

The University of Texas at El Paso

American Immigration and Justice

CHIC 4350, CRN 10812, Fall 2016

UTEP CONNECT: 100% Online Course: Computer Access Required

7-Week Course: August 22, 2016 to October 09, 2016

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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:

As the topic of immigration takes center stage in U.S. public discourse, the opportunity arises to analyze various aspects of the current immigration debate in relation to the historical causes and consequences of migration to the United States. We will address questions regarding the perceived benefit and cost of immigration at the national and local (community) levels. We will also explore the economic, social, cultural, and political impact immigrants have had on the United States over time, as well as the relationship between economic development, migration, nationalism, identity, and human rights. Essentially, this course is about 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 that immigration as a political issue is one that emerges in times of economic downturns and because the idea of the United States as a land of immigrants is mythologized in the American dream, this course has as much to do with immigration and immigrants, national identity, and social forces, as it does with you, who you are, and how you see the world. Therefore, we will not be studying immigrants, i.e. human beings, as objects of study, but understand 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.

Themes To Be Covered:

- The idea of race and immigration
- Immigration law, policy, and procedure
- Neoliberalism, migration, and citizenship
- Borders, nationalism, and communities
- International politics and U.S. foreign policy
- Detention centers, armed raids, and local politics
- Economics of immigration
- Indigenous peoples and migration

Student Learning Outcomes:

In this course students will:

1. Explain the history of U.S. immigration law and policy
2. Describe major legislative milestones in U.S. immigration policy
3. Identify contemporary issues of the U.S. immigration debate
4. Explain U.S. immigration restriction in relation to national origin laws and the numerical quota system
5. Understand the relationship between international politics and migration in the Americas
6. Know the critical history of immigration law and policy in relation to politics and the idea of race
7. Gain a better understanding of your own worldviews and opinions towards issues of immigration and justice
8. Critically engage and “think outside the box” when discussing the history of immigration law and policy and its relationship to the creation of the “illegal alien” in American society

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 is a Discussion Forum entitled **HELP BOARD**, located under the *General Discussion Forum* tab on the *Home Page*. The *Help Board* is for asking questions related to content OR any problems you are having. Make sure that you have clearly indicated the subject of your message. **If you are having technical difficulties, you will probably be directed to 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 is a Discussion Forum entitled **The Borderlands Café**, 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 the utmost 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, 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 left hand side of the Home Page under the Course Tools you will see the first link entitled **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. I also embedded the Course Policies and Procedures in the first Learning Module: Introduction and Getting Started

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 disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability 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 two weeks for classes. 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.

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.** Each Theme-related learning modules contain short Introductions; a Lecture, which deals with the topic at hand; all Reading and Video links; Quiz links; Assignment links; and Discussion Board links. Theme-related learning modules, with the exception of modules 1 and 5, will last approximately twelve (12) days.

The embedded Quiz, Assignment, and Discussion links will open according to the scheduled due dates and deadlines. See Course Calendar for all due dates and deadlines. Remember: You will not see a Quiz, Assignment, and/or Discussion link until the day that they are scheduled on the Course Calendar.

Quizzes:

There will be four reading 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 located inside of the individual Learning Modules.

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

Individual Assignments:

You will submit three (3) assignments: Two (2) Critical Response Papers for Learning Modules 2 and 3 and one (1) individual interview piece (paper or video) of someone who migrated to the United States. I will provide you with a detailed assignment sheet of what is expected for the interview. The assignment sheet will be embedded in Learning Module 4.

I provided a set of guidelines on “**How to Write a Critical Response Paper**” located under the Course Resources tab on the Home Page. I will also provide a set of questions to guide your analysis and these questions will be located in the assignment link. After you submit your Individual Critical Response Paper you will begin your group discussion. I will provide a discussion question every morning during the group discussion period. As a group you will discuss the questions I pose for the remainder of the period. A link to your Group Discussion Board Links will be provided in each Learning Module.

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

Group Discussion Boards:

You will work in groups of five to six. Random groups will be generated after the first week of class. These are permanent groups and no changes will be permitted. There will be two (2) *Group Discussion Boards* associated with Learning Modules 2 and 3, and participation in the group boards **is required**. You will find your Group Discussion Board Links embedded Learning Modules 2 and 3.

Check course calendar for Group Discussion Board deadlines and due dates.

The grades will be divided as follows:

Quizzes (4 each)	20%
Individual Responses (2) and Interview (1)	30%
Discussion Boards (2 each)	25%
Final Exam	25%

Grading Scale:

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

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

August 22 – 24, 2016

The following information is very important!

The first two days of the course are your opportunity to study the syllabus and to familiarize yourself with the Blackboard System. Use these two 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 Tuesday August 23, 2016 at 11:59pm (MST). The Internet Café and Help Board are located under the General Discussion Links on the Home Page.

You are also required to take the Syllabus/Plagiarism Quiz, which will be available Tuesday August 23, 2016 At 5:00pm (MST) until Wednesday August 24, 2016 at 11:59pm (MST). The quiz is based on your reading of the Syllabus, Class Policies and Procedures, and the Plagiarism video. The video is 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

August 25 – September 5, 2016

Read – Ngai, *"Impossible Subjects,"* 1-14 and 21-55; and Chacón, Davis, & Cardona, *"No One is Illegal,"* 11-37 and 83-86

Video(s) – Race: The Power of an Illusion: The Difference Between Us

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

Reading Quiz: available from August 30, 2016 at 8:00am (MST) to August 31, 2016 at 11:59pm (MST).

Individual Response Paper: due September 3, 2016 at 11:59pm (MST).

Group Discussion Boards are in effect from September 4, 2016 at 8:00am to September 6, 2016 at 11:59pm (MST).

Learning Module 3 – Borders and Nations

September 7 – September 19, 2016

Read – Nevins, *"Operation Gatekeeper,"* 61-94; and Chacón, Davis, & Cardona, J., *"No One is Illegal,"* 201-213; and Anderson, *"Imagined Communities,"* 5-7; and Dudziak, & Volpp, *"Legal Borderlands,"* 1-17

Video(s) – The Fence

Reading Quiz: available from September 12, 2016 at 8:00am (MST) to September 13, 2016 at 11:59pm (MST).

Individual Response Paper: due September 16, 2016 at 11:59pm (MST).

Group Discussion Boards are in effect from September 17, 2016 at 8:00am to September 19, 2016 at 11:59pm (MST).

Learning Module 4 – Detention Centers, Raids, and Human Rights

September 20 - October 3, 2016

Read - <http://www.nytimes.com/2014/12/16/us/homeland-security-chief-opens-largest-immigration-detention-center-in-us.html>

http://www.huffingtonpost.com/entry/mothers-immigrant-detention-hunger-strike-us_57b3698be4b04ff883990132?utm_hp_ref=immigration

<http://www.usatoday.com/story/news/nation/2016/01/04/ice-raids-immigration-central-america/78265144/>

<http://www.reuters.com/article/us-usa-immigration-deportation-exclusive-idUSKCN0Y32J1>

<http://opinionator.blogs.nytimes.com/2014/11/25/should-immigrants-lose-their-human-rights/>

<https://www.theguardian.com/us-news/2016/feb/12/human-rights-group-sue-immigration-mexico>

Video(s) – Lost in Detention

Lives for Sale: Human Trafficking

Reading Quiz: available from September 26, 2016, at 8:00am (MST) to September 27, 2016, at 11:59pm (MST).

Individual Interview: due October 3, 2016 by 11:59pm (MST): I will provide a detailed assignment sheet embedded in Learning Module 4 that explains what is expected for this assignment. **There is no Group Discussion Board for this module.**

Learning Module 5 – Final Exam

Final Exam will be available on **October 06, 2016 at 8:00am (MST) and will be accessible through October 09, 2016 at 11:59pm (MST)**. Good Luck!