

U.S. Immigration Policy, Politics and Immigrant Engagement
Political Science 219D / Chicano/Latino Studies 289
Fall 2022

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Office Hours: Friday, 11:00-12:30, and by appointment

Course Goals and Objectives

The focus of this course is the scholarship on U.S. immigration policy making, immigrant political incorporation, and immigrant political engagement in the United States. Although our primary focus is contemporary immigration policy making and immigrant political incorporation, we will also assess the role of immigration and immigrant political mobilization in American political development. Finally, we will also assess the role of immigration and settlement policies in shaping ethnic and transnational identities among immigrants and their children.

Student Evaluation

All students will be expected to attend class sessions and actively participate in class discussions. Each student will also be expected to work with a small group to take responsibility for leading one class session. These groups should be prepared to present a brief (10 to 15 minute) summary of the reading(s) at the beginning of the class the focuses on the key theories and methods explored in each of the class readings and the core findings. The group should also prepare three to five questions for class discussion. These questions should be distributed by email the day before class.

Assignments for these leadership roles will be made during the first week of class. Please email me your top two preferences by September 27 (Tuesday). I will also need three volunteers to take the lead in class on September 30.

The leadership role will account for 10 percent of the final grade. Overall participation and engagement across the class will account for an additional 10 percent of the final grade.

Students will have a choice of selecting one of two writing assignments for the class—a research paper or a series of three interpretive essays based on class readings.

Research Paper—Students selecting the research paper option will be expected to submit a 25 to 30 page paper on a research topic proposed by the student and approved by me. I am very flexible on topics and methodological approaches, but I would encourage you to begin thinking about a topic soon and having some preliminary ideas to me by October 10 (this may require reading ahead if you are new to this literature). Realistically, in order to complete the paper by the end of finals week, you will need an approved research topic by the mid-October.

Students electing the research paper option will also be expected to make an oral presentation about their research topic and findings on the last day of class. The format for these presentations will be similar to a conference presentation—a 12-15 minute presentation on your research question, data, and findings. If topics lend themselves to it, I will try to organize “panels” of similar research topics. Depending on the number of students making presentations, we may have to divide the presentations over two days (and use the Friday of final’s week).

Students who envision long-term research on immigration or immigrant settlement politics should probably select the research paper option.

Interpretive Essays—Each week, I will provide a question or series of interrelated questions as a guide for thinking about the next week’s readings. You may answer three of these questions (of the seven assigned) in short essays of four to six pages. You may answer these interpretive essays exclusively based on the reading(s) for the week assigned, though you are welcome to bring in other scholarly material that you deem relevant.

These interpretive essays will be due at the beginning of the class in which the readings are discussed.

This option for evaluation should serve the needs of students who want a reading knowledge of the immigration politics and policy literature, but do not see themselves conducting their own primary research in this field.

The writing assignment(s) will account for 80 percent of the final grade.

Course Readings and Schedule

The books are available for purchase at the bookstore and are on reserve at the library. The articles/book chapters are available (or will be soon) on the class Canvas site.

Week Zero (September 23) – Introduction and Overview

Week One (September 30) – Immigration Policy Making and Regulation in American Political Development

Zolberg, Aristide R. 2006. *A Nation by Design: Immigration Policy in the Fashioning of America*. Cambridge, MA: Harvard University Press.

Massey, Douglas S. 2020. “Creating the Exclusionist Society: From the War on Poverty to the War on Immigrants.” *Journal of Ethnic and Racial Studies* 43 (1): 18-37.

Week Two (October 7) – Ongoing Popular Resistance to A Nation of Immigrants

Lee, Erika. 2019. *America for Americans: A History of Xenophobia in the United States*. New York: Basic Books.

Week Three (October 14) – Contemporary Native Responses

Abrajano, Marisa and, Zoltan L. Hajnal. 2015. *White Backlash: Immigration, Race, and American Politics*. Princeton: Princeton University Press.

Sides, John; Michael Tesler; and Lynn Vavreck. 2018. *Identity Crisis: The 2016 Presidential Campaign and the Battleground for the Meaning of America*. Princeton: Princeton University Press, chapter 8 “What Happened?”

Week Four (October 21) – Immigrant Political Engagement Across Generations

Masuoka, Natalie, and Jane Junn. 2013. *The Politics of Belonging: Race, Public Opinion, and Immigration*. Chicago: The University of Chicago Press.

Pantoja, Adrian, Ricardo Ramirez and Gary Segura. 2001. “Citizens by Choice, Voters by Necessity: Long Term Patterns in Political Mobilization by Naturalized Latinos” *Political Research Quarterly* 54: 729-50.

S. Karthick Ramakrishnan. 2004. “Second Generation Immigrants? The ‘2.5 Generation’ in the United States.” *Social Science Quarterly* 65 (2) (June): 380-399.

Marcus L. Hansen. 1938. *The Problem of the Third Generation Immigrant*. Rock Island, IL: Augustana Historical Society (pp. 5-20)

Jimenez, Tomas; Julie Park; and Juan Pedroza. 2017. “The New Third Generation: Post-1965 Immigration and the Next Chapter in the Long History of Assimilation.” *International Migration Review*, Fall: 1-40.

Week Five (October 28) – Divergent Paths to Incorporation and (Perpetual) Exclusion

Martinez, Lisa M., and Maria del Carmen Salazar. 2018. “The Bright Lights: The Development of Oppositional Consciousness Among DACAmented Latino Youth.” *Ethnicities* 18(2): 242-259.

Kerwin, Donald,; Jose Pacas; and Robert Warren. 2022. “Ready to Stay: A Comprehensive Analysis of the US Foreign-Born Populations Eligible for Special Legal Status Programs and for Legalization Under Pending Bills.” *Journal of Migration and Human Security* 10 (1):37-76.

Abascal, Maria. 2015. “Tu Casa, Mi Casa: Naturalization and Belonging Among Latino Immigrants.” *International Migration Review* 51 (2) (Summer): 291-322.

Luaby, Fanny. 2020. “Diversity, Leadership, and Authenticity in the Undocumented Youth Movement.” *The Journal of Race and Ethnic Politics* 5: 37-61.

Street, Alex. 2015. “The Political Effects of Immigrant Naturalization.” *International Migration Review* (Fall): 1-21

Week Six (November 4) – Immigration Incorporation Across Borders? The Transnational Question

Bloemraad, Irene. 2004. "Who Claims Dual Citizenship? The Limits of Postnationalism, the Possibilities of Transnationalism, and the Persistence of Traditional Citizenship." *International Migration Review* 38 (2) (Summer): 389-426.

Ruth, Alissa, Emir Estrada, Stefanie Martinez-Fuentes, Armando Vasquez-Ramos. 2019. "Soy de Aquí, Soy de Allá; DACAmented Homecomings and Implications for Identity and Belonging." *Latino Studies* 17: 304-322.

Waldinger, Roger. 2015. *The Cross-Border Connection: Immigrants, Emigrants, and Their Homelands*. Cambridge, MA: Harvard University Press, chapter 5: "Engaging At Home From Abroad: The Paradox of Homeland Politics"

Gamien, Alan; Michael E. Cummings; and Paul M. Vaaler. 2017. "Explaining the Rise of Diaspora Institutions." *Journal of Ethnic and Migration Studies*, December: 1-25.

Week Eight (November 18) – Policy Stalemate and Slowed Integration: Whither Immigration Reform?

Cox, Adam B. and Christina M. Rodríguez. 2020. *The President and Immigration Law*. New York: Oxford University Press.

Durand, Jorge, and Douglas S. Massey. 2019. "Debacles on the Border: Five Decades of Fact-Free Immigration Policy." *Annals, AAPSS* 684 [July]: 6-20.

Week Ten (December 2) – Student Research Presentations