

San José State University CASA/Justice Studies Department
JS-127, Immigration and Justice Syllabus
Spring 2021

*The schedule is subject to change with fair notice. Students will be notified of changes to the schedule or assigned readings via email. You can always find the most up-to-date syllabus on Canvas so **check back frequently.***

Course and Contact Information

Instructor:	Dr. Roni Abusaad
Email:	Send all messages via Canvas (Back-up if needed: roni.abusaad@sjsu.edu)
Class Format:	Online, Asynchronous
Office Hours:	I am available to connect via Zoom or phone by appointment - please reach out via Canvas to schedule an appointment.
Prerequisites:	Core GE, WST test, 100W

Course Description

Interdisciplinary analysis of cultural, social and political implications of transnational migrations and their historical and present influences on US culture. Emphasis on issues of social justice and human rights related to contemporary migratory movements. Pre/Co-requisite: Any 100w; Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

Course Overview

Migration is a central moral issue of our time and its impacts will alter our world throughout this century. It affects the lives of millions, creates sharply polarizing policy dilemmas and creates complex administrative, economic and political challenges for governments world-wide. Global migration is increasing against a backdrop of fast-changing and unstable political and economical conditions in many regions of the world, globalization and environmental crises increasing due to climate change.

Immigration has become a highly polarized topic in the U.S. as patterns of immigration and policies have shifted over time. Both in California and nationwide, immigrants and refugees constitute a significant and growing segment of the population. Today, approximately one out of every four Californians and one out of every ten Americans is an immigrant.

Using a human rights lens, this course looks at the immigration system from various perspectives; beginning with policies, legal framework and rights, enforcement and challenges immigrants face and culminating with an exploration of ways to improve the current system to make it more effective and humane.

The United States is often characterized as a nation of immigrants. This course examines how U.S. immigration policy and practice has evolved over time, including the complex interconnections between citizenship and race, placing our system in a global perspective. This course examines immigration law and policy, looking at enforcement practices, the border wall, the treatment of refugees and asylees and how policies have changed since 9/11. This course covers many different examples of migration from across the world, highlighting the diverse experiences and voices of immigrants, including children migrating from Central America fleeing gang violence, the oppression of the Rohingya minority in Myanmar, the Syrian refugee crisis, the 75-year long Palestinian refugee crisis, human trafficking and migrants driven by economic hardship and opportunity, the struggles of undocumented Americans for citizenship and markets for skilled workers. This course examines current challenges and opportunities related to immigration to the United States, as well as the policies and solutions being advocated to create a more effective and humane system grounded in current realities.

Required Texts/Readings

Required Textbooks

There is no required textbook to purchase. This course uses excerpts from several books, as well as journal articles, all of which are available via Canvas and through the SJSU library.

Textbooks used in this course:

Gerber, D. A. (2011). *American immigration: A very short introduction*.

Hing, B. (2018). *American Presidents, Deportations, and Human Rights Violations: From Carter to Trump*. Cambridge: Cambridge University Press. doi:10.1017/9781108559690

Menjívar, C., & Kanstroom, D. (Eds.). (2013). *Constructing Immigrant 'Illegality': Critiques, Experiences, and Responses*. Cambridge: Cambridge University Press. doi:10.1017/CBO9781107300408

Haney-López, Ian. *White By Law : the Legal Construction of Race*. New York :New York University Press, 1996.

[*Reading list for books via the SJSU library can be accessed here.*](#)

Course Format

Class Overview

This is a self-paced online class. The expectation is that you will spend **4-6 hours on each module**, which include readings, videos and multimedia and the class assignments. You will need to complete work and assignments regularly throughout the semester. These are always due by midnight on Sundays - see the due dates on the Syllabus tab. The only exceptions are related to holidays (in those cases, the Sunday deadline is pushed back to the Tuesday after the holiday weekend).

Creating a Successful Learning Experience

We all collaborate to produce a successful learning experience. Specific responsibilities are as follows.

My responsibilities

- Create a high-quality curriculum that meets the requirements of the Justice Studies department.
- Lead the course.
- Plan for and contribute to an inclusive learning environment that appreciates our diversity.
- Grade assignments and provide appropriate and timely feedback.
- Make adaptations to the course, based on your feedback and update all course contents to be up to date reflective of current conditions.
- Respond respectfully and promptly to questions and concerns raised.

Your responsibilities

- Read, listen to and watch assigned materials.
- Be prepared and complete assignments timely.
- Contribute to an inclusive learning environment. This includes, but is not limited to a) sharing your knowledge, experience, reflections, comments, feedback, and alternative opinions; and b) respectfully listening to and dialoguing with others.
- Proactively seek guidance and feedback from me as needed to assure your progress and receive guidance, clarification and assistance.
- Inform me if there are circumstances bearing on your ability to attend or fully participate in this course.

Preparing for success

I want you to have success in this class and to have a powerful learning experience. Especially in an online class like this where you are driving your own learning, you truly get as much out of the class as you put in. This class is unique in that you get to choose a topic to research that is aligned with your own interests and passions. To prepare for the semester:

1. Review this syllabus in depth. It should have answers to all your questions.
2. Download the [Respondus Lockdown Browser](#). You will need this in order to take quizzes and should make sure you don't have any trouble installing it

- before the day of the quiz. [Link to download is here.](#)
3. Get oriented to Canvas. This is where you'll submit all of your assignments. You can see all of these with the due dates under "Syllabus." This is also the best place to send me messages.
 4. Plan ahead. Review the upcoming assignments and material and don't wait until the last minute. It is especially important to look at the requirements detailed on the instructions and the rubric, which clearly outline the grading criteria. Reviewing in advance allows for time to navigate any technical difficulties or to reach out to me with clarification and questions.
 5. The writing center and research librarian are both excellent resources for getting help with any research and writing assignments.

Frequently Asked Questions (FAQs)

I have a disability that requires accommodation.

Please reach out to me at the start of the class so that I can work with you to make any adjustments needed to support your learning and participation. If you haven't already done so, contact without delay the Accessible Education Center (AEC) (at <http://www.sjsu.edu/aec>) to register and get assistance. Telephone: 408-924-6000; email: aec-info@sjsu.edu. See Presidential Directive 97-03 (at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

I had a medical emergency on the day the assignment was due. Can I get an extension?

If you were incapacitated due to sickness or had a medical emergency, you need to provide a doctor's note and I will work with you to make up the work.

I'm having technical issues with Canvas or the Respondus Lockdown browser. What do I do?

I cannot provide technical support (definitely not my area of expertise!). If you need any technical help, reach out to the student help desk or computer lab.

Technical Requirements

You need a computer and reliable internet connectivity to run Canvas and its programs. Assignments, quizzes, and/or exams require that the submission be in word-processing software (.doc or .docx), and software and hardware requirements that meet Canvas platform needs.

You must also have the related software and hardware requirements to access and download readings from the SJSU, library, and related websites, including but not limited to Adobe Acrobat Reader or equivalent.

Course lessons and videos require that you have access to mp4 and media player, Youtube, Zoom and other conferencing programs. So you must have access to computer microphone and speakers.

Examinations will need to be completed within the Respondus Lockdown Browser, which can be downloaded [here](#).

Course Assignment Submissions

Class assignments, quizzes, and exams should be submitted in Canvas, not via email. Submissions must be completely uploaded to Canvas by the due date..

It is your responsibility to anticipate and address any technical difficulties (e.g. personal computer glitches, poor internet connection, software compatibility, etc.). For this online course, you must have a computer and reliable internet connectivity to run Canvas and its programs.

If a Canvas outage occurs, students must do each of: 1) take a screen shot to document the difficulty 2) submit a request to Canvas for help (keep written request of the request), and 3) immediately send me an email of the issue. I must receive notice of the Canvas outage before the due date and time. You also can access guides and video tutorials online at <https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-ofcontents>.

See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112.

[IT Service Desk](#)

GE Learning Outcomes (GELO)

Upon successful completion of this course, students can:

1. GELO 1: Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S. *To be assessed through peer discussion, midterm and final exams, group analysis reports.*
2. GELO 2: Explain how a culture outside the U.S. has changed in response to internal and external pressures. *To be assessed through peer discussion, midterm and final exams, and group analysis reports.*
3. GELO 3: Read, write, and contribute to assignment and class discussion at a skilled and capable level. *To be assessed through peer discussion, and group analysis reports.*

Course Learning Outcomes (CLO)

Upon successful completion of this course, students can:

1. CLO 1 - Critically examine the data regarding the prevalence of crime from immigrants.
2. CLO 2 – Assess the role of law enforcement in immigration enforcement.
3. CLO 3 - Recognize and access criminal law and process as it applies to the immigrants.
4. CLO 4 - Compare and contrast how “rights” and “criminality” have been defined by and for immigrants.
5. CLO 5 - Apply a rights discourse to analyze social problems, policies, and practices in the U.S.
6. CLO 6 - Conduct research and make recommendations for resolving immigration related issues.

Grading Information for GE/100W

For upper division GE courses (V):

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

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.

Credit Hour Requirement

SJSU classes are designed so to succeed students must spend **at least forty-five hours for each unit of credit**. This includes preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Course Requirements and Assignments

Grading Criteria

Immigration is complex and ever-changing. The goal of this course is not for you to memorize isolated incidents or accounts relating to immigration. Rather, in this critical analysis course. As you progress through the course, you must step back to see the big picture of how one account or incident fits into the larger immigration system. You are challenged to explore themes of perceived criminality, oppression, and the social animus that the immigrant community faces in the U.S.

This is a critical analysis course. Despite the different formats, the assignments each assess your ability to:

- comply with the assignment instructions
- explore and comprehend the course subject
- understand the connection between concepts
- develop an opinion or thesis on the issues
- utilize course materials to support your analysis
- apply the course concepts across settings
- approach the subject thoughtfully and professionally
- timely, meaningfully, and substantively collaborate and contribute to your peers

Grading

Your course grade consists of a possible total of **100 points/100%** and can be monitored over the course of the semester through Canvas.

Participation and Discussions <i>(Opening reflection, closing reflection, 4 discussions)</i>	30%
Immigration Interview	15%
Current Event Presentation	10%
Position Paper	15%
Film Review	10%
Final Exam	20%

TOTAL	100%
<i>Optional Extra Credit</i>	5%

Assignments

See Canvas for details and rubrics.

Attendance and Participation

Even though this is an online course, attendance and active participation are still required and important to your success. According to University policy:

“Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student.” <http://www.sjsu.edu/senate/docs/F15-3.pdf>

This course requires you to critically analyze the issues as specifically supported by the course lessons and discussions. You cannot benefit from these lessons and discussion if you are not monitoring Canvas and actively participating in the activities. Failure to login to Canvas, timely and/or meaningfully participate in the activities will result in reduced grade and even result in being dropped from the class.

Grading Scale

The final course grade will be calculated based on the following standard scale:

98-100	A+	80-83	B-	64-67	D
94-97	A	78-79	C+	60-63	D-
90-93	A-	74-77	C	<60	F
88-89	B+	70-73	C-		
84-87	B	68-69	D+		

Students must achieve a grade of C or better (C- not accepted) to fulfill Justice Studies major requirements.

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

You can monitor your progress in this course via Canvas.

Ethical Conduct

Faculty members must report infractions to the office of Student Conduct and Ethical Development. Academic misconduct could cause failure for an assignment or course, and even in expulsion from the university.

Academic misconduct occurs according to University policy. Academic misconduct includes cheating, fabrication, plagiarism, violating course rules, and facilitating academic dishonesty. Violations can be unintentional or inadvertent.

So ask if you are in doubt. Plagiarism includes but is not limited to:

- presentation of another's words or ideas as one's own without attributing the proper source
- copying material from books and journals
- taking material from the internet
- privately purchasing or obtaining papers from others, which one then presents as one's own
- Any material taken word-for-word from another source must be placed in quotation marks and footnoted or cited.

Even those ideas and information from other authors that are not a direct quote must be acknowledged with a citation.

Submissions are processed through Turnitin. This course requires: any information in your paper from a source that is not you must have a corresponding citation. I require no specific citing style (APA, MLA, etc.). But I require that all citations be contained within the text (immediately following the sentence it belongs to); a "work cited" list at the end of the paper does not suffice.

Failure to follow these citing requirements will: at minimum, reduce your grade for failing to follow instructions, and could be considered plagiarism. For more information see, the University Academic Integrity Policy S07-2 (at <http://www.sjsu.edu/senate/docs/S07-2.pdf>) requires you to be honest in all your academic course work. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Student Resources

Writing Center

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of services are free for SJSU students. This includes workshops and tutoring. [See the latest offerings and sign up for tutoring.](#)

Student Technology Resources

This course's Canvas page has information and links to Canvas guides and tutorials.

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. For more information on student resources see the course's module on Canvas has links and information to assist you with this.

Academic Liaison Librarian

Nyle Monday - Nyle.Monday@sjsu.edu, (408) 808-2118, <http://libguides.sjsu.edu/justicestudies> Students are strongly encouraged to contact their library liaison for individual help with their research.

Add and Drop:

Students must add or drop the class by the University deadline. Check the university calendar for the last day to drop the class without a "W" grade. Students must know of the deadlines and penalties for dropping classes.

More information can be found at: Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Disabilities

Any student who needs academic accommodations for a disability should contact without delay the Accessible Education Center (AEC) (at <http://www.sjsu.edu/aec>) to register and get assistance. Telephone: 408-924-6000; email: aec-info@sjsu.edu. See Presidential Directive 97-03 (at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA), on the 5th floor of MacQuarrie Hall, provides advising for undergraduate students majoring in or wanting to major in programs offered in CASA. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education (GE) advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MH) 5331. Contact information: 408.924.2910. Website: <http://www.sjsu.edu/casa/ssc/>. **The CASA Student Success Center also provides study space and laptops for checkout.**

Study Guide

Throughout the modules, we'll explore a wide range of interconnected topics, looking at themes throughout the history of immigration policy in the U.S. and across regions of the world over time. This includes understanding important key terms, concepts, policies and legal instruments related to migration.

As you work through the modules, use the study guide on Canvas to take notes. The final exam will focus on these key topics and the questions that are the focus of each module.

Course Schedule

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

Visit the course website on Canvas for articles and readings and check regularly for announcements and updates to the syllabus and course schedule.

See the **Key Resources section** at the top of the modules in Canvas for documents that you'll reference throughout the course.

Find the week's readings and videos on Canvas, as well as full descriptions of the assignment requirements and rubrics.

	Due Date		Assignments
1	1/31	Understanding Migration in a Global Context <i>Who are immigrants? Why do people migrate? What are the key definitions, terms, and types of immigrants?</i>	Introduce yourself Opening Reflection

			Complete the “Ready for Success” survey to get oriented to the syllabus and Canvas.
2	2/7	<p>History of U.S. Immigration Policy: Race and Citizenship</p> <p><i>Race and citizenship have always been inextricably linked in U.S. policy. How has this played out for different communities over time? How has America’s immigration policy changed over time and how has that shaped the demographics of the country? How are the struggles for rights and citizenship of Black Americans, Native Americans, Asian immigrants to America and undocumented immigrants connected? How are xenophobia, racism and anti-immigrant bias connected?</i></p>	Discussion #1: Race and Citizenship
3	2/14	<p>Understanding the Immigration Policy Debates</p> <p><i>Americans have a wide range of positive and negative perspectives regarding immigrants and immigration policy. How should the United States treat undocumented immigrants, especially those brought to the country as children? Should overall immigration levels be reduced, increased, or neither? And how should the U.S. prioritize the various groups—refugees, family members, economic migrants, and skilled workers among them—seeking entry to the country? Does a rich country have a moral obligation to help poor families—particularly those in political distress—by admitting them as legal immigrants?</i></p>	
4	2/21	<p>Immigration Law and Rights</p> <p><i>What rights do immigrants have under international human rights law? What rights do countries have in regulating immigration? What are the primary international laws and treaties that govern this?</i></p>	Film Review
5	2/28	<p>People on the Move: Causes of Migration - Economic, Social, Political and Environmental</p>	Discussion #2: Refugees and Economic Migrants

		<i>Why do people emigrate? What are the economic and political factors that drive immigration? How do push and pull factors contribute to migration? How are the main drivers of human mobility changing over time? How does this vary across regions? Which countries have a lot of people leaving and which are admitting many immigrants?</i>	
6	3/7	Refugees and Asylum <i>Who is a refugee in international law? Who is granted asylum? What impact does being stateless have on people? Have different groups of displaced peoples in recent years received the protection owed to refugees and stateless persons?</i>	
7	3/14	The Criminalization of Immigrants and the Construction of “Illegality” <i>Do immigrants commit more crimes? Should immigrating outside of official channels be considered a crime? What about people who were brought to U.S by their parents as children (DREAMers)?. How did immigrants become “illegal” and who benefits from this?</i>	Discussion #3: Immigrant “Illegality” and Public Discourse
8	3/28	Border Walls & Border Policing <i>Why do nation-states build walls and police borders? What impact do walls and border policing have on individuals, families, and communities? How do they shape our views of immigrants and our neighbors to the north and south? Why are borders more permeable for some people -- and goods -- than for others? How does control of the border relate to national security and what approaches are effective? What achievable definition of border security should the federal government be measured on? And what border spending is likely to generate the highest returns on investment, in particular in an era where migration patterns have changed significantly?</i>	Film review
9	3/21	Enforcement of Immigration Laws and Policies <i>How is immigration law enforced? Who has been targeted for deportation throughout United States history, and why? Who are the key players who decide when and how the law is enforced? What is</i>	Discussion #4: ICE, Local Law Enforcement and Sanctuary Cities

		<i>and should be the role of federal immigration vs. local law enforcement? How has expulsion shaped who is considered to be an insider and outsider, and who is considered to be deserving and undeserving?</i>	
		Spring Break 3/26 - 4/4	
10	4/11	<p>The Immigrant Experience</p> <p><i>What challenges do immigrants face living in American society? What are their barriers to integration and opportunity and what policies are effective in supporting immigrants to thrive? How does racial profiling and discrimination affect immigrants? What is the difference between assimilation, acculturation and integration and why does this matter? How have immigrants and their allies fought for rights, protection, and belonging?</i></p>	Immigration Interview
11	4/18	<p>Case Study: Central American Immigration, Unaccompanied Minors, Family Separation and Detention</p> <p><i>What are the reasons large numbers of children and young people embark on dangerous migration, many of them unaccompanied? What policies should be in place to address their human rights and needs? Is Mexico a de facto buffer state enforcing US immigration exclusion policy in respect of Central American refugees and other distress migrants? What human rights if any are being violated by current US immigration practice at the U.S.-Mexico border, including the denial of asylum, separation of children and their parents and family detention centers? How should the U.S. handle unaccompanied children migrants? What are the rights of immigrants who have been detained?</i></p>	
12	4/25	<p>Post-9/11 America</p> <p><i>In the wake of the terrorist attacks and the U.S.-led War on Terror, how did concerns for national security affect immigration policy? How did the terrorist attacks - and the U.S. response - influence American attitudes towards immigrants, refugees, and asylum seekers? How have the long-standing fears of invasion by populations considered</i></p>	Current Event Presentation and Discussion

		<i>“unassimilable” justified the continued expansion of border controls in the name of national security?</i>	
13	5/2	<p>Trafficking and Smuggling</p> <p><i>Trafficking has long been associated with labour and sexual exploitation as its prime driver. But with states no longer monopolizing control of the management of migration flows and legal access severely skewed to some populations, professional travel facilitators have become essential intermediaries for many distress migrants seeking mobility. What is the difference between trafficking and smuggling? What role does organized crime play? What alternatives are there to “forced rescue”?</i></p>	
14	5/9	<p>The COVID-19 Pandemic Impact on Global Migration</p> <p><i>How have the pandemic and responses to it affected migrants? Is the age of migration over? Is the changing pattern of migration likely to endure once there is a COVID vaccine? What, if any, forms of border lockdown are justified?</i></p>	Position Paper
15	5/16	<p>The Way Forward: Challenges, Strategies, Solutions</p> <p><i>Does the U.S. need comprehensive immigration reform? What are the primary policies that should be updated and changed? What different ideas are being advocated?</i></p>	Closing Reflection
	5/23		Final Exam