**New Course Proposal**

**Submit completed form electronically**

1. **Course prefix and course number:** SOAN 455

1. **Course title:** USA Migration Studies
2. **Abbreviated title for class schedule** (30 characters or less): USA Migration Studies
3. **Credit hours:** 4

*(note: if credits are variable, list range of credits (e.g. 1-8 credits)*

1. **Catalog description:** Explore contemporary and historical issues around migration and the role of immigrants in the United States. We will use these readings and multimedia to critically examine the ways migration is discussed and debated today, how this is rooted in historical contexts, and the consequences of nativist rhetoric. In addition, we will connect the global to the local by examining the current discourse around immigration in the United States, paying special attention to issues around race, ethnicity, gender, sexuality, religion, nationality, indigeneity, and citizenship. Students will spend time unpacking these identities, discourses, and structures to consider their fluidity and relationship to power.
2. **Prerequisites (*to add each additional prerequisite, start a new line*):** SOAN 204 or SOAN 213
3. **Co-requisites (including labs, if any):** none
4. **Major/Class restrictions: Please indicate any class or major restrictions:** Sophomore standing or above.
5. **Is course repeatable? Yes No** X  **If Yes, list maximum credits:**
6. **Labs requirements: If course includes a lab: # of hours lecture:** N/A **; # of hours lab:**
7. **Fees: List any course fees:** N/A
8. **Grade Mode: Graded only: Pass/No Pass only: Option:** X
9. **CIP Code: Six-digit CIP code** (check with your Division Director): 45.1301
10. **Special qualifications; Is course proposed for (yes/no):**

A. University Studies? No If yes, list Strand(s)

B. Honors? no

1. **Cross-listing: List any cross-listing:** N/A
2. **Strategic justification for proposed course:**
3. **Rationale**: What is the overall strategic rationale for offering this course? This course has been offered previously as a special topics senior seminar. The aim is to have SOAN majors, and minors, expand their knowledge of theoretical work in the fields of Sociology and Anthropology, and engage in the application of these theories to real world discourse and events.
4. **Alignment**:

1. How does this course align with the unit’s mission plan? This course continues to develop students’ conceptual and analytic skills for understanding identity, behavior, culture, power, and social change. Students in this course further develop a critical, historical, and comparative perspective on our social world and an appreciation for cultural diversity in the USA. Both of these are core parts of SOAN’s mission.

2. How does the course fit into the rest of the unit’s curriculum? This course has been taught as a 407 special topics seminar in fall 2016 and fall 2018. This course will engage SOAN majors in SOAN theories and studies that address immigration and migration. This course will count as an elective towards the SOAN major or minor.

1. **Enrollment**: What is the new course’s estimated enrollment each time it is offered over a three-year period? Year 1 20 ; Year 2 25 ; Year 3 25
2. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty*:

* 1. Who will teach the course? Will alternate with SOAN faculty – Kylan de Vries, Jessica Piekielek, Kelly Szott, and Larry Gibbs.
  2. Evaluate unit’s faculty availability and/or needs and the impact on other teaching obligations. This course will be alternated between faculty to help address SOAN and SOU’s commitment to diversity.
  3. If additional faculty members are needed, how will that need be met? N/A

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. N/A

3. *Other*:

a. Are Hannon Library resources sufficient to meet the needs of this course? Yes

b. Are any other resources needed to support this course? No

If so, please explain how they will be obtained.

E. **External impact**:

1. What is the expected effect of this course on existing programs elsewhere in the university?

None, a course like this is not currently offered.

**NOTE:**  Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs?

No

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

**17. Syllabus (condensed)**

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are* ***not*** *required.)*

1. Course description (same as Catalog description, above)
2. Learning objectives of the course
3. Required texts
4. Course format
5. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Division Director Date

*4/29/16*

**USA Migration Studies**

**Course Description**

Explore contemporary and historical issues around migration and the role of immigrants in the United States. We will use these readings and multimedia to critically examine the ways migration is discussed and debated today, how this is rooted in historical contexts, and the consequences of nativist rhetoric. In addition, we will connect the global to the local by examining the current discourse around immigration in the United States, paying special attention to issues around race, ethnicity, gender, sexuality, religion, nationality, indigeneity, and citizenship. Students will spend time unpacking these identities, discourses, and structures to consider their fluidity and relationship to power.

Some core questions addressed may include: Who migrates and who stays? How are migration patterns related to economics and politics in both the countries of origin and destination and why? How is this related to global economies, trade agreements, and other institutions? How do different localities, such as southern Oregon, respond to immigrants currently? How do inequality structures and definitions of identity shape the discourse of immigration, citizenship, and nationality?

**Learning Objectives**

* Articulate the multifaceted aspects of migration in the USA.
* Explain and illustrate how common identity categories (race and nationality) are socially and historically created and reproduced.
* Articulate the connection of local migration issues with global scholarly work.
* Examine the historical context to current debates over immigration reform, integration, and citizenship.

**Course Requirements and Important Class Information**

**Required texts and course materials**

* All readings are accessible, and free, through Moodle and the Hannon library.
* Notebook: I expect you to take notes on the readings, multimedia, and on class lecture and discussion. Include your assessment of the reading, connection to other readings/materials, and any reflections. These notes will help you write your papers/assignments.

**Assignments and Grading**

**Showing Up**\* (participation in class and on Moodle): (30%)

* Here are five basic qualities I look for from students in my courses: Together, they constitute SHOWING UP:

1. Investment—Demonstrating that you value the course, your classmates, and me. This is a senior seminar which means this is an opportunity to actively engage in a dialogue about the course materials and their application to our world.
2. Preparation—Being ready to talk, think, and be in community with people different from you. This includes having done the readings and being prepared to discuss them.
3. Openness—Showing us who you are and what you care about.
4. Risk-taking—Willingness to be vulnerable/try and fail in order to expand your skills and thinking.
5. Integrity—Honesty in your behavior and in your work.

* Showing up for this class is more than just physically attending. It is being present, being real, and contributing sincerely to the class community. It is demonstrating that you have come to class not just prepared, but invested in some way that you have figured out for yourself. It is showing that you value other students by offering your thoughts/feelings and responding respectfully to theirs. It is being able to risk disclosure or disagreement while still practicing empathy toward others. I expect you to be in class, on time, and focused, yes—but you can do all that and still not be fully SHOWING UP. Showing up means recognizing that you are a resource to everyone else in the room and attending class with that presence.
* I use the following point scale for each class period: Engaged (5/5), Participated (4/5), Attended/Late (3/5), Absent (0/5).
* You can also earn points by posting on the Moodle Discussion Forum, which will be added to your participation points for the particular day.

1. Post discussion questions about the readings before the class they are due.
2. Connect the readings or discussion explicitly to a current event (post a link) or previous course reading within a week of that class.

* In addition to attending and participating in dialogue, this may also include short in-class and homework assignments.

*\*adapted from Cáel M Keegan*

**Political Discourse Analysis** (25%) [Please note: this class has been taught during fall terms in election years.]

* With the [mid-term] elections this November, the topic of “immigration” continues to be discussed. You will each sign up for a day (prior to Election Day) to bring in information (e.g., candidate’s statement, campaign ad, etc.) about a specific political candidate up for election this November—at city, county, or state level that deals with immigration in some way.
* Details:

1. The material that addresses the candidate’s perspective on immigration must be current.
2. Ideally pick a candidate in Oregon or your home state; however, you cannot cover the same candidate as someone else.
3. The candidate can be running at the city, county, or state level.
4. You will provide a visual of the coverage (e.g., show a video, provide printed copies, etc.) for the professor and students.

* Discussion: I expect this to be polished. After showing a video or having the class read the material, you will then lead a 10-15 minute discussion. This includes guiding your fellow students in:
  1. using course materials/readings to analyze the discourse (I expect you to explicitly address at least 1 course reading/material);
  2. exploring the unspoken meanings within the discourse; and
  3. reflecting on how this contributes to our ideas about nationality, race/ethnicity, and what it means to be “American”.
* Finally, on Thursday, November 8, come prepared to discuss how your candidate did in the election, and how, if at all, you think their stance on immigration influenced this.

**Local Organization Report** (30%)

* Each of you will research an organization that works with immigrants and/or refugees or deals with immigration in some way (yes, this may include an anti-immigration organization), either in the Rogue Valley (e.g., Jackson, Josephine, or Klamath counties) or from your hometown.
* You need to sign up for an organization no later than Thursday, October 25. (You’ll want to provide three organizations in case someone else has selected your first or second choice.)
* The report you write will be a 2 page (1 piece of paper, double-sided) fact sheet to distribute to the instructor and peers in the class. The instructor will make copies from the PDF you upload to Moodle.
* Use only information from the organization. This may include their website, promotional videos, or printed materials. Please note that some organizations that serve immigrants and/or refugees have limited online presence. In this case, you will need to visit them and request information about the organization or contact them via phone. If this is the case, please be respectful of their time.
* Keep in mind that you are reporting on this organization for the whole class. Be sure to include the following in your report.
* What is the mission/purpose of the organization?
* Why and/or how did the organization come to be? (e.g., What motivated people to create it?)
* What are the current goals of the organization? (Address if this has changed over time.)
* Who is their target population?
* How does this organization address immigrants and/or refugees or immigration as a problem?
* How is this organization funded? (E.g., Where do their funds come from?) How might this effect the work they do?
* Does the organization seem to be culturally sensitive given their mission? How so?
* Use the course readings to assess this organization. (I expect a minimum of 4 references.)
* This is due on Moodle, as a PDF, no later than midnight on Monday, November 19 (week 9).

**Evaluation Paper** (15%) [Note this final assignment will be adjusted based on the instructor and content of the course.]

* You will write a roughly 4 page reflection and assessment of the #ImmigrationSyllabus. (Just a reminder that we only covered some of the material, so please review the entire syllabus here: <http://editions.lib.umn.edu/immigrationsyllabus/>)
* Please address the following in your paper:

1. How have the readings that we covered informed what you know about immigration in the USA? (Explicitly refer to the readings in your paper. This is another way you demonstrate your understanding of and ability to apply the readings. I expect a minimum of 8 references.)
2. What do you wish we had covered from the #ImmigrationSyllabus that was not on the SOAN 407 syllabus? Why?
3. Overall, what is your assessment of the #ImmigrationSyllabus (as a whole) and why?
4. What feedback would you provide to the #ImmigrationSyllabus creators? (I may forward this on.)

* This paper is due on Moodle no later than 3:00pm on Thursday, December 6—the day of our final exam slot. You will be graded on the thoroughness of your answers.

**~~Shit~~ Life Happens Policy**

* Things happen in our lives, I understand this. You may unexpectedly miss a class, forget to turn in an assignment, or massively stress about an assignment and not turn it in.
* You miss a class: First, you can miss one class a term and it will not affect your attendance grade. Second, as I mention under Showing Up, you can earn points by posting on the Moodle Discussion Forum, connect the readings for a particular day explicitly to a current event (post a link) or previous course reading within a week of that class. Finally, reach out to a peer for their notes for that day.
* You forget to turn in an assignment: Email it to me as soon as you remember, or upload it to the Moodle link. Late items lose 3% when turned in late on the same day due, 5% the first day late, 10% the second day, 15% the third day, 20% the fourth day, 25% the fifth day, 30% the sixth day, and 35% the seventh day. Under extenuating circumstances, I’ll allow for short extensions, so meet with me if a problem arises.
* You procrastinate and/or are too stressed about the assignment: Meet with me early if this is you. I’m happy to help you figure out a good approach. We can talk about what part of the assignment is causing you stress and how I, as the instructor, can best help you succeed.
* Utilize the Extra Credit outlined on this syllabus before the end of the term.
* Come by my lonely office hours and see what art work is on my walls/bookcase, and while you do that meet with me.

**Extra Credit**

The following Extra Credit opportunities are available:

1. Attend an Indigenous People’s Day event on Friday, September 28 &/or Monday, October 8. Write a short report (listed on Moodle) due Tuesday, October 16.
2. Challenge the “Thanksgiving Day” narrative. This extra credit is much more personal, so determine if you are comfortable with it. See Moodle for details. Short report is due Tuesday, November 27.

**Formatting Requirements for all Assignments**

* Times New Roman or Garamond 12 point font.
* Double-spacing with 0 point spacing before & after paragraphs.
* Titles, headers, block quotes, visuals, and other such paper materials do not count toward page lengths.
* Indicate page numbers in the footer.
* Use ASA, Chicago, or APA citation style consistently and accurately for in-text citations and a reference page. It is your responsibility to correctly cite throughout your work..
* Do not include the titles of books/articles in the text of your paper. Use only the author’s last name, page number, and/or publication year in the text.
* Double-sided printing is encouraged.
* You do not need a separate title page.

**SOAN Learning outcomes**

1. our graduates will be able to describe and explain how people, culture, social institutions, power-relationships and environment interact across time and space (Knowledge).
2. they will be able to document, analyze and interpret patterns in culture and society (Skill).
3. our graduates will be able write and speak effectively (Skill).
4. Finally, they will practice ethical and civically engaged anthropology and sociology (Disposition).

**Student Success is a priority within the Division of Social Sciences**. By providing resources and opportunities in academic advising, career exploration, academic success, leadership development and student engagement the social science faculty and staff place your holistic success at the center of their work. For support in academic advising, career exploration and preparation, and academic success contact Lea Griess, the social science division student success coordinator. Her office is in Taylor Hall 101. You can email or call her at [griessl@sou.edu](mailto:griessl@sou.edu) and 541-552-6254. See more information on the social science student success webpage: <https://inside.sou.edu/socsci/student-success.html>

**SOU Policy Statements**

**Academic Honesty Statement and Code of Student Conduct**

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited”.

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one’s own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one’s name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU’s Code of Student Conduct: <https://inside.sou.edu/assets/policies/CodeofStudentConduct.pdf>

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

**Disability Resources**

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the Disability Resources webpage at <https://inside.sou.edu/dr/index.html> for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access.

**SOU Cares**

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <https://inside.sou.edu/ssi/index.html>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

**Emergency Notifications**

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, staff are **strongly** encouraged to visit InsideSOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialing 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

**Title IX & Mandatory Reporting**

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at <https://inside.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form: <https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L>

**Course Schedule and Readings**

(tentative-subject to change)

You will need to have read the chapters/articles by the start of the class day to which they are assigned. For example, if the reading is listed under Week 2 - Tuesday – then you need to have read it for that Tuesday’s class. All links for the readings can be found on **Moodle**.

**Week 1**

Tuesday, September 25

**Readings**: Review of Syllabus

In-class activity on what we know about immigration in the USA as a class and individually.

Thursday, September 27

**Readings**: **“**Week 1: **Why study immigration?”**

Goodman, Adam. 2015. "Nation of Migrants, Historians of Migration." *Journal of American Ethnic History* 34(4): 7-16.

Spickard, Paul. 2007. “Immigration, Race, Ethnicity, Colonialism.” Pp. 1-28 in *Almost All Aliens: Race and Colonialism in American History.* New York: Routledge.

\*think about a candidate (or two) you want to research for the “Political Discourse Analysis”

**Week 2**

Tuesday, October 2

**Readings**: **“**Week 1 continued: **Why study immigration?** *What does the study of immigration reveal about U.S. history and which stories we tell about ourselves as a people?”*

Ruiz, Vicki Ruiz. 2006. “Nuestra América: Latino History as United States History.” *Journal of American History* 93(3): 655-672.

Thursday, October 4

**Readings**: **“**Week 2: **Settlers, Servants, and Slaves in British, French, and Spanish Colonial America.** *How does inequality, the freedom to move, and access to citizenship have its roots in the colonial period?”*

Fur, Gunlög. 2014 “Indians and Immigrants: Entangled Histories.” *Journal of American Ethnic History* 33,(3): 55-76.

Taparata, Evan. 2016. “The U.S. Has Come a Long Way Since Its First, Highly Restrictive Naturalization Law.” *Public Radio International*, July 4, 2016.

1790 Naturalization Act, Densho Encyclopedia

**Please also peruse:** "In Motion: The African-American Migration Experience," The Schomburg Center for Research in Black Culture.

**Week 3**

Tuesday, October 9 (yesterday was Indigenous People’s day)

**Readings**: **“**Week 3: **Global Migrations, 1830-1930.** *How did dramatic political, economic, and social changes during the 19th century transform and encourage migration to and within the United States? What were the consequences of U.S. military, territorial, and economic expansion for indigenous peoples, slaves, immigrants, colonized peoples, and native-born and naturalized Americans?*”

**Pick 2 of these 3 to read:**

Kenny, Kevin. 2003. “Diaspora and Comparison: The Global Irish as a Case Study.” *Journal of American History* 90(1): 134-162.

McKeown, Adam. 1999. “Conceptualizing Chinese Diasporas, 1842 to 1949.” *Journal of Asian Studies* 58(2): 306-337.

Reséndez, Andrés. 1999. “National identity on a shifting border: Texas and New Mexico in the age of transition, 1821-1848.” *Journal of American History.* 86(2): 668-688.

Thursday, October 11

**Readings**: “Week 4: **Historical Origins of Contemporary Nativism and Xenophobia**. *Why has immigration been a topic of perennial debate in the U.S.? How has the fear of foreigners and the desire to define and protect an “American” identity evolved over time*?”

Lee, Erika. 2002. “The Example of Chinese Exclusion: Race, Immigration, and American Gatekeeping, 1882-1924.” *Journal of American Ethnic History* 21(3): 36-62.

Iftikhar, Arsalan. 2016. Excerpt from “Scapegoats: How Islamophobia Helps Our Enemies and Threatens Our Freedoms.” *Truthout*.

**Week 4**

Tuesday, October 16

**Readings**: “Week 5: **Mass Migration and the Rise of Federal Immigration Law.** *How did policy makers increasingly use race, class, political ideology, health and ability, gender, and sexuality to favor the entry of particular groups and restrict others? How did immigrants and their American-born children persevere during an age of restriction?”*

Delgado, Grace Peña. 2012. “Border Control and Sexual Policing: White Slavery and Prostitution along the U.S.-Mexico Borderlands, 1903–1910.” *Western Historical Quarterly.* 43(2): 157-178.

Moloney, Deirdre M. 2006. “Women, Sexual Morality, and Economic Dependency in Early U.S. Deportation Policy.” *Journal of Women’s History* 18(2): 95-122.

***Optional Extra Credit Due*** on Indigenous People’s Day

Thursday, October 18

**Readings**: “Week 6: **The Closed Gate (1924-1965)? Migration, Immigration, and Citizenship.** *Who settled in the United States during the 'era of exclusion'? How did the ‘era of exclusion’ change Americans’ ideas about belonging, citizenship, and labor?”*

Chang, Kornel. 2008. "Enforcing Transnational White Solidarity: Asian Migration and the Formation of the US-Canadian Boundary." *American Quarterly* 60(3): 671-696.

\*Remember to select an organization by next week for the Local Organization Report.

**Week 5**

Tuesday, October 23

**Readings**: “Week 7: **World War II and the Cold War: The Geopolitics of Immigration Reforms.** *How did international conflicts lead the United States to diminish the rights of individuals categorized as “enemy aliens”? How did foreign relations influence the reform of immigration and naturalization laws for groups who had faced near exclusion from the U.S. and had been denied access to citizenship?”*

Hsu, Madeline Y. and Ellen D. Wu. 2015. "Smoke and Mirrors: Conditional Inclusion, Model Minorities, and the Pre 1965 Dismantling of Asian Exclusion.” *Journal of American Ethnic History* 34(4): 43-65.

**Please also peruse:**

Densho: The Japanese Experience during WWII (multimedia website)

“How to Spot a J\*\*” (digitized book)

Thursday, October 25

**Readings**: “Week 8: **Family, Gender, and Sexuality.** How does immigration impact gender and family relations? How has immigration policy, gender inequality, and discrimination against LGBT immigrants affected the freedom to move and the immigrant experience?

**Select one chapter in each book to read:**

Abrego, Leisy. 2014. *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. Palo Alto: Stanford University Press.

Luibheid, Eithne (editor). 2005. *Queer Migration: Sexuality, U.S. Citizenship, and Border Crossings*. Minneapolis: University of Minnesota Press.

**Due**: List of three organizations that serve immigrants and/or refugees. I will email you with a confirmation of which organization you will report on.

**Week 6**

Tuesday, October 30

**Readings**: “Week 9: **The 1965 Hart-Celler Act and the Remaking of Immigrant America.** *Which groups of immigrants did the new law privilege, and what contradictions did the new law produce? What was so new about the “new” immigration following the 1965 Hart-Celler Act?”*

Alex-Assensoh, Yvette. 2009. “African Immigrants and African Americans: An Analysis of Voluntary African Immigration and the Evolution of Black Ethnic Politics in America.” *African and Asian Studies* 8(1): 89-124.

Chishti, Muzaffar, Faye Hipsman, and Isabel Ball. 2015. “Fifty Years On, the 1965 Immigration and Nationality Act Continues to Reshape the United States.” *Migration Policy Institute*.

**Please peruse:**

Origins and Destinations of the World’s Migrants, from 1990-2013, *Pew Research Global Attitudes Project*

Thursday, November 1

**Readings**: “Week 10: **Refugee and Asylum Policy.** *How are refugees and asylees different from immigrants? Why does the United States prioritize their admission? How are they selected? How is U.S. refugee resettlement policy shaped by U.S. international relations?”*

Fernández, Valeria. 2016. “These asylum seekers are being forced to raise their kids in immigration ‘jails.’” *Public Radio International*.

García, María Cristina. 2015. “America Has Never Actually Welcomed the World’s Huddled Masses.” *Washington Post*, November 20, 2015.

**Week 7**

Tuesday, November 6 (Election Day)

**Readings**: “Week 11: **How Globalization Produces Migration: Immigration Law, Economic Policy, and Global Markets in Skilled and Unskilled Workers.** *How do immigration restrictions serve corporate interests? How do immigration laws benefit "skilled" workers and disadvantage "unskilled" workers?”*

Hightower, Jim. 2008. “Immigrants Come Here Because Globalization Took Their Jobs Back There.” *Alternet*, February 6, 2008.

Batalova, Jeanne. 2010 “H-1B Temporary Skilled Worker Program.” *Migration Policy Institute*. Oct. 7, 2010.

Thursday, November 8 – Discussion of Election results

**Readings**: some “Week 12: **Undocumented Immigrants/Immigrant Rights**”

Ngai, Mae. 2014. “[Second-Class Citizens](https://www.nytimes.com/2014/01/31/opinion/second-class-noncitizens.html?_r=0),” *New York Times,* January 30, 2014.

Vargas, Jose Antonio. 2011. "My Life as an Undocumented Immigrant." *New York Times*. June 26, 2011.

**Homework due**: Review elections results for ‘your’ candidate. Come prepared to report.

**Week 8**

Tuesday, November 13

**Readings**: “Week 12: **Undocumented Immigrants/Immigrant Rights.** *How did immigrants become “illegal?” What does it feel like to live in the shadows? How have immigrants and their allies fought for rights, protection, and belonging?”*

**I will supplement with recent happenings –** be sure to check Moodle.

Thursday, November 15

**Readings**: “Week 13: **Border Walls & Border Policing**. *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?*”

Borderland, *National Public Radio*

Raising Barriers: A New Age of Walls, *Washington Post*

**Peruse the book:** De León, Jason. 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*[.](https://books.google.com/books?id=-xBiCgAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false) Berkeley: University of California Press.

**Week 9**

Tuesday, November 20 - Discussion about the Thanksgiving holiday.

**In class presentations on Local Organization Report:** Discussion will include: What do you notice about the organization? Were you previously aware of the organization, and if so how? Do you notice anything about this organization based on the readings (beyond what is listed on the PDF)? Any other insights.

**Due**: Local Organization Report (due on Moodle in PDF)

Thursday, November 22 – Thanksgiving (University Holiday – No Class)

**Week 10**

Tuesday, November 27

**Readings**: “Week 14: **Post-9/11 America.** *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 “unassimilable” justified the continued expansion of border controls in the name of national security?”*

Chishti, Muzaffar and Claire Bergeron. 2011. “Post-9/11 Policies Dramatically Alter the U.S. Immigration Landscape.” *Migration Policy Institute*, September 28, 2011.

***Optional Extra Credit Due*** on Thanksgiving Narrative

Thursday, November 29 – Moodle assignment, no in class meeting

**Readings**: “Week 15: **Deportation Nation.** *Who has been targeted for deportation throughout United States history, and why? How has expulsion shaped who is considered to be an insider and outsider, and who is considered to be deserving and undeserving? How does the history of deportation challenge the United States' reputation as "a nation of immigrants"?”*

Dayen, David. 2018. "Below the Surface of ICE: The Corporations Profiting From Immigrant Detention." *In These Times*, September 17, 2018.

**Peruse**: Immigration Detention Maps and Statistics, Community Initiatives for Visiting Immigrants in Confinement (CIVIC)

**Select at least one chapter from either book to read for Tuesday of week 10. Come prepared to discuss the chapter you read:**

Macías-Rojas, Patrisia. 2016. *From Deportation to Prison: The Politics of Immigration Enforcement in Post/Civil Rights America*. New York: New York University Press.

Zayas, Luis H. 2015. *Forgotten Citizens: Deportation, Children, and the Making of American Exiles and Orphans*. New York: Oxford University Press.

**Week 11 – Finals**

Thursday, December 6 - Due no later than 3:00pm: Final Exam Paper