

Spring 2018
MPA Program
April 20-22
Location: TBD
Adjunct Faculty: Barbara J. Leen, J.D.
leenb@evergreen.edu
"Office Hours" by appointment

U.S. Immigration Policy Syllabus

Description:

This course is intended to give students a general overview of the U.S. immigration system and the vocabulary and context for understanding contemporary immigration issues. We will focus on how people can come to the United States and why they may be forced to leave. The class will also have a special focus on refugees, recent migratory patterns along the southern U.S. border, the detention of migrants, and public policy discussions surrounding comprehensive immigration reform and executive actions in the current political climate.

Learning Objectives:

1. Gain a basic knowledge of how the U.S. immigration system works, including the interaction between federal government agencies, state government, and localities.
2. Acquire the vocabulary and context for understanding contemporary immigration issues and reform proposals.
3. Gain a deeper understanding of specific focus topics including refugee law and policy, unaccompanied alien children, the role of localities and states in immigration, and criminal law and immigration.

Readings/ Media:

Book:

The Far Away Brothers: Two Young Migrants and the Making of an American Life, Lauren Markham, Crown Publishers, 2017, ISBN 9781101906187

Selected Readings and Media:

1. Listen: Our Town – Part One, This American Life, Episode 632, December 8, 2017
<https://www.thisamericanlife.org/632/our-town-part-one>
Including Economists Report: <https://www.thisamericanlife.org/extras/our-town-the-economists-report>

2. Listen: Our Town- Part Two, This American Life, Episode 633, December 15, 2017
<https://www.thisamericanlife.org/633/our-town-part-two>
Including Extra Report: *We Deported Half a Million People to Mexico in the 1930s. Did it Create Jobs?* <https://www.thisamericanlife.org/extras/we-deported-half-a-million-people-to-mexico-in-the-1930s-did-it-create-jobs>
3. *Frequently Requested Statistics on Immigrants and Immigration in the United States*, By Jie Zong, Jeanne Batalova, and Jeffrey Hallock, Migration Policy Institute, February 8, 2018,
<https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>
4. Executive Orders and Memoranda
 - a. Executive Order: Border Security and Immigration Enforcement Improvements, Issued on January 25, 2017, <https://www.whitehouse.gov/presidential-actions/executive-order-border-security-immigration-enforcement-improvements/>
 - b. Executive Order: Enhancing Public Safety in the Interior of the United States, Issued on January 25, 2017, <https://www.whitehouse.gov/presidential-actions/executive-order-enhancing-public-safety-interior-united-states/>
 - c. Executive Order Protecting the Nation From Foreign Terrorist Entry into the United States, Issued on January 27, 2017, <https://www.whitehouse.gov/presidential-actions/executive-order-protecting-nation-foreign-terrorist-entry-united-states/>
 - d. Memorandum for the Secretary of State, the Attorney General, the Secretary of Homeland Security, Issued on March 6, 2017,
<https://www.whitehouse.gov/presidential-actions/memorandum-secretary-state-attorney-general-secretary-homeland-security/>
5. Listen: *Washington v. Trump* Oral Argument (February 27, 2017)
<http://cdn.ca9.uscourts.gov/datastore/media/2017/02/07/17-35105.mp3>
6. *Washington v. Trump*, 847 F.3d 1151, 1157 (9th Cir.), reconsideration en banc denied, 853 F.3d 933 (9th Cir. 2017), and reconsideration en banc denied, 858 F.3d 1168 (9th Cir. 2017), and cert. denied sub nom. *Golden v. Washington*, 138 S. Ct. 448, 199 L. Ed. 2d 331 (2017).
<http://cdn.ca9.uscourts.gov/datastore/opinions/2017/02/09/17-35105.pdf>
7. Film (in class viewing): *Well-Founded Fear*, Shari Robertson and Michael Camerini, June, 2000.
8. Listen: *Deadly Divide: Migrant Death on the Border*, Radio Project, Jasmin Lopez and Brandon Thibodeaux, December 2014. <http://www.radioproject.org/2014/12/deadly-divide-migrant-death-on-the-border/>

9. *We Locked Four Experts in a Room Until They Solved Immigration: Your move, Congress*, Julia Preston, Politico Magazine, February 9, 2018.
<https://www.politico.com/magazine/story/2018/02/09/how-to-solve-immigration-experts-daca-216954>
10. Explore: the website for the Federation for American Immigration Reform (FAIR)
<https://fairus.org/> . Watch this video: <https://youtu.be/2Di2KvCX8u8>
11. Explore: the website for the Center for American Progress (CAP) (Immigration Issue)
<https://www.americanprogress.org/issues/immigration/view/>. Read: Family Reunification Is The Bedrock of U.S. Immigration Policy by Philip Wolgin:
<https://www.americanprogress.org/issues/immigration/news/2018/02/12/446402/family-reunification-bedrock-u-s-immigration-policy/>
12. Explore: the website of the National Border Patrol Council <http://www.bpunion.org/>
13. *White House Framework on Immigration Reform & Border Security*, Issued on January 25, 2018,
<https://www.whitehouse.gov/briefings-statements/white-house-framework-immigration-reform-border-security/>

*** Please note that additional items may be assigned.

**** Schedule is subject to change. Please pay attention to emails or other notifications.

Friday, April 20

Topics	Readings/ Media	Activities
Course Overview Immigration Law 101 <ul style="list-style-type: none"> • Admission • Visas • Detention & Removal • Common Misconceptions • Immigration by the Numbers 	<ul style="list-style-type: none"> • This American Life, <i>Our Town</i>, Parts One and Two • Frequently Asked Statistics, Migration Policy Institute 	Discussion/ Seminar Small Group (in class): Make a list of admission and removal criteria. We will compare the class list to the current law.

Saturday, April 21

Topics	Readings/ Media	Activities
<p>Refugees and Asylees</p> <ul style="list-style-type: none"> • Overseas Processing • Refugee Resettlement, state and local involvement • Affirmative and Defensive Domestic Asylum <p>Unaccompanied Alien Children</p> <ul style="list-style-type: none"> • History and recent legal issues • Social Impact <p>The Border</p> <ul style="list-style-type: none"> • Migratory Patterns • Border Control Measures 	<ul style="list-style-type: none"> • <i>The Far Away Brothers</i> • Browse the website of the National Border Patrol Council http://www.bpunion.org/ • <i>Deadly Divide: Migrant Death on the Border, Radio Project</i> 	<p>Discussion/Seminar</p> <p>Film: Well-Founded Fear</p> <p>Small Group: Discuss hypothetical asylum case</p> <p>Small Group: Come to class with Assignment #1 to discuss with your small group</p> <p>Guest: Nina Zelic, Director of Refugee Services, Lutheran Immigration and Refugee Services</p>

Sunday, August 22

Topics	Readings/ Media	Activities
<p>The Federal Government, States, and Localities: Sanctuary Cities and Immigrant Crime</p> <p>The Travel Ban, Executive Orders, and the Separation of Powers</p> <p>Deferred Action For Childhood Arrivals (DACA)</p> <p>Comprehensive Immigration Reform</p>	<ul style="list-style-type: none"> • Executive Orders and Memoranda • <i>Washington v. Trump</i> material • <i>We Locked Four Experts in a Room Until They Solved Immigration</i> • Websites: CAP and FAIR • <i>White House Framework on Immigration Reform...</i> 	<p>Discussion/ Seminar</p> <p>Guest: Caitlin Brazill, Assistant Program Director, Office of Legal Access Programs, Executive Office for Immigration Review</p>

Assignment

I expect all written assignments to be your best effort, proofread and polished.

Assignment #1: Write a 2-3 page, 12 pt. font, double-spaced reaction to *The Far Away Brothers: Two Young Migrants and the Making of an American Life*. How does this book inform your thinking on U.S. Immigration Policy? **Due: April 19th by noon.**

Assignment #2: Final Project- White Paper

Write a white paper discussing a reasonable compromise path forward for comprehensive immigration reform from the perspective of a government policy advisor. Remember, your discussion of the topic should be balanced, reasonable, and well justified. It should cover at minimum refugee policy, border security, removal and admission (should those be modified?), and legalization. Exercise your critical thinking, feel free to think outside of traditional proposals, but be sure to justify your position. 5-10 pages, 12 pt. font, double-spaced. **Due: Friday, April 27th at 10pm.**

Housekeeping:

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and small groups, listening to others, completing class interactive exercises, avoiding distractions, and listening to and engaging with any guest speakers. If an absence is unavoidable, please notify me prior to a class and/or seminar absence. **After one 2-hour absence, make-up work may be assigned at my discretion on a case-by-case basis. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After an absence or absences totaling 12 hours you may be denied full credit.** Finally, if you do miss a class or portion thereof, you are still expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late assignments: Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, please contact me via email no later than the original assignment due date to discuss options. Parameters are left to my discretion on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 2 graduate credits at the completion of the quarter if all course requirements have been satisfactorily completed to meet course objectives. **No partial credit will be awarded.** Incompletes will not be awarded. Full loss of credit decisions will be made by the faculty. **Plagiarism (i.e., using other peoples' work as your own) will result in total loss of credit for the class and may result in expulsion from the MPA program.** Failing to complete one or more assignments or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at my discretion. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. Decisions for no credit will be made when necessary, based on absence or failure to meet academic course requirements.

Evaluation: Written self-evaluations **are required** for credit at the end of the quarter. Faculty evaluations are greatly appreciated and encouraged.