

Syllabus: PA5490: Immigration and Public Policy, Fall, 2005

PA 5490: Immigration and Public Policy

3 credits, Room 30 HHH

Time: Tues/Thurs 2:30-3:45 pm

Instructor: Katherine Fennelly

Counts toward Social Policy or Policy Analysis Concentrations, Social Work Family Policy Minor or Graduate School Population Minor

Course Description: Issues of international migration and the integration of immigrants and refugees are among the most important public policy questions of our age. The purpose of this course is to teach students to employ an analytical framework to the analysis of a current immigration policy proposal. The framework to be applied is Eugene Bardach's *Practical Guide for Policy Analysis* (Chatham House Publishers, 2000). Particular immigration topics will vary. For Fall, 2005 the topic will be an analysis of Congressional and European immigration reform proposals.

Course outcomes: After taking this course students will be able to:

1. Define and research a current public policy issue related to immigration
2. Assemble and evaluate the evidence supporting opposing views on the issue
3. Write a policy brief on an aspect of the issue
4. Design and defend their policy brief
5. Make a clear and convincing public presentation of a policy proposal

Course Texts:

Bardach, Eugene (2000) *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Chatham House Publishers, New York.

Lin, Ann Chih (2002) *Immigration*, CQ Vital Issues Series. CQ Press, Washington, DC

Packet Readings: There are two course packets available for purchase at the Bookstore. Part I includes readings for which copyright permission was available as of the first day of class. A second packet (II) will be available in a week or two. Some other readings will be distributed in class.

Assignments and Grading:

Grading Basis: A/F (including + or – grades) or S/N (To pass the class a student must get the equivalent of a C or higher on the coursework.)

Incomplete Grade: To receive an "I", the student must contact the instructor before the last day of class to request permission. The instructor and student should discuss specific guidelines, conditions, and/or time limits for course completion, and the consequences of failure to complete outstanding coursework. (See HHH Student Manual for more detail).

Grading weights:

Class participation: 25%

Class participation means class attendance and participation in discussions. Contributions to the discussion are assessed based upon relevance, grounding in the readings, and respect for the class norms.

Weekly posted comments on reading: 35%

Each week two readings are marked with asterisks. Students should read all the articles on the “assignment grid” for that week, but are required to write a two-paragraph posting on the course web site commenting on only one of the week’s asterisked readings –either the asterisked Tuesday reading or the asterisked Thursday reading. You are welcome to post on both articles if you wish, for extra credit. Comments *are to be completed and posted by noon on the day before they are listed on the syllabus*. Posted comments should do one of the following:

1. Relate a selected article or chapter to Bardach’s policy model. In particular, describe how the author of the article or chapter defines ‘the problem’, defines or evaluates policy alternatives, or suggest evaluative criteria.

OR

2. Make an evaluative comment on some aspect of the article that is substantiated by information from other readings, or class speakers.

Refer to relevant comments from your classmates in your response, as appropriate. (You needn’t refer to other postings each time, but please read them, and help us to use the discussions as a class dialogue, rather than 20 monologues.)

The most important thing to remember about the postings is that *they are not mini-papers – they are brief comments to spark discussion and to demonstrate reflection*. Because we have a relatively large class and many comments to read on the web site, it is important to keep your postings brief and relevant. Postings will be graded on relevance, clarity, evidence of reflection on the reading (rather

than repeating or summarizing what was in the article) and whether the assignment was posted on time (no later than noon on the day *before* each class).

Testimony for the Mock Senate Judiciary Committee Hearing: 10%

At the beginning of the semester students will be randomly assigned to one of four ‘interest groups’ that have stated positions on immigration reform: the National Border Patrol Council, the US Chamber of Commerce, the AFL-CIO, or The Federation for American Immigration Reform (‘FAIR’). At the end of the term (December 6), we will hold a mock hearing of the Senate Judiciary Committee on immigration reform. (see attached detailed schedule of the December 6 hearing). Only one representative from each student interest group will serve as a spokesperson at the hearing, but all group members should contribute to written testimony. Testimony should be written from the perspective of your interest group; for example, it might begin “I represent x members of ___ organization, and on behalf of our members...”. However, the testimony should not be copied verbatim from the organization’s actual testimony or publications. Group members’ grades for the hearing are based on the written testimony and the oral presentation. Although only one student makes the presentation, it is the responsibility of the group to brief and coach him or her so that the presentation is realistic and effective. The group must post an outline of your Congressional Testimony by noon 11/16. The complete written testimony must be posted on the course website by noon of 11/22, with a paper copy handed in during class that day.

Policy Brief on Immigration Reform (30%)

In addition to the group work, each student is required to do *individual work*, writing a 10-16 double-spaced page policy brief in which you present your own proposal for immigration reform. Note that in this paper you are no longer role-playing, but are presenting your own analysis of the problem and recommended policies. The final paper is YOUR proposal for immigration reform. It's a chance to propose what you think should occur. It should be informed by (and justified by) data and arguments, but ultimately it can be any proposal that you would like to put forward and can justify. The brief should address the following challenge:

Assume that you have been hired by the President to develop a proposal to reduce the number of undocumented immigrants in the U.S. Write a memo to yourself like the one Bardach writes on p. 48. Include comments on:

1. definition of the problem in terms of ‘deficits’ and ‘excesses’ (see Bardach)
2. political reasons why you think the President wants this done
3. how market demand fits

4. a comment on visible negative outcomes that may be motivating the interest in this topic
5. a comment on current pressures that have driven this issue to the front burner
6. notes on which interest groups care about this topic and are likely to have data
7. reference to relevant data
8. Brief summary of the 'solutions' that have been tried in the U.S. or elsewhere to address the problem. Which seem to be most and least promising? (2-3 pages)
9. Description of your proposal. (2-3 pages)
10. What are the likely pitfalls of your proposal (what Bardach calls 'generic vulnerabilities')? These should be likely policy failures, rather than failures because of political opposition (1-2 pages)
11. How would you try to persuade political or interest groups likely to oppose your proposal? (1-2 pages).
12. Put on a 'political lens' and imagine what it would take for your proposal to pass in the 109th Congress (2005-2006), i.e. realistically, what support, alliances and concessions would you need from the White House and the majority party in Congress, and how might you achieve that? (2-3 pages)

Class Norms:

In this class we will be discussing a number of controversial topics. The purpose of the discussions is to examine and evaluate a wide range of viewpoints. In order to maintain a positive learning environment both the students and the instructor are expected to adhere to the following norms:

- Respectful dialogue. You will be encouraged to enter into debates that challenge facts, ideas and underlying assumptions in a respectful manner, without engaging in personal criticism
- Everyone is expected to participate in class discussions; it is the instructor's role to insure that everyone's voice is heard. Please assist me by encouraging your quieter classmates to participate, and helping to avoid domination of the conversation by a few.
- Please do not assume that a student's ethnicity or national origin defines his or her position on topics related to immigration, or requires that he or she automatically serve as an 'ethnic spokesperson'. Decisions to voice personal comments and experiences regarding the topics that we discuss should be the result of personal choice, not obligation.
- Some of the readings and a/v materials that we will be discussing may include offensive statements or assumptions about immigrants. It is important for students to recognize that these materials are included because they form an important part of contemporary political discourse about immigration in the

United States. It is our role as public policy professionals to examine the underlying assumptions and to identify distortions and misrepresentations.

Mock Hearing of the US Senate Committee on the Judiciary regarding Immigration Reform Proposals

Judiciary Committee Members (HHH faculty members will play these roles)

Arlen Specter, Rep. (Chair)
Patrick Leahy (Ranking Democrat)
Edward Kennedy (Dem)
Jon Kyl (Rep)

Invited testimony from student interest groups:

National Border Patrol Council
US Chamber of Commerce
AFL-CIO
FAIR

Pre-Hearing Process:

Each student interest group must post an outline of their testimony on the class website by noon, 11/16/05 and the complete testimony (8-10 pages) by noon, 11/22/05. The complete testimony must include a 1-page summary that will be distributed to the ‘Judiciary Committee’ for the 12/6 hearing. Both the testimony and the one-page summary should be clearly labeled with the title of your interest group and the names of your members. In addition to posting these on the course web site, *please bring a paper copy to class on or before 11/22 to hand in to Prof. Fennelly.*

Hearing Process:

Each interest group should select one spokesperson to give a 3-5 minute summary of the testimony before the Judiciary Committee hearing on 12/6/05. (Students should dress as if they were testifying before the actual Senate Judiciary Committee). Remember that your own testimony will need to be written from the perspective of your interest group, although it should not be copied verbatim from their actual testimony or publications.

After the oral presentations, “Republicans” and “Democrats” on the Judiciary Committee will pose questions to the speaker.

After the testimony and questioning for each of the four groups has been completed, the hearing will be adjourned, and the Judiciary Committee members will take off their Committee ‘hats’ and comment – as faculty members—on the hearing. This will be followed by open comments from the class.