

Current Issues in US Immigration Policy
Tuesdays, 6:30-9:30
January 7 through April 14, 2020

Instructor: Julia Gelatt

Office Hours: TBD, by appointment

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Instructor

Julia Gelatt is a Senior Policy Analyst at the Migration Policy Institute, with the U.S. Immigration Policy Program. Her work focuses on the legal immigration system, demographic trends, and the implications of local, state, and federal U.S. immigration policy. Dr. Gelatt was previously a Research Associate at the Urban Institute, where her mixed-methods research focused on state policies toward immigrants; barriers to and facilitators of immigrant families' access to public benefits and public prekindergarten programs; and identifying youth victims of human trafficking. She was a Research Assistant at MPI before graduate school. Dr. Gelatt earned her PhD in Sociology and Social Policy, with a specialization in Demography, from Princeton University. She earned a bachelor of the arts in Sociology/Anthropology from Carleton College.

Course description

This course examines contemporary issues in U.S. immigration policy, one of the highest profile policy issues in recent years. The course will introduce students to the structure of US legal immigration and immigration enforcement policies, and will ground current policy debates in historical context. It will also provide an overview of current immigration trends and how they are shaped by policy and how they fit into the demographics of the contemporary United States.

Course objectives

Goal #1: Students will be able to relate their internship experience with the skills and substance learned in their course.

Objective #1: Students will discuss as part of their class participation how the weekly substance or skills learned applied to the work of their internship.

Goal #2: Students will experience a cultural, historical, policy or other event in the District of Columbia that relates to their course.

Objective #2: Students will attend (in person) at least one congressional or other government briefing, a think tank seminar or lecture, or NGO/advocacy/nonprofit event, and submit a 1-2 page summary of the event and what they learned.

Goal #3: Students will be able to communicate persuasively in writing and orally.

Objective #3: Students will write an immigration policy memo. Students will present on a news article in class, participate in class discussions and debates, and present in-class group work.

Goal #4: Students will be able to critically examine competing arguments, and use empirical evidence to research and apply theory to practice.

Example Objective #4: Students' policy memos must draw on research evidence that we read and discuss in class. During class discussions and debates, students will be expected to draw on readings and evidence to support their statements and arguments.

Course materials and accessibility

Weekly readings will include academic journal articles, news articles, and some book selections. All readings will be available online, or through Canvas or Dropbox. **I reserve the right to make changes to the course materials as the term progresses. This includes, but is not limited to, adding and subtracting articles and other readings.**

Course Responsibilities and Assignments

Class participation: You are expected to arrive to class having completed all the required readings, and ready to actively participate in large-group and small-group discussions. You will also be asked to present on one news article of your choice to the class over the course of the semester. During some classes, there will be group work and group presentations. Your participation in these activities will form part of your participation grade.

In-class midterm exam: The midterm exam will be held on February 18th. It will cover the materials from the first six weeks of the course. It will be a mix of short answer questions and several short essays.

Attendance at an event: You are expected to attend, in-person, one Congressional or other government briefing, a think tank seminar or lecture, or an NGO/advocacy/nonprofit event on an immigration-related topic, and submit a 1-2 page summary of the event and what you learned. If your schedule permits, I highly encourage you to attend a Congressional briefing in order to learn how different members of Congress talk about immigration issues, and how they draw upon evidence in their discussions.

Memo to a member of Congress or 2020 Presidential candidate: You will be asked to write a memo to a politician, advising them on what position to take on one immigration policy issue. We will discuss in class the range of issues that you might select, but you may select any topic you wish, with my approval. Your advice must be based in research evidence and cite specific evidence from the assigned readings, or other papers of your choosing. This memo is due on Thursday, April 2nd.

Final exam: The midterm exam will be held during the last day of class, April 14th. It will cover the materials from the full course. It will be a mix of short answer questions and several short essays.

Grading Standards and Measurement

Individual assignments in this course will be worth various points but converted to a 100 point scale such that an A=100-93%, A-=92-90%, B+=89-87, B=86-83, B-=82-80, etc. You should understand that only excellent work will earn an A. If the work is good, it will earn a B, and satisfactory work will earn a C. You will earn Ds and Fs if your work is less than satisfactory or of poor quality. If you fail to complete the work, you will earn a 0 for the assignment. Incompletes will be allowed only under the most exceptional circumstances.

Grades in this class will be based on the following:

- Class participation – 25%
- In-class midterm exam – 20%
- Attendance at one outside event, and written notes on the event – 10%
- Policy memo to a member of Congress or a 2020 Presidential candidate – 25%
- Final exam – 20%

According to general university policies, final course grades earned in this class will be worth the following points: A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, C-=1.7, D=1.0, F=0.

Course Communication Tools

I will use email and Turnitin for communicating with you this term. Unless you tell me otherwise, I will be communicating with you using the email address that you included as your primary address when you enrolled for classes. You are responsible for checking your email and Turnitin regularly for messages and feedback. You are responsible for letting me know if you change your email address.

Turnitin may be used for submitting and returning graded writing assignments. We will discuss in class how to create an account if you don't already have one, and how to use the software. Read more about academic misconduct below. Also, I encourage students to use the Purdue University OWL site for very accessible and useful information about writing styles and rules.

If you have questions during the class, please email me at jgelatt@migrationpolicy.org. I will do my best to answer emails quickly, but will be slower to answer on weekends, so please do plan ahead.

Policy for Attendance

Attendance in all class sessions is required. Excused absences are usually extraordinary events such as the death of an immediate family member (parent, sibling, or grandparent), personal illness, or a major religious holiday that is recognized by the [UCDC calendar](#). You MUST provide written documentation for each of these absences; and for religious holidays, you must submit your excuse two weeks in advance of the absence to be excused. On occasion, and with at least 48 hours notice, you may request to be excused for a special internship or other DC event. If granted, it is likely you will be asked to report on your experience in class. For information about missed and late assignments, see below. Each unexcused absence will lower your final course grade to the next lower grade (e.g. A- will become a B+).

Policy for Late Assignments

All assignments are considered due by midnight on the stated due date. Requests for extensions for compelling reasons will be considered on a case-by-case basis, if submitted at least 48 hours in advance of the due date. Late assignments not excused in advance and that are NOT accompanied by an acceptable excuse (extraordinary events such as the death of an immediate family member (parent, sibling, or grandparent), personal illness, or a major religious holiday that is recognized by the UCDC calendar) will be addressed as follows: For every 24 hour period after the date and time that the assignment is due (including weekends), the grade received for the assignment will be decreased by two (2) parts of a grade.

Policy on weather emergencies

In the event of a weather emergency, UCDC follows the [federal government's decisions](#) about delays and closures.

Statement on Academic Misconduct

UCDC has a zero-tolerance policy for cheating, plagiarism, and any other form of dishonesty. Students should refer to their home campus Student Code of Conduct for the regulations that apply to them. The burden is on each student to know what behaviors constitute cheating and plagiarism. Ignorance of these behaviors is not an adequate defense.

Statement on Classroom Conduct

In this class we will be discussing controversial topics, that can touch on personal experiences. I expect you to be respectful to each other, even as you disagree. Respectful and thoughtful debate is

encouraged, but personal attacks and dehumanizing language will not be tolerated. Also, in consideration of your classmates and me, you should observe the following rules: (1) DO set your cell phones to silent and answer them only in an emergency (e.g. child care or medical for you or an immediate family member). (2) Do NOT arrive late to class unless you have advanced approval. (3) Do NOT do homework for other classes or read material not related to this class while in class. (4) Do NOT use a laptop computer, other electronic device, or audio taping equipment unless you have approval from me. For any of these infractions, you will be warned only once; after the warning, you may be excused from class and will be docked 2 percentage points of your total course grade for each infraction at the end of the term.

Statement on Sexual Harassment and Sexual Violence

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this policy on Sexual Harassment and Sexual Violence.

Students who wish to speak confidentially about an incident of sexual misconduct should contact UCDC's Counseling Services at UCDCCounseling@gmail.com. To report sexual misconduct to ask questions about UCDC policies and procedures regarding sexual misconduct, please contact the UCDC Title IX administrator, Josh Brimmeier (202-974-6214 or josh.brimmeier@ucdc.edu). Because the University of California is legally obligated to investigate reports of sexual misconduct, the confidentiality of reported misconduct cannot be guaranteed.

For more on this policy, please see: <http://policy.ucop.edu/doc/4000385/SHSV>.

Statement on Accommodations for Students with Disabilities

In compliance with the Federal Rehabilitation Act of 1973, as amended (Public Law 93- 112) and the Americans with Disabilities Act of 1990 (Public Law 101-336), University of California policy prohibits unlawful discrimination on the basis of disability in its programs, services, and activities.

For more on this policy, please see: <http://policy.ucop.edu/doc/2710534/PACAOS-140>.

If you require accommodation for class, please let me know at our first meeting (if not earlier) so the necessary arrangements can be made.

Course schedule:

Session 1 – January 7th: Introductions, the long history of global migration, US immigration policy through 1924

- Angel Island Immigration Station Foundation, “History of Angel Island Immigration Station,” <https://www.aiisf.org/history>.
- Daniel J. Tichenor, 2002, *Dividing Lines: The Politics of Immigration*, Chapters 4 and 5, Princeton, NJ: Princeton University Press.
- Paul Spickard, 2007, *Almost All Aliens*, Chapter 4, Routledge.
- Ngai, Mae. 2003. “The Strange Career of the Illegal Alien*: Immigration Restriction and Deportation Policy in the United States”, 1921-1965. *21 Law & History Review* 69: 1-32

* Note that the author intentionally uses this term, often associated with racism, not because she endorses its use but rather because her work investigate the historical origins of the concept of illegality within immigration law.

Session 2 – January 14th: Contemporary immigration policy from 1924 to today

- D’Vera Cohn, 2015, “How U.S. immigration laws and rules have changed through history,” Washington, DC: Pew Research Center, <https://www.pewresearch.org/fact-tank/2015/09/30/how-u-s-immigration-laws-and-rules-have-changed-through-history/>
- Tom Gjelten, 2015, “The Immigration Act that Inadvertently Changed America,” *The Atlantic*, <https://www.theatlantic.com/politics/archive/2015/10/immigration-act-1965/408409/>
- Douglas S. Massey and Karen A. Pren, 2012, “Unintended Consequences of US Immigration Policy: Explaining the Post-1965 Surge from Latin America,” *Population Development Review* 38(1): 1–29, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3407978/>
- Chishti, Muzaffar and Stephen Yale-Loehr, 2016, “The Immigration Act of 1990: Unfinished Business a Quarter-Century Later,” Washington, DC: Migration Policy Institute, <https://www.migrationpolicy.org/research/immigration-act-1990-still-unfinished-business-quarter-century-later>.

Session 3 – January 21st: The demographics of immigration

- MPI, “Frequently Requested Statistics on Immigrants and Immigration in the United States,” <https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>
- Pew Interactive – Origins and Destinations of the World’s Migrants. <https://www.pewresearch.org/global/interactives/global-migrant-stocks-map/>
- Tod Hamilton, 2019, *Immigration the Remaking of Black America*, Chapters 1 and 2, New York: Russell Sage Foundation.
- William H. Frey, 2018, “The US will become ‘minority white’ in 2045, Census projects,” Washington, DC: Brookings Institute, <https://www.brookings.edu/blog/the-avenue/2018/03/14/the-us-will-become-minority-white-in-2045-census-projects/>
- Richard Alba, 2015, “The Myth of a White Minority,” *New York Times*, <https://www.nytimes.com/2015/06/11/opinion/the-myth-of-a-white-minority.html>

Session 4 – January 28th: US refugee policy

- Carl J. Bon Tempo, 2015, *Americans at the Gate: The United States and Refugees during the Cold War*, Chapter 8, Princeton, NJ: Princeton University Press.
- An Overview of U.S. Refugee Law and Policy: <https://www.americanimmigrationcouncil.org/research/overview-us-refugee-law-and-policy>

- MPI, Refugees and Asylees in the United States, <https://www.migrationpolicy.org/article/refugees-and-asylees-united-states>
- David Scott-Fitzgerald, 2019, *Refuge Beyond Reach: How Rich Democracies Expel Asylum Seekers*, Chapter 7, Oxford University Press.
- Sarah Corbett, ["The Lost Boys of Sudan: The Long, Long, Long Road to Fargo,"](#) *New York Times Magazine*, April 1, 2001

Session 5 – February 4th: Policy toward asylum seekers

- American Immigration Council, 2018, "Asylum in the United States," <https://www.americanimmigrationcouncil.org/research/asylum-united-states>
- Susan Gzesh, 2006, "Central Americans and Asylum Policy in the Reagan Era," Washington, DC: Migration Policy Institute, <https://www.migrationpolicy.org/article/central-americans-and-asylum-policy-reagan-era>
- Randy Capps, Doris Meissner, Ariel G. Ruiz Soto, Jessica Bolter, and Sarah Pierce, 2019, "From Control to Crisis: Changing Trends and Policies Reshaping U.S.-Mexico Border Enforcement," <https://www.migrationpolicy.org/news/policy-solutions-address-crisis-border-exist-require-will-staying-power>
- Jason Kao and Denise Lu, 2019, "How Trump's Policies Are Leaving Thousands of Asylum Seekers Waiting in Mexico," *New York Times*, August 18, 2019, <https://www.nytimes.com/interactive/2019/08/18/us/mexico-immigration-asylum.html>

Session 6 – February 11th: The economics of immigration: Do immigrants take jobs from Americans?

- National Academy of Sciences, Engineering, and Medicine, 2017, *The Economic and Fiscal Consequences of Migration*, Report Highlights, <https://www.nap.edu/resource/23550/RiB-fiscal-immigration.pdf>
- Pia M. Orrenius, Madeline Zavodny, and Stephanie Gullo, 2019, "How Does Immigration Fit into the Future of the U.S. Labor Market?" Washington, DC: Migration Policy Institute, <https://www.migrationpolicy.org/research/immigration-fit-future-us-labor-market>.
- Roger Lowenstein, 2006, "The Immigration Equation," *The New York Times Magazine*, <https://www.nytimes.com/2006/07/09/magazine/09IMM.html>

Session 7 – February 18th: Midterm exam

Session 8 – February 25th: Focus on legal immigration policies – family-based versus employment-based, temporary versus permanent, setting the level

- Julia Gelatt, 2019, "Explainer: How the U.S. Legal Immigration System Works," Washington, DC: Migration Policy Institute, <https://www.migrationpolicy.org/content/explainer-how-us-legal-immigration-system-works>.
- Claire Felter, 2019, "U.S. Temporary Foreign Worker Programs," Council on Foreign Relations, <https://www.cfr.org/backgrounder/us-temporary-foreign-worker-programs>.
- Demetrios G. Papademetriou and Kate Hooper, 2019, "Competing Approaches to Selecting Economic Immigrants: Points-Based vs. Demand-Driven Systems," Washington, DC: Migration Policy Institute, <https://www.migrationpolicy.org/research/selecting-economic-immigrants-points-based-demand-driven-systems>.
- Kate Hooper and Brian Salant, 2018, "It's Relative: A Crosscountry Comparison of Family-Migration Policies and Flows," Washington, DC: Migration Policy Institute, <https://www.migrationpolicy.org/research/crosscountry-comparison-family-migration>.

- Bryan Caplan, 2012, “Why Should We Restrict Immigration?” *Cato Journal* 32(1): 5-24, <https://www.cato.org/sites/cato.org/files/serials/files/cato-journal/2012/1/cj32n1-2.pdf>

Session 9 – March 3rd: Immigration enforcement at the border and in the interior

- Douglas S. Massey and Jorge Durand, 2002, *Beyond Smoke and Mirrors*, Chapter 6, New York: Russell Sage Foundation.
- Douglas Massey, Jorge Durand, and Karen A. Pren. 2016. “Why Border Enforcement Backfired.” *American Journal of Sociology* 121(5) March: 1557-1600
- Miriam Jordan, “ICE Arrests Hundreds in Mississippi Raids Targeting Immigrant Workers,” *New York Times*, August 7, 2019, <https://www.nytimes.com/2019/08/07/us/ice-raids-mississippi.html>.
- Randy Capps, Muzaffar Chishti, Julia Gelatt, Jessica Bolter, and Ariel G. Ruiz Soto, 2018, “Revvig Up the Deportation Machinery: Enforcement under Trump and the Pushback,” Report in Brief, Washington, DC: Migration Policy Institute, <https://www.migrationpolicy.org/research/revving-deportation-machinery-under-trump-and-pushback>.

Session 10 – March 10th: The state and local role in immigration

- Manuel Pastor, 2018, *State of Resistance: What California’s Dizzying Descent and Remarkable Resurgence Mean for America’s Future*, Chapters 1 and 2, The New Press.
- Immigrant Legal Resource Center, 2018, “The Rise of Sanctuary Getting Local Officers Out of the Business of Deportations in the Trump Era,” https://www.ilrc.org/sites/default/files/resources/rise_of_sanctuary-lg-20180201.pdf.
- Nigel Duara, “Arizona’s once-feared immigration law, SB 1070, loses most of its power in settlement,” September 15, 2016, <https://www.latimes.com/nation/la-na-arizona-law-20160915-snap-story.html>
- Utah Compact on Immigration, <https://theutahcompact.com/compact-%26-signatories>

March 17th – Spring Break

Session 11 – March 24th: Unauthorized immigration and related policies – IRCA, DACA, TPS, and proposed DREAM Acts

- Jeffrey S. Passel and D’Vera Cohn, 2019, “Mexicans Decline to Less than Half the U.S. Unauthorized Immigrant Population for the First Time,” Washington, DC: Pew Research Center, <https://www.pewresearch.org/fact-tank/2019/06/12/us-unauthorized-immigrant-population-2017>.
- Jacobson, Louis. 2017. “Is Being in the United States Unlawfully a Crime?” <http://www.politifact.com/florida/statements/2017/mar/15/florida-conference-catholic-bishops/being-united-states-unlawfully-crime/>
- Roberto Gonzalez. 2011. “Learning to be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood.” *American Sociological Review* 76(4): 601-619.
- Walter J. Nicholls, 2013, “The DREAMers: How the Undocumented Youth Movement Transformed the Immigrant Rights Debate,” Chapters 5 and 6, Stanford, CA: Stanford University Press.
- Tom K. Wong, Sanaa Abrar, Tom Jawetz, Ignacia Rodriguez Kmec, Patrick O’Shea, Greisa Martinez Rosas, and Philip E. Wolgin, 2018, “Amid Legal and Political Uncertainty, DACA Remains More Important Than Ever,” Washington, DC: Center for American Progress,

<https://www.americanprogress.org/issues/immigration/news/2018/08/15/454731/amid-legal-political-uncertainty-daca-remains-important-ever/>.

- Jill Wilson, 2019, Temporary Protected Status: Overview and Current Issues, Washington, DC: Congressional Research Service, <https://fas.org/sgp/crs/homesecc/RS20844.pdf>.

Session 12 – March 31st: Immigration integration

- National Academy of Sciences, Engineering, and Medicine, 2015, *The Integration of Immigrants into American Society*, Summary and Introduction, <https://www.nap.edu/catalog/21746/the-integration-of-immigrants-into-american-society>.
- Alejandro Portes, 2001, *Legacies: The Story of the Immigrant Second Generation*, Chapters 1 and 3, University of California Press.
- Bean, Frank D., Mark A. Leach, Susan K. Brown, James D. Bachmeier, and John Hipp. 2011. "The Educational Legacy of Unauthorized Migration: Comparisons across U.S.-Immigrant Groups in How Parents' Status Affects Their Offspring." *International Migration Review* 45(2): 348-385.
- Volunteers Increasing Civic Engagement (VICE), 2013, "Latino Youth Civic Mobilization: Broadening the Electoral in Central California," University of California, Santa Cruz, https://jonathanfoxucsc.files.wordpress.com/2013/11/latino_youth_voter_mobilization_central_california_2013.pdf.

Session 13 – April 7th: Immigration and the 2020 elections – where do the candidates stand? Where do American voters stand?

- Please note that readings for this week are particularly likely to change.
- Los Angeles Times Staff, "Transcript: Donald Trump's full immigration speech, annotated," *Los Angeles Times*, August 31, 2016, <https://www.latimes.com/politics/la-na-pol-donald-trump-immigration-speech-transcript-20160831-snap-htlstory.html>.
- Joe Biden, "Our Latin America policies are morally bankrupt. Mine reflect American values," Op-Ed in *Miami Herald*, June 24, 2019, <https://www.miamiherald.com/opinion/op-ed/article231878448.html>
- Bernie Sanders, 2019, "A Just Immigration System," <https://berniesanders.com/issues/immigration-reform/>
- Elizabeth Warren, 2019, "[A Fair and Welcoming Immigration System.](#)"
- Bradley Jones, 2019, "Majority of Americans continue to say immigrants strengthen the U.S.," Washington, DC: Pew Research Center, <https://www.pewresearch.org/fact-tank/2019/01/31/majority-of-americans-continue-to-say-immigrants-strengthen-the-u-s/>.

Session 14 – April 14th: Final exam