

**CHIC 4350: AMERICAN IMMIGRATION AND JUSTICE**  
**University of Texas at El Paso**  
**Online Course**  
**Fall 2017**

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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

### Required Texts

- ❖ Online Readings (All readings will be provided online)

### Recommended Texts

- ❖ Mai M. Ngai, *Impossible Subjects: “Illegal Aliens” and the Making of Modern America*, (Princeton, University Press, 2004)
  
- ❖ Justin Akers Chacon and Mike Davis, *No One is Illegal: Fighting Racism and State Violence on the U.S.-Mexico Border*, (Chicago: Haymarket Press, 2006)

### Course Objectives

The learning outcomes of the course are as follows

You should be able to:

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

### Evaluation

Quizzes (4)	40 points	40%
Critical Thinking Assignments (2)	15 points	15%
Discussion Board (1)	15 points	15%

Final Exam (1)

30 points 30%

TOTAL	100 points	100%
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1. Quizzes (40%): There will be a total of four quizzes, one available every other week. The quizzes cover the reading materials for two weeks (Quiz 1 covers readings from weeks 1&2; Quiz 2 covers readings from weeks 3&4; etc.). The quizzes are located in the “Assessments” section of Blackboard. The quizzes will consist of 15 to 25 multiple-choice questions each. They are designed to test your knowledge on the reading materials AND films/documentaries. Every other week a quiz will be available to you for two weeks, beginning at 12:00am Monday through Sunday at 11:59pm. You will have a 1-hour limit on each of the quizzes and can complete the quiz anytime within the two weeks during which it is available. The quiz schedule is as follows:

Quiz 1: Available 08/28/17 through 09/10/17 (readings from weeks 1&2)

Quiz 2: Available 09/11/17 through 09/24/17 (readings from weeks 3&4)

Quiz 3: Available 09/25/17 through 10/08/17 (readings from weeks 5&6)

Quiz 4: Available 10/09/17 through 10/22/17 (readings from weeks 7&8)

2. Assignments (15%): There will be two assignments. The assignments are geared to make you think about issues of immigration and express these thoughts in a clear and concise manner. The writing exercise will be approximately 2 to 3 pages long (double-spaced). Descriptions of the assignments are located in the “Assignments” page of Blackboard and will be available approximately one week before they are due. They will engage your critical thinking skills and encourage you to “think outside the box” when it comes to issues of immigration, nationalism, citizenship, etc. The assignments will be submitted via Blackboard in the “Assignment Dropbox” folder located on the left hand side of Blackboard. You must turn in your assignment with the subject headings “Assignment #1” “Assignment #2.” The assignment schedule is as follows:

Assignment Entry 1: due 09/15/17 (Due Friday by 11:59pm)

Assignment Entry 2: due 10/06/17 (Due Friday by 11:59pm)

3. Discussion Board (15%): You will be required to participate in Discussion Board every other week. You will have four Films/Documentaries to watch throughout the semester. There will be one Discussion Board question for each of the Films/Documentaries watched (4 films/documentaries = 4 discussion Board questions). You are required to respond to the Discussion Board question and respond to at least two of your classmate’s comments on the Film/Documentary. The discussion board is located in the “Discussion Board” page on Blackboard. The Films/Documentaries are located in the “Films/Documentaries” section of Blackboard.

Discussion Board 1: Available 08/28/17 through 09/10/17

Discussion Board 2: Available 09/11/17 through 09/24/17  
Discussion Board 3: Available 09/25/17 through 10/08/17  
Discussion Board 4: Available 10/09/17 through 10/22/17

4. Final Exam (30%): The final exam will be a written essay. The purpose of the final exam is to allow you to not only obtain information and knowledge about immigration and justice, but also transition you into thinking about what you do with this knowledge. You will write a (5-8 pages double-spaced) persuasive/argumentative essay. Your goal will be to write a legal argument to deliver in front of the Supreme Court of the United States on a topic related to immigration. Details on the final exam are located in the “Final Exam” Section of Blackboard and will be available approximately two weeks before the final exam is due

Final Exam description available 10/06/17  
Final Exam due 10/20/17 (Due Friday by 11:59pm)

## Readings

There are one set of readings per week:

➤ *Required Readings*: these are the readings you will be quizzed on and are necessary to fulfill the requirements of the class. The readings vary between 30 to 60 pages per week.

## Schedule

### WEEK 1

**Aug. 28 – Sep. 1: Critical History of Immigration: Vigilantism and Violence (1850 – 1920)**

Ngai, M. M. (2004). *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, N.J.: Princeton University Press. Pgs. 1-14

Chacón, J., Davis, M., & Cardona, J. (2006). *No One is Illegal: Fighting Violence and State Repression on the U.S.-Mexico Border*. Chicago, Ill.: Haymarket Books. Pgs. 11-37 & 83-86

- VIDEO: 30 Days
- Discussion Board #1 available

### WEEK 2

**Sep. 4 – 8: Critical History of Immigration: The Idea of Race (1920 – 1970)**

Ngai, M. M. (2004). *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, N.J.: Princeton University Press. Pgs. 21-55 & 56-90

Major Legislative Milestones in U.S. Immigration History PDF (one page)

- QUIZ 1 Due

### WEEK 3

### **Sep. 11 - 15: Critical History of Immigration: Politics (1970 – Present)**

Nevins, J. (2002). *Operation Gatekeeper: The Rise of the "Illegal Alien" and the Making of the U.S.-Mexico Boundary*. New York: Routledge. Pgs. 61-94

- **Critical Thinking Assignment #1 Due**
- **VIDEO: Race the Power of an Illusion**
- **Discussion Board #2 available**

### **WEEK 4**

#### **Sep. 18 - 22: Borders and Nations**

Chacón, J., Davis, M., & Cardona, J. (2006). *No One is Illegal: Fighting Violence and State Repression on the U.S.-Mexico Border*. Chicago, Ill.: Haymarket Books. Pgs. 201-213

Anderson, B. R. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso. Pgs. 5-7

Dudziak, M. L., & Volpp, L. (2006). *Legal Borderlands: Law and the Construction of American Borders*. Baltimore, Md.: Johns Hopkins University Press. Pgs. 1-17

- **QUIZ 2 Due**

### **WEEK 5**

#### **Sep. 25 - 29: Indigenous Peoples & The Economics of Immigration**

##### Indigenous

Champagne, D., & Crum, S. (2005). *Border Crossings. Indigenous Peoples and the Modern State*. Walnut Creek, CA: AltaMira Press. Pgs. 24-30 & 3-9

Nevaer, Louis E.V. (2007): "The Return of Native Americans as Immigrants" in *New America Media*

PLEASE NOTE: This link takes a while to load so please be patient

[http://news.newamericamedia.org/news/view\\_article.html?article\\_id=od7ce12ef7b01fe9806ce6d90e349853](http://news.newamericamedia.org/news/view_article.html?article_id=od7ce12ef7b01fe9806ce6d90e349853)

##### Economics

Portes, Alejandro (2006): "NAFTA and Immigration" in *Border Battles the U.S. Immigration Debates (Economics of Immigration)*

<http://borderbattles.ssrc.org/Portes/>

Chacón, J., Davis, M., & Cardona, J. (2006). *No One is Illegal: Fighting Violence and State Repression on the U.S.-Mexico Border*. Chicago, Ill.: Haymarket Books. Pgs. 173 – 179

- **VIDEO: Border Crossings & The Border Fence**
- **Discussion Board #3 available**

## WEEK 6

### Oct. 2 - 6: International Politics

#### International Politics

Chacón, J., Davis, M., & Cardona, J. (2006). *No One is Illegal: Fighting Violence and State Repression on the U.S.-Mexico Border*. Chicago, Ill.: Haymarket Books. Pgs. 109 – 113

Chomsky, N. (1987). *The Chomsky Reader*. New York: Pantheon Books. Pgs. 207-211 & 339-350 (International Politics)

Marcos, S. (1995). *Shadows of Tender Fury: the Letters and Communiqués of Subcomandante Marcos and the Zapatista Army of National Liberation*. New York: Monthly Review Press. Pgs. 31-40 (International Politics)

- **Critical Thinking Assignment #2 Due**
- **QUIZ 3 Due**
- **FINAL EXAM available**

## WEEK 7

### Oct. 9 - 13: Detention Centers, Raids, and Human Rights

Pew Research Center (2017) “Latinos and the New Trump Administration: Growing share say situation of U.S. Hispanics is worsening” Pew Research Center. February 23, 2017.

<http://www.pewhispanic.org/2017/02/23/latinos-and-the-new-trump-administration/>

Martinez, M. & Valdes, G. (2012) “Human Rights group cites violations on U.S.-Mexico Border” CNN. March 28, 2012.

<http://www.cnn.com/2012/03/28/us/amnesty-international-border-report/index.html>

Camayad-Freixas, E. (2008): "Interpreting after the Largest ICE raid in U.S. History: A Personal Account" in Monthly Review

Nossiter, A. (2008) "Hundreds of Workers Held in Immigration Raid" in The New York Times

<http://www.nytimes.com/2008/08/26/us/26raid.html>

Bacon, D. (2009) *Illegal People: How Globalization Creates Migration and Criminalizes Immigrants*. Excerpt

- **VIDEO: What would you do: Racism and Illegal Immigration**
- **Discussion Board #4 available**

## WEEK 8

### Oct. 16 - 20: Contemporary and Local Issues

Gamboa, S. (2017) “Texas’ SB4 Immigration Enforcement Law: 5 Things to know” NBC News. May 11, 2017

<http://www.nbcnews.com/news/latino/texas-sb4-immigration-enforcement-law-5-things-know-n758126>

Segarra, L.M. & Johnson, D. (2017) “Find out if President Trump Would let you Immigrate to America” Time. August 7, 2017

<http://time.com/4887574/trump-raise-act-immigration/>

Balko, R. (2009) “The El Paso Miracle” in *Reason Magazine*

<http://reason.com/archives/2009/07/06/the-el-paso-miracle>

Hsu, S. (2007) “Border Crackdown has El Paso caught in Middle” in the Washington Post

[http://www.washingtonpost.com/wp-dyn/content/article/2007/08/20/AR2007082002022\\_2.html](http://www.washingtonpost.com/wp-dyn/content/article/2007/08/20/AR2007082002022_2.html)

Working Group on Human Rights and the Border Wall: Obstructing Human Rights: The Texas-Mexico Border Wall (2008)

PLEASE NOTE: You are only required to read pgs. 1-15

- QUIZ 4 Due
- FINAL EXAM Due

### **Themes Per Week**

The readings and films/documentaries are organized each week according to the following themes:

Week 1 – History of Immigration: Vigilantism and Violence (1850--1920)

Week 2 – History of Immigration: The Idea of Race (1920--1970)

Week 3 – History of Immigration: Politics (1970--present)

Week 4 – Borders and Nations

Week 5 – Indigenous Peoples & Economics of Immigration

Week 6 – International Politics

Week 7 – Detention Centers, Raids, & Human Rights

Week 8 – Contemporary & Local Issues

### **Weekly Requirements**

Your weeks will consist of five aspects

- Required Readings (Available each week)
- Film/Documentary of the week (Weeks 1,3,5,7)
- Quiz (Due by Weeks 2,4,6,8)
- Assignments (Weeks 3 & 6)
- Discussion Board (Due by Weeks 2,4,6,8)

### **Academic Dishonesty**

Do not cheat.

Academic Dishonesty is NEVER tolerated by UTEP or by the Chicano Studies Program. All cases are reported to the Dean of Students for Academic Sanctions. These sanctions may include expulsion. All work submitted must be original; students may not submit graded work from another course. Forms of academic dishonesty include: Collusion— lending your work to another person to submit as his or her own; Fabrication— deliberately creating false information on a works cited page, and Plagiarism— the presentation of another person's work as your own, whether you mean to or not (i.e. copying parts of or whole papers off the Internet). For more information see the Dean of Students website at <http://www.utep.edu/dos/acadintg.htm>

### **Students with Disabilities**

If you believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in the Student Union Building East, Room 203 by phone (915) 747-4148 or email [dss@utep.edu](mailto:dss@utep.edu). If you have a condition that may affect your ability to exit safely from the premises in an emergency or that may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services.

### **Please Note**

I understand that this is a short semester course and some students work full-time during the semester. I am willing to work with anyone's schedule and time constraints. The most important part of this class is that we collaborate together to make this an enjoyable experience. If there is anything I can do to assist you, please do not hesitate to contact me.