

**Immigration and Border Politics  
POLS/LATAM 430  
Fall 2019  
M/W: 2:00-3:15**

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Immigration remains one of the most contentious issues in American politics and the goal of this course will be to help students develop an understanding of how immigration policy has changed and shaped (and been shaped by) the political system. We will explore immigration policymaking beginning in the nation’s earliest years and continue through the first few years of the Trump presidency. The goal of this historical approach is to help students understand how past decisions have shaped immigration today, as well as continuity and change in policymaking. This class will emphasize participation and an exploration of these topics through class discussions. As such, participation in class discussions constitutes a significant part of a student's grade in the course.

**Student Learning Outcomes**

1. Explain the various ways that immigration has been shaped by and in turn shaped American political development.
2. Demonstrate an understanding of concepts, policies, and court cases related to immigration and border policies.
3. Synthesize and critically discuss key research findings with respect to immigration and border politics in the US politics;
4. Engage in policy debates immigration and naturalization policy in the United States;
5. Develop greater competency in analytical writing.

The readings, videos, activities, and assessments in this class will help you to achieve these outcomes. There will be a bi-weekly short answer Canvas quiz covering concepts from readings, lectures and videos which will assess outcome #1, while the online and in-class discussions will be used to assess outcomes 2 and 3. The term paper you will write for the class will address outcomes 2 and 4 by asking you to research a topic and use the findings of your research to make a persuasive argument regarding the role of race in American politics. More details on the assignments can be found below.

**Required Texts**

There is one required book for this class, plus additional articles/selections as noted:

Daniel Tichenor, *Dividing Lines: The Politics of Immigration Control in America*

Additional Readings available via Canvas as listed in the reading schedule.

**Course Organization**  
This course meets twice per week and it is expected that in the three days the class is not in session that students will use that time to read, study, and complete any online assignments. This class is also taught in an “a la carte” fashion, which means that students can choose their method of assessment (though there are some universal requirements). Lectures will be posted to Blackboard at the end of the week and can be used to study for tests but should not be shared outside of the class. Attendance is REQUIRED, as is paying attention during lectures and in-class discussions/assignments. Disruptive behavior (talking, surfing the internet, using your phone, etc.) will result in a verbal warning the first time. If it continues you will be asked to leave the class for the benefit of your peers.

**On respect and protection of all students**

The CSU has affirmed its commitment to ‘protecting access, affordability, intellectual freedom, inclusivity, and diversity for all students . . . including supporting DACA students.’ Discrimination, harassment, or retaliation against students, faculty, and staff on the basis of race, religion, gender, sexuality, disability, nationality, immigration status and other categories of identity is prohibited.  If you have concerns about your status at the university, please visit <http://studentaffairs.sdsu.edu/EOP/> for information or contact the Dean of Students or the Assistant Dean for Student Affairs in your College.

*Please review SDSU’s**[Student Conduct Code](http://go.sdsu.edu/student_affairs/srr/conduct.aspx) that prohibits for example:*

* Conduct that threatens or endangers the health or safety of any person within or related to the University community, including
  + physical abuse, threats, intimidation, or harassment.
* Participating in an activity that substantially and materially disrupts the normal operations of the University or infringes on the rights of members of the University community.
* Unauthorized recording, dissemination, or publication of academic presentations for commercial purposes.

**On recording lectures**

As per the above student conduct code, students **must obtain permission** from the professor to record a class lecture or discussion. Without such prior permission the student will be reported for misconduct. In addition, the recording must only be used by that student for the purposes of studying for this class. Posting, dissemination and distribution are prohibited.

**On cheating and plagiarism**

All sources of reference from which students take quotations, theories or concepts or papers must be properly cited. This includes anything that you have cut and pasted from the Internet. Plagiarism (or other forms of cheating) will not be tolerated. Such action will result in your failing the class and referral to the Office of Student Rights and Responsibilities for possible suspension or expulsion. To be clear, if you use any outside sources for ideas, themes, text, analyses etc., you *must* cite them. In addition, using another student=s work upon which to base yours is not allowed. Finally, if you are found to be cheating during an exam (e.g. by using notes or chatting with another student) you will fail the class. All cell phones must be turned off during exams. If you are seen using one, we will assume you are cheating. For more on the University=s policy on academic dishonest please see <http://csrr.sdsu.edu/student_affairs/srr/conduct.aspx>.

**For students with disabilities:** If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Ability Success Center at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Ability Success Center as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented me with an accommodation letter from Student Ability Success Center.  Website: <http://go.sdsu.edu/student_affairs/sds/Default.aspx>.

**For other student services:** Please visit this link to view the range of campus resources available to you: <http://go.sdsu.edu/student_affairs/srr/resource-links.aspx>

**Grading (1000 points total)**

**Class Participation (300 points)**

**P**articipation will make up a significant portion of your final grade. Students are expected to participate in our class discussions**.** You must speak in class or participate in group discussions (either in class or online) a minimum of 10 times to earn the 300 points for participation. There may be some weeks when we will not have time for a discussion and during those weeks I will post a discussion online. **PARTICIPATION IS GRADED!** To receive credit for in-class participation, your comment must make a substantive contribution to our conversation. That means you must do more than just agree/disagree or repeat a comment that was already made. For online discussions, there is a grading rubric below. For discussion thread posts, it is expected that you use proper grammar and spelling. You may respond either to the original prompt OR another student. You can post more than once, but only one post will receive points.

The material we cover in this class may be difficult, controversial, or potentially divisive. Discussion will help facilitate both an understanding of the readings and alternative perspectives on race and ethnicity in American politics. Please ask questions if you are having difficulty with something! Furthermore, engaging with the readings & questions is not about being right or wrong but is instead about critically engaging the material. Discussions could get heated and you may not agree with some of your fellow classmates. There is nothing wrong with this, but I want every student to feel comfortable expressing himself/herself in the threads, so please be respectful when responding. Obviously, statements that are explicitly sexist, racist, transphobic, or homophobic will not be tolerated, nor will flaming, trolling, etc.

**In-Class Tests (300 points)**

There will be 3 in-class tests, each consisting of 10 short answer questions on concepts, legislation, and court decisions we cover. Each question will be worth 10 points. The first will be on 9/23, the second on 10/28, and the final test on 12/2. Students will need to bring a bluebook for the tests.

**Final Project (400 points)**

The final component of this class will be a policy proposal project that will ask students to develop a pitch for immigration reform. This can address legal or illegal immigration and should be 10-15 pages in length. In the proposal, students will be asked to first summarize the issues their bill would address, then lay out the specifics of the policy changes they are proposing, and finally, how these proposals will address the issues they have identified. Templates/examples of a policy reform proposals will be provided during week 5.

**Reading Schedule**

**Week 1: Introduction - Immigration and the Border (8/26-8/28)**

8/26: No readings  
8/30: Tichenor, pgs. 1-15

**Week 2: Immigration, Policy Regimes, and Path Dependence**

9/4: Tichenor, pgs. 16-45

**Week 3: Coming to America: Immigration Restriction in the 18 & 19th Centuries**

9/9: Tichenor, pgs. 46-64  
9/11: Tichenor, pg. 65-86

**Week 4: The Chinese Exclusion Act**

9/16: Tichenor, pgs. 87-113  
9/18: No readings

**Week 5: Restricting “Undesirable” European Immigration**

9/23: Tichenor, pgs. 114-138  
9/25: Tichenor, pgs.138-149

**Week 6: Hardening Borders and Criminalization**

9/30: Gonzalez O’Brien, “The 1929 Law That Turned Undocumented Entry Into a Crime”  
<https://www.zocalopublicsquare.org/2018/11/27/1929-law-turned-undocumented-entry-crime/ideas/essay/>  
10/2: No readings

**Week 7: Mexican Repatriation and the Bracero Program**

10/7: Johnson, “The Forgotten ‘Repatriation’ of Persons of Mexican Ancestry and Lessons for the ‘War on Terror’”  
10/9: Massey & Liang, “The long-term consequences of a temporary worker program: The US Bracero experience”

**Week 8: Immigration After WWII**

10/14: Tichenor, pgs. 176-196  
10/16: Tichenor, pgs. 196-218

**Week 9: Immigration in the Reagan Era**  
10/21: Tichenor, pgs. 242-262  
10/23: Tichenor, pgs. 262-288

**Week 10: The Sanctuary Movement and Challenges to Federal Authority**

10/28: Ridgley, “Cities of Refuge: Immigration Enforcement, Police, and the Insurgent Genealogies of Citizenship in U.S. Sanctuary Cities”  
10/30: No readings

**Week 11: A Return to Criminalization: Immigration Policy in the 1990s**

11/4: Provine & Doty, “The Criminalization of Immigrants as Racial Project”  
11/6: No readings

**Week 12: After 9/11: Immigration Crackdowns and Comprehensive Reform**

11/13: Miller, “Blurring the boundaries between immigration and crime control after September 11th”

**Week 13: Obama, Deporter-in-Chief or Immigration Pragmatist?**

11/18: Motomura, “The President's Dilemma: Executive Authority, Enforcement, and the Rule of Law in Immigration Law”

11/20: Ball, “Obama's Long Immigration Betrayal”

<https://www.theatlantic.com/politics/archive/2014/09/obamas-long-immigration-betrayal/379839/>

**Week 14: Immigration in the Trump Era**

11/25: Foer, “How Trump Radicalized ICE”

<https://www.theatlantic.com/magazine/archive/2018/09/trump-ice/565772/>  
  
Zimmer, “Where Does Trump’s ‘Invasion’ Rhetoric Come From”

<https://www.theatlantic.com/entertainment/archive/2019/08/trump-immigrant-invasion-language-origins/595579/>

**Week 15: Challenging Federal Immigration Policy: Sanctuary Cities and the New Left**

12/2: Gonzalez O’Brien, Collingwood, and El-Khatib, “The Politics of Refuge: Sanctuary Cities, Crime, and Undocumented Immigration”  
  
12/4: Skelley, “Can Democrats Win on Immigration Policy in 2020?”

<https://fivethirtyeight.com/features/can-democrats-win-on-immigration-policy-in-2020/>

**Week 16: Is Comprehensive Reform Still Possible?**

12/9: Readings TBA  
12/11: No reading