

## Migration and Membership: Empirical and Normative Perspectives

Fall 2020

(Legal Studies C134 | Sociology C146M)

Lecture:	T TH 9:30am-11am PDT/PST
D101 32993	M 11am-12pm PDT/PST
D103 32995	W 9am-10am PDT/PST
D105 32997	F 12pm-1pm PDT/PST
D106 32998	M 2pm-3pm PDT/PST

### Professors:

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### GSIs:

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### Course Description:

In this course we will explore questions about migration and membership in the contemporary world by drawing on empirical and normative perspectives. By “empirical,” we investigate what social science evidence tells us about the drivers of migration or the benefits of citizenship. By “normative,” we think through questions of what a society *ought* to do: what is the morally right, just, or fair thing to do about issues of migration and citizenship?

The first half of the course will focus on membership. How should we conceive of membership—as a formal legal status (e.g., citizenship status), entitlement to a set of rights, active participation in self-governance, an identity, or something else? What is the relationship between membership, on the one hand, and class, race, gender, sexuality, and national origin, on the other? What rights have historically been associated with citizenship status, and what rights have been extended to noncitizens living in a country?

The second half of the course will focus on migration. Why do people migrate across international borders? Should people be allowed to migrate across borders? States exert control over migration but what, if anything, justifies this control? What is the impact of migration on sending countries, receiving countries, and migrants themselves? How do we understand the politics of immigration? What kinds of immigration policies should democracies pursue?

This will be a demanding and rewarding class, requiring that you move back and forth between different types of thinking, from data and evidence-based evaluation, to fundamental questions of justice and fairness. We expect all students to treat each other – and their ideas – with respect, even as we might disagree with each other.

Learning Goals – By signing up for this course, you have committed to learning a body of knowledge about the “big ideas” of membership and migration. You will study answers developed by leading scholars to the questions above. You will also develop a set of skills critical to your success as students at Cal and as human beings beyond the university: evaluating evidence and arguments, clarifying and reflecting on values, engaging with different viewpoints and perspectives, identifying patterns and making generalizations, and developing strong

arguments of your own. You will hone these skills through writing papers, journaling, active participation in class, and preparing for and doing the oral exam at the end of the semester.

*Attendance and Participation* – There will be two synchronous lectures and one GSI-led synchronous section per week. We expect that you will attend virtually all lectures and sections at the appointed time. In lectures, Prof. Bloemraad and Prof. Song will explain key points and arguments from the readings, engage in dialogue with one another to integrate empirical and normative perspectives, and provide time for your questions and discussion. In section, you are expected to be prepared and participate thoughtfully. More details on section participation below.

*Readings* – The schedule below lists the readings to be completed by the date listed. You will get more out of lectures if you do readings *before* class. Some of the texts are difficult and abstract; they will require slow, careful reading. Plan to set aside at least 4 hours per week to read. All reading materials are available electronically on the class [bCourses](#) site.

### **Course Requirements:**

Your grade will be based on the following course requirements:

- Paper #1 on citizenship policy (25%) – **DUE** by 11:59pm PDT, October 23, 2020
- Paper #2 on immigration policy (25%) – **DUE** by 11:59pm PST, December 4, 2020
- Contribution to collective “Key terms” Wiki (10% total)
- Reflection journal – key points, questions, and reflections on lecture & readings (10%)
- Section attendance and participation (15%)
- Oral exam – demonstrate knowledge of key terms and discuss one of your papers (15%)

***Paper #1*** – The first paper, due October 23, requires that you **outline a citizenship policy for the newly independent country of California**. It is 2050, and California has separated from the United States. It has to establish its own independent citizenship procedure. You must outline a detailed policy on who can acquire Californian citizenship and the procedures for the acquisition of citizenship. Consider factors such as residence, “blood” descent, cultural ties, economic contributions, extraordinary talents or achievement, and any other considerations you regard as necessary for a well-developed citizenship plan. Your essay should have three parts: (1) Based on readings and lectures, what factors do you believe most influence immigrants’ acquisition of citizenship? (2) What is your proposed citizenship policy for the new country of California? (3) Why this policy? Justify your policy by referencing both the empirical research and normative arguments. In outlining your justification, consider both the affirmative reasons you will provide citizenship, as well as reasons for avoiding other criteria (e.g., who is denied citizenship?). The plan itself should be about 2 pages (single-spaced). The evaluation of what influences immigrants’ acquisition citizenship should be 2-3 pages (double-spaced) and the justification should be about 4-5 pages (double-spaced). In addition, you will need a Works Cited page.

***Paper #2*** – The second paper, due December 4, requires that you **outline an immigration policy for the United States (all 50 states)**. It is 2024, and you have been hired to help the newly elected President craft a plan for a thorough revision of US immigration policy. The president’s party controls Congress, which provides significant freedom to revise policy, should you so choose. You must outline a specific, detailed policy: how many immigrants, what proportion

should enter based on what criteria, what groups or people are excluded, etc. Consider criteria such as humanitarian entry, family ties (and which ones), historical and cultural factors (e.g., colonial ties, long-ago descendants, linguistic ties, religious affiliation, etc.), economic skills, and any other considerations you regard as necessary for a well-developed immigration plan. Your essay should consist of three parts: (1) Based on readings & lectures, what factors do you believe influence or drive migration most? (2) What is your proposed immigration policy for the United States? (3) Why this policy? Justify your policy by referencing both the empirical research and normative arguments. In outlining this justification, consider both the affirmative reasons for who enters and why, as well as your reasons for not using other criteria (e.g., who is excluded?). The plan itself should be about 2 pages (single-spaced). The evaluation of what influences migration should be 2-3 pages (double-spaced) and the justification should be about 4-5 pages (double-spaced). In addition, you will need a Works Cited page.

**LATE POLICY:** Assignments are marked down a third of a grade for each day late, e.g., an A- becomes a B if two days late.

**Key terms Wiki** – To prepare for the oral exam and stay on top of readings and class materials, students will build a “Key Terms” Wiki over the course of the semester. Each student will write a first draft of 5 key terms. For each, you must (1) provide a definition or explanation of the term in your own words (1-2 sentences); (2) an explanation of the term’s importance (1-2 sentences); and (3) an application or example of the term (1-2 sentence). Each key term entry should end with references to specific pages of class readings or lecture dates for others to see source material. Students will also provide peer review of 10 additional key terms over the semester, making suggestions for improvements or corrections. The original writer will then respond, making the corrections or disagreeing with suggestions. If a student disagrees, they must provide a short rationale (1-2 sentences). This material will be collectively available to all students in a section as a study guide for the oral exam and glossary for the essays.

**Reflection journal** – To keep you engaged and help you connect class material to the wider world, each student will keep a reflection journal this semester. You are encouraged, after every lecture, to write two reflection paragraphs. One paragraph should identify the key points from lecture (What did you learn? Why did we assign these readings?) and write down questions (for the professors, your GSI, and/or for yourself). The second paragraph should reflect on how the lecture and reading material speak to your personal experience, to what is going on in the world currently, to popular culture (e.g., a movie, song or book you like/hate), etc. This does not need to be polished writing! But it should show engagement with class material. Entries will be grade Pass/No Pass. Ideally, you will write an entry for each lecture, but you are only required to write 15 entries in total (about 1 per week), with a minimum of 5 new entries at three checkpoints over the semester. Only your GSI and instructors will have access to your reflection journal.

**Section participation** – We will cover a lot of material and learn a wide set of thinking styles in this class. Membership and migration can also be a contentious issue; it requires everyone to engage in thoughtful, respectful dialogue. For all these reasons, we expect you to attend section. Your active participation will improve your learning and that of your peers. 15% of your final grade will be based on section participation. Remember, quality is more important than quantity when it comes to participation, and actively listening to your peers is critical to high-quality

participation. Your GSI will provide further details about section participation. If you have to miss section, you must notify your GSI and provide your reason.

**Oral exam** – Instead of a traditional written exam, the final evaluation in this class will consist of a 15-minute oral exam with your GSI during final exam week. The exam will have two parts. In the first five minutes, you will be given 5 key terms drawn from the Key Terms Wiki and asked to discuss 2 (you must provide the definition, importance, and application). Then, for 10 minutes, you will discuss one of your essays in conversation with your GSI. You will be asked how class readings influenced your policy proposal, what a critic might say in response to your proposal, how you would respond, and how you might modify your essay, given the feedback you have received. The oral exams will be scheduled one-on-one during the final exam week.

### **Accommodations:**

Please speak to us as early as possible about accommodations related to disabilities, religious observances, or events that will prevent you from attending class (e.g., athletic activities). In all cases, you are responsible for class material and submitting assignments on time. If you need disability-related accommodations for any aspect of the course, please contact the Disabled Students' Program (DSP) and ensure that they forward all approved DSP accommodations to us, so that we and your GSIs can make the necessary accommodations.

### **Community Norms and On-Line Etiquette:**

**Community Norms:** In this course, we will discuss important yet sensitive and controversial topics related to membership and migration. We want to address these discussions as an inclusive and open learning community. It is important to appreciate that fellow students come from varied backgrounds and experiences, with different levels of interest, knowledge and experiences of immigration. We will discuss community norms for respectful and thoughtful class conversations. Also review the university's [Principles of Community](#).

**On-line Learning Etiquette:** To make the best of our remote instruction experience, we have the following expectations:

#### **Synchronous learning**

- Everyone is **strongly encouraged** to join lectures and discussions live from a computer (rather than a cell phone or tablet) to allow for breakout rooms and other functionality. If you are in need of a computer or internet access, you can apply for a free loaner laptop or Wi-Fi hotspot through the [Student Technology Equity Program \(STEP\)](#).
- Ensure that you are using your Berkeley authenticated Zoom account (associated with your berkeley.edu email). Unauthenticated accounts will not be able to access our sessions. The best way to access the full functionalities of Zoom is to download the Zoom app to your computer: <https://zoom.us/support/download>. You can access Zoom directly through bCourses (from the homepage, click on the Zoom tab).
- Ensure that Zoom shows your name and, if you want, your preferred gender pronouns.
- **Mute your audio** when not speaking to avoid disruptions from background noise.
- To ask a question or share a comment, use the “raise hand” function or physically raise your hand and wait to be recognized before unmuting your mic. You can also use chat.

- Avoid multitasking during lectures and discussion sections! Focus on the material and our collective conversation.

### Video

- We expect that you will **turn on your video** during lecture and section. We believe this will help build community, foster engagement, and replicate a professional setting. We are holding you to similar expectations as if the class were in-person: attendance, visibility, and proper dress.
- You are very welcome to add a Zoom background to mask your surroundings. Just ensure that it is not distracting or inappropriate.
- Please let your GSI know if your situation prevents you from using video.

### Zoom Chat

- You can use chat for any questions. During lecture, GSIs will oversee the chat questions. You can also privately message professors and GSIs. But be aware that while professors are lecturing, it may take them some time to see private messages.
- Ensure professionalism in language at all times, both verbally and in the chat.
- Once class begins, the group chat is only for class content.
- In all course-related interactions, including the chat, students must be respectful and considerate of each other.

### Asynchronous learning

- All video lectures, all lecture slides, and some discussion sessions will be posted to bCourses. They are **not to be shared** with anyone outside of the class.
- Recordings of discussion sections will alternate between GSIs each week.

### Communication

- Check your berkeley.edu email daily for announcements and class communication. Because we are not meeting in person, it is more important than ever to stay on top of written communication.
- Realize that instructors and GSIs are getting many more emails than usual. They will try to respond in a timely manner, but please be patient.
- bCourses is the hub for class readings, assignments, announcements, and extra materials. You should check bCourses regularly. Indeed, please first check bCourses and the syllabus if you have questions about class logistics and materials.

## SCHEDULE AND READINGS

Aug 27

### **Week 1: Introduction: Migration and Membership**

Reading for August 27:

Alex Aleinikoff, “The Fragility of the Global Mobility Regime: What States Could Not Do on Their Own, the Virus Has Completed,” publicseminar.org, May 19, 2020, <https://publicseminar.org/2020/05/the-fragility-of-the-global-mobility-regime/>.

“Indian Parliament Passes Divisive Citizenship Bill,” *New York Times* 11 December 2019, <https://www.nytimes.com/2019/12/11/world/asia/india-muslims-citizenship-narendra-modi.html>.

“Switzerland Votes to Ease Citizenship for Third-Generation Immigrants,” *New York Times* 12 February 2017, <https://www.nytimes.com/2017/02/12/world/europe/switzerland-citizenship-3rd-generation-referendum.html>

“Fast-Track Program: Kenyan Runners Join U.S. Army – And Olympic Team,” NPR News (read or listen), 23 July 2016, <https://www.npr.org/sections/thetorch/2016/07/23/486747453/fast-track-program-kenyan-runners-join-u-s-army-and-olympic-team>

Sept 1 / 3

### **Week 2: The Power and Challenges of Empirical and Normative Thinking**

Reading for Sept 1:

Bloemraad, Irene. 2012. “[What the Textbooks Don’t Tell You: Moving from a Research Puzzle to Published Findings](#).” Pp. 502-520 in *Handbook of Research Methods in Migration*, edited by Carlos Vargas-Silva. Cheltenham, UK: Edward Elgar Publishing.

*Recommended:*

Weber, Max. [1918] 1958. “Science as a Vocation.” Pp. 140-147, 150-151 in *From Max Weber*, edited by H.H. Gerth and C. Wright Mills.

Reading for Sept 3:

Song, Sarah. 2018. *Immigration and Democracy*. Oxford U Press. Introduction, pp. 1-10.

Baubock, Rainer. 2008. “Normative Political Theory and Empirical Research,” in *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective*, pp. 40-52, 58-59.

## I. MEMBERSHIP AND CITIZENSHIP

Sept 8 / 10

### Week 3: What is Citizenship?

Reading for Sept 8:

Pocock, J.G.A. 1995. "The Ideal of Citizenship since Classical Times," in *Theorizing Citizenship*, ed. R. Beiner, pp. 29-52.

Reading for Sept 10:

Kerber, Linda. 1997. "The Meanings of Citizenship." *Journal of American History* 84(3): 833-54.

Linda Bosniak. 2006. "Defining Citizenship" (ch 2)," in *The Citizen and the Alien*, pp. 17-36.

Sept 15 / 17

### Week 4: How and Why Do We Acquire Citizenship?

Reading for Sept 15:

National Academies of Sciences, Engineering, and Medicine, and Committee on Population. 2015. *The Integration of Immigrants into American Society*. National Academies Press. Pp. 159-180.

Vink, Maarten Peter, Tijana Prokic-Breuer, and Jaap Dronkers. 2013. "Immigrant naturalization in the context of institutional diversity: policy matters, but to whom?" *International Migration* 51(5): 1-20.

Reading for Sept 17:

Bloemraad, Irene. 2006. *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. UC Press. Introduction, 2 & 3.

Sept 22 / 24

### Week 5: How Should We Acquire Citizenship?

Reading for Sept 22:

Schuck, Peter, and Rogers Smith, *Citizenship without Consent* (1985), chs. 1 (pp. 9-41), 4 (pp. 90-115), 5 (pp 116-40).

Schuck and Smith, "Trump is half-right. Congress can end birthright citizenship," *Washington Post*, October 31, 2018.

Reading for Sept 24:

Chavez, Leo. 2017. *Anchor Babies and the Challenge of Birthright Citizenship*. Stanford University Press. Chapter 1: "Undeserving Citizens?"

Shachar, Ayelet. 2009. "Curtailling Inheritance: Toward a *Jus Nexi* Membership Allocation Principle." In *The Birthright Lottery: Citizenship and Global Inequality*. Harvard University Press. pp. 164-190 (can skip pp. 172-173)

Sati, Joel. 2017. "How DACA Pits 'Good Immigrants' against Millions of Others." *Washington Post*. Sep 7.

<https://www.washingtonpost.com/news/posteverything/wp/2017/09/07/how-daca-pits-good-immigrants-against-millions-of-others/>

*Recommended:*

Carens, Joseph. 2013. "Birthright Citizenship," in *The Ethics of Immigration*. pp. 19-39.

Sept 29/Oct 1

### **Week 6: Exclusions and Inclusions – Who is a member?**

Reading for Sept 29:

Marshall, T.H. 1950. *Citizenship and Social Class*. Read pp. 1-48 (focusing on 1-11) and 75-85.

Smith, Rogers. 1993. "Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America." *American Political Science Review*, 87(3): 549-66. Skim pp. 554-558, read rest.

*Recommended:*

Aptekar, Sofya. "Naturalization ceremonies and the role of immigrants in the American nation." *Citizenship Studies* 16.7 (2012): 937-952.

Reading for Oct 1:

Schachter, Ariela. 2016. "From "different" to "similar:" an experimental approach to understanding assimilation." *American Sociological Review* 81(5): 981-1013.

Nawyn, Stephanie J. 2011. "'I have so many successful stories': Framing social citizenship for refugees." *Citizenship Studies* 15(6-7): 679-693.

*Recommended:*

Hainmueller, Jens & D. Hangartner. 2013. "Who gets a Swiss passport? A natural experiment in immigrant discrimination." *American Political Science Review* 107(1): 159-87.

Oct 6/ Oct 8

### **Week 7: Differentiated, Gradient and Partial Membership**

Reading for Oct 6:

Cohen, Elizabeth, and Cyril Ghosh. 2019. "Citizenship Theory Transformed" (ch 3). In *Citizenship*. pp. 48-65.



Bloemraad, Irene. (Forthcoming.) “Membership in the United States: Boundaries, Distance, Citizenship and What It Means to be American.” *Ethnic and Racial Studies*

*Recommended:*

Menjívar, Cecilia. 2006. “Liminal legality: Salvadoran and Guatemalan immigrants' lives in the United States.” *American Journal of Sociology* 111(4): 999-1037.

Reading for Oct 8:

Bosniak, Linda. 2006. “The Difference that Alienage Makes.” In *The Citizen and the Alien: Dilemmas of Contemporary Membership*. Princeton University Press. Ch. 3, pp. 37-76.

Patler, Caitlin. 2017. “Citizens but for Papers: Undocumented Youth Organizations, Anti-Deportation Campaigns, and the Reframing of Citizenship.” *Social Problems* 65(1): 96-115.

*Recommended:*

Bloemraad, Irene. 2017. “Does Citizenship Matter?” *Oxford Handbook of Citizenship*. pp. 526-44.

Oct 13 / 15

**Week 8: Erasing Citizenship? Cosmopolitanism and Post-nationalism**

Reading for Oct 13:

Nussbaum, Martha. 1996. “Patriotism and Cosmopolitanism,” in *For Love of Country*. Beacon Press. pp. 3-17.

Tan, Kok-Chor. 2017. “Cosmopolitan Citizenship,” *Oxford Handbook of Citizenship*. pp. 695-710.

*Recommended:*

Miller, David. 2000. “Bounded Citizenship,” in *Citizenship and National Identity*. pp. 81-96.

Reading for Oct 15:

Soysal, Yasmin. 1994. “Toward a Postnational Model of Membership,” in *Limits of Citizenship*, pp. 136-162.

Harpaz, Y. 2015 “Ancestry into Opportunity: How Global Inequality Drives Demand for Long-Distance European Union Citizenship.” *Journal of Ethnic and Migration Studies* 41 (13):2081–104.

*Recommended:*

Bloemraad, I. 2004 “Who Claims Dual Citizenship? The Limits of Postnationalism, the Possibilities of Transnationalism, and the Persistence of Traditional Citizenship.” *International Migration Review* 38(2): 389–426.

To wrap up the “Membership” module of our course, you will now **outline and justify a citizenship policy for the newly independent country of California.**

**DUE: 11:59pm PDT, October 23, 2020**

## II. MIGRATION

Oct 20 / 22

### Week 9: Why Do People Migrate?

Reading for Oct 20:

*UN Human Development Report, 2009*, Chapter 2, sections 2.1 and 2.2. Full report available at: <http://hdr.undp.org/en/reports/global/hdr2009/>.

Sassen, Saskia. 1998. America's Immigration 'Problem.' pp. 31-53 in *Globalization and Its Discontents: Essays on the New Mobility of People and Money*. New York: New Press.

Reading for Oct 22:

Garip, Filiz. 2017. *On the Move: Changing Mechanisms of Mexico-US Migration*. Princeton University Press. Read Introduction (pp. 1-9), then Appendix B (pp. 184-194), then Ch. 1.

Oct 27 / 29

### Week 10: Should Nation-States Be Able to Control Immigration?

Reading for Oct 27:

Walzer, Michael. 1983. "Membership." In *Spheres of Justice*. Basic Books. pp. 31-63.

Reading for Oct 29:

Carens, Joseph. 1987. "Aliens and Citizens: The Case for Open Borders." *Review of Politics* 49(2): 251-73.

*Recommended:*

Song, Sarah. 2018. "Political Theories of Migration," *Annual Review of Political Science*, 21 (2018): 385-402.

Nov 3/5

### Week 11: The History and Current State of U.S. Immigration Policy

Reading for Nov 3:

FitzGerald, David and David Cook-Martín. 2014. *Culling the Masses: The Democratic Origins of Racist Immigration Policy in the Americas*. Harvard University Press. Skim Chapter 1 (look carefully at Figures 1-7), read Chapter 3.

Reading for Nov 5:

Massey, Douglas S., Karen A. Pren, and Jorge Durand. 2016. "Why Border Enforcement Backfired." *American Journal of Sociology* 121(5): 1557-1600.

***Additional information:***

Key US immigration laws, 1790-2006: <http://www.migrationpolicy.org/research/timeline-1790>

Key US laws & debates, 1986-2013: <http://www.migrationpolicy.org/research/timeline-1986>

Congressional Research Office reports summarizing the U.S. immigration system.

Nov 10/12

**Week 12: Who Should We Let in and Why? Economic and Cultural Concerns**

Readings for Nov 10:

Shachar, Ayelet. 2016. "Selecting by Merit: The Brave New World of Stratified Mobility." In *Migration in Political Theory: The Ethics of Movement and Membership*. pp. 175-201.

Borjas, George. 2017. "The Immigration Debate We Need," *The New York Times*, February 27, 2017, <https://www.nytimes.com/2017/02/27/opinion/the-immigration-debate-we-need.html?searchResultPosition=1>

Clausing, Kimberly. 2019. *Open: The Progressive Case for Free Trade, Immigration, and Global Capital*. Harvard University Press. Chapter 8, "Immigrants, We Get the Job Done!"

*\*Also, re-visit Patler, on anti-deportation campaigns, and how advocates claim membership.*

Readings for Nov 12:

Harell, Allison, et al. 2012. "The impact of economic and cultural cues on support for immigration in Canada and the United States." *Canadian Journal of Political Science* 45(3): 499-530.

Creighton, Mathew J., and Amaney Jamal. "Does Islam play a role in anti-immigrant sentiment? An experimental approach." *Social Science Research* 53 (2015): 89-103.

*\*Also, re-read Walzer, "Membership," Spheres of Justice, pp. 41-48 [where he argues for ethnic affinity-based admissions – i.e., he says many citizens feel they're morally bound to admit "national or ethnic 'relatives'." In this sense, countries are more like families than neighborhoods or clubs.]*

Nov 17/ 19

**Week 13: Who Should We Let in and Why? Family Ties and Humanitarian Obligations**

Reading for Nov 17:

Sarah Song, 2018. "The Claims of Family." In *Immigration and Democracy*. pp. 132-50.

Bloemraad, I., Silva, F., Voss, K. 2016. [Rights, Economics or Family? Frame Resonance, Political Ideology and the Immigrant Rights Movement](#). *Social Forces* 94(4): 1647-1674.

*Recommended:*

Pallares, Amalia and Nilda Flores-González. 2011. "Regarding Family: New Actors in the Chicago Protests." Pp. 161-179 in *Rallying for Immigrant Rights: The Fight for Inclusion in 21st Century America*, edited by Kim Voss and Irene Bloemraad. Berkeley: University of California Press.

Reading for Nov 19:

Karen Musalo et al. *Refugee Law & Policy* (5th ed). pp. 27-30, 38-42, 83-84.

Gibney, Matthew. 2015. "Refugees and Justice between States." *European Journal of Political Theory* 14 (4): 448-463.

Neumayer, Eric. 2005. "[Bogus Refugees? The Determinants of Asylum Migration to Western Europe](#)." *International Studies Quarterly* 49(3): 389–409.

*Recommended:*

Song, Sarah. 2018. "Refugees and Other Necessitous Migrants." In *Immigration and Democracy*.

Nov 24/ 26 [Thanksgiving]

**Week 14: Who Should We Let In and Why? Democratic Politics & Liberal Constitutionalism**

James Hampshire, *The Politics of Immigration* (Cambridge, UK: Polity Press, 2013), ch 1.

Dec 1 / 3

**Week 15: Wrap-up and future scenarios, post-election**

No assigned readings. Once we know the outcome of the election, we will provide some short news stories about immigration under the incoming administration.

To wrap up the "Migration" module of our course, you will now **outline and justify an immigration policy for the United States in 2024.**  
**DUE: 11:59pm PST, December 4, 2020**