

# Fall 2024 L32 2100: Introduction to Migration Policy and Politics<sup>1</sup>

Instructor: Dr. Stephanie N. Shady (she/her)

Email: shadys@wustl.edu

Class Meetings: Tuesdays and Thursdays, 11:30 AM - 12:50 PM

Classroom: Cupples II L011

Office Hours: Tuesdays and Thursdays 1:30-3:30 PM

Office: Seigle 132



(a)



(b)



(c)



(d)

Figure 1: From the New York Times' Year in Pictures 2022: (a) "Zhanxin Gao, an immigrant from China, at the home he shared with his wife, GuiYing Ma, who died months after she was attacked while sweeping a sidewalk. Violence against Asian Americans in New York soared during the coronavirus pandemic." (Justin J. Wee). (b) "Refugees from the Afghanistan National Institute of Music enjoyed a swim. More than 250 students and teachers from the institute fled their country after the Taliban seized power, eventually settling in Portugal, where they were trying to remake their school." (Isabella Lanave). (c) "Migrants crossed from Mexico into the Texas border town of Eagle Pass. Amid turmoil around the globe, 234,088 migrants crossed the southern border in April, topping the 22-year high of 221,444 set in March." (Tamir Kalifa). (d) "Carlos Orlando Corvera, 8, from El Salvador, played at the Senda de Vida shelter, where migrants waited for the rare chance to cross the border at an official point of entry and claim asylum." (Kristen Luce). Source: <https://www.nytimes.com/interactive/2022/world/year-in-pictures.html> April

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<sup>1</sup>Last edited on August 20, 2024. I reserve the right to update any aspect of this syllabus as necessary.

## Course Description

Migration is a phenomenon in which people, individually or in groups, move from one territory to another. In this course, we will trace the process of migration and discuss the impact of migration on sending and host societies as well as on the migrants themselves. What drives people to migrate from their home communities? What challenges do they face along migration routes? As humans move, languages, ideas, and ways of life diffuse across territories. This diffusion can be integrated into host societies, or it can become a source of tension within the society. What political, social, and economic conditions facilitate this integration or tension? After discussing general frameworks and theories from the scholarship of migration, we will focus our inquiries on a specific case. This semester, we will focus on migration to and within the United States.

**Prerequisites:** None. If you are new to political science courses, welcome!

**Course Goals:** Throughout this course, we will learn to:

- Classify migrant groups by reason for migration and legal categories.
- Compare and contrast the experiences of migrant groups based on reason for migration and legal categories.
- Evaluate changes in citizenship and migration policies over time.
- Critically assess the social and political contexts in which changes in citizenship and migration policies have occurred.
- Explain the contemporary barriers to achieving comprehensive immigration reform.
- Interpret the stages of the migration process from the perspective of the migrant.

## Course Materials

**You do not need to purchase a textbook for this course.**

Canvas will be our primary resource center for the course. You will find folders with the following materials:

- PDFs or links for articles, book chapters, reports, and podcasts that are assigned on the calendar to prepare for the day's class. Please bring an electronic or paper copy of reading materials to class daily.
- Detailed guidelines for all assignments.
- Submission links for all assignments.
- Information about campus resources.
- An **“Extensions and Questions” folder**. All of us are here to learn, including me. If you ask a question that I do not know the answer to, I will look into it and put related resources in this folder. I will also periodically add items of interest such as news articles, films and fiction, or reports that you may peruse if you are interested in diving deeper in a particular migration topic. If you come across a resource you'd like to share, please e-mail it to me!

## Classroom Norms

Your active engagement in the classroom will contribute to your learning and enrich class-wide discussions on topics that touch all of our lives in some form. On a typical day, we will:

- Discuss a current migration event, led by one student or Dr. Shady.
- Hold small-group reflections on reading assignments (or other media such as podcasts) that we all prepare before class.
- Analyze key terms and concepts in the study of immigration policy and politics through conversational lectures, small-group and class-wide discussions, and other interactive activities.
- Check in on progress towards semester-long projects through peer and instructor feedback, workshops, and reminders of recommended steps towards progress.

## Assessment

**You will be assessed using the measures listed below with the following weights. Details about each assignment can be found in the syllabus and on Canvas and will be discussed in class:**

Quizzes: 10%

Current event presentation: 10%

Exams: 45% (Midterm: 20% + Final: 25%)

Final paper: 35%

## Letter Grade Distribution

$\geq 93.00$	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	$\leq 59.99$	F

The grading scale above represents the department standard. I will round up decimals at 0.49 or above. To maintain fairness to all of your classmates, I will not arbitrarily negotiate final grades at the end of the semester. Grades are a tool, albeit an imperfect one, for measuring understanding and application of course material. I am committed to assessing you fairly and providing feedback in order for you to learn, and negotiation is not a learning outcome of the course.

## Important Notes on the Nature of the Course

### Courses about sensitive or difficult political topics

Political science courses grapple with nuanced, difficult issues, and university is a place for you to gain knowledge, learn various perspectives rooted in evidence, and think critically about the world in which we live. This type of learning is only possible when you are actively engaged in your coursework—reading carefully, listening to others, and participating in discussions in class. Engagement is not passive. It means connecting course materials to past courses, your experiences, and concepts from throughout our course.

Engagement can also mean considering critiques of scholarly perspectives. Criticism and disagreement with arguments from readings, your classmates, or me are welcome as long as it is expressed with respect and rooted in logic and evidence. Freedom of speech is an essential tenant of functioning democracy and of academic life. However, both legally and morally, free speech is not without its limits. **Please refrain from**

**discriminatory or offensive language towards any group of humans. There is zero tolerance for racism, sexism, homophobia, transphobia, or discrimination against anyone on the basis of religious belief, including non-belief. There is also zero tolerance for making another student feel unsafe if they are undocumented or have loved ones who are undocumented. All students have the right to a safe learning environment, and I will protect that right.** We will discuss terminology that has been used to describe migrant groups during the first week of class, as well as the consequences of such terminology. Policy is up for debate; value of human life is not. Finally, conspiracies and misinformation are not acceptable forms of evidence in coursework or participation. Our course will be rooted in scholarly research and credible journalistic work.

Because I want to communicate the realities on the ground for many immigrants and allow them to tell their stories in their own words, there will be some difficult discussions and material in this class. Some of this content will make you feel uncomfortable. Indeed, abuses of human rights *should* make us feel uncomfortable. That is how we learn about realities of a situation whether or not we are directly affected by it and develop empathy for others. That said, you should protect your mental health. If we discuss a topic that has personally affected you that you need to step back from, you are free to communicate with me to work out a healthy alternative or to step outside from a discussion. You do not owe me any details that you are not comfortable sharing, just communicate the need. Note that if the topic is sexual assault or exploitation, all faculty at WashU are mandatory reporters (to campus administration, not to the police), so please do not disclose this information to me unless you are comfortable with the university reaching out to you with resources for support.

### **Courses involving research and writing**

Students come to this course with different comfort levels with writing, especially with extensive, research-based writing. That is okay! There is no such thing as perfect writing, and my goal for every student is to help them improve from where they are at the beginning of the semester. We will break down the research and writing process into manageable steps, and I encourage you to ask questions or ask for help early and often. The Writing Center (<https://writingcenter.wustl.edu/>) is also an excellent resource that I encourage you to make use of no matter what your current research and writing experiences are.

## **Assignments**

### **Quizzes: 10%**

You will take short quizzes in class as I deem necessary to check for understanding of topics we have covered in class—including readings, lectures, and class discussions. These quizzes may or may not be announced. You should be prepared to complete these quizzes without using your notes or reading materials. The purpose of these quizzes is to check your understanding throughout the semester before the exams and to encourage you to study on a consistent basis. Doing so will contribute to your overall success in the course. Quizzes will be scored as a percentage and weighted equally. Quizzes cannot be made up in case of absence or tardiness. I will drop the lowest two (2) quiz grades at the end of the semester.

### **Current event presentation: 10%**

At the beginning of the semester, each of you will sign up for one (1) date to present a current event to the class. Your presentation should be five (5) minutes long, explain the main ideas of the event, and connect the event to concepts we have discussed in class. You are not required to use a visual aid (slides are not necessary or encouraged for this short presentation, but if an image, graph, etc. is relevant to your event, email it to me along with your article and I will project it). You should email me a link to a **credible** journalistic source (e.g. *New York Times*, *Washington Post*, *BBC*, etc. If in doubt, ask) that reports on the event 48 hours before your presentation (If you present on Tuesday, send it by Sunday at class time. If you present on Thursday, send it by Tuesday at class time.).

**Exams:** 20% midterm and 25% final

You will take two written exams in class. The exams will consist of multiple choice and/or short answer questions that assess your understanding of core course concepts. All course content may be included in the exam. This means readings, lectures, and class discussions. I am not combing the readings for minute details for the exam; instead, you should focus on the major concepts. The details that I DO care about your knowing are things that impact the lives of the migrant populations we discuss. For example, you will need to know what rights DACA does and does not offer for those who qualify for this program. Please note that although I will provide my slides after we complete each section, you are expected to take notes on what we discuss from those slides. Merely memorizing information directly written on the slides will not help you succeed in the course. The purpose of the slides is to provide an outline and project maps, photos, data, and other visualizations. The midterm exam will cover all material leading up to the date of the exam. The final exam is only cumulative in terms of major general concepts, but it will focus on the material covered after the midterm exam (for example, we will discuss the role of federalism in structuring U.S. immigration policies early in the semester, and this concept affects integration, which we will discuss later in the semester).

**Final paper:** 35%

Students will write a 10-page research paper that traces a case of migration to the United States by analyzing: 1) push/pull factors, 2) the journey, 3) integration. The case can be historical or contemporary. Students will apply course concepts to their case and extend their knowledge using research from peer-reviewed and other credible sources (see detailed guidelines on Canvas for a non-exhaustive list of credible sources with a focus on migration topics). The paper should include a **thesis statement that characterizes your migration case based on social, economic, or political conditions**. We will work towards the full paper throughout the semester as we cover each of the units listed above, with in-class workshops on specific writing skills. This will give you opportunities to divide the workload into manageable pieces and revise based on professor, peer, and Writing Center feedback. As you build support for your thesis, the paper should address the following components (put all of these guidelines in past tense if you choose to write about a historical case):

1. **Push and pull factors:** Explain both the push and pull factors in the migration case you have selected. What category of migrants are most prevalent in your case, and what legal protections do these migrants have (or not) as a result?
2. **Migration journey:** Analyze the conditions faced by the migrants in your case as they traveled from their home country to their destination country. What specific assets or vulnerabilities do they have? How are international organizations and other state or non-state actors helping or harming migrants along this route?
3. **Integration:** Evaluate the degree to which migrants from your case are able to integrate into their host society. What legal, economic, and social challenges do they face, and how does the host government address these challenges? If desired, how difficult is it to obtain citizenship? In what ways have native citizens and immigrants in your case found ways to reconcile (or not) differences in values or cultural practices? Does the immigrant group in your case present a salient political issue in the host society, and if so, how is the group politicized?

Please note that the questions in each section above are suggestions to guide you, not an exhaustive checklist. Depending on your case, some questions will be more appropriate than others.

To make this project more manageable, you will have several mini deadlines throughout the semester and three (3) in-class work days, during which we will have guided peer-review sessions. **Attendance and**

**active work on the work days is required to receive full credit for the mini deadlines.** The work for these mini deadlines will be graded based on completion according to the instructions and participation in workshops. This does not mean if you earn a 100 on a draft that you have no revisions to make. I will provide feedback at each stage by highlighting the biggest strengths and areas for improvement. For more detailed feedback, you should go to the Writing Center and discuss with me in office hours. I cannot offer additional feedback via email because I do not have the capacity to offer that to all students across all my classes. However, my office hours are always your time, and I will work with you in detail during that time.

**Deadline (Due on Canvas at 11:59 PM on 5 September): Topic proposal (1 page)**

Select a sending state that is of interest to you to be the focus of your paper, as well as a specific time period (contemporary or historical) in which there was a sizable wave of emigration from that country. In half a page, explain why this migration case is significant and why you are interested in studying it. Next, write a reference list with full citations of at least 5 sources you will use for your research (see Canvas for guidance on appropriate types of sources). 2% of overall grade.

**Deadline (Due on Canvas at 11:59 PM on 17 September): Outline, preliminary thesis statement, and reference page**

Turn in a 1-2 page outline with a preliminary thesis statement and a list of at least 10 references (write out full citations) on the Canvas Assignment page by 11:59 PM. At least 5 of these references must be peer-reviewed academic sources. Your thesis will likely change and be updated as you continue developing the paper. That is OKAY. This is just a framework to guide your next steps. 3% of overall grade.

**Deadline and work day (Due on Canvas by 11:59 PM on 30 September): Push and pull factors (about 3 pages)**

Bring a copy of your draft to class on **1 October** for peer review. 5% of overall grade.

**Deadline (Due on Canvas by 11:59 PM on 31 October): Journey (about 3 additional pages with a transition from the push and pull factors section)**

We will not have peer review for this section. Instead, you will receive feedback from Dr. Shady that will address both substance and organization of your paper. 5% of overall grade.

**Deadline and work day (Due on Canvas by 11:59 PM on 7 November): Integration (about additional 3 pages with a transition from the journey section)**

Bring a copy of your draft to class on **8 November** for peer review. 5% of overall grade.

**Final paper - 10 pages - Due on Canvas by 11:59 PM on 19 November**

The final paper should be 10 pages. See below for formatting instructions. 15% of overall grade.

**Formatting instructions**

Your paper should be 10 pages of writing (not including works cited or title pages), double-spaced, with standard 12-pt font and 1-in margins. On the first page, make a title page with your name, the date, and the title of your paper. Use page numbers and parenthetical citations (do not use footnotes for citations). You may use the citation style of your choice as long as you are consistent; if you do not have a preference, I suggest APA. Even if you use the same source throughout the entire paragraph, you should be citing it multiple times. Do not use any subheadings or extra space between paragraphs to fill space.

Your paper should have at least **10 sources, at least 5 of which must be peer-reviewed academic books or articles**. All sources must be reputable books, scholarly articles, non-partisan think tank analy-

sis, official government or non-governmental organization sites, or professional journalistic pieces. Refer to Canvas for a non-exhaustive list of useful sources. Blogs, unofficial websites, and online encyclopedias are not appropriate sources for this paper. If you do choose to draw on an opinion piece, read it with a critical eye and carefully consider the source's motivations as you evaluate its conclusions. If you have questions about a source, please ask.

## Course Policies

- **General**

- Please bring a copy of the reading assignments and any other assigned work for the day to class, either paper or electronic.
- You will need your laptop in class sometimes, and you may use it to take notes. Laptops and other electronic devices are to be used exclusively for the work we are doing in class. You will not succeed in the course if you are checking email, working on other assignments, etc. during our class time.

- **Grades**

- Grades in the **C** range represent performance that **meets expectations**; Grades in the **B** range represent performance that is **substantially better** than the expectations; Grades in the **A** range represent work that is **excellent**.
- Grades will be maintained in Canvas. Students are responsible for tracking their progress by referring to the online gradebook.
- I do not arbitrarily negotiate grades at the end of the semester. Negotiation skills are not a learning outcome for the course, and I am only assessing your mastery of the learning outcomes for the course.

- **Assignments**

- Students are expected to work independently on all assignments. **Offering and accepting** solutions from others is an act of **plagiarism**, which is a serious offense and **all involved parties will be penalized according to the Academic Honesty Policy**. Discussion amongst students is encouraged, but all work produced should be your own.
- The unauthorized use of artificial intelligence software, including but not limited to ChatGPT, is plagiarism and will be penalized according to the Academic Honesty Policy. **For this class, no use of ChatGPT for any part of the coursework is permitted.**
- **Late assignments without prior communication and approval for an extension will not be accepted for full credit.** If you anticipate needing an extension for a large assignment (meaning the final paper or interview), you should make this request via email at least 48 hours before the deadline to be considered for approval. If you submit this work late without approval, you will have 5 percentage points deducted from your total grade for every day it is late, up to 5 days when the university is in session (excludes weekends and university holidays). After that period, late work without approval will not be accepted.
  - \* **Late quizzes and assignments leading up to the final paper are not eligible for extensions.** These assignments are cumulative and essential to your meaningful participation in in-class activities.
  - \* In case of an emergency, please communicate with me as soon as you are able to and we will assess the next steps.

- It is your responsibility to organize, save, and back up all of your work (use an external hard drive and/or a cloud service such as DropBox, iCloud, Google Drive, or OneDrive, all of which have free versions). Losing your work because it is not backed up is NOT an acceptable reason for late submission.

- **Attendance and Absences**

- As adults, your education and other aspects of your life are your responsibility. As such, I do not grade attendance directly, but I will keep it in order to ensure that students are keeping up with course material and to grade participation in research workshop sessions.
- The study of migration requires navigating many new terms and concepts. It is therefore important that you attend class on a regular basis.
- This policy means that you *can* miss class, but you must accept the responsibility for the learning you have missed, regardless of the reason for absence. It is your responsibility to obtain all missing notes or materials. You should consult the syllabus, review the notes you obtain from a classmate, and then come to office hours to ask questions you have about the missed material.
- I am aware that life circumstances such as illness or family emergencies can prevent attendance. I am also mindful that there are cases where physical or mental illness may be undiagnosed or not require a doctor's visit. Please do not come to class if you are sick. You do not owe me personal details, but please communicate with me via email about absences.
- If circumstances arise that require you to be absent longer than a week, please communicate with me as soon as you're able via email so that I can offer you flexibility as appropriate.

- **Participation:** You and your classmates will benefit from regular participation in class discussion and activities, especially as we consider migration from a human perspective. This class is intended for all students, regardless of your major or academic background. It is designed that way because I believe understanding the experiences of migrants is important for any member of a community. This is likely the first experience with political science for many students, and that is welcomed. If you do not understand a concept, or I mention a term without defining it and you need clarification, please ask early and often. That is why I am here! Other students will benefit from your questions and insights as well. **I encourage you to raise your hand and ask questions throughout the class period, whether in discussion or lecture periods. It is much more beneficial to you if you ask in the moment so that you can use that clarification when we continue working with the concept in class that day.**

- **Office Hours:** Office hours are a resource that I encourage you to make use of in my class and in other classes. I encourage you to come to office hours early and often to ask questions about course material and assignments. Additionally, office hours are an opportunity to meet your professors, discuss your career and other intellectual interests, etc. Particularly as you begin to apply for study abroad, internships, jobs, and graduate school and will need recommendation letters, the more you have cultivated relationships with your instructors, the more they will be able to help you in future endeavors. I can write you a much better recommendation if I know something more than the grades you earned in my class for one semester. I especially encourage you to come talk to me about studying abroad! It was the best part of my university experience, and I really want you to find a program that fits your needs and interests, too. Finally, my office is a safe, confidential space for anyone in the LGBTQIA+ community or anyone who is in the process of exploring their space in this community.

- **Contact Policy:**

- You do NOT need to make an appointment to come to regularly scheduled office hours. This time is always open to you.
- For non-urgent appointments outside office hours, I would appreciate an email 48 hours in advance. This is so that I can balance my week to prepare for yours and other classes.



- If something urgent comes up, please feel free to see if I'm in my office. If I am here, I will make time for you to the best of my ability.
- Emails should be used to make appointments or ask brief questions. If you have a longer question, please come to office hours so we can discuss it thoroughly.
- Please remember that university emails should be written in a professional manner, which means a subject line (could just be your course name), greeting, brief message, and closing. You may address me as Professor Shady or Dr. Shady, and I use she/her pronouns.
- I encourage you to set your own work-life balance boundaries, and I also set mine. I am committed to responding to emails within 48 hours (at the latest) on days when the university is in session. Typically I will not receive your email on weekends or late in the evenings. If you have not heard from me within 48 hours during business hours, please feel free to send me a reminder (this helps me find your message at the top of my inbox).

## **WashU Policies and Resources**

### **COVID-19 Health and Safety Protocols**

Students experiencing symptoms consistent with COVID-19 or concerned about a possible exposure should contact Habib Health and Wellness Center (314 935-6666) to arrange for testing as indicated. If instructed by Habib to quarantine or isolate, students should notify their instructor as soon as possible by forwarding the email they received from Habib. Any accommodation needs for COVID-related absence not covered in an instructor's standard course policies should be discussed between the student and instructor.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found at <https://covid19.wustl.edu/health-safety/>. This includes:

- Strongly recommended masking in indoor spaces. Masking remains a valuable tool in the mitigation of COVID-19, particularly in light of new and emerging variants. Students and instructors are encouraged to treat requests to mask with care and consideration, keeping in mind that some individuals may be at a higher risk, caring for others at a higher risk, or feeling less comfortable in a mask-optional environment. Based on monitoring of regional and campus conditions, a mask requirement may be implemented as needed. For current masking policies, see the WashU Together website.
- Students with disabilities for whom masked instructors or classmates create a communication barrier are encouraged to contact Disability Resources ([www.disability.wustl.edu](http://www.disability.wustl.edu)) or talk to their instructor for assistance in determining reasonable adjustments. Adjustments may involve amplification devices, captioning, or clear masks but will not allow for the disregard of mask policies should a requirement be in place.
- Maintaining physical distancing as needed. While distancing requirements have been removed for vaccinated students, those who are not fully vaccinated are strongly encouraged, for their own health, to maintain a distance of 6 ft from others in the classroom. If you are not able to be vaccinated or have conditions that may put you at increased risk of failed immunity and classroom activities would bring you in frequent proximity to other students, contact your instructor to discuss alternatives.
- Practicing healthy personal hygiene, including frequent handwashing with soap and warm water for at least 20 seconds and/or using hand sanitizer with at least 60% alcohol.

### **Reporting Sexual Assault and Harassment**

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member

of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Cynthia Copeland, the University's Associate Title IX Coordinator, at (314) 935-3411, [cm-copeland@wustl.edu](mailto:cm-copeland@wustl.edu). Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX.

### **Disability Resources (DR)**

WashU supports the right of all enrolled students to an equitable educational opportunity, and strives to create an inclusive learning environment. In the event the physical or online environment results in barriers to the inclusion of a student due to a disability, they should notify the instructor as soon as possible.

Disabled students requiring adjustments to equitably complete expectations in this course should contact WashU's Disability Resources (DR), and engage in a process for determining and communicating reasonable accommodations. Because accommodations are not applied retroactively, DR recommends initiating requests prior to, or at the beginning of, the academic term to avoid delays in accessing accommodations once classes begin. Once established, responsibility for disability-related accommodations and access is shared by Disability Resources, faculty, and the student.

Disability Resources: <http://www.disability.wustl.edu/>; 314-935-5970

### **Statement on Military Service Leave**

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or [veterans@wustl.edu](mailto:veterans@wustl.edu) and their academic dean for guidance and assistance. See: <https://veterans.wustl.edu/policies/policy-for-military-students/>.

### **Preferred Name and Personal Pronouns**

Washington University in St. Louis recognizes that many students prefer to use names other than their legal ones to identify themselves. In addition, in order to affirm each person's gender identity and lived experiences, it is important that we use the pronouns that each person uses for themselves. This simple effort can make a profound difference in a person's experience of safety, respect, and support. My pronouns are she/her. If you feel safe and comfortable doing so, I encourage you to share your pronouns with me and/or your classmates so that I can address you correctly. I will never share information about your gender identity or sexual orientation with government or university officials. **My office is a safe, confidential space for anyone in the LGBTQIA+ community or anyone who is in the process of exploring their space in this community.** For WashU resources and information on administratively recognizing your preferred name and pronouns see: <https://students.wustl.edu/pronouns-information/>, <https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/>.

### **Emergency Preparedness**

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the "Quick Guide for Emergencies" that is found near the door in many classrooms and main lobby areas of buildings for specific emergency information and instructions. For additional Information and EAP maps, visit <https://emergency.wustl.edu/>. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download the WashU Safe app and enable notifications.

### **To report an emergency:**

Danforth Campus: (314) 935-5555

School of Medicine Campus: (314) 362-4357

North/West/South and Off Campus: 911 then (314) 935-5555

### **Academic Integrity**

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential. In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis. For additional details on the university-wide Undergraduate Academic Integrity policy, please see: <https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>. In taking this course, students may be expected to submit papers and assignments through Turnitin for detection of potential plagiarism and other academic integrity concerns. If students do not have an account with Turnitin and/or do not utilize Turnitin when submitting their papers and assignments, the instructor may upload your paper or assignment to Turnitin for processing and review.

## Calendar

- All readings should be completed **BEFORE** class on the day they are listed.
- Readings are listed in the recommended order. Note where specific page ranges are specified.
- As you read throughout the semester, keep in mind the following questions:
  - How do individuals experience policies or migration conditions differently based on gender or sexual orientation?
  - How do individuals experience policies or migration conditions differently based on race, ethnicity, or country of origin?
  - How do individuals experience policies or migration conditions differently based on socioeconomic class?
  - How do individuals experience policies or migration conditions differently based on the intersection of the social groups in questions 1-3?
  - Who has influence over migration policies or conditions? What gives them that power, explicitly or implicitly? Who stands to gain from these policies or conditions, be it financially, politically, or socially?
- Please **bring a copy** of the readings to class and **write down** questions or places where you need additional clarification. Ask those questions in class!

Date	Topic	Readings	Assignments
Aug. 27	Introduction	<p>Syllabus</p> <p>Hamlin, Rebecca. (2022, March 24). 'Migrants?' 'Refugees?' Terminology is contested, powerful, and evolving. Migration Policy Institute.  <a href="https://www.migrationpolicy.org/article/terminology-migrants-refugees-illegal-undocumented-evolving">https://www.migrationpolicy.org/article/terminology-migrants-refugees-illegal-undocumented-evolving</a></p> <p>Skim the Migration Policy Institute's Top Migration Issues of 2023 and identify an issue or two that stands out to you.  <a href="https://www.migrationpolicy.org/programs/migration-information-source/top-10-migration-issues-2023?eType=EmailBlastContent&amp;eld=7969bd59-7e1d-46c8-902d-ccab394de208">https://www.migrationpolicy.org/programs/migration-information-source/top-10-migration-issues-2023?eType=EmailBlastContent&amp;eld=7969bd59-7e1d-46c8-902d-ccab394de208</a></p>	<p>Review the syllabus and come to class with any questions you have on it.</p> <p>Fill out student introduction survey by next class (Aug. 29)</p>
Aug. 29	Labor migration	Hagan, Jaqueline, Jean Luc Demonsant, and Sergio Chávez. (2014). Identifying and measuring the lifelong human capital of	

"unskilled" migrants in the Mexico-US migratory circuit. *Journal on Migration and Human Security*, 2(2), 76-100.

<b>Sept. 2 – Labor Day</b>			
<b>Sept. 3</b>	Labor migration	Gelatt, Julia. (2019, April). Explainer: how the U.S. legal immigration system works. Migration Policy Institute. <a href="https://www.migrationpolicy.org/content/explainer-how-us-legal-immigration-system-works">https://www.migrationpolicy.org/content/explainer-how-us-legal-immigration-system-works</a>	
<b>Sept. 5</b>	Refugees and asylum seekers	National Public Radio – Opinion. (2017, 28 January). We weren't looking for a better life, we were just looking for life. <a href="https://www.npr.org/2017/01/28/512005140/we-werent-looking-for-a-better-life-we-were-just-looking-for-life">https://www.npr.org/2017/01/28/512005140/we-werent-looking-for-a-better-life-we-were-just-looking-for-life</a>  Micinski, Nicholas R. (2018). Refugee policy as foreign policy: Iraqi and Afghan refugee resettlements to the United States. <i>Refugee Survey Quarterly</i> , 37(3), 253–278.	Paper topic proposal due on Canvas at 11:59 PM.
<b>Sept. 10</b>	Refugees and asylum seekers	Hamlin, Rebecca. (2015). Ideology, international law, and the ins: the development of American asylum politics 1948-present. <i>Polity</i> , 47(3), 320–336.	
<b>Sept. 12</b>	Refugees and asylum seekers	Gowayed, Heba. (2022). <i>Refuge: How the State Shapes Human Potential</i> . Princeton University Press. <b>Chapter 3: American Self-Sufficiency.</b>	
<b>Sept. 17</b>	Climate migration	Neusner, Julia, Daniel Salazar, David Cremins, Charlotte Finegold, Ama Francis, and Nastaran Far. (2023, March). Climate of coercion: environmental and other drivers of cross-border displacement in Central America and Mexico. U.S. Committee for Refugees and Immigrants, International Refugee Assistance Project, and Human Security Initiative. <a href="https://refugees.org/wp-content/uploads/2023/04/Climate-of-Coercion-Report-FINAL.pdf">https://refugees.org/wp-content/uploads/2023/04/Climate-of-Coercion-Report-FINAL.pdf</a>	Paper outline, preliminary thesis statement, and reference page due on Canvas at 11:59 PM.
<b>Sept. 19</b>	History of U.S. migration policy	DeSepio, Louis, and Rodolfo O. de la Garza. (2015). <i>U.S. Immigration Policy in the Twenty-First Century: Making Americans, Remaking America</i> . New York: Colombia University Press. <b>Chapter 2, pages 45-77 (the first few pages of the chapter are timelines and charts for you to refer back to throughout)</b>  *There are a lot of policies covered in this chapter. We will break it up and discuss the most important ones to focus on for this particular class. I recommend reading before class, then reviewing your in-class notes, then re-reading the chapter.	

<b>Sept. 24</b>	History of U.S. migration policy	DeSepio, Louis, and Rodolfo O. de la Garza. (2015). <i>U.S. Immigration Policy in the Twenty-First Century: Making Americans, Remaking America</i> . New York: Colombia University Press. <b>Chapter 2, 77-96 (refer back to the timelines and charts at the beginning of the chapter as needed)</b>	
		*There are a lot of policies covered in this chapter. We will break it up and discuss the most important ones to focus on for this particular class. I recommend reading before class, then reviewing your in-class notes, then re-reading the chapter.	
<b>Sept. 26</b>	U.S. immigration policy and federalism	Hirota, Hidetaka. (2013). The moment of transition: state officials, the federal government, and the formation of American immigration policy. <i>The Journal of American History</i> , 99(4), 1092–1092.	
<b>Oct. 1</b>	Research paper work day	No readings  Bring your paper draft to class (electronic or paper copy is fine).	Submit your draft of the push/pull factors section of your paper (about 3 pages) to Canvas by <b>Sept. 30 at 11:59 PM.</b>
<b>Oct. 3</b>	U.S. immigration policy and federalism	Chand, Daniel E., and William D. Schreckhise. (2015). Secure communities and community values: Local context and discretionary immigration law enforcement. <i>Journal of Ethnic and Migration Studies</i> , 41(10), 1621-1643. <b>Focus on pages 1621-1628 and 1635-1637 (“Discussion” section).</b>  Schildkraut, Deborah J., Tomás R. Jiménez, John F. Dovidio, and Yuen J. Huo. (2019). A tale of two states: how state immigration climate affects belonging to state and country among Latinos. <i>Social Problems</i> , 66(3), 332-355.	
<b>Oct. 5-8 – Fall Break</b>			
<b>Oct. 10</b>	Borders	Menjívar, Cecilia. (2014). Immigration law beyond borders: externalizing and internalizing border controls in an era of securitization. <i>Annual Review of Law and Social Science</i> , 10, 353-369.	
<b>Oct. 15</b>	Borders	Castañeda, Heide, and Milena A. Melo. (2019). Geographies of confinement for immigrant youth: checkpoints and immobilities along the US/Mexico border. <i>Law and Policy</i> , 41(1), 80-102.	

<b>Oct. 17</b>	Detention of immigrants	Coulter, Kiera, Samantha Sabo, Daniel Martinez, Katelyn Chisholm, Kelsey Gonzalez, Sonia Bass Zavala, Edrick Villalobos, Diego Garcia, Taylor Levy, and Jeremy Slack. (2020). A study and analysis of the treatment of Mexican unaccompanied minors by Customs and Border Protection. <i>Journal on Migration and Human Security</i> , 8(2), 96-110.	
<b>Oct. 22</b>	Midterm exam	Review all class notes and materials, including readings, to prepare for the exam. Everything we have covered up to March 5 may appear on the exam.	Bring writing tools of your choice. You can write with pen or pencil, any color ink. You may also bring highlighters or other tools to help you read the questions carefully.
<b>Oct. 24</b>	(II)legality	<p>Pew Research Center. (2021). Key Facts about the Changing U.S. Unauthorized Immigrant Population.  <a href="https://www.pewresearch.org/short-reads/2021/04/13/key-facts-about-the-changing-u-s-unauthorized-immigrant-population/">https://www.pewresearch.org/short-reads/2021/04/13/key-facts-about-the-changing-u-s-unauthorized-immigrant-population/</a></p> <p>Valdivia, Carolina. (2019). Expanding geographies of deportability: how immigration enforcement at the local level affects undocumented and mixed-status families. <i>Law and Policy</i>, 41(1), 103–119.</p>	
<b>Oct. 29</b>	Migrant integration: socioeconomic	Vallejo, Jody Agius, and Lisa A. Keister (2020). Immigrants and wealth attainment: migration, inequality, and integration, <i>Journal of Ethnic and Migration Studies</i> , 46(18), 3745-3761.	
<b>Oct. 31</b>	Migrant integration: sociocultural	<p>Lew, Jamie. (2022). Refugees and claims-making in spaces of urban marginality: Syrian refugees build alliances across racial lines for collective action. <i>Journal of Ethnic and Migration Studies</i> (online first).  <a href="https://doi.org/10.1080/1369183X.2022.2121270">https://doi.org/10.1080/1369183X.2022.2121270</a></p>	Submit your paper draft with the journey section added (about 3 pages) to the revised push/pull

			factors section on Canvas by 11:59 PM.
<b>Nov. 5</b>	Citizenship	Bloemraad, Irene. (2022). Claiming membership: boundaries, positionality, US citizenship, and what it means to be American. <i>Ethnic and Racial Studies</i> . 45(6), 1011–1033.	
		Cohen, Elizabeth F. (2011). Reconsidering U.S. immigration reform: the temporal principle of citizenship. <i>Perspectives on Politics</i> . 9(3), 575–583.	
<b>Nov. 7</b>	Research paper work day	No readings	Submit your paper draft with the new integration section (about 3 pages) added to Canvas by <b>Nov. 6 at 11:59 PM.</b>
<b>Nov. 12</b>	National identities and community belonging	Verkuyten, Maykel, Shaun Wiley, Kay Deaux, and Fenella Fleischmann. (2019). To be both (and more): immigration and identity multiplicity, <i>Journal of Social Issues</i> . 75(2), 390-413.	
<b>Nov. 14</b>	Transnational ties	Gowayed, Heba. (2022). <i>Refuge: How the State Shapes Human Potential</i> . Princeton University Press. <b>Chapter 6: Here and There.</b>	
<b>Nov. 19</b>	Public opinion on immigration	Hainmueller, Jens, and Daniel Hopkins. (2015). The hidden American immigration consensus: a conjoint analysis of attitudes toward immigrants. <i>American Journal of Political Science</i> . 59(3), 529-548.	Final paper due on Canvas 11:59 PM
<b>Nov. 21</b>	Immigration and contemporary politics	Shady, Stephanie N. (2021). Comprehensive Immigration Reform, with Piecemeal Policymaking in the Meantime, in Ralph Carter (ed.), <i>Contemporary Cases in US Foreign Policy: From National Security to Human Security</i> . 6th ed. Rowman and Littlefield.	
<b>Nov. 26</b>	Immigrant political engagement	Budiman, Abby, Luis Noe-Bustamante, and Mark Hugo Lopez. (2020, 26 February). Naturalized Citizens Make Up Record One-in-Ten U.S. Eligible Voters in 2020. Pew Research Center. <a href="https://www.pewresearch.org/hispanic/wp-">https://www.pewresearch.org/hispanic/wp-</a>	



[content/uploads/sites/5/2020/02/GMD\\_2020.02.26\\_Immigrant-Eligible-Voters.pdf](content/uploads/sites/5/2020/02/GMD_2020.02.26_Immigrant-Eligible-Voters.pdf)

Atske, Sara. (2021, 12 February). Immigrants and children of immigrants make up at least 14% of the 117th Congress. Pew Research Center. <https://www.pewresearch.org/short-reads/2021/02/12/immigrants-and-children-of-immigrants-make-up-at-least-14-of-the-117th-congress/>

**Nov. 27 – Dec. 1 – Thanksgiving Break**

**Dec. 3** Immigrant political engagement Bloemraad, Irene, and Kim Voss. (2020). Movement or moment? Lessons from the pro-immigrant movement in the United States and contemporary challenges. *Journal of Ethnic and Migration Studies*, 46(4), 683-704.

**Dec. 5** **Last Day of Class** Review all class notes and materials, including readings. Bring your questions!

Write down specific questions about course content that you want further clarification on ahead of the final exam.

**Dec. 12** **Final Exam** Review all class notes and materials, including readings, to prepare for the exam. The exam covers all post-midterm material. It is cumulative only to the extent that you need to apply general course concepts to the post-midterm topics (e.g. we discuss federalism in the first half of the semester, but you will apply that general framework to immigrant integration in the second half of the semester).

Bring writing tools of your choice. You can write with pen or pencil, any color ink. You may also bring highlighters or other tools to help you read the questions carefully.