

**AMST 383/ ER&M 384:  
U.S. BORDER & IMMIGRATION POLICY**

Yale College  
Summer 2017  
Session B: July 3 – August 4, 2017  
M and W, 9:00 a.m.–12:15 p.m.

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Office Hours:  
MW 1:30-2:30 pm  
and by appointment

This course examines US border and immigration policies at the national, state, and local levels. It traces the historical evolution of border and immigration policy, considers multiple perspectives articulated in contemporary debates, and explores how shifting policy affects immigrants of varying legal statuses. Emphasis is placed on the US-Mexico border and the experiences of Mexican and Central American migrants to the United States.

**Learning Objectives:**

- Learn the history of US border and immigration laws from the colonial period to the present.
- Examine the contemporary immigration system and evaluate current proposals for its reform.
- Work towards a theoretical understanding of how immigration and border policies are related to processes of settler colonialism, nation building, racialization, and economic restructuring.
- Examine how diverse immigrants' and citizens' lives are affected by policy.

**Required Texts:**

Bill Ong Hing. *Defining America through Immigration Policy*. Temple University Press, 2003. [available on reserve at Bass Library]

Jane Juffer, ed. *The Last Frontier: The Contemporary Configuration of the U.S.-Mexico Border*. Duke University Press, 2006. [available on reserve at Bass Library]

Kelly Lytle Hernández. *Migra! A History of the U.S. Border Patrol*. University of California Press, 2010. [available as an e-Book through Yale Libraries]

\* Additional articles will be posted on this course's Canvas site, in the Course Reserves area. All books on reserve in Bass Library have a checkout time of 4 hours per student.

**Assignments and Grading:**

Attendance and Participation	15 percent
Reading Response Papers (7 required; 5 percent each)	35 percent
Research Proposal and Annotated Bibliography	10 percent
Final Research Paper and Presentation	40 percent
Total	100 percent

## Course Policies

Attendance. Attendance at **all** class meetings is mandatory. If you are severely ill or face other emergency circumstances, contact me and Michael Fitzpatrick in the Yale Summer Session office immediately.

Auditing and Guests. Per YSS policy, students are not permitted to audit this course. One-time guests are also generally not allowed, though you may contact me to discuss individual circumstances.

Completion of work. You must complete all required assignments to pass the course.

Late work. Given the intensity and short timeframe of the summer session, turning in work in a timely manner is critically important. Accordingly, I do not accept late work (even by a few hours). Any assignment turned in late will receive a failing grade.

Electronic submissions. Reading responses should be posted to the appropriate forum on Canvas. All other work must be submitted electronically to your personal dropbox in Canvas. Your work must be submitted in MS Word format. I will use the “track changes” feature in Word to comment on your paper and assign a grade; I will then upload your graded paper back into your dropbox. If you submit work in an incorrect format, I reserve the right to deduct points from your final grade. I do not accept hard copies or emailed documents.

Use of Technology. It is expected that students will not be checking their email or browsing Facebook or other social media during class. All other electronic devices should be silenced unless you have personal reasons for needing them to be on during class (please inform me if that is the case). You are welcome to use your laptop computer for taking notes, but please get in the habit of closing the cover during extended discussions, or whenever you are not actively using it.

Academic Integrity. Integrity of scholarship is essential for an academic community. All students are expected to conform to the highest standards regarding academic integrity – that is, to produce work that both reflects their own original thinking *and* that correctly cites, with full references, the other sources (academic or otherwise) that have influenced their work. Not knowing how to correctly cite others’ words or ideas is *not* sufficient justification for plagiarism. I encourage you to meet with me if you have any doubts about whether or how to document your influences. Suspected instances of plagiarism will be investigated, and verified instances will be referred to the appropriate authorities. The Yale College Writing Center (<http://writing.yalecollege.yale.edu/advice-students/using-sources/understanding-and-avoiding-plagiarism>) offers significant resources for understanding academic integrity and doing your very best original work.

## Details on Written Assignments

Reading Response-Papers and Peer Response. Because this is a readings-intensive seminar, you will be expected to complete the readings and submit a *written analytical response* (maximum of 1 page, single-spaced) before each class meeting. You are also expected to read all of your peers’ reading responses, and to post short replies to two of them, before each class meeting. You will write a total of **7 response papers** and **14 peer responses**. Response papers will receive letter grades; peer responses will be graded credit/no credit and will be factored into your attendance and participation grade.

Each reading-response paper should include the following, in this order:

- A brief summary of the reading's main arguments and/or findings. This section should be primarily descriptive. What was the author's main point? Include one or two especially solid pieces of evidence that the author used to prove their point. (1 paragraph)
- Reflection on anything that surprised you or challenged your prior knowledge/assumptions, or that confirms or challenges previous course readings and/or lectures, explained in some depth. (Up to 1 paragraph)
- Any analytical (not factual) questions that came up for you. Analytical questions typically begin with the words "how" or "why"; they might question the underlying assumptions behind an author's argument; or they might point to competing perspectives or possible approaches. (Up to 1 paragraph)

Reading responses are to be posted to the appropriate forum in Canvas by **5pm of the night before every seminar meeting** – a firm deadline – except for the days on which another assignment is due (see below in the Course Schedule).

In addition, you are expected to read and comment on at least two of your peers' reading responses by **8pm of the night before every seminar meeting**. This is also a firm deadline; late responses will not receive full credit. These responses should thoughtfully engage the analytical elements posed by your peer and could also ask follow-up questions or gently challenge some aspect of what they have said. These responses should be a few sentences in length.

Research Paper and Proposal. For your final project in this class, you will write an 8- to 10-page research paper on a topic of your choice related to immigration and/or borders in the U.S. context. The paper will take the form of an extended literature review in which you examine competing scholarly perspectives on your topic. A minimum of five (5) scholarly sources is required. Your sources may come from any disciplinary tradition but the strongest papers will integrate perspective from multiple disciplines. Papers must be double-spaced, with one-inch margins on all sides and in 11- or 12-point font. Please give your paper an original title, use Chicago or MLA reference style (either parenthetical or footnoting is fine – just be consistent), and include a properly formatted bibliography.

In preparation for this paper, you will turn in a formal proposal and annotated bibliography on a date specified in the course schedule below. This proposal will be graded and counts for 10 percent of your overall course grade – a significant percentage because, if well done, it will reflect significant conceptual work on your part to identify an appropriate scope of research and relevant sources. The proposal should consist of the following elements, in this order:

1. A one-paragraph explanation of your proposed topic, with rationale given for why you have chosen it (this may include a combination of intellectual, professional, and/or personal reasons).
2. A statement of your research question – the question you hope to answer by conducting research on your topic. The best research questions begin with "how" or "why."
3. An annotated bibliography of secondary (peer-reviewed) source material, a minimum of 5 sources. The citation must be full and complete (don't just write the author and title; you must also include publication info). The annotation for each source should be one paragraph in length, and must include the following: a summary of the author(s)' argument, a description of the data and methods they use to arrive at that argument, and an explanation of why you have chosen this source and what you expect it to add to your overall narrative and argument. You might also mention any limitations or biases.

Help with locating sources. Although I will often be able to refer you to useful materials, I strongly encourage you to contact your librarian/subject specialist for more fine-grained assistance. The subject specialist for American Studies and History is David Gary (david.gary@yale.edu). The Yale Library also

posts a helpful guide to writing a research paper in History or American Studies here:  
<http://guides.library.yale.edu/content.php?pid=9936&sid=81187>

## COURSE SCHEDULE

### WEEK ONE

#### Meeting One

July 3

Introductions; Review Syllabus and Course Policies; Structuring Principles; Immigration Policy in Colonial and Early America; The “Other” Europeans and Anti-Immigrant Sentiment from the 1840s to the 1870s

- *Reading:* Hing, *Defining America*, Introduction and Ch. 1
- Skills Workshops: How to Write an Effective Reading Response; Navigating Canvas

#### Meeting Two

July 5

From Open Borders to Asian Exclusion

- *Reading:* Hing, *Defining America*, Chapter 2
- In-Class Film Screening: Carved in Silence (1987; 45 min.)
- Skills Workshop: Framing a research question; Finding appropriate scholarly sources

### WEEK TWO

#### Meeting Three

July 10

Creating and Managing Modern Borders: Policing, Quotas, and Repatriation

- *Readings:*
  - Hing, *Defining America*, Chs. 3 and 4
  - Lytle Hernández, *Migra!*, Chs. 1-4
- \*Sign up for individual Consultations about research papers – to be held Tuesday and Wednesday\*

#### Meeting Four

July 12

Braceros and “Wetbacks”

- *Readings:*
  - Hing, *Defining America*, Ch. 7
  - Lytle Hernández, *Migra!*, Chs. 5-9
- In-Class Film Screening: Harvest of Loneliness: The Bracero Program (2011; 58 min)

### WEEK THREE

#### Meeting Five

July 17

Liberal Reform? The Immigration Acts of 1952 and 1965; Refugee and Amnesty Policy

- **Proposal and Annotated Bibliography for Final Paper Due [no reading response due]**

- Reading: Hing, *Defining America*, Chapters 5, 6, 9, and 12

### Meeting Six

July 19

“Illegality”: Neoliberalism, Globalization, and Contemporary Migration

- Readings:
  - Nicholas DeGenova, “Migrant ‘Illegality’ and Deportability in Everyday Life,” *Annual Review of Anthropology*, vol. 31 (2002): 419-447
  - David Bacon, “Displacement and Migration,” in *Illegal People: How Globalization Creates Migration and Criminalizes Immigrants* (Beacon Press, 2009)
  - Jill Harrison and Sarah Lloyd, “Illegality at Work: Deportability and the Productive New Era of Immigration Enforcement,” *Antipode* 44 (2012): 365–385.
- Skills Workshop: Writing Effective Thesis Statements

## WEEK FOUR

### Meeting Seven

July 24

Border Environments/Environmental Borders

- Readings:
  - Juanita Sundberg, “Diabolic *Caminos* in the Desert and Cat Fights on the *Rio*: A Posthumanist Political Ecology of Boundary Enforcement in the United States-Mexico Borderlands,” *Annals of the Association of American Geographers* 101, no. 2 (2011): 318-336
  - Sarah Hill, “Purity and Danger on the US-Mexico Border, 1991-1994,” in *The Last Frontier*
- In-Class Film Screening: Maquilapolis: City of Factories (2006; 68 min.)

### Meeting Eight

July 26

Militarization: The Drug War; the War on Women/Femicidio; Central American Child Migration

- Readings:
  - Tony Payan, “The Drug War and the U.S.-Mexico Border: The State of Affairs,” in *The Last Frontier*
  - Philip Caputo, “The Border of Madness,” *The Atlantic* 304, no. 5 (Dec. 2009): 62-69
  - Melissa Wright, “Public Women, Profit, and Femicides in Northern Mexico,” in *The Last Frontier*
  - Alejandro Lugo, “Photo essay: Cruces,” in *The Last Frontier*
  - Ian Gordon, “70,000 Kids Will Show Up Alone at Our Border This Year; Who Will Help Them?” *Mother Jones* July/August 2014, at: <http://www.motherjones.com/politics/2014/06/child-migrants-surge-unaccompanied-central-america>
- Skills Workshop: Effective Paragraph Organization

## WEEK FIVE

### Meeting Nine

July 31

Futures: Visions and Policy Proposals

- Reading: Kevin Johnson, selected chapters [TBA] from *Opening the Floodgates*

- Other readings TBA depending on status of current legislative proposals
- Skills Workshop: Effective Presentation Techniques

### **Meeting Ten**

August 2

Student Presentations and Conclusions

- **RESEARCH PRESENTATIONS**
- **FINAL RESEARCH PAPERS DUE (No reading response due)**