

PSCI 328: Immigration
(Fall 2021)

This is a draft syllabus and is subject to change

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Class Time: MWF 11:35am-12:45pm (MSC 105)
[Student Hours](#): MWF 1pm-2pm, TH 1pm-3pm

Department Mission Statement:

The mission of the Department of Politics and International Relations is to equip students with knowledge about politics and government, with methods for analyzing political actors and institutions, and with the ability to apply biblical and theological perspectives to public life.

i. Course Overview and Objectives

What are the duties of U.S. citizens and institutions towards those who migrate here from other countries? How have laws, court rulings, and executive orders concerning U.S. immigration been formed throughout history and what consequences have their legacies had for modern and contemporary understandings of politics? What relationship is there between immigration and (in)justice, if any? In this course, we will seriously consider—from a distinctly Christian perspective—how various actors, institutions, and policies involved in debates about immigration have contributed to notions of justice, equality, membership, and law and the degree to which we might find these arguments persuasive (or not) as they bear on both Christian faith/practice and on the world. Through dialogue and writing, students will *develop their ability to compare and critically (though charitably) assess* disparate approaches to immigration while also *establishing their own scholarly and political voices*. In so doing, students will work out a nuanced view of prominent actors, institutions, and policies involved in the ongoing narrative of immigration in the U.S.

In terms of thematic cores, this course aims to improve students' ability to:

- **Critique** the sources and consequences of patterns of injustice and inequality in regards to marginalized groups in the United States (DUS)
- **Engage** critically and respectfully with the experiences and perspectives of marginalized racial, ethnic, class, and gender groups in the United States, as well as one's own experiences as a cultural being (DUS)
- **Articulate** a Christian theological understanding of human diversity and unity (DUS)
- **Demonstrate** understanding of the concepts, theories, and methods employed by one or more disciplines to document and interpret patterns of social phenomena and human behavior (SI)
- **Analyze** social phenomena and human behavior using relevant concepts, theories, and methods of theoretical analysis (SI)
- **Articulate** how analyses of social phenomena and human behavior can shape and be shaped by Christian faith and practice (SI)

ii. Required Texts

Physical copies of the following readings will be available for purchase in the campus bookstore. Prior exposure to the history of immigration in the U.S. is not required. If you have concerns obtaining these texts for whatever reason, please contact me. Historical context provided in these (and other) writings should be used to illuminate substantive arguments, not replace them.

- Ngai, *Impossible Subjects* (Princeton, 2004)
- Fisher Williamson, *Welcoming New Americans* (Chicago, 2018)
- Song, *Immigration and Democracy* (Oxford, 2018)

iii. Grading

Participation

25 %

Regular class attendance, active discussion posting, and active in-class participation facilitate the successful comparison and assessment of the concepts, schools of thought, institutions, and figures encountered in this course. Thus, attendance, discussion posts, and participation in class are mandatory. Absences due to personal emergencies, illness, or other legitimate causes will be excused with advanced notice and proper documentation, where applicable. Good participation reflects quantity *and* quality of in- and out-of-class comments. Students are expected to come to class with texts readily available, having done the reading and having prepared for respectful and substantive discussion. Laptops are allowed only for course-related activities; other observed activities will result in a grade reduction. I am available for any student wishing to discuss methods for engaging more effectively in class discussion. Students can sign up for student hours with me by clicking on the “Student Hours” link above. Additionally, students must complete discussion posts that require them to assess the merits and weaknesses of competing articulations of the sources and consequences of patterns of injustice and inequality in course texts by selecting a quote that best exemplifies that author’s conception of justice and/or equality (50-75 words). Further, students must provide a critique or defense of this author’s argument, methodology, and/or sources (less than 150 words), which then form the basis for in-class discussion. Discussion posts will be due via Schoology by 8am CST the day of class.

Class Attendance/Participation: 15%

Schoology Discussion Posts: 10%

Short Essay

20 %

The short essay assignment serves as a written means for students to demonstrate their ability to cultivate a nuanced view of racialized immigration experiences and the diverse set of historical, structural, and cultural forces that have shaped them. The short essay is also intended to help students develop their writing and argumentative skills for later essays. Using a [illustrative/cumulative case study](#) method of two texts we have covered in the course thus far, students will offer a sustained argument that critically assesses why an historical, structural, or cultural aspect of immigration inequality/injustice of their choosing has persisted in U.S. history. A prompt will be sent out the week before it is due. The essay should be roughly 1000 words (doubled-spaced, 12pt font, normal margins) and should answer the prompt. As with all assignments, this must be original work from the student; plagiarism is not tolerated under any circumstance and will result in failure on the assignment and possibly failure in the course or further sanctions. If students are unclear on what constitutes plagiarism, they should consult the College handbook and Community Covenant. I will not read drafts of essays, but am available to discuss essay ideas. Late essays will be reduced by one-third a letter grade (e.g. from a B+ to a B) for every day past the due date and I will not accept essays after three days without a legitimate cause substantiated by advanced notice and proper documentation (e.g. a letter or email from your doctor), where applicable. The essay will be due in week 4.

Fictional Letters

55 %

The fictional letter assignments serve as a written means for students to demonstrate their ability to recall class content, assess evidence, and make arguments about material encountered in the course. For the first letter to a family member (due in week 10), students must choose one course reading from a racialized minority perspective different from their own perspective and compose a letter that compares and contrasts their own experiences with immigration law (e.g. traveling, migration, deportation, no significant experience, etc.) with those of the their chosen text using an [intersectional approach](#). Students must be attentive to their (as well as their chosen text’s main figures’) [dis]ability, age, class, gender, and race/ethnicity simultaneously. They should note key ways they can and cannot identify with the experiences of the main figures in their chosen text and what about their own experience(s) and identities contributes to this. The letter should incorporate a summary and analysis of major themes raised in the student’s chosen reading. For the second open letter to their church (due in week 16), students must offer: (1) a sustained theological analysis of [Executive Orders 13769 and 13780](#), (2) an analysis of how these Executive Orders and their legacies have shaped actions of the student’s church members or the American church, and (3) how the Christian faith might inform practical solutions to ongoing

immigration challenges while promoting racial diversity, unity, and justice. The church letter must contain a central argument and draw extensively on Old and New Testament scriptures. The same rules for late assignments and plagiarism as the short essay apply to these fictional letter assignments. Prompts will be released a week before the letters are due. The first letter should be roughly 1000 words; the second letter should be between 1500 and 2000 words.

Family Member Letter: 25%

Church Open Letter: 30%

iv. General Policies

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Wheaton College's campus with the College. Confidential resources available to students include Confidential Advisors, the Counseling Center, Student Health Services, and the Chaplain's Office. More information on these resources and College Policies is available at www.wheaton.edu/sexualassaultresponse.

COVID-Safe Classrooms

In accordance with the Wheaton College Face Covering Policy, CDC-approved face coverings are required while attending class. Failure to comply with wearing a face covering will result in dismissal from the class session and an unexcused absence. Multiple violations can lead to dismissal from the class. Student Health Services will officially communicate when a student must be absent from class due to quarantine or isolation. Remote learning will not be offered this fall, and the student is encouraged to coordinate with the instructor any needed adjustments to tests or deadlines. Learning & Accessibility Services will also provide assistance for students in quarantine if necessary.

Inclusive Language

As per the faculty rules, I expect students to use gender inclusive language for human beings.

Learning and Accessibility Services

Wheaton College is committed to providing access and inclusion for all persons with disabilities, inside and outside the classroom. Students are encouraged to discuss with their professors if they foresee any disability-related barriers in a course. Students who need accommodations in order to fully access this course's content or any part of the learning experience should connect with Learning and Accessibility Services (LAS) as soon as possible to request accommodations <http://wheaton.edu/las> (Student Services Building - Suite 209, las@wheaton.edu, phone 630.752.5615) The accommodations process is dynamic, interactive, and completely free and confidential. Do not hesitate to reach out or ask any questions.

Writing Center

Writing Center: The Writing Center is a free resource that equips undergraduate and graduate students across the disciplines to develop effective writing skills and processes. This academic year, the Writing Center is offering [online appointments only](#). Learn more about online consultations for [undergraduates](#) and [graduate students](#), and [make an appointment](#).

v. Tips for Success

In my experience, students who follow these tips tend to do well. I encourage you to heed them.

- *Finish the reading at least 24 hours before it is due.* For example, finish Wednesday's class reading by Tuesday morning. This will require time management, but it allows more time for reflection.

- *Take notes as you read, in the text.* This will allow you to track your reactions to the readings and think (ahead of class) about intriguing or puzzling passages.
- *Come to office hours.* I do not bite. I am invested in you succeeding in this course.
- *Talk with your peers about the readings outside of class.* It helps you process and vocalize your views on the text(s) in preparation for class discussion.
- *Map out the “A-L-E” (Argument-Logic-Evidence) of the text before, during, and after class.* Your reproduction of the “A-L-E” of class texts helps enrich both our class discussion and your written assignments.
- [For any writing assignment] *Outline your argument—section by section, paragraph by paragraph.* If you cannot justify why a section or paragraph should be included in the writing assignment, do not include it.

vi. Reading Schedule

*Assignments listed under each day are **due for that day**. Readings reflect a balance of primary and secondary sources. Students are expected to gain a general view of prominent concepts and arguments, from which they may elect to develop a more focused research topic in the final essay. All readings will be in English.*

[Pages of Reading]

I. The Early American Republic

Week One

M (8/23): **NO CLASS (*Complete Pre-Assessment Surveys*)**

W (8/25): [U.S. Constitution](#), Articles I-III, 10th & 14th Amendments (1789) [~41]
Weissbrodt et al., *Immigration Law and Procedure* ch. 2

F (8/27): Zolberg, *A Nation by Design* ch. 2 (2006) [~38]
Naturalization Act of 1790
Naturalization Act of 1795

Week Two

M (8/30): Zolberg, *A Nation by Design* ch. 3 (2006) [~41]

W (9/1): Zolberg, *A Nation by Design* ch. 5 (2006) [~41]

II. Racialized Minority Tensions

F (9/3): Foley, *Mexicans in the Making of America* ch. 1 (2014) [~26]

Week Three

M (9/6): **NO CLASS (LABOR DAY)**

W (9/8): Carter, *American While Black* ch. 3 (2019) [~28]

F (9/10): *Burlingame Treaty* (1868), *Angell Treaty* (1880) [~16]
Page Act (1875), *Chinese Restriction Act* (1882), *Geary Act* (1892)

SHORT ESSAY PROMPTS OUT

Week Four

M (9/13): Lew-Williams, *The Chinese Must Go* ch. 1 (2018)^{TR} [~36]

W (9/15): *Immigration Act* (1917) [~25]

F (9/17): *Immigration Act* (1924) [~17]
SHORT ESSAY DUE

Week Five

M (9/20): Foley, *Mexicans in the Making of America* ch. 2 (2014) [~25]

W (9/22): Bald, *Bengali Harlem* ch. 1 (2014) [~38]

F (9/24): Ngai, *Impossible Subjects* ch. 3 (2004) ^{TR} [~31]

Week Six

M (9/27): Ngai, *Impossible Subjects* ch. 5 (2004) [~27]

W (9/29): Ngai, *Impossible Subjects* ch. 6 (2004) [~25]
Magnuson Act (1943)

III. Immigration Reform: Visions and Limits

F (10/1): [McCarran-Walter] *Immigration & Nationality Act* (1952) [~20]
 Sections 101, 201-205, 211-212, 214

Week Seven

M (10/4): [McCarran-Walter] *Immigration & Nationality Act* (1952) [~14]
 Sections 232, 234, 237, 241-242, 245, 247, 261-263, 273, 276

W (10/6): [McCarran-Walter] *Immigration & Nationality Act* (1952) [~15]
 Sections 301-309, 311-312, 316, 318-324, 328-329, 340

F (10/8): [McCarran-Walter] *Immigration & Nationality Act* (1952) [~19]
 Sections 349-350, 352-356, 403
 [Hart-Cellar] *Immigration & Nationality Act* (1965)

Week Eight

M (10/11): Ngai, *Impossible Subjects* ch. 7 (2004) [~38]

W (10/13): Foley, *Mexicans in the Making of America* ch. 8, epilogue (2014) [~39]
MID COURSE REVIEW (Garrett)

F (10/15): Hsu, *The Good Immigrants* ch. 9 (2015) [~14]

Week Nine

M (10/18): **NO CLASS (FALL BREAK)**

W (10/20): **NO CLASS (FALL BREAK)**

F (10/22): Aleinikoff, *Semblances of Sovereignty* ch. 7 (2002) [~31]
FICTIONAL FAMILY LETTER PROMPT OUT

Week Ten

M (10/25): Haney-López, *White by Law* ch. 5 (2006) [~31]

IV. Immigration, the Humanities, and the Social Sciences

W (10/27): Masuoka & Junn, *The Politics of Belonging* ch. 6 (2013) [~29]

F (10/29): Borjas, *Immigration Economics* ch. 7 (2014) [~21]

FICTIONAL FAMILY LETTER DUEWeek Eleven

M (11/1): Swain, *Debating Immigration* ch. 8 (2018) [~29]

W (11/3): Carter, *American While Black* ch. 5 (2019) [~26]

F (11/5): Hamilton, *Immigration and the Remaking of Black America* (2019) ch. 2 [~24]

Week Twelve

M (11/8): Hamilton, *Immigration and the Remaking of Black America* (2019) ch. 3 [~38]

W (11/10): Fisher Williamson, *Welcoming New Americans* ch. 2 (2018) [~26]

F (11/12): Fisher Williamson, *Welcoming New Americans* ch. 5 (2018) [~39]

Week Thirteen

M (11/15): Fisher Williamson, *Welcoming New Americans* ch. 8 (2018) [~33]

W (11/17): Carens, “The Case for Open Borders” (2013) [~30]

F (11/19): Miller, *Strangers in Our Midst* chs. 5, 7 (2016) [~36]

FICTIONAL CHURCH LETTER PROMPT OUTWeek Fourteen

M (11/22): Cafaro, *How Many is Too Many?* ch. 9 (2015) [~27]

W (11/24): **NO CLASS (THANKSGIVING)**

F (11/26): **NO CLASS (THANKSGIVING)**

Week Fifteen

M (11/29): Song, *Immigration and Democracy* ch. 4 (2019) [~25]

W (12/1): Song, *Immigration and Democracy* chs. 5-6 (2019) [~36]

F (12/3): Song, *Immigration and Democracy* chs. 8, 10, 11 (2019) [~41]

V. ReflectionsWeek Sixteen

M (12/6): Swain, *Debating Immigration* ch. 13 (2018) [~21]

Optional: Edwards (2009) CIS Panel: “Religious Perspectives on Immigration” [Pt. 1](#) [~8:30] & [Pt. II](#) [~5:15]

FICTIONAL CHURCH LETTER DUE BEFORE CLASS

W (12/8): Soerens & Yang, *Welcoming the Stranger* chs. 9, 10 (2018) [~36]

F (12/10): [SANCTUARY CITY LEGISLATION](#) DISCUSSION [~10]

Further Resources:

- Amstutz, [Just Immigration](#) (Eerdmans, 2017)
- Carroll R., [The Bible and Borders](#) (Brazos, 2020)
- Melkonian-Hoover & Kellstedt, [Evangelicals and Immigration](#) (Palgrave, 2019)
- Wong, [Immigrants, Evangelicals, and Politics in an Era of Demographic Change](#) (Russell Sage, 2018)