

PSCI 328: Immigration
(Fall 2024)

This is a draft syllabus and is subject to change

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Class: MWF 11:35am-12:45pm (MSC)
Student Hours: MWF 3:30pm-4:30pm, TuTh 9:15am-10:45am

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 (or group of students) 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. Be advised: you must sign up 24 hours in advance for student hours. 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 15), students must offer: (1) a sustained biblical & theological analysis of Division C of the Summary Emergency National Security Supplemental Appropriations Act (2024), (2) an analysis of how this

supplemental act could shape actions of the student's church members or the American church, and (3) how the Christian faith might support or challenge the practical solutions in this act while promoting racial diversity, unity, and justice. The church letter must contain a central argument and draw extensively on Old and New Testament scriptures as well as theological categories (e.g. *imago dei*, welcome the stranger, submit to governing authorities, etc.). I will provide additional readings to contextualize the act, which students may cite as well. 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%

Grading Range

_____	A: 100-94	A-: 93-90
B+: 89-87	B: 86-84	B-: 83-80
C+: 79-77	C: 76-74	C-: 73-70
D+: 69-67	D: 66-64	F: 63-0

iv. General Policies

Academic Integrity

The Wheaton College Community Covenant, which all members of our academic community affirm, states that, "According to the Scriptures, followers of Jesus Christ will...be people of integrity whose word can be fully trusted (Psalm 15:4; Matt. 5:33-37)." It is expected that Wheaton College students, faculty and staff understand and subscribe to the ideal of academic integrity and take full personal responsibility and accountability for their work. Wheaton College considers violations of academic integrity a serious offense against the basic meaning of an academic community and against the standards of excellence, integrity, and behavior expected of members of our academic community. Violations of academic integrity break the trust that exists among members of the learning community at Wheaton and degrade the College's educational and research mission. Incidents of academic dishonesty in this course will be addressed according to Wheaton's Policy on Integrity of Scholarship: <https://catalog.wheaton.edu/undergraduate/academicpolicies-information/academic-information/>.

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.

Generative Artificial Intelligence (AI)

Intellectual honesty is vital to our academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the Student Handbook and Community Covenant. You may not engage in unauthorized collaboration or make use of generative AI tools or software. Any failure to uphold this will result in a zero on the assignment.

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 reasonable accommodations for students with documented learning differences, physical or mental health conditions that qualify for accommodations under the ADA. Any student needing academic adjustments is requested to contact the Learning and Accessibility Services Office as early in the semester as possible. To contact LAS, please email las@wheaton.edu, call 630.752.5615, or visit the Student Services Building (Suite 209). If you already have an accommodation letter, I am available to discuss how to implement the accommodation. The accommodations process is dynamic, interactive, and completely free and confidential. Do not hesitate to reach out or ask any questions. (For more information see <http://wheaton.edu/las>).

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 (8/26): **NO CLASS**

Complete Pre-Assessment Surveys

W (8/28): Introduction

F (8/30): [U.S. Constitution](#), Articles I-III, 10th & 14th Amendments (1789)
Weissbrodt et al., *Immigration Law and Procedure* ch. 2

[~41]

Week Two

M (9/2): **NO CLASS (LABOR DAY)**

W (9/4): Zolberg, *A Nation by Design* ch. 2 (2006) [~38]
Naturalization Act of 1790
Naturalization Act of 1795

F (9/6): **NO CLASS (APSA)**
SHORT ESSAY PROMPTS OUT

Week Three

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

II. Racialized Minority Tensions

W (9/11): Foley, *Mexicans in the Making of America* ch. 1 (2014) [~26]

F (9/13): *Burlingame Treaty* (1868), *Angell Treaty* (1880) [~16]
Page Act (1875), *Chinese Restriction Act* (1882), *Geary Act* (1892)

Week Four

M (9/16): Lew-Williams, *The Chinese Must Go* ch. 1 (2018) ^{TR} [~36]

W (9/18): *Immigration Act* (1917) [~25]

F (9/20): *Immigration Act* (1924) [~17]
SHORT ESSAY DUE

Week Five

M (9/23): Foley, *Mexicans in the Making of America* ch. 2 (2014) [~25]

W (9/25): Bald, *Bengali Harlem* ch. 1 (2014) [~38]

F (9/27): Ngai, *Impossible Subjects* ch. 3 (2004) ^{TR} [~31]

Week Six

M (9/30): Ngai, *Impossible Subjects* ch. 5 (2004) [~27]

W (10/2): Ngai, *Impossible Subjects* ch. 6 (2004) [~25]
Magnuson Act (1943)

III. Immigration Reform: Visions and Limits

F (10/4): *[McCarran-Walter] Immigration & Nationality Act* (1952) [~20]
 Sections 101, 201-205, 211-212, 214

Week Seven

M (10/7): *[McCarran-Walter] Immigration & Nationality Act* (1952) [~14]
 Sections 232, 234, 237, 241-242, 245, 247, 261-263, 273, 276

W (10/9): *[McCarran-Walter] Immigration & Nationality Act* (1952) [~15]
 Sections 301-309, 311-312, 316, 318-324, 328-329, 340

F (10/11): [McCarran-Walter] *Immigration & Nationality Act* (1952) [~19]
 Sections 349-350, 352-356, 403
 [Hart-Cellar] *Immigration & Nationality Act* (1965)

Week Eight

M (10/14): Coleman, *The Walls Within* ch. 2 (2021) [~30]

W (10/16): Aleinikoff, *Semblances of Sovereignty* ch. 7 (2002) [~31]
MID COURSE REVIEW

F (10/18): Howell and Jamal, *Being and Belonging* ch. 3 (2008) [~25]
FICTIONAL FAMILY LETTER PROMPT OUT

Week Nine

M (10/21): **NO CLASS (FALL BREAK)**

W (10/23): **NO CLASS (FALL BREAK)**

F (10/25): Piot & Batema, *The Fixer* chs. 8-9 (2019) [~31]

Week Ten

M (10/28): Czaika et al., “[The Global Evolution of Travel Visa Regimes](#)” (2018) [~34]

W (10/30): Rosenberg, *Undesirable Immigrants* preface, chs. 1, 5 [selections] (2022) [~43]

IV. Immigration, the Humanities, and the Social Sciences

F (11/1): Masuoka & Junn, *The Politics of Belonging* ch. 6 (2013) [~29]
FICTIONAL FAMILY LETTER DUE

Week Eleven

M (11/4): Borjas, *Immigration Economics* ch. 7 (2014) [~21]

W (11/6): Carter, *American White Black* ch. 5 (2019) [~26]

F (11/8): Hamilton, *Immigration and the Remaking of Black America* ch. 2 (2019) [~24]

Week Twelve

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

W (11/13): Fisher Williamson, *Welcoming New Americans* ch. 2 (2018) [~26]

F (11/15): Fisher Williamson, *Welcoming New Americans* ch. 5 (2018) [~39]

Week Thirteen

M (11/18): Fisher Williamson, *Welcoming New Americans* ch. 8 (2018) [~33]

W (11/20): Peters, *Trading Barriers* ch. 2 (2017) [~26]

F (11/22): Posner and Weyl, *Radical Markets* ch. 3 (2018) [~41]
FICTIONAL CHURCH LETTER PROMPT OUT

Week Fourteen
M (11/25): Cafaro, *How Many is Too Many?* ch. 9 (2015) [~27]

W (11/27): **NO CLASS (THANKSGIVING)**

F (11/29): **NO CLASS (THANKSGIVING)**

Week Fifteen
M (12/2): Carens, “The Case for Open Borders” (2013) [~30]

W (12/4): Song, *Immigration and Democracy* chs. 5-6 (2019) [~36]

F (12/6): Song, *Immigration and Democracy* chs. 8, 10, 11 (2019) [~41]
FICTIONAL CHURCH LETTER DUE BEFORE CLASS

V. Reflections

Week Sixteen
M (12/9): Wong, *Immigrants, Evangelicals, and Politics...* (2018), chs. 4-5 [~36]

W (12/11): Stockhausen, *The Strangers in Our Midst* (2021) ch. 6 [~32]

F (12/13): Stockhausen, *The Strangers in Our Midst* (2021) epilogue [~24]