

**Immigration Policy
PSC 403Z**

Professor: Elizabeth Maltby	Place: CBC C216
Email: elizabeth.maltby@unlv.edu	Time: Tuesdays & Thursdays 4:00-5:15PM
Office Hours: W 1-3PM, Th 2:30-3:30PM, and by appointment	
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Course Description:

This course covers current US immigration policy, enforcement practices, and responses to immigration laws. We will study border security, the scale of unauthorized immigration, factors that encourage unauthorized immigration, state and local enforcement of immigration laws, immigration attitudes, and the effect of immigration enforcement on political behavior.

Course Objectives:

By the end of this course, students should have a greater understanding of trends in US immigration policy and the effects that these laws have on the public. Students should be able to critically assess future immigration reform proposals. In addition, students should be better able to critically analyze and discuss political science research.

Required Materials:

The following book is available for purchase at the campus bookstore:

Massey, Douglas S., Jorge Durand, and Nolan J. Malone. 2002. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. New York, NY: Russell Sage Foundation.

You will also read several academic journal articles. These will be posted on the webcampus site for this course.

Requirements & Evaluation:

Your grade will be determined by three exams and participation in in-class discussion. If you believe that any assignment has been unfairly graded, you may submit a brief written statement (no more than 250 words) outlying why you believe you deserve a higher grade. This statement must be turned in within one week of having received your grade. If your protest is reasonable, I will re-grade your assignment. However, be aware that your grade may go down as well as up. I reserve the right to offer extra credit assignments to the class at my discretion.

Assignments will be weighted as follows:

- Exam 1 – 30%
- Exam 2 – 30%
- Exam 3 – 30%
- Participation/Attendance – 10%

Exams

Exams will be ‘take-home’ meaning that you are free to consult your notes and the readings. However, please refrain from discussing the exams with other students. The exams will ask you to critically analyze and compare concepts from your readings. Reading carefully and taking good notes will help you prepare for these exams.

Exams will be turned in on webcampus. You have one week from the time that you receive the prompt to turn in the exam. If you turn in your exam late, you will be penalized 5 points (on a 100 point scale) for every day which passes before you turn in your exam.

Make sure that the online submission went through. Problems with Canvas will NOT be an excuse for late exam submissions. If you are having issues submitting the assignment, contact me BEFORE the submission deadline.

Participation in Class Discussion

Class discussions will be a central part of this course and will account for 10% of your grade. These discussions will be based on the assigned readings as well as content brought up in lecture. Assessment will be based on the quantity and quality of your participation throughout the semester.

Productive class discussion requires that you come to class prepared. This means reading all assigned materials before class and are ready to talk about the arguments from the week’s readings. (Or be ready with questions you have about the reading. Chances are, if you have a question, you’re not the only one.)

Your attendance record will also be used as a way to assess your participation. Good attendance is necessary but not sufficient for getting a good participation grade. You are expected to attend every class.

Pop Quizzes

Pop quizzes will be administered if it becomes apparent that students are not doing course readings. These quizzes will count towards your daily participation grade. There are no make-ups for pop quizzes.

Final grades will be given as follows:

A	93.0-100	C	73.0-76.9
A-	90.0-92.9	C-	70.0-72.9
B+	87.0-89.9	D+	67.0-69.9
B	83.0-86.9	D	63.0-66.9
B-	80.0-82.9	D-	60.0-62.9
C+	77.0-79.9	F	0-59.9

Collaboration:

Collaboration amongst students on exams and other assignments in this course is prohibited. Each exam and assignment must be completed individually. Collaboration will be treated as plagiarism.

Plagiarism in any form is not tolerated, so be sure that you cite all of your sources in exams and papers.

Disabilities or Language Concerns: If you have a learning disability or language concern that may impact your success in this class, please let me know at the beginning of the semester.

Contacting Me:

Email: I check my email frequently, and you can expect me to respond within 24 hours during the week and within 48 hours over the weekend or holiday. If I haven't responded to you within those time frames, please send me another email as I may have overlooked your initial email.

Office Hours: My office hours and office location are listed above. If these hours do not work with your schedule and you would like to meet, email me to arrange an alternate time to meet. Please try to email me in advance so I know to expect you.

Schedule (The schedule is subject to change based on the needs of the class):

Module 1: US Immigration Policy Past & Present		
<i>Week 1 Introduction</i>		
1/22	▪	Introduction
1/24	▪	Zolberg, Arstide. 2006. "Rethinking the Last 200 Years of U.S. Immigration Policy." <i>Migration Policy Institute</i> .
<i>Week 2 – Beyond Smoke & Mirrors</i>		
1/29 & 1/31	▪	<i>Beyond Smoke and Mirrors</i> ch. 1-3
<i>Week 3 – Beyond Smoke & Mirrors</i>		
2/5 & 2/7	▪	<i>Beyond Smoke and Mirrors</i> ch. 4-5
<i>Week 4 – Beyond Smoke & Mirrors & Terrorism and Immigration</i>		
2/12	▪	<i>Beyond Smoke & Mirrors</i> ch. 6-7
2/14	▪	Coleman, Mathew and Austin Kocher. 2011. "Detention, Deportation, Devolution, and Immigrant Incapacitation in the US, Post 9/11." <i>Geographical Journal</i> 177 (3): 228-237.
<i>Week 5 – Modern Immigration Policy</i>		
2/19	▪	Wasem, Ruth Ellen. 2013. "Brief History of Comprehensive Immigration Reform Efforts in the 109 th and 110 th Congresses to Inform Policy Discussions in the 113 th Congress." <i>Congressional Research Service</i> .
	▪	Pierce, Sarah, Jessica Bolter, and Andrew Selee. 2018. "U.S. Immigration Policy Under Trump: Deep Changes and Lasting Impacts." <i>Migration Policy Institute</i> .
2/21	▪	Capps, Randy, Mark Greenberg, Michael Fix and Jie Zong. 2018. "Gauging the Impact of DHS' Proposed Public-Charge Rule on U.S. Immigration." <i>Migration Policy Institute Policy Brief</i> .
	▪	Domonoske, Camila and Richard Gonzales. 2018. "What We Know: Family Separation and 'Zero Tolerance' at the Border." <i>National Public Radio</i> .
	▪	Van Hook, Jennifer and Michael Fix. 2010. "The Demographic Impacts of Repealing Birthright Citizenship." <i>Migration Policy Institute</i> 1-12.
	▪	Jardina, Ashley. 2018. "What Americans really think about birthright citizenship." <i>The Washington Post</i> .
EXAM I Given Thursday, Feb. 21. Due Thursday, Feb. 28 MIDNIGHT		
Module 2: Current Immigration Issues, State and Local Enforcement		
<i>Week 6 – Border Enforcement</i>		
2/26	▪	In-class movie: <i>Crossing Arizona</i>

	<ul style="list-style-type: none"> ▪ Karaim, Reed. 2008. "America's Border Fence." <i>CQ Researcher</i> ▪ Warren, Robert and Donald Kerwin. 2017. "The 2,000 Mile Wall in Search of a Purpose: Since 2007 Visa Overstays have Outnumbered Undocumented Border Crossers by a Half Million." <i>Journal on Migration and Human Security</i> 5(1): 124-136.
2/28	<ul style="list-style-type: none"> ▪ In-class movie: <i>Crossing Arizona</i>
<i>Week 7 – Attrition through Enforcement. Does Self-Deportation Work?</i>	
3/5	<ul style="list-style-type: none"> ▪ Kobach, Kris W. 2007. "Attrition through Enforcement: A Rational Approach to Illegal Immigration." <i>Tulsa Journal of Contemporary and International Law</i> 15(2): 155-163.
3/7	<ul style="list-style-type: none"> ▪ Rocha, Rene R., Daniel P. Hawes, Alisa A. Hicklin Fryar, and Robert D. Wrinkle. 2014. "Policy Climates, Enforcement Rates, and Migrant Behavior: Is Self-Deportation a Viable Immigration Policy?" <i>Policy Studies Journal</i> 42(1): 79-100.
<i>Week 8 – SB 1070 and State Law Enforcement</i>	
3/12	<ul style="list-style-type: none"> ▪ Rodriguez, Cristina. 2017. "Enforcement, Integration, and the Future of Immigration Federalism." <i>Journal on Migration and Human Security</i> 5(2): 509-540. ▪ Ybarra, Vickie D., Lisa M. Sanchez, and Gabriel R. Sanchez. 2016. "Anti-immigrant Anxieties in State Policy: The Great Recession and Punitive Immigration Policy in the American States, 2005-2012." <i>State Politics and Policy Quarterly</i>. 16 (3): 313-339.
3/14	<ul style="list-style-type: none"> ▪ Wallace, Sophia J. 2014. "Papers Please: State-Level Anti-Immigrant Legislation in the Wake of Arizona's SB 1070." <i>Political Science Quarterly</i> 129(2): 261-291. ▪ Lacayo, A. Elena. 2011. "One Year Later: A Look at SB 1070 and Copycat Legislation." <i>National Council of La Raza Fact Sheet</i>
Week 9 – SPRING BREAK NO CLASS	
<i>Week 10 – Local Law Enforcement</i>	
3/26	<ul style="list-style-type: none"> ▪ Steil, Justin Peter and Ion Bogdan Vasi. 2014. "The New Immigration Contestation: Social Movements and Local Immigration Policy Making in the United States, 2000-2011." <i>American Journal of Sociology</i> 119 (4): 1104-1155. ▪ Pedroza, Juan Manuel. 2018. "Deportation Discretion: Tiered Influence, Minority Threat, and "Secure Communities" Deportations." <i>Policy Studies Journal</i>.
3/28	<ul style="list-style-type: none"> ▪ Armenta, Amanda and Isabela Alvarez. 2017. "Policing immigrants or policing immigration? Understanding local law enforcement participation in immigration control." <i>Sociology Compass</i> 1-10. ▪ Holman, Mirya and Emily Farris. 2017. "Sheriffs are enthusiastic about enforcing U.S. immigration law. That makes a big difference." <i>The Washington Post</i>.
<i>Week 11 – Sanctuary Cities/States</i>	
4/2	<ul style="list-style-type: none"> ▪ Kagan, Michael. 2018. "What We Talk about When We Talk about Sanctuary Cities." <i>University of California, Davis Law Review</i> 52: 391-406. ▪ Collingwood, Loren, Benjamin Gonzalez-O'Brien, and Stephen El-Khatlib. 2016. "Sanctuary cities do not experience an increase in crime." <i>The Washington Post</i>. ▪ Cameron, Darla. 2017. "How sanctuary cities work, and how Trump's executive order might affect them." <i>The Washington Post</i>.
4/4	<ul style="list-style-type: none"> ▪ NO CLASS
EXAM II Given Tuesday, Apr. 2. Due Tuesday, Apr. 9 at MIDNIGHT	
Module 3: Immigration Policy and Political Behavior	
<i>Week 12 – Effects of Being NonCitizens and Undocumented</i>	
4/9	<ul style="list-style-type: none"> ▪ Leal, David L. 2002. "Political Participation by Latino Non-Citizens in the United States." <i>British Journal of Political Science</i> 32(2): 353-370. ▪ Michelson, Melissa R. and Jessica L. Lavariega Monforti. 2018. "Back in the Shadows, Back in the Streets." <i>PS: Political Science and Politics</i> 51(2).

4/11	<ul style="list-style-type: none"> Street, Alex, Michael Jones-Correa, and Chris Zepeda-Millán. 2017. "Political Effects of Having Undocumented Parents." <i>Political Research Quarterly</i>. 1-15.
<i>Week 13 – DACA & Dreamers</i>	
4/16	<ul style="list-style-type: none"> Singer, Audrey and Nicole Prchal Svajlenka. 2013. "Immigration Facts: Deferred Action for Childhood Arrivals (DACA)." <i>Brookings Metropolitan Policy Program</i>. August 14, 2013. https://www.brookings.edu/research/immigration-facts-deferred-action-for-childhood-arrivals-daca/. Wong, Tom K., Greisa Martinez Rosas, Adam Luna, Henry Manning, Adrian Reyna, Patrick O'Shea, Tom Jawetz, and Philip E. Wolgin. 2017. "DACA Recipients' Economic and Educational Gains Continue to Grow." <i>Center for American Progress</i>. August 28, 2017. https://www.americanprogress.org/issues/immigration/news/2017/08/28/437956/daca-recipients-economic-educational-gains-continue-grow/.
4/18	<ul style="list-style-type: none"> NO CLASS
<i>Week 14 – Immigration Protests</i>	
4/23	<ul style="list-style-type: none"> Barreto, Matt A., Sylvia Manzano, Ricardo Ramriez, and Kathy Rim. 2008. "Mobilization, Participation, and <i>Solidaridad</i>: Latino Participation in the 2006 Immigration Protest Rallies." <i>Urban Affairs Review</i> 44(5): 736-764. Robbins, Liz. 2016. "In Immigration Fight, Asians Work to Be Heard." <i>New York Times</i> June 26, 2016. https://www.nytimes.com/2016/06/25/nyregion/in-immigration-fight-asians-work-to-be-heard.html?mcubz=0. "Crowds protest against Donald Trump's immigration ban." <i>The Economist</i> January 30, 2017.
4/25	<ul style="list-style-type: none"> Steil, Justin Peter and Ion Bogdon Vasi. 2014. "The New Immigration Contestation: Social Movements and Local Immigration Policy Making in the United States 2000-2011." <i>American Journal of Sociology</i> 119 (4): 1104-1155.
<i>Week 15 – Immigration Attitudes</i>	
4/30	<ul style="list-style-type: none"> Citrin, Jack, Donald P. Green, Christopher Muste, and Cara Wong. 1997. "Public Opinion Toward Immigration Reform: The Role of Economic Motivations." <i>Journal of Politics</i> 59 (3): 858-881. Brader, Ted, Nicholas A. Valentino, and Elizabeth Suhay. 2008. "What Triggers Public Opposition to Immigration? Anxiety, Group Cues, and Immigration Threat." <i>American Journal of Political Science</i> 52 (4): 959-978.
5/2	<ul style="list-style-type: none"> Hood, M.V. III, Irwin L. Morris, and Kurt A. Shirkey. 1997. "<i>Quedate o Vente!</i> Uncovering the Determinants of Hispanic Public Opinion Toward Immigration." <i>Political Research Quarterly</i> 50 (3): 627-647.
<i>Week 16 – Other Effects of Immigration Policy</i>	
5/7	<ul style="list-style-type: none"> White, Ariel. 2016. "When Threat Mobilizes: Immigration Enforcement and Latino Voter Turnout." <i>Political Behavior</i> 16(2): 355-382. Sanchez, Gabriel. 2011. "Immigration Policy Is Personal for Latinos." <i>Latino Decisions: Everything Latino Politics</i>. July 18, 2011. http://www.latinodecisions.com/blog/2011/07/18/immigration-policy-is-personal-for-latinos/.
5/9	<ul style="list-style-type: none"> Cruz Nichols, Vanessa, Alana M. W. LeBron, and Francisco I. Pedraza. 2018. "Policing Us Sick: The Health of Latinos in an Era of Heightened Deportations and Racialized Policing." <i>PS: Political Science and Politics</i> 51 (2): 293-297. Rocha, Rene R., Benjamin Knoll, and Robert Wrinkle. 2015. "Immigration Enforcement and the Redistribution of Political Trust." <i>Journal of Politics</i> 77(4): 901-913.
<i>Week 17: Finals Week (No class)</i>	
EXAM III Given Thursday, May 9. Due Thursday, May 16 at MIDNIGHT	

University Policies:

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC **A** (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.