

# PSCI 3103.001: Politics of Immigration Policy

## Tuesday Thursday 12:30 PM - 1:50 PM BLB 245

Instructor: Dr. Andrea Silva

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Office Hours by appointment:

Tuesdays 9-11 and Thursdays 9-11

Reserve office hours meeting here: [www.calendly.com/silvaofficehours](http://www.calendly.com/silvaofficehours)

This course examines how the United States responds to and is transformed by immigration policy. First, we consider the politics of citizenship in a polity and the United States and the making of American immigration policy over time. We will also discuss how governmental institutions, political actors, and socio-political processes have shaped and responded to immigration since our founding. Further, we identify and discuss the central questions and debates in migration studies that have arisen among scholars in the field. This includes ethical debates on immigration control, the politics and determinants of immigration policy, and the political and cultural inclusion and/or exclusion of immigrants. Last, we discuss Immigrant participation in politics through conventional (e.g., voting) and unconventional strategies (e.g., Dreamers as social movement activists). This course aims not to weigh on any side of any debate but to offer a critical perspective on immigration policy and give students analytical tools to compare the relevant issues, actors, institutions, and processes highlighted in American immigration policy debates. ***This is an advanced course for upper-division undergraduate students. The instructor holds high expectations for student engagement and performance. Students should prepare for a high level of exchange and discussion in class with the professor based on advanced readings. Regular attendance and participation in class discussions is expected (I call on students).***

**PLEASE ASK FOR HELP ASAP IF YOU ARE HAVING TROUBLE WITH THE COURSE**

### **Requirements**

***Students are required to attend all lectures and complete all assigned readings before class.*** Students are required to submit ALL assignments to pass the course, even if they are worth no points. **Your first assignment is to read, sign, and upload the Academic Integrity Form on Page 9 of this syllabus to the class Canvas by January 28<sup>th</sup> 11:59 pm.**

### **Required Texts:**

Ngai, Mae. 2004. *Impossible Subjects: Illegal Aliens and the Making Of Modern America*. Princeton, N.J. : Princeton University Press. This book should be purchased at the bookstore. Please do not go to websites like <https://archive.org/details/impossiblesubjec0000ngai/page/n9/mode/2up> to borrow this book for free with a free membership.

Other course readings will be available on Canvas in each weekly module, via JSTOR, or links on the syllabus.

Students are responsible for ensuring they have the readings. If you are having trouble finding a reading, please contacting the professor in a timely manner for assistance.

### **Formatting and Submitting Assignments**

Assignments are due at the start of class and are considered late after the first 10 minutes of class. Written assignments should be submitted in Times New Roman 12-point font, with 1-inch margins, be double-spaced, and paginated. **Most word-processing programs do not have these margins/font/page requirements by default please change them accordingly.** All written assignments should also be uploaded to Canvas. Students are required to submit all assignments in .doc, .docx, or .pdf formats and use Microsoft Word, PowerPoint, and Excel for their assignments. A free copy of the Microsoft suite can be obtained by all currently enrolled students [here](#). No cover page is necessary. The upper right-hand corner of the first page, single-spaced, should include:

- Your full name
- Title of the assignment
- Assignment due date

- Course and Section number (PSCI 3103)

### **Late/Missing Assignments**

All course assignments and extra credit should be submitted at the date and time assigned. A 6% late penalty will be added to all assignments for every 24 hours they are late. Extra credit assignments will not be accepted after the due date and time.

### **Extra Credit**

Extra credit opportunities will be made available to the entire class at the discretion of the Professor. Extra Credit is offered for attending class or events outside of class or for completing extra writing assignments by a deadline. Extra Credit will not be accepted after the deadline under any circumstances. ***Extra Credit for individuals or groups of students will not be offered under any circumstances.***

### **Canvas and Email**

***Check the course page on Canvas frequently (at least 3x per week).*** Announcements and changes are communicated via Canvas. Further, I will only communicate with student via their UNT email address. Written assignments should be uploaded to Canvas. Students are responsible for checking their UNT email/Canvas for announcements, assignments, due dates, and changes.

### **Class Participation**

I expect active participation in this course, as this is an upper-level class, and it is the best way to learn and retain the material. To encourage this, extra credit towards the final grade will be awarded to students recognized by the Professor as consistent participants in class. The Professor reserves the right to call on students.

### **Consideration and Respect**

Discussion is expected in class and an integral part of the learning experience. Please be respectful of other ideas and opinions in class, as these are an important component in understanding your own opinions better. Considering this respect, contributions to discussions should be focused on the discussion topic for the week and not at any individual. Personal attacks and pejorative remarks are not tolerated.

### **Electronic Devices**

Please silence all electronic devices before class begins and refrain from using them during class. Laptops, tablets, or any type of electronic note taking is prohibited, please use a notebook and writing utensil. The Professor reserves the right to dock points from a students' final grade or ask a student to leave the classroom for ringing cell phones, texting, or distracting the instructor or the class in general. Congrats for carefully reading the syllabus this far; for 3 extra credit points towards your reading notes, please find a picture of the TV cartoon character Grampa Max from Ben10 and email it to me (andrea.silva@unt.edu) with the subject line, "It's Grampa Max!" This offer expires May 2, 2024 at 11:59 pm. The instructor prohibits recording, photographing, or video of any lecture, communication, discussion etc. without written consent from instructor.

### **Advocating a Grade Change**

Students should submit a written grievance, including the reasons for their dissatisfaction with the grade, what grade they believe is merited and why, using evidence from the assignment prompt, grading rubric, and submitted assignment as justification. Effort is not an acceptable justification for a grade change. This written grievance should be submitted at least 4 business days before meeting with the professor. If you choose to appeal your grade, the professor reserves the right to decrease an existing grade, this second decision is final. ***All grades are final 5 days after posting unless a grievance is submitted.***

### **Special Accommodations**

Students requiring special accommodations should provide the instructor with documentation from the ODA office at the start of the semester. To receive accommodation services, contact the Office of Disability Accommodation (ODA) 167 Sage Hall (940) 565-4323

## **Grading**

Reading Notes (40%)  
Attendance (10%)  
Final Exam (25%) (Cumulative)  
Genealogy Report (25%)

## **Final Course Grade Scale**

A=90+  
B=79-89  
C=69-79  
D=56 -69  
F=0-55

Final Class Grades and individual assignments grades are not rounded up. Please ensure all assignments are done to the best of your ability and all extra credit is submitted on time to ensure your grade is not “on the border” of a higher grade.

## **Assignment Details:**

### **Final (25%)**

There is 1 examination in week 17. The exam consists of a 2-hour in-class handwritten essay and is cumulative.

### **Reading Notes (38%)**

To facilitate reading comprehension, students will complete and upload reading notes for selected required weekly readings on Canvas. ***Readings in the syllabus followed by an asterisk (\*) should be read and a reading summary completed for that text. Readings in the syllabus not followed by an asterisk (\*) should be read but should not have a completed reading summary.*** One reading summary should be completed for each required reading with followed by an asterisk in the syllabus. Students will upload a copy of their completed reading templates for all the weeks' required readings in one large word document with their last name in the title of the document, saved as “LastNameReadings” and the current school week (e.g., Week1) every Sunday by 11:59 pm. For example, if a student's last name is Ketchum, the first week's readings should be saved as “KetchumReadingsWeek1,” and uploaded to Canvas by Sunday, January 22<sup>nd</sup> by 11:59 pm. Files should be uploaded as pdf, doc, or docx.

### **Genealogy Report (25%)**

As an exercise in practical data collection and historical immigration politics, students will create a genealogical family tree spanning 5 generations to identify the migration patterns of their ancestors during class time. Students will write a 2000-word paper outside of class that explains their family's migration story to and/or within the United States in detail. Students should use interviews, newspapers, genealogy websites, obituaries etc. to create their migration story and document their data in a bibliography. Students can login for free access to ancestrylibrary.com and other helpful genealogy information via UNT's Resources and Databases (<https://guides.library.unt.edu/genealogy>). You can also make an appointment with Dr. Silva if you are having trouble. Other genealogy resources will also be provided.

### **Paper Prompt:**

1. What did you already know about your migration history before starting this project?
  - a. Where would you say your family is originally from?
2. How many different places, in the U.S. and abroad have your ancestors lived?
3. What data or information (who, where, when and how) did you find about your oldest ancestor and the ancestor that migrated the farthest distance? Such as:
  - a. Where were they born and where did they end up?
  - b. What significant historical events took place that might have affected when/where/why/how they migrated? Were there wars, natural disasters, political, economic, social changes?
4. What documentation do you have that shows your ancestors migration patterns?
  - a. How reliable are these records? Justify your answer with evidence from your data collection.
    - i. Why do you think these records are (un)reliable? How might your ability to find data on your ancestors compare to other students?
  - b. If your relatives entered from abroad, where did they first enter the United States (i.e., Port of Entry)?
  - c. What information did the government recorded for their arrival?
    - i. Is this information correct? Why or why not?
  - d. What kind of occupations did your ancestors have?

5. What one immigration/naturalization/citizenship policy most directly affected when, where, or how your earliest ancestors migrated, justify your answer using the class readings and your genealogical data.
6. Attached a bibliography and all digital images of proof of ancestry with a description of each image/data point. Remove/Blur all license numbers, Social Security Numbers, birth month/day, recent addresses (after 1970).
7. Fill in a family tree from you to your past 5 generations (to your great great grandparents) including year and place of birth, year, and place of marriage (if applicable), year and place of death (if applicable). The template is provided on Canvas and **completed trees should be uploaded to Canvas by March 31, 11:59 pm**
8. Make one color coded power point slide of the migrations (in the U.S. and Abroad) of all your generations. The template is provided on Canvas and should be saved **PowerPoint** as **“LastNameMap.ppt”** and **uploaded to Canvas by March 31, 11:59 pm**

### **IMPORTANT DATES**

January 28	Submit UNT ADA and Plagiarism Compliance Form via Canvas
March 12/14	Spring Break
April 1	Genealogy Project Due
May 9, 10:30am	In Class Written Final Exam

	Topics and Readings	Assignment
	<b>Week 1: Course Intro and Citizenship Participation in Theory and the U.S.</b>	
1/16-1/18	<ul style="list-style-type: none"> <li>T. H. Marshall. 1950. <i>Citizenship and Social Class</i> pg. 148-154.</li> <li><b>Aristide Zolberg. 2006. Rethinking the Last 200 Years of U.S. Immigration Policy. <i>Migration Policy Institute</i>*</b></li> <li>How to Read Political Science</li> </ul> <b>Suggested Readings</b> <ul style="list-style-type: none"> <li>Aristide R. Zolberg <i>A Nation by Design: Immigration Policy in the Fashioning of America</i>. Cambridge: Harvard University Press</li> </ul>	Week 1 Reading Notes uploaded to Canvas by 1/21
	<b>Week 2: The Making of the “Other” in The United States</b>	
1/23-1/25	<ul style="list-style-type: none"> <li><b>Omi, Michael, and Howard Winant. 1994. <i>Racial Formation in the United States: From the 1960s to the 1990s</i>. 2nd ed. Routledge. Ch 2*</b></li> <li>Mae Ngai. 2004. <i>Impossible Subjects: Illegal Aliens and the Making of Modern America</i>. Introduction</li> <li>McIntosh, Peggy. 2003. “White Privilege: Unpacking the Invisible Knapsack.” In <i>Race, Class, and Gender in the United States: An Integrated Study</i>, ed. Paula S. Rothenberg. New York: Macmillan.</li> </ul> <b>Suggested Readings</b> <ul style="list-style-type: none"> <li>Anthony W. Marx. 1996. Race-Making and the Nation-State. <i>World Politics</i>. 48(2) (180-208)</li> <li>Mae Ngai. 2004. <i>Impossible Subjects: Illegal Aliens and the Making of Modern America</i>. Part I</li> </ul>	<p>Upload UNT ADA and Plagiarism Compliance via Canvas 1/28</p> <p>Week 2 reading notes uploaded to Canvas by 1/28</p>

	<b>Week 3: Restrictionism in the American Context</b>	
1/30-2/1	<ul style="list-style-type: none"> <li>• <b>Samuel Huntington. 2009. <i>The Hispanic Challenge. Foreign Policy</i>*</b></li> <li>• George J. Sanchez. 1997. Face the Nation: Race, Immigration, and the Rise of Nativism in Late Twentieth Century America. <i>The International Migration Review</i> 31(4) 1009-1030</li> <li>• John Higham. <i>Strangers in The Land: Patterns of American Nativism 1860–1925</i>. Ch 1 (skim)</li> </ul> <b>Suggested Readings</b> <ul style="list-style-type: none"> <li>• Gerald V. O'Brien. 2003. Indigestible Food, Conquering Hordes, and Waste Materials: Metaphors of Immigrants and the Early Immigration Restriction Debate in the United States <i>Metaphor and Symbol</i> 18(1): 33–47</li> </ul>	Week 3 Reading Notes Uploaded to Canvas by 2/4
	<b>Week 4: The Contemporary Legislative Immigration Framework</b>	
2/6-2/8	<ul style="list-style-type: none"> <li>• <b>Daniel Tichenor. 2002. <i>Dividing Lines: The Politics of Immigration Control in America</i>. Ch 1*</b></li> <li>• CRS-Primer on U.S. Immigration Policy</li> <li>• Andorra Bruno et al. 2016. Immigration Legislation and Issues in the 114th Congress. (skim)</li> </ul> <p style="text-align: center;"><b>Please Bring Laptop/Tablet To Class Thursday Feb 8 For Genealogy Paper Project</b></p>	Week 4 Reading Notes Uploaded to Canvas by 2/11
	<b>Week 5: The Politics of Comprehensive Immigration Reform in the U.S.</b>	
2/13-2/15	<ul style="list-style-type: none"> <li>• <b>James G. Gimpel &amp; James R. Edwards Jr. 1999. <i>The Congressional Politics of Immigration Reform</i>. Ch 3. (Pg. 60-92)*</b></li> <li>• Roger Daniels. 2004. <i>Guarding the Golden Door: American Immigration Policy and Immigrants since 1882</i> Ch 12</li> <li>• Gabriel J. Chin. 1996. The Civil Rights Revolution Comes to Immigration Law: A New Look at the Immigration and Nationality Act of 1965. <i>North Carolina Law Review</i> 75(1): 273-345</li> </ul> <b>Suggest Readings</b> <ul style="list-style-type: none"> <li>• Timothy J. Hatton. 2012. American Immigration Policy: The 1965 Act and its Consequences</li> </ul>	Week 5 Reading Notes Uploaded to Canvas by 2/18
	<b>Week 6: The Mechanisms of Immigration Control</b>	
2/20-2/22	<ul style="list-style-type: none"> <li>• <b>Kris Kobach. 2007-2008. “Attrition Through Enforcement: A Rational Approach to Illegal Immigration.” <i>Tulsa Journal of Comparative and International Law</i> 15(1): 153-161. *</b></li> <li>• Peter Andreas. 1998. The Escalation of U.S. Immigration Control in the Post-NAFTA Era. <i>Political Science Quarterly</i>, 113: 591–615.</li> <li>• Michelle R. Slack. 2014. Ignoring the Lessons of History: How the "Open Borders" Myth Led to Repeated Patterns in State and Local Immigration Control. <i>Journal of Civil Rights and Economic Development</i>. 27(3): 467-500. (Skim)</li> </ul>	Week 6 Reading Notes Uploaded to Canvas by 2/25

	<b>Week 7: Immigration and Concerns over National Security Since 9/11</b>	
2/27-2/29	<ul style="list-style-type: none"> <li>• <b>Mittelstadt, Michelle, Burke Speaker, Doris Meissner, and Muzzafar Chishti. 2011. Through the Prism of National Security: Major Immigration Policy and Program Changes in the Decade Since 9/11. Migration Policy Institute.*</b></li> <li>• Marc R. Rosenblum. 2013. U.S. Immigration Policy Since 9/11: Understanding the Stalemate over Comprehensive Immigration Reform Migration Policy Institute</li> <li>• Micheal Garcia and Ruth Ellen Wasem. 2004. 9/11 Commission: Legislative Action Concerning U.S. Immigration Law and Policy in the 108th Congress. Congressional Research Service</li> </ul> <p><b>Suggested Readings</b></p> <ul style="list-style-type: none"> <li>• Krikorian, Mark. 2008. "National Security and Safety in Lower Numbers." (Pg. 92-132) in <i>The Case Against Immigration: Both Legal and Illegal</i>.</li> </ul>	Week 7 Reading Notes Uploaded to Canvas by 3/3
	<b>Week 8: Asylum and Refugees</b>	
3/5-3/7	<ul style="list-style-type: none"> <li>• <b>Rebecca Hamlin Ch. 4 "Courting Asylum: The Judicialization of RSD in the United States." in <i>Please Let Me Be a Refugee</i>*</b></li> <li>• Refugee Admissions and Resettlement Policy: Unauthorized Childhood Arrivals: Legislative Activity in the 115th Congress (skim)</li> </ul>	Week 8 Reading Notes Uploaded to Canvas by 3/10
	<b>Week 9: NO CLASS Spring Break</b>	
3/12-3/14		
	<b>Week 10: Discretionary Reprieves</b>	
3/19-3/21	<ul style="list-style-type: none"> <li>• <b>Wong, Tom K., Angela S. García, Marisa Abrajano, David FitzGerald, and Karthick Ramakrishnan. 2013. Undocumented No More: A Nationwide Analysis of Deferred Action for Childhood Arrivals, or DACA. <i>Center for American Progress</i>. *</b></li> <li>• "Deferred Action for Childhood Arrivals (DACA): Frequently Asked Questions</li> <li>• Unauthorized Alien Students: Issues and "DREAM Act" Legislation</li> </ul> <p><b>Suggested Readings</b></p> <ul style="list-style-type: none"> <li>• An Overview of Discretionary Reprieves from Removal: Deferred Action, DACA, TPS, and Others</li> </ul>	Week 10 Reading Notes Uploaded to Canvas by 3/24
	<b>Week 11: Border Politics</b>	
3/26-3/28	<ul style="list-style-type: none"> <li>• Carla N. Argueta. 2016. Border Security: Immigration Enforcement Between Ports of Entry.</li> <li>• <b>Peter Andreas. 2001. <i>Border Games: Policing the U.S. Mexico Divide</i>. Ch 1*</b></li> <li>• Mark Overmyer-Velázquez. 2013. Good Neighbors and White Mexicans: Constructing Race and Nation on the Mexico-U.S. Border <i>Journal of American Ethnic History</i>, 33(1): 5-34</li> </ul> <p><b>Suggested Readings</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Malcolm Gladwell "General Chapmans Last Stand" Revisionist History</a></li> </ul> <p style="text-align: center;"><b>Genealogy Project Due March 31, 11:59pm</b></p>	

	<b>Week 12: State and Local Involvement in Immigration Politics</b>	
4/2-4/4	<ul style="list-style-type: none"> <li>• <b>State Challenges to Federal Enforcement of Immigration Law: From the Mid-1990s to the Present*</b></li> <li>• Victor Romero. 2008. "Who Should Manage Immigration: Congress or the States?" in <i>Immigrant Rights in the Shadows of Citizenship</i>. (Pg. 286-300)</li> <li>• Graeme Boushey and Adam Luedtke. 2011. Immigrants across the U.S. Federal Laboratory: Explaining State-Level Innovation in Immigration Policy <i>State Politics &amp; Policy Quarterly</i> 11(4) 390–414.</li> </ul> <p><b>Suggested Readings</b></p> <ul style="list-style-type: none"> <li>• Peter H. Schuck. 2009. "Taking Immigration Federalism Seriously," <i>The Forum</i></li> <li>• Julia Preston. December 31, 2010. "Political Battle on Illegal Immigration Shifts to States" <i>New York Times</i></li> </ul>	Week 12 Reading Notes Uploaded to Canvas by 4/7
	<b>Week 13: State and Local Involvement in Immigration Politics (Cont.)</b>	
4/9-4/11	<ul style="list-style-type: none"> <li>• <b>Daniel Hosang "They Keep Coming! The Tangled Roots of Proposition 187" <i>Racial Propositions*</i></b></li> <li>• Jennalee Beazley. 2016. How the Supreme Court May Change the Future of Undocumented Immigration in the United States v Texas*</li> <li>• Robert Donnelly. 2013. State-Level Immigrant-Related Legislation: What it Means for the Immigration Policy Debate. <i>Latino Politics and Arizona's Immigration Law SB 1070</i>.</li> <li>• Michael John Garcia and Kate M. Manuel. 2016. State and Local "Sanctuary" Policies Limiting Participation in Immigration Enforcement. Congressional Research Service</li> </ul> <p><b>Suggested Readings</b></p> <ul style="list-style-type: none"> <li>• Michael A. Olivas. 2007. Immigration-Related State and Local Ordinances: Preemption, Prejudice, and the Proper Role for Enforcement. <i>University of Chicago Legal Forum</i> 2007</li> </ul>	Week 13 Reading Notes Uploaded to Canvas by 4/14
	<b>Week 14: The Criminalization of Migration</b>	
4/16-4/18	<ul style="list-style-type: none"> <li>• Jennifer M. Chacón. 2012. Overcriminalizing Immigration. <i>Journal of Criminal Law &amp; Criminology</i> 102(3): 613-652.</li> <li>• <b>Erik Camayd-Freixas. 2008. Interpreting after the Largest ICE Raid in US History: A Personal Account. *</b></li> <li>• Mae Ngai. 2004. Impossible Subjects. Part II</li> </ul> <p><b>Suggested Readings</b></p> <ul style="list-style-type: none"> <li>• William A. Kandel. 2016. Interior Immigration Enforcement: Criminal Alien Programs.</li> </ul>	Week 14 Reading Notes Uploaded to Canvas by 4/21
	<b>Week 15: Political Economy of Immigration Policy</b>	
4/23-4/25	<ul style="list-style-type: none"> <li>• <b>Tanya Golash-Boza "The Immigration Industrial Complex: Why We Enforce Immigration Policies Destined to Fail"*</b></li> <li>• Nicole Trujillo-Pagán. 2014. Emphasizing the 'Complex' in the 'Immigration Industrial Complex' <i>Critical Sociology</i>, 40(1) 29–46</li> </ul>	Week 15: Reading Notes uploaded to Canvas by 4/28

	<b>Week 16: Political Economy of Immigration Policy</b>	
4/30-5/2	<ul style="list-style-type: none"> <li>• <b>Roberto Lovato. 2012. Juan Crow in Georgia: Immigrant Latinos Live Under a Matrix of Oppressive Laws, Customs, and Institutions. <i>The Nation</i>.</b>*</li> <li>• Fuminori Kawakubo “Privatizing Border Security- Emergence of the “Border–Industrial Complex” and Its Implications”</li> </ul>	Week 16 Reading Notes uploaded to Canvas by 5/5
	<b>Week 17: Finals Week</b>	
5/9	<b>In class FINAL EXAM Thursday, May 9 10:30am</b>	

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**\*\*The instructor reserves the right to change this syllabus and will give notice\*\***



**PSCI 3103 Assignment #1: UNT ADA and Plagiarism Compliance (Spring 2024)**

Name: \_\_\_\_\_ UNT email: \_\_\_\_\_

Year in school: \_\_\_\_\_ UNT Student ID \_\_\_\_\_

**1. How interested are you in immigration politics?**

Not at all                      Indifferent                      Somewhat                      Very Much

**2. What the most important thing people should know about immigrants and/or immigration?**

**3. What do you hope to learn from this course?**

**4. Do you know your family immigration story? If so, when/how/why did your family come to the United States?**

This certifies that I have read the syllabus and understand the requirements for the course. I also understand the Statement of ADA compliance, the Policy on Cheating and Plagiarism, the Policy on Sexual Discrimination, Harassment, & Assault, the Policy on Academic Integrity and Acceptable Student Behavior. I agree to abide by academic honesty outlined by the Center for Student Rights & Responsibilities [www.unt.edu/csrr/](http://www.unt.edu/csrr/) and have read the material about my rights and the sanctions that can be imposed if I violate the student code of conduct. I verify that all work done in this class will be my own, that I will cite or quote sources when I draw from other authors' material, and that I will present only accurate and truthful information to the professor. Furthermore, I understand that violating the policy will result in an automatic "F" for the course and referral to the Dean of Students for disciplinary proceedings and dismissal.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ EUID: \_\_\_\_\_

**Complete and upload to Canvas by 1/28, 11:59pm**

### **STATEMENT OF ADA COMPLIANCE**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. You may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for *every* semester and must meet with *each* faculty member prior to implementation in each class.

### **POLICY ON CHEATING AND PLAGIARISM**

The UNT Code of Student Conduct and Discipline defines cheating and plagiarism as the use of unauthorized books, notes, or otherwise securing help in a test; copying others' tests, assignments, reports, or term papers; representing the work of another as one's own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty. Normally, the minimum penalty for cheating or plagiarism is a grade of "F" in the course. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the field faculty in the case of departmental exams. Cases of cheating or plagiarism in ordinary coursework may, at the discretion of the instructor, be referred to the Undergraduate Studies Committee in the case of undergraduate students, or the Graduate Studies Committee in the case of graduate students. These committees, acting as agents of the department Chair, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case. Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline.

### **POLICY ON SEXUAL DISCRIMINATION, HARASSMENT, & ASSAULT**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) have experienced or experiences any of these acts of aggression, ***please know that you are not alone***. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

### **POLICY ON ACADEMIC INTEGRITY**

The Political Science Department adheres to and enforces UNT's policy on academic integrity (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). Students in this class should review the policy (UNT Policy Manual Section 18.1.16), which may be located at [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\\_Affairs-Academic\\_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf). Violations of academic integrity in this course will be addressed in compliance with the penalties and procedures laid out in this policy.

### **ACCEPTABLE STUDENT BEHAVIOR:**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.