Fifty years ago, the 1965 Hart-Celler Act changed the racial and ethnic composition of America, while creating a system of choices - both intended and unintended - that continue to shape today's authorized and unauthorized migration flows to the U.S. How we got there and where it leaves us are the questions for this class. We use this examination of immigration policy to practice two critical tools of policy professionals: how to assess the political environment in which policies are created, and how to evaluate the impact that a policy tool can or has had on a policy problem.

Goals

The study of immigration touches on deep beliefs about what our country should stand for, as well as on empirical questions for which there is conflicting social science evidence. My goals for this class are (1) that you learn to identify these beliefs and questions, and why they are relevant to immigration policy; (2) that you learn to recognize the tradeoffs implicit in different policy solutions, and acknowledge them even as you support any particular position; and (3) that you leave the class understanding the best rationale for the policy positions you do not hold, as well as the best rationale for the positions you have.

I also hope to help you accomplish your goals during this class. Please help me to do so by letting me know what they are. Prior to class: please write and submit a short essay (100-250 words; 1 double-spaced page): What interests me about immigration policy? What am I hoping to learn from this class? We will use your goals, and mine, to help with our ongoing evaluation of the course.

Writing

The major writing assignment in this class is a 20-25 page analysis of one aspect of contemporary immigration reform in the United States. Your paper will consider the political environment that proposal faces, and the extent to which it could address the problem it seeks to solve. You will receive an “Assignment Guide” with suggested topics and writing instructions.

You will write the paper in stages. First, you will work in groups to explore a political or historical question that will help you understand how to place a policy issue in its political context. Next, you'll complete a worksheet that will help to guide you through the process of researching and writing your paper. You’ll present a first draft of your findings in the middle of November, and get comments from your peers and your instructor. Your final paper is due at the scheduled final exam due date/time for this class: Wednesday, December 16, at 3:30 pm.

Grading

Our class is a seminar and your participation is essential. We will have a variety of activities in the class, from online discussions to peer reviews to “show and tell”, as well as both small and large group conversation in class. I hope that you will also give me suggestions about how you can learn better as the semester continues.

Your grades in the class are apportioned so as to reflect the importance of consistent, ongoing activity.

Class participation: 30%

Group presentation (October): 15%
Online worksheet for final paper (October): 15%
Individual presentations (November): 20%
Final paper (December): 20%

Class Schedule

All readings are linked on the class website. Discussion questions appear on the content page for each day.

Wednesday, September 9: Introductions

Friday, September 11: Survey: “What are your immigration priorities?”

Monday, September 14: What Are Our Immigration Priorities?

Due Monday, September 14, before class: Participate in your group discussion: “Why would a country choose to allow ‘over quota’ immigration?”

Due Monday, September 14, before class: Essay: “Immigration and Me”

Wednesday, September 16: Comparing Sponsorship and Points Systems as Immigration Tools


Monday, September 21: Indentures and Migration Subsidies as Immigration Tools

Attention: Write your "Expectations Essay" before you read!


Ch. 1, "Organized Efforts to Promote Immigration"

Ch. 4, "Agencies in Europe for Recruiting Unskilled Industrial Labor"

Wednesday, September 23: **Race, Nationalization, Documents, and Citizenship**


Fred Barbash, "Donald Trump meet Wong Kim Ark, the Chinese American cook who is the father of "birthright citizenship."

Monday, September 28: **Country Quotas and Illegality as Immigration Tools**


Wednesday, September 30: **In-class appointments for group presentations**

Daniel Tichenor, Ch. 7, "Strangers in Cold War America: The Modern Presidency, Committee Barons, and Postwar Immigration Politics." in *Dividing Lines*. 

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Your group should also choose and have read at least TWO other academic sources or THREE primary sources (contemporary documents) related to the 1964 Hart Celler Act or the abolition of the Bracero program in 1964.

**Anniversary of the Hart-Celler Act – October 3, 1965**

**Monday, October 5 – Group Presentations**

(1) What changed in the country between McCarran-Walter in 1952 and Hart-Celler in 1965? What best explains why Hart-Celler was such a drastic change in tone and philosophy from McCarran-Walter – or are the two laws not as different as they seem on the surface?

(2) How did labor unions feel about the provisions of Hart-Celler? How were they able to influence it, and why? Would they have preferred different provisions? Should Hart-Celler be considered a political “success” for labor?

(3) The failure to reauthorize the bracero program in 1964, the numerical limit on Western Hemisphere immigration, and the lack of a robust guestworker program for agricultural labor in the 1965 Hart-Celler Act all speak to changes in the ability of farmers, particularly in the West and Southwest, to influence national immigration policy. What happened to farmers’ influence in this period, and why? Did they support or oppose the Hart-Celler Act, and what might they have preferred in its place?

(4) What was the Republican position on Hart-Celler? Was the party united? What changes, if any, were made to the bill to win their support?

(5) What coalition of Democrats was formed to pass Hart-Celler? What part of the party refused to support it? What were the arguments on each side? Was there a position that would have allowed the party to stay together? What made it possible for Democrats to ignore the part of their party that opposed Hart-Celler, and join with Republicans to pass it?

(6) Historians have argued about whether the sponsors of Hart-Celler understood that it would be the catalyst for dramatic racial and ethnic change in the U.S. Examine the evidence for and against the proposition that leaders understood what they were doing, and take a position.

**Wednesday, October 7: Low-Skilled Labor and the Hart-Celler Act**


**Monday, October 12: Refugees and the Hart-Celler Act**
Wednesday, October 14: **What Kind of a Problem is “Illegal Immigration”?**

After you read, take the quiz, “How Do We End Illegal Immigration?: Learning to Evaluate Policy” before class.


Friday, October 16: **“Online Worksheet: Planning the Final Paper” due**

Monday, October 19: **Fall Break – No Class**

Tuesday, October 20: **Mid-class Essay: “Are My Goals Changing?” due**

Wednesday, October 21: **Can Border Enforcement End “Entry Without Inspection (EWI)?**


Monday, October 26: Reducing Demand for Unauthorized Labor


Wednesday, October 28: Do Undocumented Immigrants Harm Native Workers?


Monday, November 2: Promoting and Preventing Immigration


Wednesday, November 4: **Legalization: IRCA as a Policy Model**


Monday, November 9 – Monday, November 23: **Individual Presentations**

Wednesday, November 25: **Thanksgiving – Class Cancelled**

Monday, November 30 – Wednesday, December 2: **How Can Asylum Decision-Making Be Improved?**

**Reading:**

Watch:


Monday, December 7 – Wednesday, December 9: How Should Countries React to Mass Refugee Movements?

Read:


Watch:


Monday, December 14: Conclusion

Wednesday, December 16: Final Paper due at 3:30 pm