let me know in advance of class. You must locate, print in hard copy, and bring to class each electronic reading. Difficulties with locating or printing electronic texts are never an acceptable reason for not doing the reading or not bringing a copy of the reading to class.
If you have circumstances that make it difficult to purchase the books or access them at university reserves, please let me know, as I may be able to loan you books.

Course Requirements, Assignments, and Expectations

♦ Participation and leading class discussion (25%)
♦ Written assignments (25%)
♦ Research project (50%)

Participation (25%)
The seminar is a collaborative learning experience and the primary way in which we learn as a group is through informed, thoughtful and sustained discussion. Therefore, your attendance is required and the assigned texts should be read carefully before coming to class. Your active participation during class discussion is essential, both for the success of this seminar and for you to receive a good grade.

The requirements are as follows:

♦ Attend all class sessions and arrive promptly for class. **Repeated late attendance disrupts the class and will be reflected in your participation grade.**

♦ In the case of a significant, unavoidable conflict (such as a religious holiday or court date) or an emergency (such as hospitalization), you will receive an excused absence. Religious observances do not require documentation, but other excused absences should be documented. In other cases, such as car breakdowns, minor illnesses, etc., you will receive an unexcused absence. More than two unexcused absences from class sessions will affect your final grade. **Students with more than four unexcused class absences will not be eligible to receive a participation grade and may not be eligible to receive a course grade.**

♦ Read all required materials carefully and bring a copy of the readings to class.

♦ Prepare for class meetings by developing your own notes on the readings, questions and topics for discussion, even on days in which you are not leading discussion. Bring a hard copy of these notes to each class session. **We will share notes with one other student (or periodically with the professor) for a short period at the beginning of each class session. Consistently strong notes will strengthen your class participation and will be reflected in your participation grade.**

♦ Make informed, thoughtful contributions to seminar discussions consistently throughout the semester.

♦ **Sign up to receive a daily or weekly listserv newsletter from the Center for Immigration Studies and the electronic mailings from the Immigration Policy Center.** The CIS newsletter is at [http://www.cis.org/immigrationnews.html](http://www.cis.org/immigrationnews.html) and the IPC mailing list is at [http://www.immigrationpolicy.org/](http://www.immigrationpolicy.org/).

♦ **Informally present two news articles regarding immigration.** Regularly review contemporary news sources covering immigration policy, including the listservs and the New York Times. We will be discussing contemporary events in class and I will expect you to be familiar with emerging issues.

♦ **Meet with professor at least three times during office hours or by appointment, once to consult about leading discussion and twice to discuss your research paper.** Sign up for your meetings on the sign-up sheet and be sure to keep your appointment.

♦ **Assist with leading one class meeting (5%).** This will be a collaborative process in which you will work with the professor to develop themes and questions for your class session. You will need to study the assigned readings and meet with the professor at least one day prior to class.
With the exception of leading class discussion, your participation is graded as a whole. Please do not use your phone, check your email, or otherwise use your electronics for non-course related material during class time. The congenial and collaborative environment of the classroom depends on your active participation. If I notice you using your phone or reading email during class, I will not interrupt our work but your inattention will be reflected in your participation grade.

**Short written assignments (25%)**
During this course, we will engage in two types of writing: informal writing for your own learning purposes and formal writing designed to communicate your ideas clearly and effectively. Just as class discussions are more informal than oral presentations, certain types of writing are designed to foster freewheeling thinking rather than develop a carefully reasoned argument.

You will be provided with additional assignment sheets for each of the written assignments. The written assignments are:

- Two informal papers (2-3 pages): experimental, ungraded “thinkpieces” about immigration policy in general. Although these short writing assignments are ungraded, I expect you to work as hard on them as you do on your graded assignments.
- One Wikipedia entry on a historical topic related to immigration policy, such as an immigration law (worth 10%).
- One short (4-6 page) paper about contemporary immigration policy or representations of immigrants in recent media (worth 10%). This paper deadline is flexible, based on your reading and schedule.
- One critical commentary (2-3 pages) on a students' draft seminar paper (worth 5%). Since your comments will assist the other student in their revisions, it is particularly important that these comments are handed in on time and that you devote sufficient effort to this assignment.

All written assignments must be typed and double-spaced with one-inch margins. All assignments MUST be handed in on time, unless you have made prior arrangements with me. **Unexcused late assignments will be subject to a penalty of 1.0 grade point per day.**

**Research project (50%)**
The research project represents the culmination of your work in this seminar and throughout your undergraduate career. It should be carefully selected, thoroughly researched, and make an original contribution to the field of immigration policy studies. I will provide written and personal guidance to enable you to meet this high standard. The various components of the project are designed to structure the research process to assist you in writing your best work in the seminar paper. The components of the research project are:

- Research proposal and initial bibliography (5%). This 2-3 page proposal outlines preliminary ideas for your seminar paper, including key questions, approaches and reasons for the significance of this project as well as an additional one page list of potential books and articles. Although it will probably be subject to substantial revision, this early work plays an important role in the development of your seminar paper topic.
- Annotated bibliography (5%). This bibliography should cite at least ten sources that are central to your project with a brief description of the content and argument of each source.
- First draft of seminar paper (10-15 pages; 10%). This paper will be reviewed by one of your peers as well as the professor. Therefore, it is critical that it thoroughly and thoughtfully represents your research project. You will need to bring two copies of your draft to class.
♦ Oral presentation of your research project and findings (5%). This 10-minute presentation will be scheduled in class, when you will present your project to the professor and your fellow students. You will also be expected to answer brief questions from the class.

♦ Seminar paper abstract (5%). Your abstract and completed application should be submitted to the James Madison College Senior Research Conference and, if you choose, the University Undergraduate Research and Arts Forum (UURAF).

♦ Seminar paper (15-25 pages; 20%).

Grading policies
Participation, written work and your research project will be graded according to the criteria listed below. As these criteria show, once the minimum requirements are met, it is the quality rather than the quantity of your contributions that will be considered in grading. That is, you will not get a better grade simply for speaking a lot during class or for handing in long papers. Rather, it is important that you think carefully and take the time to convey your thoughts effectively. In those cases where participation and written work shows a marked improvement during the course of the semester, later grades will carry more weight. **If any of the assignments (graded or ungraded) are not completed, you will not be eligible to receive a final grade.**

4.0 Exceptional work
Offers exceptional insights during class discussions; always listens carefully and responds thoughtfully to other students; outstanding written work makes an original contribution to the field through sophisticated argument.

3.5 Excellent work
Makes consistent contributions to class discussions which demonstrate full and careful reading of assigned materials, as well as attention to other students’ ideas; written work is original, clearly written and carefully argued.

3.0 Good work
Makes regular contributions to class discussions; however, these contributions are not always consistent in terms of quality or quantity; written work makes a persuasive argument that is clearly written and reasoned.

2.0 Sufficient work; meets minimum requirements
Occasionally contributes to class discussion; written work reveals knowledge of immigration policy and familiarity with the assigned materials; however, it is not always clearly written and does not develop a consistent argument.

1.0 Below average work; does not meet minimum requirements
Rarely speaks during class discussions, despite regular attendance; written work does not always demonstrate an understanding of the topic of immigration policy or familiarity with the assigned readings; written work does not make an argument and is not clearly written.

Academic Integrity
There is strong evidence that academic dishonesty is increasing in U.S. colleges. Some commentators attribute this to the increased ease of plagiarism: internet access and word processing programs make it comparatively easy to cut and paste other people’s words into your work. Others claim that, in part because of the rise of the internet and collaborative sources of information such as Wikipedia, students are less familiar with the boundaries between honest and dishonest citation. This statement is part of my efforts in this class to help you become more familiar with issues of academic integrity and their importance in academic work.

In his essay on "Plagiarism in Colleges in USA," Ronald B. Standler asks the question: "What is plagiarism?" According to Standler, "In minor cases, it can be the quotation of a sentence or two,
without quotation marks and without a citation (e.g., footnote) to the true author. In the most serious cases, a significant fraction of the entire work was written by someone else: the plagiarist removed the true author(s) names(s) and substituted the plagiarist's name, perhaps did some re-formatting of the text, then submitted the work for credit in a class (e.g., term paper or essay) or as part of the requirements for a degree (e.g., thesis or dissertation)” (Standler 2012, 5). However it is done, plagiarism is the misrepresentation of someone else’s words or ideas as your own.

Most often academic dishonesty refers to plagiarism, but it also includes other forms of misrepresentation. For example, I consider presenting work from another class as work produced in this class as one form of academic misrepresentation. Obviously, you should build on ideas, themes and readings from other classes, but you should not use substantial sections of written work produced for another class in papers produced for this class. Another form of academic dishonesty is subtly misrepresenting ideas or words to make your argument more forceful. Some examples would be claiming that a piece of primary evidence “clearly” supports your argument, when you are not sure if it is really clear. Or quoting a historian's words accurately, but out of context.

As these examples suggest, academic honesty is a problem in part because it is not always clear where to draw the line between honest and dishonest representation. However, if you have any uncertainty, you should listen to your doubts and write only what you are certain is true. I would be very happy to discuss these borderline cases with you, as they can sometimes illuminate the complexity of writing about history.

Most importantly, academic honesty and proper attribution are fundamental to the collaborative creation of knowledge. The appropriate citation of other people’s words and ideas allows us to build on their work and to share our own ideas with the confidence that they will be acknowledged. In this class, you will learn new content information. But more importantly, you will learn new ways of thinking about and understanding immigration, not only from me and our course readings but from your fellow seminar participants and your own research. As we share these ideas in class, standards of academic integrity require that we do so honestly and respectfully, acknowledging what we have learned from others and what we are ourselves contributing.

Beyond the importance of integrity to the expansion of knowledge, the punishment of plagiarism is also a serious matter. The James Madison College Student Handbook contains the following statement as part of the Policy on Academic Dishonesty: "The Faculty Assembled recommend that in cases involving proven academic dishonesty, the student should receive, as a minimum, a 0.0 in the course and that a record of the circumstances, sanctions, and any appeal, be placed in the student’s confidential file. ... The individual faculty member or the Dean may recommend further action, including dismissal from the University, to the Student-Faculty Judiciary. If a second case of academic dishonesty should occur, the recommendation is that the faculty, through the Office of Director of Academic and Student Affairs, should seek the student’s dismissal from the College and the University.”

The MSU policy on plagiarism and additional information about academic integrity is also available through the MSU Office of the Ombudsman: https://www.msu.edu/~ombud/academic-integrity/index.html
Tips to help you avoid unintentional plagiarism and misrepresentation:

♦ As you make research notes for your papers, be sure to keep a careful record of your sources, including all the relevant information. This is especially important if you are collecting source materials from the internet or combining different source materials in the same file.

♦ Never cut and paste any words into your notes without putting quotation marks around them. As you move things around, you may lose the original citation or not realize that they are someone else's words.

♦ If you are quoting words that are already quoted in a secondary source (rather than quoting from the original document) you should either check the original document for accuracy or acknowledge that you are quoting from a secondary source, e.g. Ronald B. Standler, “Plagiarism in Colleges in USA” (2012) cited in Anna Pegler-Gordon, MC498 Syllabus, August 27, 2014, p. 11.

♦ Check your writing for factual accuracy, just as you would for grammatical accuracy. Ideally, you should highlight all the factual statements and citations in your work and check these against the original sources to ensure their accuracy.

♦ Check that every quote and substantially original idea from another source has a citation.

♦ Internet citation is a new and sometimes complicated process. However, internet sources, like all sources must be cited. If a source was originally published in hard copy (for example, a journal) but you accessed it electronically, you do not need to provide the electronic reference. However, if you are citing a document that is only available on the internet, a useful resource is: http://www.ipl.org/div/farq/netciteFARQ.html. Another useful resource is the Chicago Manual of Style online which includes brief notations on how to cite internet sources: http://www.chicagomanualofstyle.org/tools_citationguide.html

♦ Finally, if you have any doubts about the honesty or accuracy of any part of your work, err on the side of caution.

Work Cited

Madison College Instructional Model
As in other Madison classes, you will receive an additional credit beyond your classroom contact hours. This credit reflects the expectation of extensive independent work in this course, as well as the requirement to meet with me outside class hours to consult on leading class discussion and your research project.

Students with Disabilities
Students with documented disabilities are provided academic accommodations through the Resource Center for Persons with Disabilities in 120 Bessey Hall, 353-9642, rcpd@msu.edu. If you need academic accommodations, please let me know your specific needs by the second week of classes so that I can work with you effectively. If you are unclear as to what constitutes a disability or what help you may be entitled to, please talk with me or someone at the Resource Center.
INTRODUCTION

8-28  1  Introduction
Introductions, syllabus review, discussion of key issues in immigration policy.

Reference reading (please browse and retain a pdf copy for future use):
• Congressional Budget Office, "A Description of Immigrant Population: 2013 Update" (May 2013).
• Congressional Budget Office, "Immigration Policy in the United States: An Update" (December 2010).

9-2  2  Arguments for Immigration
Due
First informal writing assignment

Optional Reading (additional sources that you may want to read if you are writing your research paper or presenting on this topic):
• Bill Ong Hing, Defining America Through Immigration Policy (Temple University Press, 2004).

9-4  3  Arguments against Immigration

HISTORY OF IMMIGRATION POLICY

9-9  4  Early Immigration Policy: Asian Exclusion and Race
Due
Sign up for CIS listserv and IPC mailing list

Optional reading:
• Lucy Salyer, “Captives of Law: Judicial Enforcement of the Chinese
9-11 5 Early Immigration Policy: European Restrictions and Disability


Optional Reading:

9-16 6 Early Immigration Policy: Mexico-U.S. border


Optional Reading:

9-18 7 Twentieth-Century Immigration Policy: 1920s


9-23 8 Twentieth-Century Immigration Policy: 1930s and 1940s


Optional Reading:

9-25 NO CLASS: ROSH HASHANAH

9-30 9 Twentieth-Century Immigration Policy: 1950s and on

10-2 10 No reading
Due Wikipedia Assignment and In-Class Wiki Workshop

10-7 11 Twentieth-Century Refugee Policy: 1900 to 1950s

- Carl J. Bon Tempo, *Americans at the Gate: The United States and Refugees During the Cold War* (2008), 1-85.

Optional Reading:

10-9 12 Twentieth-Century Refugee Policy: 1960s

- Carl J. Bon Tempo, *Americans at the Gate: The United States and Refugees During the Cold War* (2008), 86-132.

10-14 13 Twentieth-Century Refugee Policy: 1970s to the present

- Carl J. Bon Tempo, *Americans at the Gate: The United States and Refugees During the Cold War* (2008), 133-206.

Optional Reading:

10-15 Free registration closes for MSU Conference Creating Connections to Combat Human Trafficking: Global to Local Perspectives


CONTEMPORARY PERSPECTIVES

10-16 14 Twentieth-Century Immigration Policy: 1980s and on


Optional Reading:
### 10-21 Unauthorized Immigration

- Nicholas de Genova, “Immigration ‘Reform’ and the Production of Migrant ‘Illegality,’” 37-62 and

Optional Reading:

### 10-23 No reading: DVD and discussion

Due Midnight: Research proposal and preliminary bibliography

### 10-28 Economic Impacts: Labor Market and Fiscal Concerns


Optional Reading:

### 10-30 African American Immigration and Responses to Immigration


Optional Reading:

### 11-4 Demographics and Environmental Impacts

Due Midnight: Annotated Bibliography


Federation for American Immigration Reform (FAIR):
• Q&A on the Environmental Connection
• Environmentalists Support Immigration Reform

Sierra Club:

11-6 20 Culture and Language

Optional Reading:
• Keith Fitzgerald, *The Face of the Nation: Immigration, the State and the National Identity* (1996).

11-11 21 National Security
• Irum Sheikh, “Racializing, Criminalizing, and Silencing 9/11 deportees,” and

11-13 22 Local Enforcement

11-15 MSU Conference at Snyder-Phillips *Creating Connections to Combat Human Trafficking: Global to Local Perspectives* (optional)

11-18 24 No reading: DVD and discussion
Due Midnight: First draft of research paper

11-20 24 Detention and Deportation

Optional Reading:

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