

San José State University
College of Social Sciences/ Department of Justice Studies
JS 218, Immigration, Law and Justice, Section 01, Fall, 2021

Course and Contact Information

Instructor(s):	Edith Kinney, J.D., Ph.D.
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Office Hours:	Mondays, 1:00 – 3:00 p.m. Sign up for an appointment here: http://bit.ly/kinneyofficehours
Class Days/Time:	Mondays, 4:30 – 7:15 p.m.

Course Description

Graduate level interdisciplinary analysis of the cultural, political and socioeconomic implications of contemporary migratory movements and immigration control policies in the United States, with particular emphasis on notions of international human rights and global justice.

Course Format

This is a weekly seminar class, supplemented by Canvas for access to class assignments and materials. There will be Internet connectivity and technology requirements for Canvas.

Technology Intensive, Hybrid, and Online Courses

Students will need to have Internet connectivity and access to a smartphone and/or a computer with a microphone. Students will need to download the online video conferencing program Zoom to their device(s), available here <https://www.sjsu.edu/ecampus/teaching-tools/zoom/>. Review the tutorials to learn how to participate in online lectures and seminar discussions via Zoom.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. CLO 1: Student critically reads academic material regarding immigration for strengths, weaknesses, and relevant contributions to the justice studies field.
CLO 1 will be measured with these assignments: **Book Review, Homework Assignments, and Final Research Paper.**
2. CLO 2: Student critically analyzes historical and current events relating to immigration, law and justice.
CLO 2 will be measured with these assignments: **Book Review, Homework Assignments, Current Event Report, Final Research Paper, and Oral Presentation.**
3. CLO 3: Student orally communicates in a critical manner their understanding of class material and compellingly presents their original research paper.
CLO 3 will be measured with these assignments: **Current Event Report and Oral Presentation.**
4. CLO 4: Student demonstrates competency in research and writing regarding the cultural, social, and political implications of transnational migrations and justice system responses to migrations.
CLO 4 will be measured with these assignments: **Book Review, Homework Assignments, Current Event Report, Oral Presentation, and Final Research Paper.**

Required Texts/Readings

Textbooks

Gerber, D. (2011). *American immigration: A very short introduction*. Oxford; New York: Oxford University Press. ISBN-13: 978-0195331783 ISBN-10: 0195331788

This book is available as an e-book through SJSU's Library website here: https://sjsu-primox.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CAL5_ALMA71397804280002901

Other Readings

Armenta, A. (2017). *Protect, Serve, and Deport: The Rise of Policing as Immigration Enforcement*. University of California Press. <https://doi.org/10.1525/luminos.33>. ISBN: 9780520296305

This book is available as a free download here: <https://www.luminosoa.org/site/books/10.1525/luminos.33/>

Chen, M. (2020). *Pursuing Citizenship in the Enforcement Era*. Stanford University Press. ISBN 9781503612754.

Supplemental readings will be posted on the Canvas website. The course reading schedule is subject to change; check your Canvas messages regularly for any updates.

Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Nyle Monday, nyle.monday@sjsu.edu

Course Requirements and Assignments

A student's final grade is based on points earned for completing several assignments and activities, including demonstrating knowledge of course readings, completing written assignments, and participating in class discussions during seminar meetings and in online forums.

[University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) requires the following language to be included in the syllabus:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Assignments

- 1) **Classroom Activities, Quizzes, Discussion, and Participation (10% of final grade)**
- 2) **Current Event Report (15% of final grade)**
- 3) **Homework Assignments and Reading Responses (20% of final grade)**
- 4) **Book Review (15% of final grade)**
- 5) **Research Paper (30% of final grade)**
- 6) **Final Project Presentation (10% of final grade)**

1) **Classroom Activities, Quizzes, Discussion, and Participation (10% of final grade)**

Active participation is key to the success of our seminar and your learning experience. Students are required to keep up with the assigned reading, and are expected to contribute to discussions in class by posing at least 1 substantive discussion question and at least 3 comments during each class meeting. Be mindful to engage others and ensure others are able to contribute to discussion. The participation grade will be based on contributions to class discussion, posts and responses to our Canvas discussion board regarding video assignments and current events, short quizzes on assigned readings, and any reflection papers submitted on (optional) extra credit activities.

Learning Outcomes: CLO 1, CLO 2, CLO 3, and CLO 4.

Grading Rubric:

Discussions: Complete/Incomplete

Quizzes: Points out of 100

Participation: Contribute at least one comment and one question per class meeting; enhance participation by posting on Canvas.

2) **Current Event Report (15% of final grade)**

Students will complete a current event report related to course topics. The student will write a report that provides a concise explanation of the event/issue, the relevant law or policy, a description of specific human rights protections or violations, tactics of any advocacy organizations involved in the selected topic, and the student’s thoughts/observations/critiques regarding the current event and what should be done about the issue. Post a link to the news article and your analysis to Canvas. Students will give the class an oral report of their current event report, pose their discussion question, and be “on call” to help lead class discussion. Read and respond to others’ current events to facilitate discussion online and in seminar meetings. Current event reports may be the basis for quizzes and class activities.

Learning Outcomes: CLO 2, CLO 3, and CLO 4.

Grading and Due Dates:

10% Citation (APA format) and link provided

10% The topic is related to topics we are studying regarding immigration, law and justice, and the analysis links to course readings, topics, or themes (broadly understood).

60% The written news report shows analysis and thought. The source is vetted and fact-checked. The points made are supported by examples.

10% Poses at least 1 substantive discussion question in written report.

10% In-class presentation of current event that describes the case and poses your substantive discussion question to the class.

3) Homework Assignments and Reading Responses (20% of final grade)

Students will provide written responses to prompts for each Module and complete quizzes on assigned readings and current events.

Learning Outcomes: CLO 1, CLO 2, and CLO 4.

Grading:

Homework Assignments will be graded on a 10-point scale, rubrics included in each prompt.

Quizzes will be graded on a 10-point scale. Together, Homework Assignments and Quizzes are worth 20% of the final grade. Due dates on Canvas.

4) Book Review (15% of final grade)

Students will write a 2-page (single-spaced, 12-point font) assessment of a scholarly book, describing themes regarding immigration, law, and courts addressed in the text. Students may choose to write a review of Armenta's *Protect, Serve, and Deport* or Chen's *Pursuing Citizenship in the Enforcement Era*

Learning Outcomes: CLO 1, CLO 2, and CLO 4.

Grading and Due Date:

This assignment will be graded on a 100-point scale based on a standard rubric. The review is worth 15% of the final course grade. Post the book review to Canvas by **4:29 p.m. on October 25 (for reviews of *Protect, Serve, and Deport*) or November 29, 2021 (for reviews of *Pursuing Citizenship in the Enforcement Era*).**

5) Immigration, Law, and Justice Research Paper Project (30% of final grade)

Students are required to write an original 15 - 20 page research paper that addresses an issue of your choosing (in consultation with the professor) related to immigration, law, and justice. Papers will be evaluated based on the quality and organization of their writing, as well as evidence of substantial effort to edit and respond to feedback. Review the writing guidelines and detailed rubric available on Canvas. This assignment observes that writing is a process; to complete the research paper, students will submit the following benchmarks, each worth 2 points (for a total of 10 possible points on the final paper grade):

Benchmarks:

1. Office Hour consultation regarding paper topic (before 9/27) (2 points possible)
2. Paper Proposal (due 10/18) (2 points possible)
3. Outline of your paper (2 pages), plus a reference list (APA format) of at least three empirical, peer reviewed journal articles that you intend to use in your paper (due 10/25) (2 points possible)
4. A rough draft for peer review (due 11/22) (2 points possible)
5. Complete a peer review (due by 12/6) (2 points possible)
6. The final paper, incorporating responses to the peer review and feedback (due by 12/15) (90 points possible)

Learning Outcomes: CLO 1, CLO 2, and CLO 4.

Grading and Due Date:

This assignment will be graded on a 100-point scale based on a standard rubric. Post the final version of your paper to Canvas by **11:59 p.m. on December 15, 2021.**

6) Final Project Presentation

(10% of final grade)

Students will give a 10-minute presentation to the class on their research paper project. Students should prepare a 1-page infographic on their research topic to accompany their presentation.

Final presentations will take place during the scheduled final activity on **Tuesday, December 13, 5:15 – 7:30 p.m.**

Learning Outcomes: CLO 1, CLO 2, and CLO 3.

Grading:

The Final Presentation is worth **10%** of the final course grade based on a standard rubric available on Canvas.

Grading Information

Course assignments and exams are weighted as described above. Descriptions of assignment requirements and rubrics are posted for each assignment on Canvas.

This course will be graded using the +/- system on final grades based on the following percentages:

- A plus = 100 to 97 percent
- A = 96.9 to 94 percent
- A minus = 93.9 to 90 percent
- B plus = 89.9 to 87 percent
- B = 86.9 to 84 percent
- B minus = 83.9 to 80 percent
- C plus = 79.9 to 77 percent
- C = 76.9 to 74 percent
- C minus = 73.9 to 70 percent
- D plus = 66 to 69.9 percent
- D = 63 to 65.9 percent
- D minus = 60 to 62.9 percent
- F = 59.9 percent or lower

A “C” or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Major.

No Extra Credit

No extra credit will be given; complete all assignments in a timely fashion to maximize your scores on course assignments, discussions, and activities.

Penalty for Late or Missed Work

Be sure to submit assignments before the due date. Late work will not be accepted without a documented excuse, and will result in a “0” (zero) grade for the assignment. If you know you will be unable to meet a deadline, email the professor in advance of the due date.

Classroom Protocol

1. This course depends on student participation, discussion, and interaction. Prepare for class to ensure you can contribute to discussion and debate.
2. All class participants are expected to foster an environment that encourages rigorous academic discussion and respectful participation, rather than silencing others (be respectful to one another, do not insult or intimidate others, evaluate alternative views with an open mind, check and provide facts to support analysis).
3. Students are expected to complete all readings and assignments by the dates indicated on the syllabus. Be sure to check the course Canvas website regularly for updates.
4. Readings about asylum and human rights abuses, injustice, discrimination, and violence can be challenging intellectually, personally, and emotionally. All students are encouraged to reflect on the course materials mindfully and engage in self-care; contact the professor if you are struggling with a particular topic or reading. If you or a friend is in need of emotional or mental health support, please visit SJSU's Counseling and Psychological Services (CAPS) www.sjsu.edu/counseling service. Phone: (408) 924-5910. Location: Student Wellness Center, Room 300.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Justice Studies Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes *academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum*. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within a specific course, semester, or academic program but also over a lifetime.

JS 218 / Immigration, Law, and Justice, Fall 2021, Course Schedule

Note: The following course schedule is subject to change with fair notice.

Visit the course website on Canvas for articles and reading reflection assignments.

Check Canvas regularly for announcements and updates to the syllabus and course schedule.

Course Schedule

Module	Date	Topics, Readings, Assignments, Deadlines
	8/23	Introduction to Immigration, Law, and Justice
1	8/30	<p>MODULE 1: Immigration Nation</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Gerber, 2011, American Immigration: A Very Short Introduction <p><u>Activity:</u></p> <ul style="list-style-type: none"> - Exploring immigration data and archives - Personal immigration stories
	9/6	<p>LABOR DAY – No Class.</p> <p><u>Activity:</u></p> <ul style="list-style-type: none"> - Begin watching <i>Immigration Nation</i> on Netflix. View trailer here.
2	9/13	<p>MODULE 2: Inclusion and Exclusion of Migrants: Historic and Contemporary Contexts of Immigration in California and the U.S.</p> <p><u>Listen:</u></p> <ul style="list-style-type: none"> - Uncivil Podcast, “<u>The Sentence</u>,” https://gimletmedia.com/shows/uncivil/v4hb8g/the-sentence <p>In 1640 three men attempted to escape indentured servitude. The outcome lay the foundation for the split in America that led to Civil War.</p> <ul style="list-style-type: none"> - Stuff You Missed in History Class, “<u>Chae Chan Ping v. United States</u>,” <p>The Chinese Exclusion Act was the United States’ first major immigration law, and as its name suggests it specifically targeted people from China. It led to Supreme Court cases that set the stage for later restrictions.</p> <p><u>Watch:</u></p> <ul style="list-style-type: none"> - Pacific Gateway, https://vimeo.com/295438058

- Yick Wo and the Equal Protection Clause, <https://www.annenbergclassroom.org/resource/yick-wo-equal-protection-clause/>
- Watch PBS, American Experience: The Chinese Exclusion Act (2018), at <https://sjsu.kanopy.com/product/american-experience-chinese-exclusion-act>

Readings:

- Gerber, 2011, American Immigration: A Very Short Introduction (continued from Week 1)
- Annenberg Classroom, Our Rights, Ch. 10, The Right to Freedom from Racial Discrimination, <https://www.annenbergclassroom.org/resource/our-rights/rights-chapter-10-right-freedom-racial-discrimination/>
- Annenberg Classroom, Immigration Timeline, <https://www.annenbergclassroom.org/resource/immigration/>
- How U.S. immigration laws and rules have changed through history <https://www.pewresearch.org/fact-tank/2015/09/30/how-u-s-immigration-laws-and-rules-have-changed-through-history/>
- Inskip, Jan. 12, 2020, Op-Ed: “California’s first attempt to pass anti-immigrant laws dates back to the Gold Rush,” L.A. Times, <https://www.latimes.com/opinion/story/2020-01-12/op-ed-californias-first-attempt-to-pass-anti-immigrant-laws-dates-back-to-the-gold-rush>
- Read the 1882 “Chinese Exclusion Act” <https://www.ourdocuments.gov/doc.php?flash=false&doc=47>
- History of Angel Island Immigration Station Foundation, <https://www.aiisf.org/history>
- PEW Research, “5 Facts about U.S. Immigrants,” <https://www.pewresearch.org/fact-tank/2019/06/17/key-findings-about-u-s-immigrants/>
- PEW, “5 Facts about Illegal Immigration in the U.S.” <https://www.pewresearch.org/fact-tank/2019/06/12/5-facts-about-illegal-immigration-in-the-u-s/>

U.S. Immigration Law: Legal Categories and References

- Congressional Research Service. (2021). “Primer on U.S. Immigration Policy,” <https://sgp.fas.org/crs/homsec/R45020.pdf>
Skim entire article to get a broad overview of the complexity of U.S. immigration law. (Do not worry if the legal language is confusing; you are not required to memorize this information, use it as a backgrounder and research reference).
Review the Table of Contents of the document to identify key categories in U.S. immigration law (e.g., immigrant, non-immigrant, refugees).

		<p>Utilize this document to identify the legal framework and find citations to statutes, legal decisions, and/or agency regulations relevant to your research interests (e.g., asylum, visas and immigration relief for undocumented victims of crime and trafficking, immigration detention, immigration enforcement, deportation or removal, paths to citizenship, etc.)</p> <p><u>Assignment:</u></p> <p>Explore Migration Data and Data Visualization</p> <ul style="list-style-type: none"> - Public Policy Institute of California, Immigrants in California, https://www.ppic.org/publication/immigrants-in-california/ Explore data and background information on immigrants and education, political engagement, and other issues. - Explore data visualization and mapping of migration using the following resources: U.S. Census data examining migration and demographic changes over time. https://flowsmapper.geo.census.gov/map.html <p>Migration Policy Institute: Interactive Maps https://www.migrationpolicy.org/programs/data-hub/maps-foreign-born-united-states <u>Frequently Requested Statistics on Immigrants and Immigration in the United States</u> This feature presents the latest, most sought-after data on immigrants in the United States—by origin, residence, legal status, deportations, languages spoken, and more—in one easy-to-use resource. <u>Immigration: Data Matters</u> This pocket guide compiles some of the most credible, accessible, and user-friendly government and non-governmental data sources pertaining to U.S. and international migration. The guide also includes additional links to relevant organizations, programs, research, and deliverables, along with a glossary of frequently used immigration terms. - FYI – Links to resources and established advocacy groups promoting different approaches to immigration policy, https://www.annenbergclassroom.org/resource/immigration/ <p><u>In-Class Activity:</u></p> <ul style="list-style-type: none"> - Immigration Workshop: Afghan Emergency Response – Internally Displaced People, Refugees, Immigration Relief, and International Protection and Resettlement Efforts </p>
3	9/20	<p>MODULE 3: Migrant Communities, Civil Liberties, and National Security: From Japanese Internment to the “Muslim Ban”</p>

Guest Speaker, Professor Dina Kameda, Justice Studies

Watch:

- [A Conversation on the Constitution with Justices Stephen Breyer, Anthony Kennedy and Sandra Day O'Connor: The Importance of the Japanese Internment Cases](#)
After the attack on Pearl Harbor, the U.S. government sent people of Japanese ancestry to internment camps. The U.S. Supreme Court upheld the government's right to restrict the liberty of these citizens and noncitizens in two cases: *Korematsu v. U.S.* and *Hirabayashi v. U.S.*

Readings:

- Goodhart, Ch. 18, "Human Rights and Forced Migration"
- Japanese Internment and the *Hirabayashi* and *Korematsu* decisions from the Supreme Court of the U.S. (Canvas).
- Council on Foreign Relations, Infoguide, "No Refuge: Why the World's Swelling Refugee Population has Shrinking Options," https://www.cfr.org/interactive/refugee-crisis/?utm_medium=email&utm_source=educators&utm_content=022019&sp_mid=58607404&sp_rid=ZWRpdGgua2lubmV5QHNqc3UuZWR1S0#!a-system-under-strain
- Council for Foreign Relations, "The U.S., Muslims, and a Turbulent Post-9/11 World," <https://www.cfr.org/article/us-muslims-and-turbulent-post-911-world>
- Council on Foreign Relations, (2021), Backgrounder, "The U.S. Immigration Debate," <https://www.cfr.org/backgrounder/us-immigration-debate-0>
- Trump, 2017, "Protecting the Nation From Foreign Terrorist Entry Into the United States,"
- Skim to read excerpts together in class:
"The Muslim Ban and the Ghost of Korematsu," <https://www.lawfareblog.com/travel-ban-decision-and-ghost-korematsu>

Listen:

- NPR, (2005), "Hearing Voices: A Japanese-American in a WWII Camp," <https://www.npr.org/templates/story/story.php?storyId=4682455>
- KALW, Your Call, June 20, 2019, Histories of Exclusion and Resistance, "From exclusion of Japanese Americans to the Muslim ban, lawyers speak out against exclusion," <https://www.kalw.org/show/your-call/2019-06-20/from-exclusion-of-japanese-americans-to-the-muslim-ban-lawyers-speak-out-against-exclusion>

		<p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Meet with Professor Kinney to discuss proposed paper topic before 4:29 p.m. on 9/27
4	9/27	<p>MODULE 4: Researching Immigration, Crime, and Victimization in the Context of the U.S. “Crimmigration Crisis”</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Nowrasteh, (2017), “Illegal Immigrant Crime Wave?” CATO Institute https://www.cato.org/commentary/illegal-immigrant-crime-wave-evidence-hard-find - Ousey, G. C., & Kubrin, C. E. (2018). Immigration and Crime: Assessing a Contentious Issue. <i>Annual Review of Criminology</i>, 1(1), 63–84. https://doi.org/10.1146/annurev-criminol-032317-092026 - Selections from <i>Governing Immigration through Crime</i> reader (ebook, SJSU MLK Library). Read Introduction; Part I: Law and Criminalization; and Ch. 2, Stumpf, “The Crimmigration Crisis: Immigrants, Crime, and Sovereign Power” <p><u>Video:</u></p> <ul style="list-style-type: none"> - Dr. Charis Kubrin, “Immigration and Crime: Is the Narrative Fact or Fiction?,” https://www.youtube.com/watch?v=f-jJSCldT4c <p><u>Assignment</u></p> <ul style="list-style-type: none"> - Post to Canvas “Crimmigration” Discussion <p><u>In-class Activity:</u></p> <ul style="list-style-type: none"> - Research paper proposal workshop
5	10/4	<p>MODULE 5: Seeking Asylum and Protection from Persecution</p> <p>Guest Speakers: Stefan Volger and Roxana Akbari</p> <p><u>Interactive Activities:</u></p> <ul style="list-style-type: none"> - International Rescue Committee, “Quiz: What is asylum? Who are asylum seekers?” https://www.rescue.org/article/what-asylum-who-are-asylum-seekers-test-your-knowledge - International Rescue Committee, “Is it legal to cross the US border to seek asylum?” https://www.rescue.org/article/it-legal-cross-us-border-seek-asylum

		<ul style="list-style-type: none"> - Council on Foreign Relations, “How Does the U.S. Refugee System Work?” https://www.cfr.org/backgrounder/how-does-us-refugee-system-work <p><u>Readings:</u></p> <ul style="list-style-type: none"> - UN “Free and Equal Campaign,” Refuge and Asylum, https://www.unfe.org/wp-content/uploads/2018/10/Refugees-English.pdf - Armaline et. al, Human Rights in Our Own Backyard, Ch 14, “Sexual Citizenship, Marriage, Adoption, and Immigration in the United States” (e-book available through the SJSU Library) - TRAC “Asylum Decisions Vary Widely Across Judges and Courts,” https://trac.syr.edu/immigration/reports/590/?fbclid=IwAR22jUmBWuNt0TaO-Kw8Arv3QfVuriz-F8kNTdNMGHHiQ_H6Xp17mSa11j8 - Akbari, R., & Vogler, S. (2021). Intersectional Invisibility: Race, Gender, Sexuality, and the Erasure of Sexual Minority Women in US Asylum Law. <i>Law & Social Inquiry</i>, 1-30. doi:10.1017/lsi.2021.15
6	10/11	<p>MODULE 6: Migrants and Refugees at the Border</p> <p>Guest Speaker TBA</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Excerpts from Hamlin, R. (2014). <i>Let me be a refugee: Administrative justice and the politics of asylum in the United States, Canada, and Australia</i>. Oxford University Press. - Jordan, 2019, “‘I’m Kidnapped’: A Father’s Nightmare on the Border,” <i>New York Times</i>, Dec. 21, 2019, https://nyti.ms/2Q31eus - Selections from AILA, “Featured Issue: Border Processing and Asylum,” Jan. 2020, https://www.aila.org/advo-media/issues/all/featured-issue-end-family-separation-and-the-zero - Schrag, <i>Baby Jails</i> (excerpts) - Immigration Regulations: The Creation and Operation of the Trump Administration’s “Zero Tolerance,” “Family Detention,” and “Remain in Mexico” Policies (Canvas)
7	10/18	<p>MODULE 7: Human Trafficking</p> <p>Guest Speaker: Angie Bortel, Esq., The Bortel Firm</p> <p><u>Readings:</u></p>

		<ul style="list-style-type: none"> - Council on Foreign Relations, “Human Trafficking and Modern Slavery,” https://www.cfr.org/interactives/modern-slavery/#!/section2/item-7 - Human Trafficking Module readings on Canvas - Goodhart, Ch. 16, “Trafficking for Sexual Exploitation” - Council on Foreign Relations, “Fleeing Home: Refugees and Human Trafficking,” https://www.cfr.org/blog/fleeing-home-refugees-and-human-trafficking <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Paper proposal due by 4:29 p.m. on Canvas, 10/18 <p><u>Activity:</u></p> <ul style="list-style-type: none"> - Peer Research Workshop
8	10/25	<p>MODULE 8: Policing and Immigration Enforcement</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - AIC, “Immigration Detainers: An Overview,” (2017) https://www.americanimmigrationcouncil.org/sites/default/files/research/immigration_detainers_an_overview_0.pdf - Armenta, A. (2017). <i>Protect, Serve, and Deport: The Rise of Policing as Immigration Enforcement</i>. University of California Press. <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Finish watching <i>Immigration Nation</i> on Netflix. Write a one page summary and review of the Docuseries. Post to discussion on Canvas. - Optional: Book Review of <i>Protect, Serve, and Deport</i> due by 4:29 on 10/25
9	11/1	<p>MODULE 9: “Secure Communities” and Sanctuary Cities: Local Responses to Federal Immigration Policies</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Chen, “Trust in Immigration Enforcement: State Noncooperation and Sanctuary Cities after Secure Communities,” 91 <i>Chicago Kent L Rev</i> (2015), https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2638849 - NPR, “Why Sanctuary Cities are Safer,” (2017) https://www.npr.org/sections/codeswitch/2017/01/29/512002076/why-sanctuary-cities-are-safer

		<ul style="list-style-type: none"> - Local Case Study: Santa Clara County’s “Sanctuary” Policies and Litigation to Address Immigrants’ Rights (Canvas) <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Submit 2 page outline of research paper plus a reference list (APA format) of at least three empirical, peer reviewed journal articles (post to Canvas by 4:29 on 11/1). <p><u>Activity:</u></p> <ul style="list-style-type: none"> - Evaluating “sanctuary” policing and jail policies and practice.
10	11/8	<p>MODULE 10: Immigration Detention and Deportation</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Ryo and Peacock, “The Landscape of Immigration Detention in the United States,” http://americanimmigrationcouncil.org/research/landscape-immigration-detention-united-states - Selections from Governing Immigration through Crime reader: Introduction to Part IV: Detention and Deportation Ch. 12, Coutin, “Exiled by Law: Deportation and the Inviability of Life” - USA Today, “The Detainees,” Dec. 22, 2019, https://www.usatoday.com/in-depth/news/nation/2019/12/19/ice-asylum-under-trump-exclusive-look-us-immigration-detention/4381404002/ - Smita Ghosh, Washington Post, July 19, 2019, “How migrant detention became American policy,” https://www.washingtonpost.com/outlook/2019/07/19/how-migrant-detention-became-american-policy/ - Excerpts from Schrag (2020) <i>Baby Jails</i> - FRONTLINE, 2020, “Exclusive: A Child Held at Border Patrol’s Troubled Clint Facility Shares Her Story,” https://www.pbs.org/wgbh/frontline/article/exclusive-a-child-held-at-border-patrols-troubled-clint-facility-shares-her-story/?utm_source=email&utm_medium=social&utm_campaign=share_button <p><u>Activity:</u></p> <ul style="list-style-type: none"> - Researching legal and non-profit advocacy campaigns for immigration justice in the Bay Area and beyond.
	11/15	MODULE 10: Immigration Detention and Deportation (CONTINUED)

		<p>[Flex Day – no new readings or assignments]</p> <p><u>Activity:</u></p> <ul style="list-style-type: none"> - Research Paper Workshop
11	11/22	<p>MODULE 11: Activism and Resistance: Undocumented Youth Movements and DACA</p> <p>Guest Speaker: Undocumented Student Advocate</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Selections from Governing Immigration through Crime reader – ebook available on SJSU Library website at https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=1120230 Introduction to Part V: Immigrant Contestations Gonzales, Ch. 14, “Left Out but Not Shut Down: Political Activism and the Undocumented Student Movement” - Valverde, PolitiFact, Nov. 14, 2019, “Donald Trump says some DACA recipients are ‘very tough, hardened criminals.’ That’s False,” https://www.politifact.com/factchecks/2019/nov/14/donald-trump/donald-trumps-label-some-daca-recipients-very-toug/ - Supreme Court blocks Trump’s bid to end DACA, a win for undocumented ‘dreamers’” June 18, 2020, https://www.washingtonpost.com/politics/courts_law/supreme-court-rules-against-trump-administration-attempt-to-end-daca-a-win-for-undocumented-immigrants-brought-to-us-as-children/2020/06/18/4f0b6c74-b163-11ea-8758-bfd1d045525a_story.html Read the story, watch the videos, and skim the Supreme Court’s DACA decision. - Legal challenges to DACA and local policy responses (Canvas) <p><u>Watch:</u></p> <ul style="list-style-type: none"> - <i>Living Undocumented</i> (Netflix) https://www.netflix.com/title/80209609 <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Rough draft for peer review due by 4:29 p.m. on Canvas
12	11/29	<p>MODULE 12: Immigration, Naturalization, and Citizenship</p> <p>Guest Speaker TBA</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> - Chen, <i>Pursuing Citizenship in the Enforcement Era</i> - AIC, “Why Don’t Immigrants Apply for Citizenship? There is No Line for Many Unauthorized Immigrants” (Nov. 2019),

		<p>https://www.americanimmigrationcouncil.org/sites/default/files/research/why_dont_immigrants_apply_for_citizenship.pdf</p> <ul style="list-style-type: none"> - Chen, 2019, The Conversation, “U.S. citizenship applications are backlogged, prolonging the wait for civil and voting rights” https://theconversation.com/us-citizenship-applications-are-backlogged-prolonging-the-wait-for-civil-and-voting-rights-123747 <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Optional: Book review on <i>Pursuing Citizenship in the Enforcement Era</i> due on Canvas by 4:29 p.m. on 11/29.
13	12/6	<p>Conclusions: Immigration, Law, and Justice Beyond Borders</p> <ul style="list-style-type: none"> - Readings, music, cuisine TBA - Plan for tentative class meeting on campus if pandemic protocols permit <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Peer Edit due – return your peer edit worksheet and comments on a peer’s rough draft. Post to Canvas by 4:29 on 12/6.
Final Exam	12/13	<p>Culminating Seminar Activity</p> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> - Final Presentations Monday 12/13, 5:15 – 7:30