

POLS 5343/MAIS 5360: Border Politics

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Class Hours: R 6-8:50pm

Classroom: Benedict 205

Course Description

Why do people migrate? How did patterns of migration evolve in history? How does immigration affect home countries and host countries? These are among the many topics we will address in this course. While we will cover immigration politics from the perspectives across disciplines, we will mainly adopt the comparative politics approach. The countries we consider are largely advanced democracies, but our attention will at times extend beyond these contexts. At the conclusion of this course, you are expected to gain a solid and sophisticated understanding of immigration politics that is essential to conducting original research.

Reading Materials

You do not have to purchase any books for this course. Book chapters and other readings not available through UTEP Library will be posted on Blackboard. Such readings are marked "Blackboard" in the course schedule. You are responsible for obtaining other readings. You may consider purchasing the books which we read extensively.

Course Objectives

Successful students will:

1. understand the central theoretical debates in the study of immigration politics
2. be familiar with countries' different approaches to immigration

3. analyze the effects of immigration policy on immigrant and non-immigrant populations
4. conduct independent empirical research on immigration politics

Course Requirements

1. Reading Assignments and Class Participation

Graduate seminars are different from undergraduate lectures. In a graduate seminar, you are expected to be more active both before and during class. This means that you should complete and digest the readings before class, and that during class, you should ask thoughtful questions, provide intelligent answers, and make informed comments. I will evaluate your participation by both quantity and quality of your participation. Because participation is impossible if you miss a class, you will lose 25 percent of the participation grade for each unexcused absence.

In addition to in-class participation, you are also required to post **at least two** discussion questions on Blackboard by **every Tuesday**. Questions should focus on concepts, theories, methods, data, or other key questions in the literature. Questions comparing or connecting different readings are encouraged. The quality, quantity, and punctuality of your posts will all affect my grading. You are encouraged to respond to posted questions prior to the class meeting. **You should review posted questions and comments before class.**

2. Critical Reviews

In our first class, you shall choose two weeks' readings and write two critical reviews on them. Critical reviews are due on Blackboard at 5:30 pm in the next class day. For example, if you choose to write a critical review of the readings assigned for week 2, your review is due on the Wednesday of week 3 at 5:30 pm. No hard copy is needed.

Critical reviews should cover **all the readings** for the week. A critical review should be more than a summary of the readings. When grading your reviews, I will pay close attention to whether you have read and comprehended the readings, and whether you have synthesized them and understood the state of the literature. For example, what are the central questions and disagreements, and how does each reading approach them? What evidence do the authors provide? What are the strengths and weaknesses of the theory and empirics, and how could the author(s) improve the research?

The reviews should be **3 to 4** pages, typed using Times New Roman 12 pt. font size, double-spaced, paged with one inch margins in all four sides, and all references must be appropriately cited.

Once you choose the dates on which you write reviews, you should respect your deadlines. **You may request change of readings and dates, but such change must be**

approved by me. I normally do not approve change requests made at the last minute due to procrastination.

3. Discussion Leader

Each student will be designated as the discussion leader of one class. You will choose when to be a discussion leader after the first class meeting. Your role as a discussion leader will be graded. **The discussion leader should should email me the outline of discussion topics and questions on Tuesdays.**

4. Research Paper

You shall write a research paper on immigration politics. The paper should contain a research question, a literature review, a theory and hypothesis (or hypotheses), and hypothesis testing with empirical data. Mere descriptive studies or normative discussions do not meet this requirement. **Please talk to me about your research question before you decide on one.**

You must submit a research proposal first. The research proposal should include your research question, literature review, theory and hypothesis, and the methods and data you will use to test your hypothesis. The proposal is due on Blackboard **at 11:59 pm on Thursday March 11.**

You shall present your completed research during class on **May 5.** Each presentation should use slides and take about **15 minutes.** Your research paper is due on Blackboard **at 11:59 pm on Monday May 10.** Your research paper must be complete and should be between 13 and 25 pages, including notes, tables, figures, and a bibliography.

Both your proposal and research paper should be typed using Times New Roman 12 pt. font size, double-spaced, paged with one inch margins in all four sides. And they should follow the APSA style. An APSA style manual is available on Blackboard.

Grading Policy

Your final grades will be determined as follows:

- **30%:** Reading and participation
- **20%:** Critical reviews (%10 each)
- **10%:** Discussion leader
- **10%:** Research proposal
- **5%:** Presentation
- **25%:** Research paper

Your letter grade will be assigned as follows:

Letter Grade	
[90, 100]	A
[80, 90)	B
[70, 80)	C
[60, 70)	D
[0, 70)	F

Course Policies

Electronic Devices

Computers and tablets are allowed only for class-related activities such as taking notes or accessing readings. Phones are prohibited for the good of your mind and eye.

Academic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as one's own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Office of Student Life for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Refer to <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html> for further information.

Accommodations for Disabilities

Accommodations will be made for students with disabilities. Please discuss with me in person as soon as possible about any needs you might have. Or you may contact the Center for Accommodations and Support Services (phone: 5148, Email: cass@utep.edu) at 302 Union East within the first two weeks of classes.

COVID Precaution

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing. If you are healthy and can come to the class, great! But please wear a mask and practice social distancing. The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be

available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit www.epstrong.org.

Course Schedule

Week 1, 1/20: Course overview

Week 2, 1/27: Citizenship and borders

- Joseph Carens. *The ethics of immigration*. Oxford University Press, New York, NY, 2013. Chs 1, 2, 3. [Blackboard].
- Aristide R Zolberg. Why not the whole world? ethical dilemmas of immigration policy. *American Behavioral Scientist*, 56(9):1204–1222, 2012.

Week 3, 2/3: Countries' different approaches to immigration

- Sara Wallace Goodman. Fortifying citizenship: Policy strategies for civic integration in Western Europe. *World Politics*, 64(4):659–698, 2012.
- Patrick Weil. Access to citizenship: a comparison of twenty-five nationality laws. In T. Alexander Aleinikoff and Douglas Klusmeyer, editors, *Citizenship Today: Global Perspectives and Practices*, pages 17–35. Carnegie Endowment for International Peace, Washington, DC, 2001.
- Adrian J Shin. Tyrants and migrants: Authoritarian immigration policy. *Comparative Political Studies*, 50(1):14–40, 2017.

Week 4, 2/10: History of migration

- Ian Goldin, Geoffrey Cameron, and Meera Balarajan. *Exceptional People: How Migration Shaped Our World and Will Define Our Future*. Princeton University Press, Princeton, NJ, 2011. Chs 1, 2, 3. [Blackboard].
- Douglas S Massey, Jorge Durand, and Nolan J Malone. *Beyond smoke and mirrors: Mexican immigration in an era of economic integration*. Russell Sage Foundation, New York, NY, 2002. Ch 3. [Blackboard].
- Gerald L Neuman. Lost century of american immigration law (1776-1875). *Columbia Law Review*, 93(8):1833–1901, 1993 (optional). [Blackboard].

Week 5, 2/17: Why people migrate

- Douglas S Massey, Jorge Durand, and Nolan J Malone. *Beyond smoke and mirrors: Mexican immigration in an era of economic integration*. Russell Sage Foundation, New York, NY, 2002, Chs 1, 2. [Blackboard].

- David Fitzgerald. The sociology of international migration. In Caroline B. Brettell, Caroline B. Brettell, James F. Hollifield, and James F. Hollifield, editors, *Migration Theory: Talking across Disciplines*, pages 115–147. Routledge, New York, NY, 2014.
- Jessica Hagen-Zanker. Why do people migrate? a review of the theoretical literature. *A Review of the Theoretical Literature (January 2008)*. Maastricht Graduate School of Governance Working Paper No, 2008.

Week 6, 2/24: Public Opinion I

- Ted Brader, Nicholas A Valentino, and Elizabeth Suhay. What triggers public opposition to immigration? anxiety, group cues, and immigration threat. *American Journal of Political Science*, 52(4):959–978, 2008.
- Jens Hainmueller and Michael J Hiscox. Attitudes toward highly skilled and low-skilled immigration: Evidence from a survey experiment. *American Political Science Review*, 104(1):61–84, 2010.
- Charlotte Cavaille and John Marshall. Education and anti-immigration attitudes: Evidence from compulsory schooling reforms across Western Europe. *American Political Science Review*, 113(1):254–263, 2019.
- Jonathan Homola and Margit Tavits. Contact reduces immigration-related fears for leftist but not for rightist voters. *Comparative Political Studies*, 51(13):1789–1820, 2018.

Week 7, 3/3: Public Opinion II

- Bruce E Cain, D Roderick Kiewiet, and Carole J Uhlaner. The acquisition of partisanship by latinos and asian americans. *American Journal of Political Science*, 35(2):390–422, 1991.
- Kenneth J Meier, Paula D McClain, Jerry L Polinard, and Robert D Wrinkle. Divided or together? conflict and cooperation between African Americans and Latinos. *Political Research Quarterly*, 57(3):399–409, 2004.
- Aida Just and Christopher J Anderson. Dual allegiances? immigrants' attitudes toward immigration. *The Journal of Politics*, 77(1):188–201, 2015.
- Samuel P. Huntington. The Hispanic challenge. *Foreign Policy*, 2009.
- Luis R Fraga and Gary M Segura. Culture clash? contesting notions of American identity and the effects of Latin American immigration. *Perspectives on Politics*, 4(2):279–287, 2006.

Week 8, 3/10: Immigration Policy Enforcement

- Douglas S Massey, Jorge Durand, and Nolan J Malone. *Beyond smoke and mirrors: Mexican immigration in an era of economic integration*. Russell Sage Foundation, New York, NY, 2002, Chs 4, 5, 6. [Blackboard].
- Wayne A Cornelius. Controlling 'unwanted' immigration: Lessons from the united states, 1993–2004. *Journal of Ethnic and Migration Studies*, 31(4):775–794, 2005.

Week 9: No class. Enjoy your spring break!

Week 10, 3/24: Impacts of Immigration I

- Ian Goldin, Geoffrey Cameron, and Meera Balarajan. *Exceptional People: How Migration Shaped Our World and Will Define Our Future*. Princeton University Press, Princeton, NJ, 2011. Ch 6. [Blackboard].
- Michael A Clemens. Economics and emigration: Trillion-dollar bills on the sidewalk? *Journal of Economic Perspectives*, 25(3):83–106, 2011.

Week 11, 3/31: Submit proposal, no readings

Week 12, 4/7: Impacts of Immigration II

- Steve Boucher, Oded Stark, and J Edward Taylor. A gain with a drain? evidence from rural Mexico on the new economics of the brain drain. In *Corruption, development and institutional design*, pages 100–119. Springer, 2009.
- Rene R Rocha, Benjamin R Knoll, and Robert D Wrinkle. Immigration enforcement and the redistribution of political trust. *The Journal of Politics*, 77(4):901–913, 2015.
- Vasiliki Fouka and Marco Tabellini. Changing in-group boundaries: The effect of immigration on race relations in the United States. *American Political Science Review*, pages 1–17, 2021.

Week 13 4/14: Integration

- Joseph Carens. *The ethics of immigration*. Oxford University Press, New York, NY, 2013. Chs 4. [Blackboard].
- Gary P Freeman. Immigrant incorporation in western democracies. *International Migration Review*, 38(3):945–969, 2004.
- Ruud Koopmans. Does assimilation work? sociocultural determinants of labour market participation of European Muslims. *Journal of Ethnic and Migration Studies*, 42(2):197–216, 2016.

Week 14, 4/21: Multi-culturalism

- Keith Banting and Will Kymlicka. Is there really a retreat from multiculturalism policies? new evidence from the multiculturalism policy index. *Comparative European Politics*, 11(5):577–598, 2013.
- Richard Alba. Immigration and the american realities of assimilation and multi-culturalism. In *Sociological Forum*, pages 3–25. JSTOR, 1999.
- Kenan Malik. The failure of multiculturalism: Community versus society in Europe. *Foreign Affairs*, 94:21, 2015.

Week 15, 4/28: No class

Week 16, 5/5: Student presentations

Research paper due at midnight, Monday 5/9