



The University of Texas at El Paso

**Department of Sociology and Anthropology
Center for Inter-American and Border Studies**

College of Liberal Arts

**Immigrant Family Separation and Reunification
Fall 2022**

A cross-listed class taught online

ANTH 4370-015 CRN 17798
SOCI 3341-007 CRN 16618
LABS 4301-002 CRN 16445

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Office Hours

Via Zoom, by appointment: contact ptimmons2@utep.edu for scheduling.

Catalog Description

Selected topics in Anthropology, Sociology, and Latin American and Border Studies.

Course Description and Professor

In April 2018 the Attorney General of the United States issued a [memorandum](#) requiring that the Department of Justice (DOJ) must prosecute all people who crossed the southern border with Mexico between ports of entry (POE), even if they were requesting asylum and even if they entered with children (Soboroff 2020). In May 2018 the Department of Homeland Security followed DOJ's lead and adopted the "zero tolerance" policy to prosecute unauthorized crossers at the southern border. Within days of the announcement of the "zero tolerance" policy, U.S. federal courts began to prosecute unprecedented numbers of adults seeking asylum, many of whom had been separated from their children. Many of those prosecuted migrants reported to federal judges that they were unable to find out where Customs and Border Protection had sent their children.

As soon as the national and international press began to report on "family separation" an outcry ensued, placing pressure on the Trump Administration to rescind the "zero tolerance" policy leading to family separations. Through an [executive order](#) signed on June 20th 2018, President Trump formally rescinded the policy of zero tolerance which led to the separation of migrant children from their parents.

Notwithstanding the President's order, an already existing battle between lawyers for parents separated from their children and the Trump Administration sought to force the government to identify, locate and reunite children. This lawsuit, known as [Ms. L. v. ICE](#), had been filed in Southern California by the American Civil Liberties Union in February of 2018. By July 2018 the federal court had forced the Department of Health and Human Services to identify 2,654 children separated under a "zero tolerance" policy stretching back into 2017. To this day, some of the children separated from their parents in 2017 and 2018 have still not been reunited with their parents. Lawyers now estimate that U.S. Customs and Border protection separated almost 4,000 children from their parents at the Southern Border.

This class takes this troublesome, controversial, and explosive issue of separating migrant children from their parents during the Trump Administration to place it into the larger context of what happens to families seeking refuge in the United States as asylum seekers.

As we shall see, the issue of separated migrant families is not a phenomenon unique to the Trump Administration, nor is it something that is unusual in the U.S. immigration system. The banner image that appears on this syllabus and our Blackboard page comes from one of the "Hugs Not Walls" events organized by the [El Paso-based Border Network for Human Rights](#). This annual event brings together families separated by U.S. immigration policies for a brief hug and chat at the border between Juárez and El Paso. As you can see from the image of people lined up on the U.S. side of the border near to Sunland Park, many of those separated from their families are children and have lived for many years without one or both their parents, many of whom were likely deported to Mexico during the Obama Administration.

The mention of two U.S. Presidents, Barack Obama (Democrat) and Donald Trump (Republican) within the subject of immigrant family separation and reunification should demonstrate that the phenomenon itself is not a partisan issue and is worthy of scholarly scrutiny. And that is what this course attempts to do: it will place the phenomenon of family separation and reunification in the broader contexts of social science, public policy, public health, and also literature so that students have a clearer understanding of how families try to negotiate separation as they struggle for reunification.

The Professor: Dr. Patrick Timmons

The idea of teaching this class started to form in my mind after I reported on "zero tolerance" and family separation from El Paso during three years of reporting as a [journalist on immigration and Mexico](#) during the Trump Administration.

In 2018 I was the only reporter at the [federal courthouse in El Paso](#) covering "zero tolerance" and family separation. At the time I reported for *The Guardian* and I was also the Mexico and Border Correspondent for United Press International (UPI). I have also worked as a producer for Independent Television News of the United Kingdom (the main competitor to the BBC.) It is perhaps important that you know that I lived in El Paso/Juárez from 2014 to 2017, and since 2017 I have lived in Mexico City. I have taught at UTEP since 2015, and I taught at EPCC from 2015 to 2017.

I will share some of my reporting experiences on immigration with you later but I think it is important for you to know that I covered Mexico, its southern border with Guatemala, and its northern border with the United States from 2017 until 2020. This means I have reported from: Tecún Uman, Guatemala; [Tapachula, Mexico](#); Mexico City and Guadalajara; Saltillo, Ciudad Acuña and [Piedras Negras, Coahuila](#) and [Eagle Pass, Texas](#); Laredo and Nuevo Laredo; [Matamoros, Tamaulipas](#) and McAllen and Brownsville, Texas; El Paso, Tx and Cd. Juárez, Chihuahua; and [Tijuana, Mexico](#) and San Ysidro, California. It also means that I have spoken with scores of migrants from Central America, Haiti, Cuba, India, Bangladesh, and Cameroon as they made their way towards the United States. Many of these people were travelling with their families and some, but not all, faced family separation and attempts at reunification.

I am also one of the few reporters to have reported from the ICE family detention facility in Karnes, Texas where I [interviewed fathers and tender age sons](#) who were incarcerated together. (Karnes is a few hours from San Antonio.)

It is also perhaps important that my father (who was born in Fort Worth, Texas in 1937) immigrated to the United Kingdom in the early 1980s. (I was born in the United Kingdom in 1974). This means that I come from an immigrant family (to the United Kingdom). And I am an immigrant myself, both in the United States (though I am a US citizen through my

father's citizenship, so often my accent casts me as an immigrant but my US citizenship does not since I was not naturalized a US Citizen), and also to Mexico (where I am a temporary resident and where I have lived since 2017). I have not lived in the country where I was born (the United Kingdom) since 1998, and only returned for 2012 to 2013 to study for an International Human Rights Law degree at the University of Essex. My mother still lives in the United Kingdom and I see her infrequently.

Office Hours

I will hold regular office hours every Tuesday from 1pm to 2.30pm. The link is already available on our Blackboard page. I am also available at other times via Zoom, by appointment.

If you are on campus, you are welcome to attend office hours in person in Benedict 304 from 1pm to 2.3pm. You are welcome to stop by and to talk about interesting subjects that are related to the courses I teach, or, what it is like to live and work in Mexico City and to conduct field research as a journalist and a scholar. I am also happy to discuss most other subjects, including living in Juárez/El Paso. Or going to graduate school, or law school, or whether or not it is worth pursuing a career as a journalist, or a human rights lawyer.

If you want to have a private office hour, with no other students present, please send me an email and we will establish a time to meet via Zoom in private.

Learning Outcomes

After the completion of this course, students should have the following skills or knowledge:

UTEP EDGE ADVANTAGE

You can learn about UTEP Edge, here: <https://www.utep.edu/edge/about/index.html>

This class fulfills the following targeted UTEP Edge Advantage skills:

- **Communication:** Mostly written (discussion boards per module, several writing assignments), but with opportunities for online interaction with the professor and other students.
- **Confidence:** Periodic tests to give you a deeper command of the materials presented in the class before you begin a subject board.
- **Critical thinking:** scrutinizing materials about immigrant family separation and reunification in order to build a rational, evidence-based understanding of a controversial topic, and one in which the people and institutions housed in El Paso are deeply implicated in humane and inhumane policies and practices.
- **Entrepreneurship:** going beyond facile stereotypes about a complex, controversial issue: whether or not the U.S. immigration system can be humane and what it would take for it to be humane.
- **Global awareness:** Examining how people understand immigration and family separation and reunification, in the Americas, within Latin America, and in Europe.

- Problem solving: Tests, book reviews, film review, midterm and final.
- Social responsibility: examining in depth the way immigrants, migrants, asylum seekers and refugees struggle to (re)build meaningful, productive and happy lives across or within international borders.

Required readings

The required texts for this course are:

Abrego, Leisy J.	<p><i>Sacrificing Families: Navigating Laws, Labor, and Love Across Borders.</i> Stanford, 2014.</p> <p>The UTEP Library has copies of this e-book available at no cost to you, here. You need your UTEP Library credentials to access.</p> <p>It is also available in print and in Amazon Kindle.</p>	Paperback ISBN: 9780804790512
Bobrow-Strain, Aaron.	<p><i>The Death and Life of Aida Hernández: A Border Story.</i> Picador (reprint edition), 2020.</p> <p>This title is available electronically but only through Amazon Kindle. It is not available electronically through the UTEP Library.</p>	Print ISBN: 9781250251237
Sekaran, Shanthi.	<p><i>Lucky Boy: A Novel.</i> Penguin Random House, 2016.</p> <p>The UTEP Library has one copy of this book. It is currently at the Browsing Collection. This book is available electronically in Amazon Kindle. It was ordered at the UTEP Bookstore.</p>	Print ISBN: 9781101982266
Soboroff, Jacob.	<p><i>Separated: Inside an American Tragedy.</i> Custom House, 2020.</p> <p>This book is available electronically in Amazon Kindle. The UTEP Library does not have a copy. It was ordered at the UTEP Bookstore.</p>	Print ISBN: 9780062992208

- These books are not listed in any particular order.

Required films

Any films we watch in this class are available through UTEP's Library Subscription to Kanopy or Swank or Films on Demand, or other providers, and these will be available to you at no charge but you will have to log into the library through your UTEP account.

It may be the case that a film may only be available via Amazon.com. If that is the case, then you will have to rent or purchase it via Amazon.com. Or it may be available via Netflix.

Grading Scheme

To receive a C or better in this class, all work is required. Unless you hand in all work required for this class, your grade is in jeopardy.

Tests x 4 @ 50 points each test	200 points
Discussion boards x 4 @ 50 points each discussion board	200 points
Midterm	100 points
Final	100 points
Book Review x1 about <i>Lucky Boy</i> by Shanathi Sekaran.	150 points
Film Review x1 about any of the films for this class, but not <i>Rashomon</i>	150 points
Essay about the importance of the baby in <i>Rashomon</i>	100 points
Total:	1,000 points

The total point score is then divided by 10 to provide a percentage. The letter grades break down in the following way:

%	Letter
≥ 89.50	A
79.50-89.49	B
69.50-79.49	C
59.50-69.49	D
≤ 59.49.	F

Descriptions of graded work

Late work is unacceptable. You must contact the instructor before the due date if, for any reason, you are going to submit late work.

TESTS

There are four tests in this class. The tests are designed to ensure you do the reading, and that you are comprehending what you read. You should submit your answers to the tests by Monday, 11:00pm (MT) each week. The tests are open book.

EXAMS

There are two exams for the course (the mid-term exam, the final exam). Questions are based on the readings and/or viewings.

The exams will be “open book” so that you will be able to have all support materials you think are necessary to answer the exam questions.

The exams will be administered via Blackboard. You will have from Monday through Friday of two specific weeks to complete the exam upon activation. The exams are to be taken individually—**it is not allowed to discuss the exam questions with the classmates or anyone else**. Please refer to the section on “Academic Integrity” below to review the university and instructor policies on cheating, collusion, and plagiarism.

Make-up exams

Make-up exams will be given *only* in the case of a *documented* emergency (see “excused absences” below). Note that make-up exams may be in a different format than the original exam and may require more intensive preparation. If you miss a test and your absence is not considered excused, you will receive a zero on the test. This policy will be strictly enforced.

BOOK REVIEW

You will write one two-page book review of Shanthi Sekaran’s *Lucky Book*.

You must focus on how the book ties into the themes of the class.

The book review is **not** a summary. The book review will be two pages in length, double spaced, Times New Roman, 12 points.

FILM REVIEW

You will write one two-page film review about any of the films we watch for the class **but not *Rashomon***.

You must focus on how the film shapes understandings of immigrant family separation and reunification. The films we are going to watch have yet to be decided.

The film review is **not** a summary. The film review will be two pages in length, double spaced, Times New Roman, 12 points.

DISCUSSION BOARDS

There are four opportunities in this class to discuss the material for a particular module in a written format. A discussion board requires the following from you:

(1) a discussion post in response to a guided question (minimum of 250 words and maximum of 500 words); and,

(2) respond to at least one of your classmates' post (minimum of 100 words and maximum of 500 words).

Be sure to submit your discussion post and response to your peers in a week when a discussion board is due by Monday, 11:00pm (MT) of that week to receive credit for your participation.

Some suggestions for successful posts:

Write with the **curiosity** of university students.

The instructor is more interested in doubts and the questions you raise rather than providing concrete answers. The expression of doubt and uncertainty is a skill and something to be practiced and developed.

You are strongly encouraged to use the UTEP Writing Center for assistance in drafting all written work, including discussion boards, book and film reviews.

I expect everyone to actively participate in class and do so in a positive and appropriate way (see the "Online Etiquette and Effective Communication" section below). Keep in mind that class participation is more than just completing the scheduled assignments and taking exams—you should be willing to ask and answer questions and contribute intellectually to class debates via online discussion posts.

Before posting a discussion, you should complete the assigned readings and go over your notes of those readings. Exams will cover material from the readings, and our online discussions, so doing just one or the other will leave you at a disadvantage.

Full credit for a discussion post is reserved only for those that follow the online etiquette and effective communication rules below.

COURSE/INSTRUCTOR POLICIES

E-Mail Protocol

UTEP e-mail is the **best** way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt during weekdays. I will respond to weekend messages by Monday at the latest.

Follow the following format when you write me an email. (Unfortunately, due to the large number of students I serve every semester, I will not be able to respond to any email that does not follow these crucial instructions.)

1. When e-mailing me, please put the course number in the subject line.
2. Address me, please, as Dr. Timmons. (Beware: I do not respond to the title, Mr.) Thank you for your consideration in this matter).
3. In the body of your e-mail, clearly state your **question**. Unless you ask me a specific question, it is unlikely I will respond.
4. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

Online Etiquette and Effective Communication

It is essential that the utmost respect and professionalism be adhered in all exchanges between class members. This is a political science course and we will be discussing at times sensitive and controversial topics. Avoid any unnecessary arguments with other class members, such as political polemical arguments (e.g., negative partisan talking points targeting those of opposing ideological perspectives or particular political figures) or, even worse, personal attacks on others for having different views.

No inappropriate behavior will be tolerated.

Unprofessional conduct will be dealt with swiftly through the University and it is at the professor's full discretion to have a student dropped from the course for any inappropriate behavior.

Please carefully read the following rules for online etiquette and effective communication:

Online Etiquette and Effective Communication Policy

Language: Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language, all capital letters, and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

Respect: A web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a web-based course as well. Treat your professor and your fellow students with respect. Remember that members of the class and I will be reading any postings.

Be Forgiving: If someone states something that you find offensive, mention this directly to the professor in an email. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the professor.

This is Permanent: Think carefully about the content of your message before contributing it. Once sent, there is no taking it back. When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

Edit Your Work: The grammar, spelling, and punctuation of a message are part of the grading criteria – you should not expect your professor and peers to decode misspelled words or poorly constructed sentences. It is a good

practice to compose and check your comments in a word-processor before posting them.

Test for Clarity: Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly and if you can read it to another person before posting it, even better.

Follow the Parameters/Stick to the Point: Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents. Also keep in mind that no credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.

Read First, Write Later: Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

Excused Absences and Excuse for Late Work

I will excuse absences and late work *only* when a student participates in an official university-recognized activity, observes a recognized religious holiday of her/his faith that happens to coincide with a class session or due date for an assignment, is called to and participates in active military service for a reasonably brief period, or confronts a medical emergency.

To be excused, you must notify me *in writing* prior to the date of absence.

That said, in cases where advance notification is not feasible (e.g. a medical emergency), you must provide notification as soon as possible following your absence. Such notification must include an explanation of why notice could not be sent in advance.

You must also provide satisfactory documentation verifying the reason for the absence. In case of an illness, a doctor's note is the proper documentation required.

For my records, you should e-mail me a scanned copy of the documentation that verifies the reason for your absence (if you don't have access to a scanner, you can take a photo of the documentation). Documentation that is not provided in a timely manner will not be accepted.

Please do not ask me to excuse absences for minor illnesses or scheduling conflicts (e.g. sports practices, play rehearsals, meetings, conferences, appointments with other professors or advisors, student teaching, having your cable installed, having a bad headache, etc.). I am aware that students have other interests and obligations, but you should nevertheless make this class a priority. If you are likely to have recurring conflicts, please take another course that better fits your schedule.

See academic regulations in UTEP Undergraduate Catalogue for a list of excused absences: <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>. According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline."

Academic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, collusion, and plagiarism.

Cheating may involve copying from or providing information to another student and possessing unauthorized materials during a test.

Collusion involves collaborating with another person to commit any academically dishonest act. One example of collusion is preparing a discussion entry for another person or having someone prepare a discussion entry for you. I encourage students to study together and

work collectively; however, working together to write any part of a written assignment, research paper, and/or exam is collusion.

Plagiarism is commonly defined as passing off the ideas, works, writing, etc., of another person as your own. Accordingly, you are committing plagiarism if you copy the work of another person and turn it in as your own work, even if you have the permission of that person. Be aware, just as the Internet has made it easier to find material, it has also made it easier to trace the source of any written work. If you are unsure whether a citation is required, err on the side of caution and provide one.

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. Refer to the Office for Student Conduct and Conflict Resolution at <https://www.utep.edu/student-affairs/osccr/index.html>.

Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you require specific accommodations and support services, please contact the Center for Accommodations and Support Services (CASS). Please keep in mind that accommodations need to be requested at least two weeks (or a month if advance planning, such as the acquisition of books-on-tape, is required) prior to the beginning of the semester. Here is the contact information for CASS: web: <http://sa.utep.edu/cass/>; phone: (915) 747-5148; fax: (915) 747-8712; e-mail: cass@utep.edu; location: UTEP Union Building East Room 106.

SOFTWARE REQUIREMENTS

You will need the following software on your computer to efficiently work in this course (your computer may already have some of these programs installed):

☐ **Adobe Acrobat Reader.** To get this program, go to <https://acrobat.adobe.com/us/en/products/pdf-reader.html> and follow the [instructions](#).

☐ **QuickTime Player.** To get this program, go to <http://www.apple.com/quicktime/download/> and follow the instructions.

☐ **Microsoft Office.** If you do not have a word-processing software, go to <https://my.apps.utep.edu>. Using My.Apps interface, UTEP students can access most software offered in student computer labs (including Microsoft Office) from their personal computing devices. Students can use any laptop, tablet, or smartphone with an Internet connection and use the software from anywhere at any time. For more information, go to <http://admin.utep.edu/Default.aspx?tabid=73740> and follow the instructions.

UTEP TECHNICAL SUPPORT

The University of Texas at El Paso offers complete technical information and Help Desk support at: <http://issweb.utep.edu/techsupport/>.

ALTERNATE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you save all your work in a separate Word document as a back-up in case there is a technical issue with the course website, network, and/or your computer. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, you can always email me (ptimmons2@utep.edu) your back-up document. You will be asked to submit via Blackboard once you have resolved the issue.

COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

COURSE SCHEDULE AND TASKS – WEEKS AT A GLANCE*

This course is taught in a modular format, and in six sections.

The first section examines the nature of seeing and of fact. It is meant to help us understand the importance of evidence, its assessment, and how evidence helps shape interpretation.

Sections 2 through 6 provide case studies to examine immigrant family separation and reunification from different perspectives: scholarship, journalism, legal and scholarly advocacy, and in literature.

It is very important to understand that we are using creative, intellectual published works about immigrant family separation and reunification, some of which stretch back before the Trump Administration focused the public’s attention on the issue as a *cause célèbre*.

*** The materials listed here for viewing and reading will be augmented with other materials made available to you via Blackboard. It is imperative that you consult the syllabus and that you also consult Blackboard.**

Week #	Dates	Module Number & Title	Reading/Viewing	Assignment(s)
1	08/22 to 09/29	1: Introduction: What do we see when we look? What is the purpose of stories? What are facts and what is their purpose?	<i>Rashomon</i> , dir. by Akira Kurosawa (film), available via link through Blackboard. Perez, C. J., “How U.S. Policy Has Failed Immigrant Children: Family Separation in the Obama and Trump Eras,” Family law quarterly , 2020-03-22, Vol.54 (1-2), p.37-66.	Personal introduction, via Discussion Board Syllabus Test
2	09/30 to 09/06 <i>Note: Labor Day is 5 September.</i>	1: Introduction: Can facts be independent of evidence? To what extent does our response to trauma create knowing, understanding and acceptance?	Menjívar, C., and Abrego, L., “Legal Violence in the Lives of Immigrants: How Immigration Enforcement Affects Families, Schools, and Workplaces,” Center for American Progress , December 2012.	Discussion board #1

3	09/06 to 09/12	<p>1. Introduction:</p> <p>Recent trends in the study of family separation and reunification and the U.S. immigration system.</p>	<p>Carling, J., Menjívar, C. and Schmalzbauer, L., "Central Themes in the Study of Transnational Parenthood," Journal of ethnic and migration studies, 2012-02-01, Vol.38 (2), p.191-217.</p> <p>Abrego, L., and Menjívar, C., "Immigrant Latina Mothers as Targets of Legal Violence," International Journal of Sociology of the Family, Spring 2011, vol. 37, no. 1, <i>Policing Motherhood</i> (Spring 2011), pp. 9 – 26.</p>	<p>View first recording with guest speaker, Jonathan Blitzer of <i>The New Yorker</i>.</p> <p>Rashomon essay due.</p>
4	09/13 to 09/19	<p>1. Introduction:</p> <p>Recent trends in the study of family separation and reunification and the U.S. immigration system.</p>	<p>Levers, L., Hyatt-Burkhart, D., "Immigration Reform and the Potential for Psychosocial Trauma: The Missing Link of Lived Human Experience," Analyses of social issues and public policy, 2012-12, Vol.12 (1), p.68-77.</p> <p>Brabeck, K. M., Lykes, M. B., Hunter, C.; McLeigh, J. D., Barbarin, O. A., Melton, G. B., Spaulding, W., "The Psychosocial Impact of Detention and Deportation on U.S. Migrant Children and Families," American journal of orthopsychiatry, 2014-09, Vol.84 (5), p.496-505.</p>	Test #1
5	09/20 to 09/26	<p>2. Family Separation viewed through social science.</p>	<p>Abrego, Leisy J., <i>Sacrificing Families: Navigating Laws, Labor, and Love Across Borders</i>. Stanford, 2014.</p> <p>Chapters 1 through 3.</p>	Discussion Board #2

6	09/27 to 10/03	2. Family Separation viewed through social science.	Abrego, Leisy J., <i>Sacrificing Families: Navigating Laws, Labor, and Love Across Borders</i> . Stanford, 2014. Chapters 4 through 6.	View second recording with guest speaker, Lauren Villagran of the <i>El Paso Times</i> .
7	10/04 to 10/10	2. Family Separation viewed through social science.	Abrego, Leisy J., <i>Sacrificing Families: Navigating Laws, Labor, and Love Across Borders</i> . Stanford, 2014. Chapters 7 and 8.	Test #2
8	10/11 to 10/17	3. Family Separation viewed through ethnography.	Bobrow-Strain, Aaron, <i>The Death and Life of Aida Hernández: A Border Story</i> . Picador (reprint edition), 2020. Parts 1 and 2	Mid-term exam
9	10/18 to 10/24	3. Family Separation viewed through ethnography.	Bobrow-Strain, Aaron, <i>The Death and Life of Aida Hernández: A Border Story</i> . Picador (reprint edition), 2020. Part 3	View recording of guest speaker, Kennji Kizuka, Associate Director of Research & Analysis for Refugee Protection, for Human Rights First.
10	10/25 to 10/31	3. Family Separation viewed through ethnography.	Bobrow-Strain, Aaron, <i>The Death and Life of Aida Hernández: A Border Story</i> . Picador (reprint edition), 2020. Part 4 and Epilogue	Discussion Board #3
11	11/01 to 11/07	4. Family Separation viewed through a novelist's eyes	Sekaran, Shanthi, <i>Lucky Boy: A Novel</i> . Penguin Random House, 2016. As much as you can.	Test #3
12	11/08 to 11/14	4. Family Separation viewed	Sekaran, Shanthi, <i>Lucky Boy: A Novel</i> . Penguin Random House, 2016.	Film review due (film to be decided)

		through a novelist's eyes	Make sure you finish the book.	
13	11/15 to 11/21	5. Family Separation as cause célèbre reported by a TV journalist.	Soboroff, Jacob, <i>Separated: Inside an American Tragedy</i> . Custom House, 2020. Divide the book in two halves. Read the first half.	Test #4 View recording with guest speaker, Erik Hanshaw, of the Federal Public Defender in the Western District of Texas.
14	11/22 to 11/28	5. Family Separation as cause célèbre reported by a TV journalist.	Soboroff, Jacob, <i>Separated: Inside an American Tragedy</i> . Custom House, 2020. Divide the book in two halves. Read the second half.	Discussion Board #4
15	11/29 to 12/01	6. Conclusion Origins?: The Trump Administration's El Paso Pilot Project and the Failure of Human Rights Accountability?	Office of the Inspector General, Department of Health and Human Services. Report . January 2019. Office of the Inspector General, Department of Homeland Security. Report . 29 May 2020. Office of the Inspector General, Department of Justice. Report . January 2021.	Book review due
Finals Week	12/05 to 12/09	Final Exam	All materials for class.	Final exam

