

The University of Texas at El Paso

American Immigration and Social Justice

CHIC 4309, CRN 28126, Spring 2019

100% Online Course: Computer Access Required
8-Week Course (8W2): March 25 to May 18, 2019

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America's Promise:

"A mighty woman with a torch, whose flame is the imprisoned lightning, and her name Mother of Exiles. From her beacon-hand glows world-wide welcome; her mild eyes command the air-bridged harbor that twin cities frame. "Keep, ancient lands, your storied pomp!" cries she with silent lips. "Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore. Send these, the homeless, tempest-tossed to me, I lift my lamp beside the golden door!"

Emma Lazarus (1849--1887) Inscribed on the Statue of Liberty

Course Description:

In this course we will analyze and explore the economic, social, cultural, and political impact immigrants have had on the U.S. over time, as well as the relationship between economic development, migration, nationalism, identity formation, and human rights. We will interrogate who is or is not allowed to enter the U.S., and under what circumstances; the ways the border is defined, understood, reified, and patrolled and what this tells us about national identity, citizenship and public policy. Given the present political climate, the debates over immigration, the idea of the U.S. as a land of immigrants, as well as the mythologized "American dream," we will delve into the historical ways in which immigrants have negotiated the pressures of their new surroundings and in the process shaped or redefined American conceptions of national identity and citizenship.

Student Learning Outcomes:

In this course students will:

1. Develop the critical thinking and analytical skills necessary for effective communication both orally and written.
2. Explain the history of U.S. immigration law and policy and describe major legislative milestones in U.S. immigration policy.
3. Understand theories of race, class, ethnicity, gender, and sexuality in the shaping of U.S. immigration restriction, national origin laws, and the numerical quota system.
4. Connect the past to the present to better understand contemporary U.S. immigration debates and to gain a better understanding of your own worldviews and opinions towards issues of immigration and social justice.
5. Critically engage and discuss the history of immigration law and policy and its relationship to the creation of the "illegal alien" in American society.
6. Interact and collaborate with people of diverse backgrounds in open and respectful ways.
7. View themselves as global citizens.

The guiding questions for this course are the following: Who can and cannot belong to the American nation? Is the “American Dream” available to all immigrants? Why do we refuse to fix our broken immigration system?

Required Materials:

- Access to computer and internet
- All readings and videos for the class are posted on the **Blackboard** Learning Management System (LMS) site and are located inside of the Learning Module for any particular week.

All course content will be delivered via the **Blackboard** LMS. To access Blackboard go to <https://my.utep.edu> and click on the “Blackboard” tab on the left-hand side of the page. Follow the link in that box and login using your UTEP login and password.

The Blackboard course shell contains **all** materials related to this course. You will also use Blackboard to send e-mails to your fellow classmates or to me – always remember to include an appropriate subject line to prevent your email from going into the junk mail folder. **All correspondence for this class must be done through Blackboard email.**

***** IMPORTANT:** You must get into the habit of checking Blackboard **EVERY DAY** to make sure you do not miss any important announcements.

Our Virtual Classroom:

All communication must be conducted through Blackboard Email. Please do not send emails to my UTEP address. If you email me, be sure to include as much information as possible to include your first and last name, title of class, and CRN number. I will respond to you within 24 hours.

NOTE: I will be checking Blackboard and my email regularly Monday- Friday between 8:00am – 5:00pm. I do not check email or Blackboard on Saturdays or Sundays.

Online learning is not a spectator sport. It is everyone's responsibility to participate fully so everyone can get the most from the experience. Here are some simple rules to follow to ensure participation and engagement in the learning process:

Ask Questions: I have created a Discussion Forum entitled **HELP BOARD**, located under the *General Discussion Forums* tab on the *Home Page*. The *Help Board* is for asking questions related to content OR any course issues. Clearly indicate the subject of your thread. **If you are having technical difficulties, you will be directed to UTEP tech support.**

Reach Out to Others: Offer a fact, an article, link or other items that can help others learn something you can share. I have created a separate class discussion forum called **The Borderlands Café**, also located under the *General Discussion Forum* tab on the *Home Page*. The *Borderlands Café* is for the entire class to share relevant information and to participate in leisure conversations as well. The only requirement is that you treat one another with respect.

Inappropriate behavior/comments online will not be tolerated. Inappropriate behavior WILL BE subject to disciplinary action. I reserve the right to drop you from this course if you use our class as a venue for insulting or insensitive comments or attacks toward other students or the instructor.

Required Software:

Please make sure that all of your computer hardware is working properly and please make sure that you have all of the required software and that the software is up to date. It is very important that your Java software and your Adobe software is up to date. Blackboard works best with Mozilla Firefox and Google Chrome, but does not communicate well with Safari and especially Internet Explorer. **Stay away from Internet Explorer.**

Please access the Blackboard course shell. On the Home Page under the *Course Resources* section, you will find the link ***Are You Ready for Online Learning?*** Please access that link and then click on ***Check Your Technology***. Read this section carefully to ensure that you have the necessary software. If you do not, you will find links on this page for downloading the necessary software and it is free. You must have *Adobe Acrobat Reader* to access the readings for the class and a media player plug-in to view the assigned videos (*Adobe Flash Player, Windows Media Player, QuickTime Player, VLC Player, etc.*). If you use Google Chrome as your browser, then the Adobe Flash Player is already built in. When creating documents, slide presentations, spreadsheets, etc., you must use *Microsoft Office* or a compatible program (see 10 Free MS Word Alternatives). Be sure you have the appropriate word processing software because if I cannot open your documents, they **WILL NOT** be graded.

Course Policies and Procedures and Grading Rubric:

I have provided a set of *Course Policies and Procedures*, and a *Grading Rubric* located under the *Course Resources* tab on the *Home Page*. Please access them as soon as possible and familiarize yourself with the do's and don'ts of the course and the grading scales for all assignments. The information provided is extremely important and crucial for your success in this course.

Academic Dishonesty:

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, processing unauthorized materials during a test, or falsifying research data on laboratory reports. **Plagiarism** occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. **Collusion**, involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from the University for such actions.

Students with Disabilities:

I will make any reasonable accommodations for students with limitations due to special needs, including learning disabilities. Please inform me immediately of any special needs you might have. If you have a documented special need and require specific accommodations you will need to contact the **Center for Accommodations and Support Services (CASS)** at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106 within the first week of class. For additional information, please visit the CASS website at www.sa.utep.edu/cass

Attendance Policy:

This is an online class so there is no real attendance policy. Attendance is taken by measuring your work online. You are responsible for doing all the work and meeting all deadlines and due dates.

Deadline Policy:

Deadline for assignments and quizzes is 11:59 PM (MST) on the due date; CHECK COURSE CALENDAR for all due dates and deadlines as late submissions will not be graded. Please ensure that you carefully read the Course Calendar and all instructions. It is your responsibility to meet all class requirements.

UTEP Edge Advantage:

For this online course, we will be incorporating the *UTEP Edge Advantage*, which consists of a set of high-impact practices intended to equip students with a competitive advantage when they graduate and enter the workforce or pursue a graduate degree. Some of the Edge advantages incorporated into this course include creative activities, research and scholarly activities, communication, critical thinking, teamwork, and social responsibility.

Learning Modules:

The class consists of five (5) Learning Modules. An Introduction and Getting Started module, three (3) theme related modules, and a Final Exam module. **Learning Modules open at 8:00am (MST) on scheduled dates.** When you open a learning module you will see a table of contents on the left-hand side of the module. The table of contents contains all sections of the lecture as well as the quiz link (when visible) and the group discussion board link. All readings, videos, and podcast links, as well as assignment guidelines are embedded in the lectures. Theme-related learning modules, with the exception of modules 1 and 5, will last approximately twelve (12) days.

1. Quizzes (15% of final grade):

There will be four quizzes, one in each of the first four Learning Modules. There is no quiz during the week of the Final Exam. The quizzes will be embedded in the table of contents of the individual learning modules. **The quiz links will open and close according to scheduled dates and deadlines.** See Course Calendar for all due dates and deadlines. Remember: You will not see a Quiz link until the day that they are scheduled on the Course Calendar.

IMPORTANT: Check course calendar for scheduled quiz dates and deadlines.

2. Video Blog Assignments (50% of final grade):

You will submit three (3) video blogs. The blogs will be 5-7-minute long videos where you share your critical analysis of the readings, films, and podcasts located in each theme-related learning module. For these assignments you will need to create a *YouTube* channel (if you don't already have one) where you will upload your video.

I have provided instructions for creating a YouTube channel in Learning Module 1: Introduction and Getting Started. After you create and upload your video to your YouTube channel, you will post the link to your video blog in the Blackboard group discussion board located in each theme-related learning module. For the video blogs, I will provide detailed assignment sheets, embedded in each theme-related learning module, that includes a prompt to help you critically think about the learning module and the materials contained therein.

For these video blog assignments you will be graded on the quality of your critical analysis and the ideas you present in your video ***as well as your participation in your group discussion board.***

IMPORTANT: Check course calendar for video blog assignment due dates and deadlines.

3. Group Discussion Board (15% of final grade):

I will divide the class into groups of 7 students. Each student will belong to only one group. In this group discussion board, you are required upload your video blogs and then discuss each other's analysis, ideas, themes, etc. for approximately 4 days. You will be responsible for 3 discussion boards, one for each theme-related learning module.

IMPORTANT: Check course calendar for group discussion board openings, due dates and deadlines.

4. Final Exam (20% of final grade):

You will have a comprehensive final exam at the end of the course that will cover all three theme-related learning modules. I will provide a review sheet to be located in Learning Module 5.

Grading Scale:

A: 100-90 B: 89-80 C: 79-70 D: 69-60 F: 59 and less

See *Grading Rubric* for more information on assignments, discussions, and final exam.

GRADUATE CREDIT FOR THIS COURSE: In order to obtain graduate credit for this course, you must satisfactorily complete a graduate level project with a topic and parameters approved beforehand by the course instructor.

Course Calendar:

Learning Module 1: Introduction and Getting Started

March 25 – 29, 2019

The following information is very important!

The first five days of the course are your opportunity to study the syllabus, familiarize yourself with the Blackboard System, and set up your YouTube channel. Use these five days to ask me any questions you have regarding course content as well as the class policies and procedures.

You must also post an introduction to yourself in *The Borderlands Internet Café* by Wednesday, March 27, 2019 at 11:59pm (MST). The Internet Café and Help Board are located under the *General Discussion Forums* located on the Home Page.

You are also required to take the Syllabus/Plagiarism Quiz, which will be available Thursday, March 28, 2019 at 5:00pm (MST) until Friday, March 29, 2019 at 11:59pm (MST). The quiz is based on your reading of the Course Syllabus, Course Policies and Procedures, Course Grading Rubric, and the Plagiarism video. The video and the quiz are located in the Learning Module entitled *"Introduction and Getting Started."*

NOTE: The instructor cannot provide technical support. For questions concerning the site and any technical questions or support you must the UTEP Help Desk. The following link provides the contact information for assistance: <http://admin.utep.edu/Default.aspx?tabid=74092>

Learning Module 2 – Critical History of Immigration

March 30 – April 12, 2019

Read – Mae M. Ngai, "Introduction," 1-14 in *Impossible Subjects*; and Kelly Lytle Hernández, "Caged Birds," 131-157 in *City of Inmates*; and Alexandra Minna Stern, "Quarantine and Eugenic Gatekeeping on the U.S.-Mexican Border," 57-81 in *Eugenic Nation*

Video – What is an American? Immigration in American History (51 mins.)

Podcast – America's Forgotten History of Mexican-American 'Repatriation' (46 mins.)

All readings, videos, and podcasts listed in this course calendar are required.

Reading Quiz: available from April 6, 2019 at 8:00am (MST) to April 7, 2019 at 11:59pm (MST).

Individual Video Blog: due April 8, 2019 at 11:59pm (MST).

Group Discussion Boards are in effect from April 9, 2019 at 8:00am to April 12, 2019 at 11:59pm (MST).

Learning Module 3 – Imagined Nations, Borders, and Others

April 13 – April 26, 2019

Read – Benedict Anderson, “Concepts and Definitions,” 5-7 in *Imagined Communities*; and Mary L. Dudziak, & Leti Volpp, “Introduction,” 1-17 in *Legal Borderlands*; and Joseph Nevins, “The Ideological Roots of the ‘Illegal,’” 78-101; and Greg Prieto, “Traitors to Race, Traitors to Nation: Latina/o Immigration Enforcement Agents,” 501-522

Video – Who is Dayani Cristal? (90 mins.)

Reading Quiz: available from April 20, 2019 at 8:00am (MST) to April 21, 2019 at 11:59pm (MST).

Individual Video Blog: due April 22, 2019 at 11:59pm (MST).

Group Discussion Boards are in effect from April 23, 2019 at 8:00am to April 26, 2019 at 11:59pm (MST).

Learning Module 4 – Poverty, Violence, Asylum, and Social Justice

April 27 - May 10, 2018

Read – Julie Preston, “Detention Center Presented as Deterrent to Border Crossings;” and Alan Gomez, “Raids Target Undocumented Immigrants;” and Julia Edwards, “US Plans New Waves of Immigrant Deportation;” and Matt Ford, “The President’s Extreme Immigration Powers” **vs.** Damon Linker, “It is Absurd to Assume That Only Racists Are in Favor of Reducing Legal Immigration;” and William Dudley, “Social Justice”

Video – Lost in Detention (55 mins.)

Lives for Sale: Human Trafficking (59 mins.)

Podcast – “Divided,” Part I: How Family Separations Started (34 mins.)

“Divided,” Part II: The Chaos of Reunification (31 mins.)

Reading Quiz: available from May 4, 2019, at 8:00am (MST) to May 5, 2019, at 11:59pm (MST).

Individual Video Blog: due May 6, 2019 at 11:59pm (MST).

Group Discussion Boards are in effect from May 7, 2019 at 8:00am to May 10, 2019 at 11:59pm (MST).

Learning Module 5 – Final Exam

May 11 - May 18, 2019

Final Exam will be available on **May 14, 2019 at 5:00pm (MST) and will be accessible through May 18, 2019 at 11:59pm (MST)**. Good Luck!