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Asylum on the U.S. Mexico Border

El Paso and Ciudad Juárez have been at the center of national and international news during recent years. That is largely driven by an increase in people applying for asylum and the political focus on border walls, enforcement and immigration more broadly. This class examines the changes to immigration on the U.S. Mexico border over the past few decades. We will examine the rise of undocumented migration, the increase in diversity of the country of origin of migrants, as well as changed demographics and of course the increase in asylum. By the end of this course, you should have general competence in asylum law, immigration literature and trends in U.S. Mexico border enforcement. Because our city has been the epicenter of policy changes with a high number of asylum seekers arriving daily, I have structured this course to have a field research component. I am still exploring the different options and I will make sure that there are a variety of options to accommodate people's schedule and comfort.

Goals:

- You will be able to list periods of enforcement and the evolution of immigration on the border.
- You will describe recent trends in immigration policy, practice, and the border more broadly.
- You will analyze the different historical factors that led to the current situation
- You will critique the different approaches to immigration enforcement, policy, and legal reforms
- Gain firsthand experience about how asylum works in El Paso and Ciudad Juárez

Requirements:

- Attendance is mandatory!
- Reading is mandatory! There will be an online quiz or group exercise before every class that represents a significant portion of your grade
- Familiarity with Spanish is not required although it will be **highly advantageous** when searching for additional materials

- This is a reading and writing intensive course designed to challenge pre-conceived ideas and understandings
- The subject matter for this course will **include adult themes**. This is a blanket trigger warning for anyone worried about exposure to images, stories and often videos of violent events. Students are required to be respectful and mature while dealing with this sensitive topic. If, for any reason, anyone becomes uncomfortable in the class, please see me immediately.
- You will conduct a research project during the latter half of this class. This might involve observing immigration court proceedings, working at shelters in Ciudad Juárez or conducting interviews in coordination with local organizations in El Paso. For those with complex schedules we can create an alternative project.

Grading:

50 points - In class exercises, reading quizzes and participation

50 points - Mid term

40 points – Group or Individual Presentation

60 points – Research Project

50 points - Final Essay

50 Points – Final Exam

300 points total

***Note* There are more possible points available in the class**

All assignments may be written in Spanish or English

In class exercises and participation will include a professional development component, i.e. how does one present an argument? How to make a “good” power point. What are valid sources for an academic paper and how do you cite for direct quotes and paraphrases. These are universal skills that will be expected of each student.

Reading Quizzes – there will be an exercise or reading quiz **every class period**. These will likely be online and you will have time at the beginning of class to take the quiz. The total for all reading quizzes and exercises is greater than 50 possible points.

Mid-Term – Will cover issues related to the history of immigration enforcement and legal issues related to asylum.

Research Project – You will hand in your research notes and be graded on the depth and sophistication of these activities.

Final Presentation – You will present your research in groups at the end of the semester.

Final Paper – You will write individually or in groups about your research project.

Final Exam – This will be an inclusive exam on all the material we covered in this course.

Student responsibilities and obligations:

Regular class participation is expected of all university students. Due to the unique circumstances of this semester in person attendance is not required, however, when attending online lectures, you must participate and ask questions. If this system is being abused, we may reassess during the semester. Attendance is excused, however, on religious holidays for students affiliated with that religion.

Reasonable behavior is also expected of all students. “Reasonable behavior” includes:

No cell phone use. Please turn them off before you enter class.

No email or internet use in class.

No talking over the instructor or other classroom activity.

No reading other materials during class.

Being polite and civil in the classroom.

If you fail to abide by such basic behavioral guidelines you may be asked to leave the classroom. Students found using their cell phones or laptops for nonacademic purposes will have a private meeting with a member of the teaching team. Students who commit a second violation will have their participation grade reduced.

Academic Honesty Statement

The course will follow the University of Texas at El Paso’s policies on academic honesty. These policies can be found at <http://studentaffairs.utep.edu/Default.aspx?tabid=4386>

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, possessing 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. And, 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 possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. **EVERYTHING YOU HAND IN WILL BE RUN THROUGH PLAGIARISM SOFTWARE WHICH TELLS ME EXACTLY WHAT PERCENTAGE OF YOUR PAPER IS NOT ORIGINAL.** *I will be forced to take action against anyone who fails to cite sources adequately.*

All material submitted must be the student's own work. Ideas and expressions cited from the work of others must be credited appropriately. Avoid plagiarism by giving credit where credit is due, using quotation marks when using words directly from another source, and preferably putting things in your own words. I prefer your own phrasing, even if it is imperfect, to a beautifully phrased statement that is borrowed from some other source. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic Assistance and Disability Statement

In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Center for Accommodations and Support Services located at UTEP need to be contacted. If you have a condition that may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services. You may call (915) 747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. You also can visit the CASS website at <http://sa.utep.edu/cass/> or the CASS office in Room 106 East Union Building. Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and the Center for Accommodations and Support Services at The University of Texas at El Paso.

Tentative Schedule:

MODULE1 – INTRODUCTION

Introduction to the course, discussion of goals

Wednesday 01/18 – *Intro, goals and syllabus discussion*

Monday 01/23 – *John Washington – The Dispossessed*

Wednesday 01/25 – *Mountz – The Death of Asylum*

MODULE2 – HISTORY OF IMMIGRATION ENFORCEMENT

History and Policy

Monday 01/30 – *Dunn – Blockading the border*

Wednesday 02/01 – *Heyman – Class and Classification*

Monday 02/06 – *Lytle Hernández – Migra!*

Wednesday 02/08 – Rubio Goldsmith et al. - Funnel Effect

MODULE3 – Legal Structures of Asylum

Basis of Laws and Understanding Asylum

Monday 02/13 – Refugee Roulette

Wednesday 02/15 – Accidental history of Immigration Courts - Peck

The Courts in Action

Monday 02/20 – AIC report immigration Judges

Wednesday 02/22 – Mid Term

Danger and Removal

Monday 02/27 – Slack – Deported to Death Prologue – Chapter 4

Wednesday 03/01 – Slack – Deported to Death – Chap 5 to Appendix

MODULE 4 – Rise of Asylum on the Border

Women, Families and Unaccompanied Minors

Monday 03/06 – Heyman et. al Bordering a Crisis

Wednesday 03/08 – Soboroff Separated

Monday 03/13 – **Spring Break**

Wednesday 03/15 – **Spring Break**

Monday 03/20 – Vogt – Part 1

Wednesday 03/22 – Vogt – Part 2

MODULE6 – Research Project!

Fieldwork/Research

Monday – 03/27 - TBA

Wednesday – 03/29 - TBA

Fieldwork/Research

Monday – 04/03 – TBA

Wednesday – 04/05 – TBA

Monday 04/10 – TBA

Wednesday 04/12 – *Turn in Field Notebook*

MODULE 7 – WHERE DO WE GO FROM HERE?

Policy Reforms and the Future of the Border

Monday 04/17 – Kocher – MPP – Remain in Mexico

Wednesday 04/19 – TBA

Fieldwork/Final Project Write up

Monday 04/24 – TBA

Wednesday 04/26 – TBA

Week 15 – Final Presentations

Monday 05/01 – Presentation

Wednesday 05/03 - Last day of class

FINAL EXAM – Date - TBA