SUMMARY
This is a seminar about immigration politics and policies, with a geographic focus on the US and Europe. Questions about how to respond to immigration – how many immigrants to allow in, who to prioritize, and how to prevent unwanted migration – have not only generated complex policy dilemmas, but also fueled acrimonious political debates on both sides of the Atlantic. Our goal is to analyze different facets of immigration policy, and the politics around these policies, from a variety of angles. The readings and class discussions will provide the foundation for you to conduct independent research on the topic and write a substantial research paper. This is a WID course, and so you will learn how to conduct research and write in the field of political science.

LEARNING OUTCOMES
In this class, you will:
➢ Explore fundamental concepts and phenomena in the immigration field, including borders, states, national identity, citizenship, and integration;
➢ Analyze contemporary political debates over immigration policy so as to develop your own opinions about this complex subject;
➢ Improve your critical reading skills;
➢ Develop your capacities for independent research;
➢ Learn how to write in the discipline of political science.

CREDIT HOURS AND TIME USE
This is a three credit class: 110 minutes a week will be spent in the seminar, and you should plan to spend an additional 6-8 hours per week, on average, in reading and preparing for class, writing your reaction papers, and conducting independent research.

READING
Required texts for purchase
The following texts are required and can be purchased through the GW Bookstore. They are also available on reserve.

* Peter Andreas, Border Games: Policing the U.S.-Mexico Divide (Cornell University Press 2009)

Blackboard
The other required readings are available as pdf files through e-reserves on Blackboard – you can either read them on-line or print them.

The assigned reading is listed for each week. We will be discussing both the substantive readings and, when assigned, chapters from the Baglione book about writing a research paper in political science.
News Blog
I will be regularly posting news articles that I find on the class blog, available through Blackboard. You are also welcome to post articles that you find as well. At the start of class, we’ll talk about interesting recent developments in immigration policy and politics.

CLASS REQUIREMENTS
Seminar participation
Informed and active participation is essential to the seminar. I will not be lecturing; therefore, you must do all of the reading before class and come prepared and ready to talk about it. You must justify any absences from class; unexcused absences will result in a grade of zero for that class.

Your participation grade will be calculated according to attendance (1/3), the quantity of your participation (1/3), and the quality of your participation (1/3). I evaluate quality according to how well prepared you are for class, whether your comments reflect your engagement with the readings, and how constructively you contribute to the class discussion. The italicized questions listed on the syllabus for each week can help you think about the main questions on each topic.

Writing assignments
1. Reaction papers.
Starting in the second week of class, you will turn in a two-page (double-spaced) response to the required readings for five of our classes. You must select a week’s readings (not including the Baglione book) from each of the following five groups of classes – weeks 2-3, 4-5, 6-7, 8-9, 11-12. Please submit your paper to me by email (pdf) by 10 a.m. on the Thursday before class. Your papers should identify the main points of each reading and critically analyze them. This is not easy to do in such a short paper, and thus you should plan to spend a good bit of time on this. I will evaluate your papers according to how accurately you characterize the main points of the readings; the insightfulness of your analysis; and the quality of your writing. More information about how to write a good reaction paper is available on Blackboard under the Writing Resources tab.

2. Research paper. You will write a 20-to-25-page research paper (not including bibliography) on a topic of your choosing. We will be discussing how to write a research paper in political science throughout the class, and you will be turning in pieces of the paper throughout the semester. At the end of the semester, we will hold a peer review session dedicated to providing feedback on the structure of the paper and quality of the writing. You will then be able to revise the paper before you submit a final version.

Research paper components
(1) Paper topic memo: this memo of no more than three doubled-spaced pages should address the following questions:
-- What is the question you will answer? What case or cases will you examine?
-- What are your potential hypotheses or explanations?
-- What potential sources and evidence will you use? Include a brief bibliography.

(2) Literature review: a critical assessment of the existing literature on the topic of your paper.

(3) Introduction and thesis: the introductory paragraphs and thesis statement (your argument).

(4) Peer review of paper drafts: On April 27, we will hold a peer review session. You will be responsible for reviewing several of the papers of your peers, and you will also receive feedback on your paper.
Each component will be graded and I will provide you with detailed feedback. You may rewrite and resubmit the first two components after receiving my feedback. The due dates for the paper components are as follows:

Tuesday, February 28, 5 p.m.: Paper topic memo.
REWRITE due: Tuesday March 21, 5 p.m.
Tuesday April 4, 5 p.m.: Literature review.
REWRITE due: Friday April 14, 5 p.m.
Tuesday April 18, 5 p.m.: Thesis statement and Introduction.
Tuesday April 25, 5 p.m.: Draft of your paper.
Tuesday May 8, 5 p.m.: Final paper.

** Please submit all papers to me by email as a pdf file. **

**GRADING**

- Class participation 25%
- Discussion papers 25%
- Final paper 50%
  - Paper topic memo (5%)
  - Literature review (5%)
  - Intro/thesis (5%)
  - Draft (5%)
  - Peer review (5%)
  - Final paper (25%)

Rewriting your papers
You can rewrite and resubmit your reaction papers, the paper topic memo, and your literature review. In each instance, your final grade will be the average of the two grades you receive. Due dates for rewritten paper components are listed above. Rewritten reaction papers will be due five days after you receive it from me.

Policy on late work
Any assignment or exam that is turned in late will lose 1/3 of a grade for each 24 period after the due date and time.

**ACADEMIC INTEGRITY**

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Failure to act in accordance with such procedures will be considered academic dishonesty.

Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The Code of Student Conduct can be found at https://studentconduct.gwu.edu/code-student-conduct.

**Plagiarism is a serious offense.** Students who plagiarize will receive an F on the assignment and be referred to the Academic Integrity Council. We will discuss the problem of plagiarism in class, and there is more information about plagiarism on Blackboard under the Writing Resources tab.
TECHNOLOGY
Laptops, tablets, phones, and other forms of technology are not allowed in class. When students have technology available to them, the temptation is too great to surf the web, text friends, etc. Not only does this undermine your ability to learn but it also distracts other students. Research shows that students learn less when these forms of technology are available.

SUPPORT FOR STUDENTS WITH DISABILITIES
GW’s Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Additional information is available at https://disabilitysupport.gwu.edu.

UNIVERSITY POLICY ON RELIGIOUS HOLIDAYS
Students should notify me during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.

SCHEDULE OF CLASSES

Week 1. January 19: Introduction and Overview

Week 2. January 26: Conceptual and Theoretical Issues in the Study of Immigration Policy
Questions: Why do people move – what factors influence their mobility? Why do states have borders? Should we use the terms “illegal immigrant” or “illegal alien”?
* “Another Word for Illegal Alien at the Library of Congress: Contentious.”

Are states able to control their borders? What forces shape immigration policy? Do organized interests “call the shots” on immigration policy? If not, who does? Does public opinion affect immigration policy?
Week 4. February 9: Overview of Immigration Policy and Politics in the U.S.

Research paper
* Baglione, chp. 1, “So You Have to Write a Research Paper.”

What does U.S. immigration policy look like? How has U.S. policy influenced the immigration we receive? Is U.S. legal immigration policy too open? If so, how should it change? What political forces have shaped our immigration policies?


Week 5. February 16: Overview of Immigration Policies and Politics in Europe

Research paper

What political forces have shaped immigration policies in European countries? Are legal immigration policies in Western Europe too closed? If so, how should they change? How has the EU influenced immigration trends and immigration policy?


Week 6. February 23: Political reverberations of immigration

Research paper
Bring ideas for your research topic to discuss in class

How has immigration affected politics in the U.S. and Europe? To what extent does immigration help explain the rise of populist right-wing parties and political movements? Why are people leery of those from other cultures? How has ethnocentrism shaped U.S. politics?

* “Party in the U.S.A.” This American Life Act 1 (Zoe Chace; 44 minutes)
Week 7. March 2: Border Control: Does It Work?
Is border control effective? Can states really control their borders? Should the U.S. build a wall between the U.S. and Mexico? Why are some states building border walls?
* *Debates on U.S. Immigration*, “Border Control,” pp. 146-161.
* “Trump’s not the only one who wants a wall. Border walls are trending.”

Please watch this film on your own time. We will talk about the film on March 23.

SPRING BREAK

Week 9. March 23: Asylum-seekers and Irregular Migration
Faced with large numbers of asylum-seekers or refugees, should states be more or less generous toward them? How should states respond to irregular immigrants? Are detention and deportation justifiable?

Research paper
* Baglione, chp. 4, “Making Sense of the Scholarly Answers to Your Research Question.”

For reference
http://www.migrationpolicy.org/article/refugees-and-asylees-united-states
Week 10. March 30: Meeting with Dave Ettinger, Gelman Library Room 300.

***Be prepared to work on researching your paper topic during this session***

*** Literature review due Tuesday April 4, 5 p.m. ***

Week 11. April 6: Migrant Labor and Guestworker Programs
Should states have guestworker programs? Is labor migration net beneficial, or harmful, for economies? Do labor migration programs create moral obligations to these workers, and/or to the countries they come from?

Research paper
* Baglione, chp. 5, “Effectively Distilling the Argument,” and chp. 8, “Evaluating the Argument.”

Week 12. April 13: Normative questions
Should states try to control entry into their territory? What are the normative arguments for and against immigration controls? Is citizenship a form of inherited privilege? Or is citizenship an important foundation of a shared community?
* “Let Them In: WSJ Editor Argues for Open Borders.”

Research paper

*** Introduction (and thesis statement) due Tuesday April 18, 5 p.m. ***

Week 13. April 20: Individual meetings with the professor about your paper.

*** First Draft of Paper due Tuesday April 25, 5 p.m. ***

Week 14. April 27: Peer review session

*** Final Paper due Tuesday May 9, 5 p.m. ***