

Spring 2020  
MPA Program  
April 17-19  
Location: Zoom (see Canvas)  
Adjunct Faculty: Barbara J. Leen, J.D.  
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"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, with 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 asylum and refugee law and policy and how those national issues are discussed at a local level.
4. Learn how to write and present a "white paper" to a decision-maker on a policy topic.

#### **Readings/ Media:**

##### **Books:**

*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 (~1 Hour)  
<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, (~1 Hour)  
<https://www.thisamericanlife.org/633/our-town-part-two>
3. Listen: The Out Crowd, This American Life, Episode 688, November 15, 2019, (~1 Hour)  
<https://www.thisamericanlife.org/688/the-out-crowd>
4. *Frequently Requested Statistics on Immigrants and Immigration in the United States*, By Jie Zong, Jeanne Batalova, and Micayla Burrows, Migration Policy Institute, March 14, 2019, (~30 minutes) <https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>
5. Executive Orders and Memoranda from the Trump Administration (Look at the progression of language and scope of restrictions in the executive orders restricting travel over time) (~30 Minutes)
  - 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/>
  - e. Proclamation on Improving Enhanced Vetting Capabilities and Processes for Detecting Attempted Entry, Issued on January 31, 2019, <https://www.whitehouse.gov/presidential-actions/proclamation-improving-enhanced-vetting-capabilities-processes-detecting-attempted-entry/>
  - f. Presidential Determination on Refugee Admissions for Fiscal Year 2020, Issued November 1, 2019, <https://www.whitehouse.gov/presidential-actions/presidential-determination-refugee-admissions-fiscal-year-2020/>
  - g. Executive Order on Enhancing State and Local Involvement in Refugee Resettlement, Issued September 26, 2019, <https://www.whitehouse.gov/presidential-actions/executive-order-enhancing-state-local-involvement-refugee-resettlement/>

6. Explore: the website for the Federation for American Immigration Reform (FAIR) (~15 minutes) <https://fairus.org/>. Watch this video (~2 Min): <https://youtu.be/2Di2KvCX8u8>
7. Explore: the website for the Center for the National Immigration Forum (“The Forum”) (~15 minutes) (<https://immigrationforum.org>. Compare this (~2 minutes) <https://immigrationforum.org/article/fact-sheet-family-based-immigration/> to the video in #6
8. Explore: the website of the National Border Patrol Council (~10 minutes) (What is their perspective on what is needed on the border and whether there is a “crisis”?) <http://www.bpunion.org>
9. Materials Related to Refugee Resettlement (in addition to the Executive Orders in #5 above)(~45 minutes)
  - a. “Springfield City Council backs refugee resettlement resolution” Mass Live, December 16, 2019, <https://www.masslive.com/news/2019/12/springfield-city-council-backs-refugee-resettlement-resolution.html>
  - b. Review City Council Agenda items and Meeting Minutes relating to refugees on December 16, 2019, <http://springfieldcityma.igm2.com/Citizens/calendar.aspx?From=1/1/2019&To=12/31/2019>
  - c. Letter of Dominic J. Sarno, Mayor of Springfield, MA to the Editor of the Republican Newspaper, dated December 18, 2019, <https://www.masslive.com/opinion/2019/12/mayor-domenic-sarno-my-position-on-refugee-resettlements-in-springfield-letters.html>
  - d. Governor Abbott Statement On Texas’ Intention To Withdraw From Refugee Resettlement Program [https://gov.texas.gov/news/post/governor\\_abbott\\_statement\\_on\\_texas\\_intention\\_to\\_withdraw\\_from\\_refugee\\_reset](https://gov.texas.gov/news/post/governor_abbott_statement_on_texas_intention_to_withdraw_from_refugee_reset)
  - e. “Arkansas GOP Governor Defends Decision to Accept New Refugees, Says State Will 'Benefit From Their Presence',” by Andrew Demillo, AP, January 13, 2020, Time.com, available at: <https://time.com/5764053/arkansas-governor-refugees/>
  - f. Key Facts About Refugees To the US, Pew Research Center, <https://www.pewresearch.org/fact-tank/2019/10/07/key-facts-about-refugees-to-the-u-s/>

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

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

Friday, April 17

Topics	Readings/ Media	Class Schedule
<p><b>Course Overview</b></p> <p><b>Immigration Law 101</b></p> <ul style="list-style-type: none"> <li>• Admission</li> <li>• Visas</li> <li>• Detention &amp; Removal</li> <li>• Common Misconceptions</li> <li>• Immigration by the Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• This American Life, <i>Our Town</i>, Parts One and Two</li> <li>• Frequently Asked Statistics, Migration Policy Institute</li> <li>• Websites: the Forum and FAIR</li> </ul>	<p>6-7pm:</p> <ul style="list-style-type: none"> <li>• Introduction and Course Overview</li> <li>• Class and Student Objectives</li> </ul> <p>7- 8 pm</p> <ul style="list-style-type: none"> <li>• Immigration Law 101 lecture and discussion on Zoom</li> </ul> <p>8-9pm</p> <ul style="list-style-type: none"> <li>• Zoom based discussion and</li> <li>• Canvas Discussion: Review the Forum and Fair websites and Discuss via Canvas</li> </ul>

Saturday, April 18

Topics	Readings/ Media	Activities
<p><b>The Border</b></p> <ul style="list-style-type: none"> <li>• Migratory Patterns</li> <li>• Border Control Measures, including detention, family separation, and the Migrant Protection Protocols</li> </ul> <p><b>Removal from the United States</b></p>	<ul style="list-style-type: none"> <li>• Browse the website of the National Border Patrol Council <a href="http://www.bpunion.org/">http://www.bpunion.org/</a></li> <li>• Listen: The Out Crowd, This American Life, Episode 688</li> </ul>	<p>9-10am</p> <ul style="list-style-type: none"> <li>• Zoom lecture and Discussion on Border Issues and the Removal System</li> </ul> <p>10-11:30 am</p> <ul style="list-style-type: none"> <li>• Independent Assignment: Listen to “The Out Crowd”</li> <li>• Browse the website of the National Border Patrol Council <a href="http://www.bpunion.org/">http://www.bpunion.org/</a></li> </ul>

<p><b>Protection from Removal and Asylum</b></p>  <p><b>Unaccompanied Alien Children</b></p> <ul style="list-style-type: none"><li>• History and recent legal issues</li><li>• Social Impact</li></ul>	<ul style="list-style-type: none"><li>• <i>The Far Away Brothers</i></li></ul>	<p>11:30-12:30: Lunch Break</p> <p>12:30-1pm: the Border and Removal from the United</p> <ul style="list-style-type: none"><li>• Canvas Discussion of the Border and Border Control Measures</li></ul> <p>1:00-1:45: Lecture on Asylum and Unaccompanied Children</p> <p>1:45-2pm: Break</p> <p>2-3pm: Film; Frontline Reporting on Family Separation Policy; Comments and Questions Open in Chat</p> <p>3:00-3:30: Questions and Answers/ Discussion on Zoom</p> <p>3:30-4:30: Asylum Hypothetical Introduction on Zoom</p> <p>Zoom; Small group Discussion of Hypothetical Asylum Case Breakout groups on Zoom (w/ instructor drop in)</p> <p>4:30-5:00: Discussion of Asylum Hypothetical by Group; Pick Group Spokesman</p>
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Sunday, April 19

Topics	Readings/ Media	Activities
<p><b>Overseas Refugee Processing and Refugee Resettlement</b></p> <p><b>The Federal Government, States, and Localities</b></p> <p>Arizona case study- SB1070</p>	<ul style="list-style-type: none"> <li>• Executive Orders and Memoranda</li> <li>• Items in #9 above on Refugee Resettlement</li> </ul>	<p>8:00-8:30am Morning Check-in/ Questions via Zoom</p> <p>8:30-9:30: Overseas Refugee Processing and Refugee Resettlement Zoom Lecture</p> <p>9:30-10:30: Break and Review of Federal Government, States and Localities Materials</p> <p>10:30- 11:30: Lecture and Discussion of Immigration and Federal Government, States and Localities</p> <p>11:30-12:30: Lunch Break</p> <p>12:30-1:30 pm: Guest Speaker Nina Zelic, Former Director for Refugee Services, Lutheran Immigration and Refugee Service</p> <p>1:30 – 2:30: <b>Film:</b> Independent Lens: The State of Arizona</p> <p>2:30-2:45: Break</p>

<p><b>How to Write a White Paper</b></p>		<p>2:45-3:30: Discussion of Arizona and SB1070 and Federal, State and Local Jurisdiction</p> <p>Zoom and Zoom Breakout Discussion</p>
<p><b>Special Topics and Questions</b></p>		<p>3:30-4: Lecture on White Paper</p> <p>4:00 – 5:00: Discussion via Zoom, Special Topics, Student Questions and Wrap-up</p>

*\*\*If there are any special topics or questions you would like me to cover in class that are related to our overall course topic, please let me know ahead of time via email and I will do my best to incorporate your topic/question into our class discussion\*\**

**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 16<sup>th</sup> by noon.**

**Assignment #2:** Final Project- White Paper

Write a white paper from the perspective of a local official (a state legislator, city counselor, mayor, housing official, etc.) or the staff of a local official considering whether to accept refugees for placement in your community. Explore the issues and the costs and benefits to the community, including potential problems and solutions. Explore how to effectively communicate your position to the community. Exercise your critical thinking, feel free to think outside of traditional proposals, but be sure to justify your position and cite to any authority you use to justify your positio. 5-10 pages, 12 pt. font, double-spaced. **Due: Monday May 4<sup>th</sup> 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.