

USC Price

Sol Price School
of Public Policy

PPD 686: U.S. Immigration Policy

4 units

Spring 2021—Monday—2:00 to 5:20 pm

Online

Prof. Roberto Suro

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Office hours: Wednesdays 1 to 4pm and by
appointment

Course Description

For four years President Donald J. Trump tore through the immigration system with the aim of closing doors, and now his successor vows not only to undo those changes but also push the system towards greater openness. Meanwhile, the Coronavirus pandemic provoked a halt in international movements at a level not seen since World War II, and yet along the Southwest Border signs mount of a potential migration surge impelled by the economic and social damage done by the pandemic in Mexico and Central America. In the background, long-standing challenges such as climate induced migration grow more acute.

These are ideal conditions for an exercise in real-time policy analysis. This course will use contemporary events as the raw material for empirical research on migration movements, the evaluation of policy both operationally and normatively, as well as assessments of the social and political contexts. Students will engage both history and theory to develop their own perspectives and then to deliver well-informed and persuasive analyses.

The course begins by developing foundational knowledge on the major aspects of U.S. immigration policy. We will then focus on two of the most significant long-term challenges facing policy makers. The pandemic has illuminated immigration's importance in filling the ranks of "essential workers," and students will first assess options for re-engineering the management of labor migration. Then, in the final weeks of the term, we will turn to nexus of climate change and migration. Students will offer their own analyses and prescriptions in policy papers on each topic.

Class sessions and assignments have been designed to produce a steady pace of student engagement every week through written work, presentations, and participation in classroom exercises. The course deliverables will be designed to

develop professional skills for students considering employment as policy analysts or advocates in the public or non-profit sectors.

Learning Objectives

- Develop a detailed understanding of current controversies in U.S. immigration policies and their historical antecedents.
- Analyze policy options on both economic and humanitarian migration across a full spectrum of issue domains from root causes to admissions to long-term integration outcomes.
- Deliver succinct briefings on current developments of consequence to a specific area of public policy.
- Write empirical memos on migration phenomena, the policy challenges they present and the available policy options.

Develop and advocate for wholistic approaches to migration that propose coordinated action across multiple policy domains.

Course Notes

- Lecture slides assigned readings, assignment instructions and other course files will be posted on Blackboard.
- The class will utilize several other platforms for coursework, including Zoom, Perusall, Google Drive and Slack.
- Students will be responsible for securing access to the necessary hardware and for mastering the software. Please see note below on tech support.
- Students should set aside the entire class time each week that the course is meeting. While we will rarely meet for the full duration of the class in a continuous Zoom session, students will have learning activities of some sort during that time.
- It's far easier to communicate when we can see one another's faces, so the instructor strongly prefers that cameras remain on during class. If a student for any reason prefers to obscure the scene around them, they are free to use a Zoom background image.
- This class involves robust discussion and significant team work on in-class assignments. The instructor intends to foster a culture of respect, which includes pronouncing names correctly and using chosen pronouns. Please speak up if that's not happening or if anything said by the instructor, a guest speaker or a classmate leaves you feeling uncomfortable or offended. This course unavoidably treats controversial topics that provoke strong personal feelings. All of us will need to work deliberately to ensure that all voices are heard. Students are asked to reach out to the instructor with any concerns or

complaints, and they can also leave anonymous comments on the utility set up for that purpose on Blackboard.

- Immigration, no less than any other policy topic, involves matters of identity as well as normative judgments. To understand policy making it is essential to examine ideas and proposals that are far different than one's own and may even be objectionable. Students will be asked to analyze a variety of perspectives in this course including positions that run counter to values deeply held by the instructor and the Price School. Please note that the inclusion of material in coursework in no way reflects an endorsement by the instructor but rather is always intended to advance a search for the truth and to spur critical thinking.
- All synchronous sessions on Zoom will be recorded and the recordings will be made available to students on Blackboard.

Required Readings and Supplementary Materials

- With the following exceptions, all required readings and material in other media will be posted in Weekly Folders on Blackboard.
- Reading for April 12: Aleinikoff, Zamore. Arc of Protection: Reforming the International Refugee Regime. Stanford Briefs, 2019. Print or available online via USC Libraries:
https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_a_skewsholts_vlebooks_9781503611429
- Required weekly news summary: Migratory Notes.

This is a brief but essential compendium of new stories on migration related developments that is published digitally every Thursday and is available at no cost. We will routinely discuss developments covered by this publication.

<https://medium.com/migratory-notes>

Some sources of supplementary materials:

- --The Oxford Handbook of Refugee and Forced Migration Studies. Eds. Fiddian-Qasmiyer et al. Oxford UP, 2016. Available online through the USC Libraries:
https://uosc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991042545930103731&context=L&vid=01USC_INST:01USC&search_scope=MyInst_and_CI&tab=Everything&lang=en
- INFOMIGRANTS: <https://www.infomigrants.net/en/>
- The American Immigration Council
<https://www.americanimmigrationcouncil.org/>
- Center for Migration Studies of New York <http://cmsny.org/>

- Migration Information Source <https://www.migrationpolicy.org/programs/migration-information-source>
- UNHCR <https://www.unhcr.org/en-us/>
- UNHCR Refworld <https://www.refworld.org/>
- International Organization for Migration <https://www.iom.int/>

Description and Assessment of Assignments

Reading Responses (20%): Students will produce written responses to assigned readings ten times over the course of the term. These will come either as a written memo, a Discussion Board or as interactive commentary on the Perusall platform. Specific instructions and prompts will be provided for each assignment.

Midterm (20%): An open book Midterm examination will be held during class time on March 8.

Short Policy Brief (20%): Students will write a short policy brief (2,000 words) in response to detailed prompts regarding immigration policies towards “essential workers.” Due in the form of a near-final draft on March 29.

Full Policy Brief (30%): Students will complete a full policy brief (3,000 words) in response to specific prompts regarding immigration policies towards displacement migrations related to climate change. A near final draft will be due on April 26 with final, revised draft due on May 10.

Participation (10%): Students are expected to be active participants in every class session, including numerous in-class exercises. To achieve an excellent grade, students should: 1) Join the class session at start time stay through the end, 2) Demonstrate familiarity with the reading and engagement with the subject matter during every class session through multiple forms of participation that can include, volunteering answers to questions posed by the instructor and fellow students, advancing classroom discussions with comments and questions that are directly pertinent to the topic at hand. The instructor will make notes on individual student’s participation during each class session.

Grading Breakdown

Assessment Tool (assignments)	% of Grade
Reading Responses	20
Midterm	20
Short Policy Brief	20
Full Policy Brief	30

Participation	10
TOTAL	100

Grading Scale

Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Assignment Submission Policy

All written assignments will be delivered via Blackboard unless otherwise instructed. No assignments will be accepted via email or in printed form. Blackboard ensures a record of delivery, the preservation of documents and a link with grade accounting. Specific deadlines and submission rules will be set for each assignment.

Students are expected to complete all assignments on time. The instructor will be as understanding as possible regarding delays caused by unavoidable events. If exceptional circumstances prevent a student from meeting a deadline, the student should contact the instructor as soon as the circumstance becomes apparent. In all cases this should occur prior to the deadline. With timely notification regarding circumstances that genuinely interfere with completion of the course work, assignments will be considered for a late submission without penalty.

Reading Responses will be penalized five points on a 10-point scale if they are delivered between the deadline and the start of class and will not be accepted for grading after that.

Grades for the Midterm and the Policy Briefs delivered after the deadlines will be penalized as follows:

--Up to 30 minutes late= two points on a 100-point scale

--30 minutes to 2 hours late = five points.

--No papers that are more than two-hours late will be accepted for grading without prior arrangement.

Attendance Policy: All students are expected to attend every class session. Each unexcused absence will result in a penalty of 10% of the participation grade. Absences will be excused for genuine emergencies or an illness requiring medical attention. To be considered for an excused absence a student must email the instructor prior to the start of class with an explanation of the circumstances.

Course Schedule: Week to Week

NB: The major readings each week are listed below. In addition, short pieces will also be assigned periodically as supplements, as materials for in-class exercises or to illuminate secondary topics.

	Topics/ Daily Activities	Major Readings	Deliverables
Week 1 Jan 18	<u>Holiday</u> <u>no class</u>	--review syllabus --subscribe to and review recent issues of Migratory Notes --subscribe to and review recent issues of Migration Information Source , especially " Top 10 Migration Issues of 2020 ."	
Week 2 Jan 25	1) Intro to course 2) Overview of U.S. Immigration policy 3) The Biden dilemmas Guest Speaker: Dara Lind, immigration reporter, Pro Publica	--Martin, Phillip L. et al. "Chapter 2: The United States." In <i>Controlling Immigration: A Global Perspective</i> edited by James F. Hollifield et al. 2014. Third Edition. Stanford U. Press: Stanford. --Ngai, Mae. "Can We Remake a Broken Immigration System?" <i>Dissent</i> . Summer 2020 --Lind, Dara. "Trump Got What He Wanted at the Border. Would Biden Undo It?" <i>Pro Publica</i> . Oct 28, 2020 --Gelatt, Julia. "Explainer: How the US Legal Immigration System Works" <i>Migration Policy Institute</i> . April 2019	RR-1
Week 3 Feb 1	1) Global Perspective: The Age of Migration	--Introduction. To sixth edition --Chapter 2: Theories of Migration De Haas et al.	RR-2

	2)Immigration Theory 3) Covid: End of an era?	<i>The Age of Migration: International Population Movements in the Modern World.</i> Guilford: London --Gamlen. "Migration and Mobility after the 2020 pandemic	
Week 4 Feb 8	The Great Mexican Migration: phenomena, missions, and mechanisms Guest speaker: Chris Newman, NDLO	--Alba, Francisco. "Mexico: The New Migration Narrative." Migration Information Source. April 24, 2013 --Villarreal. Explaining the Decline in Mexico-U.S. Migration: The Effect of the Great Recession. <i>Demography</i> . 2014 -- Suro, Roberto. "The Power of the Latino Vote: Instant History, Media Narratives, and Policy Frameworks," in Hidden Lives and Human Rights in America: Understanding the Controversies and Tragedies of Undocumented Migration,"2014, Praeger Press.	RR-3
Week 5 Feb 15	<u>Holiday</u> <u>no class</u>	Orrenius and Zavodny. Creating Cohesive, Coherent Immigration Policy. JMHS 2017	RR-4
Week 6 Feb 22	Nativism and the Trump backlash	--Hofstadter, Richard. "The Paranoid Style in American Politics." Harper's Magazine. 1964 --Young, Julia G. Making America 1920 Again? Nativism and US Immigration Past and Present, JMHS, 2017 --Edsall, Thomas B. "How Immigration Foiled Hillary." NYT. Oct 5, 2017	RR-5
Week 7 Mar 1	Federalism, Executive Action and "Crimigration" Guest Speaker: Prof. Ingrid Eagly, UCLA Law	--Suro, Roberto. "California Dreaming: The New Dynamism in Immigration Federalism and Opportunities for Inclusion on a Variegated Landscape." Journal on Migration and Human Security. January, 2015 -- Christopher N. Lasch, R. L. Chan, Ingrid V. Eagly, Dina F. Haynes, Annie Lai, Elizabeth M. McCormick & Juliet P. Stumpf, Understanding "Sanctuary Cities", 59 B.C.L. Rev. 1703 (2018)	RR-6

		--Jawetz, Tom. "The President and Immigration Law: Restoring Faith in Our Immigration System Through Enforcement Discretion and Reform." <i>Just Security</i> . Oct 14, 2020	
Week 8 Mar 8	MIDTERM		Midterm
Week 9 Mar 15	Managing Labor migrations	--Orrenius et al. "How Does Immigration Fit into the Future of the U.S. Labor Market?" MPI. 2019 -- Motomura, Hiroshi. "Designing Temporary Worker Programs." <i>The University of Chicago Law Review</i> . 263-88, February 12, 2013. --Papademetriou and Hooper, "Competing Approaches to Selecting Economic Immigrants" MPI, 2019	RR - 7
Week 10 Mar 22	Essential workers	Students will select readings from an archive provided by the instructor as well as their own selections	RR - 8
Week 11 March 29	Essential worker exercise		Short Policy Brief
Week 12 April 5	Refugees and asylees	-- Suro, Roberto, "A Migration Becomes an Emergency: The flight of women and children from the Northern Triangle and its antecedents," in <i>Humanitarianism and Mass Migrations</i> , Ed. Marcelo Suarez-Orozco, 2018, University of California Press. (pp 60-81) --Wasem, Ruth Ellen. "More than a Wall: The Rise and Fall of US Asylum and Refugee Policy." <i>JMHS</i> . 2020.	RR-9
Week 13 April 12	Arc of resistance Guest speaker: Alex Aleinikoff, The New School	Aleinikoff, Zamore. <i>Arc of Protection: Reforming the International Refugee Regime</i> . Stanford Briefs, 2019	RR-10
Week 14 April 19	Climate-driven displacement	Students will select readings from an archive provided by the instructor as well as their own selections	

Week 15 April 26	Exercise		Full Policy Brief Draft
Exam Day May 10	Due Date for final draft of Full Policy Brief		Full Policy Brief Draft Final

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Instructor

Roberto Suro holds a joint appointment as a professor in the Annenberg School for Communication & Journalism and the Sol Price School of Public Policy at the University of Southern California. He was awarded a Berlin Prize for his scholarship on immigration and was the Andrew W. Mellon Fellow in the Humanities at the [American Academy in Berlin](#) in the Fall of 2019. He was a recipient of a 2018 USC Mentoring Award for his work with undergraduate students.

Prior to joining the USC faculty in August 2007, he was director of the Pew Hispanic Center, a research organization in Washington D.C. that he founded in 2001, and in 2004 he was part of the management team that launched the Pew Research Center.

Suro's journalistic career began in 1974 at the City News Bureau of Chicago, and after tours at the Chicago Sun Times and the Chicago Tribune, he joined TIME Magazine, where he worked as a correspondent in the Chicago, Washington, Beirut and Rome bureaus. In 1985 he started at The New York Times with postings as bureau chief in Rome and Houston. After a year as an Alicia Patterson Fellow, Suro was hired at The Washington Post as a staff writer on the national desk, eventually covering a variety of beats including the Justice Department and the Pentagon and serving as deputy national editor.