San José State University
CASA/Justice Studies Department
JS-127, Immigration and Justice, Fall 2019

Course and Contact Information

Instructor:	Elizabeth Tejada
	elizabeth.pacheco@sjsu.edu (all contacts for this course should occur via Canvas)
Office hours and contact:	In-person meetings Tuesday 1:15-2:15, and by appointment. By appointment, I also can be available by telephone, Zoom meetings, and live-chat.
	Additionally, for questions regarding **general** course policies, schedule, and assignments, post your question for the class on the "Discussion" link in Canvas. For contacts specifically regarding you (not the course generally) including your grade, etc. contact me via Canvas "mail." Allow 24-hours for my response.
Class Days/Time:	Online only
Prerequisites:	Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of 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 Goals

Immigration is one of the most complicated and discussed issues facing Americans these days, especially in our current political, economic, and social climate.

The United States is often characterized as a nation of immigrants. Our nation's motto, "E pluribus unum," means "out of many, one," and its Statue of Liberty invites the "tired" and "poor," the "huddled masses yearning to breathe free." And while its Constitution does not give foreigners the right to enter the United States, once here, it protects them from discrimination based on race and national origin and from arbitrary treatment by the government.

Yet, immigration status has become the source of severe and excessive disparate treatment. Not only are immigrants increasingly shunned and isolated as if they were "criminals," but one's status has become the crime itself. A perpetual divide exists between those that believe tourism and immigration enhances our country's culture and diversity, and those that contend it threatens our national security.
Some jurisdictions (e.g., San Francisco, San Jose, Seattle and Boston) refuse to assist federal immigration authorities out of concern that the assistance will jeopardize the ability of its officers to connect with and serve the public. Victims may fear the police as proxy federal deportation authorities and not report crime to the police.

The federal and state reactions to local refusal has been swift. The legislature calls for changes to crack down on these "sanctuary cities." As one governor says, "public safety officials must have the flexibility and tools to investigate crimes and sanctuary city policies deprive law enforcement of those tools." So, jurisdiction have attempted to enact legislation to prohibit sanctuary policies, restrict funding to jurisdictions that ignore the law, and/or require state and local cooperation with federal authorities?

These political debates on what immigration should look like in our country can make it easy to forget there are millions of people in the U.S. who will be affected by what's decided in our nation's capital. Immigrant culture is a major part of American life, and the history of the United States is deeply connected to the history of immigration.

This course examines the challenges posed by illegal immigration to the United States, including numbers associated with illegal immigration and crime, law enforcement activities toward immigrants, views of some police officials, and the future of immigration policy including the crackdown on sanctuary cities.
The course is divided into Learning Modules:

- Immigrants and the Prevalence of "Crime"

Especially in such politically and socially heated topics like immigration, too often . The public and the research community are talking passed each other. They are not using the same terminology and/or identifying the same goals for understanding. So, to begin, this module provides a framework to understand the issue. After defining immigration, you examine the data on whether immigrants actually commit more crimes. You not only will explore categories of crimes, but also, controversies in how the data is collected.

- The Participants in Immigration Enforcement

This module examines whether immigration enforcement must remain a federal responsibility. By reviewing the history and role of police in society, you will discover whether local police can and/or should be charged with the federal government's role in enforcing federal immigration laws. You will explore the data regarding the consequences of local police doing so including community mistrust, victim's fear of reporting crimes, and the stress of already cash-strapped agencies.

- Immigration "Law" and Policy

This module examines the rationale and policies behind immigration law and policy. You will examine the role, functions, and authority of law in society. You will explore how the constitutional rights of privacy, search and seizure apply within the immigration context. You will examine topics that include: id requests, administrative factory sweeps, border, vehicle surveillance, roadblocks, airports/subway/bus screenings. You also will examine the rights on detainees. Each are affected by racial profiling.

- The Consequences of Immigration Policy

This module examines the consequences of immigration policy including the emergence of vigilante efforts, hate crimes, border closures, and family separation. You will examine the political and judicial climate to predict the future of immigration law and policy.

- A Call to Justice – Solution Based Thinking

And finally, you end the course on a hopeful note: A Call to Justice. In it, you discover the successes of those that persevere to achieve justice in immigration. You explore varying views of "advocacy," largely through

everyday people and efforts. By doing so, you discover the avenues to continue mining this new-found interest in advocacy and justice in immigration.

Required Texts/Readings

Required Textbooks

No textbook to purchase. All handouts, supplemental materials, and communications must be made in Canvas.

Course Format

Course Structure

This course is administered entirely through the course Canvas page. The course topics are divided into "learning modules" sections in Canvas.   All handouts, supplemental materials, and communications must be made in Canvas.

Reading

> This course covers a complex historical issue largely unfamiliar to most students. It challenges you to think critically about the issues, and thus, it is heavily-based on reading and analysis. You are presented with varying views and theories on the topic. You are not expected to memorize or retain the reading in detail. The reading, instead, gives the history and theories you use to support your analyses in the discussion, assignments, and final project.

> To help budget your time, the schedule lists a page count for each session. The reading schedule accounts for the complexity of the corresponding reading and subject. Not all the reading is to be closely and meticulously reviewed; some text is assigned as background to be skimmed as designated by [S]. Also notice that some reading is labeled as "optional."

> Students know their study needs. But suggested approaches are provided and discussed in Canvas. You also will find links to student supports and resources.

> Since the course is cumulative, your success depends on your ability to keep up with the reading. If you do not keep current with the reading, you will not have the framework for the course lectures and discussion. So try to get ahead and read as much as possible during the first weeks.

Course Materials-

> In addition to your textbook, updates and supplementary course materials -such as syllabus, handouts, notes, assignment instructions, readings, etc. – are posted frequently for the course. The document will either be uploaded to Canvas or in a hyperlink accessible through Canvas.

> The module will list the reading that corresponds to the related assignments. The course builds on itself. None of the materials are reviewed in alone; they each provide a different perspective on the controversy that you must address in your assignment. You will not get the full perspective of the issue by just reading and/or watching the lessons. You must do both.

> Canvas website is http://sjsu.instructure.com. You must regularly check Canvas and the email address associated with your MySJSU account at http://my.sjsu.edu to learn of any updates. Any difficulty accessing the materials must be reported to me before the deadline.

Course Communication –

All communication with me must be sent through Canvas. My announcements will be sent to you in Canvas. Make sure Canvas has your current contact information and that you set Canvas to send you immediate notifications of updates.

If you have general questions regarding the course, policies, and schedule, post it on the course's Q&A Discussion board.

Programs

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 mediaplayer, Youtube, Zoom and other conferencing programs. So you must have access to computer microphone and speakers.

Course Assignment Submissions

Class assignments, quizzes, and exams are submitted in Canvas; no email submissions accepted. Submissions must be completely uploaded to Canvas by the due date and time; "late" submissions (meaning one minute or more) are subject to the "Late Policy" reduction below.

Technical difficulties are your responsibility (e.g. personal computer glitches, poor internet connection, software compatibility, etc.). So 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.

This course's Canvas page has information and links to Canvas guides and tutorials. You also can access guides and video tutorials online at https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents.

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. For more information on student resources see the course's module on Canvas has links and information to assist you with this.

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 <u>forty-five hours for each unit of credit</u>**. This includes preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in <u>University Policy S12-3</u> 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 Opportunities**

Your course grade consists of a possible total of 100 **points/100%**. So, to determine your grade, you simply keep track of the points you earned and its corresponding course letter grade. Since optional extra credit opportunities are offered, no reason exists not to achieve your target grade.

Scores are final and will not be negotiated. But if Canvas shows an error, you must notify me of any errors on Canvas by Thursday 12/6 10PM.

Final grades are based on :	Category Total
Brief Answer	10%
Peer Discussions	15%
Group Analysis Report	15%
Mid-Term Multiple Choice Exam (opened 10/22, closed 10/24)	20%
Final Multiple-Choice Exam (opened 12/10, closed 12/12)	20%
Final Analysis Report (due uploaded by 12/13 10PM)	20%
Total	100 %

Peer Discussions   15%

Each learning module includes a discussion topic that challenges you to reflect on the course materials. These assignments allow you to assess honestly whether you understood the lesson material. It also helps you identify questions you have and to get clarification from your peers before you must submit big-point assignments.

There is no "correct" answer. Rather, you are assessed on your ability to show you reviewed the materials, thought critically about it, and that you meaningfully engage and discuss your views on it with your peers.
Your grade includes your ability to: show you read the material, explain your opinion on the topic, and your use of specifically cited examples from your reading and classmates' recitations to support your position.

Group Analysis Report   15%

For each learning module, you will prepare an analysis of the controversy. This analysis builds on the   opinions and reflections you completed earlier in the learning module.

To ensure you can explore these issues and the help to develop a thorough and substantive analysis, you will be randomly grouped (online) with peers to support your efforts. The tasks will be divided between you and your groupmates, and will be assessed as a collective submission.

You are not graded on how much you write or how elaborate the prose is. Instead, you are assessed on the substance. It must reflect your ability to read the text with a critical eye. Question what it says and how you feel about it. And show the depth of your knowledge through choosing on-point examples and accounts to answer the questions. You earn no points for a list of unrelated or unexplained quotes from your book or classmates

Brief Answers   10%

You will submit an individual paper (about 1 ½ -1 page) reflecting on and exploring your opinion of the topic based on course material and discussion. No "correct" answer exists, rather, you are asked to accurately summarize and meaningfully reflection on each module.

Multiple Choice Exams

Midterm Exam (opened 10/22, due completed by 10/24)   20%

Final Exam (opened 12/13 12am, due completed by 12/13 10PM)   20%

The first part is a multiple-choice exam administered through Canvas. This means, you can begin the exam at any time after it is unlocked, but it must be fully completed no later the time and dates listed above. So begin the exam early enough for you to finish.

Only one attempt is allowed. These are timed exams. Only one question will show at a time and you cannot scroll back. So, do not begin the quizzes until you confirmed you have a reliable computer and internet.

It is open note. But you **cannot**:
- collaborate with others
- talk to or inquire with others about the quiz at any time (meaning before or after the quiz)
- refer to materials outside of this course

Any suspected violation, even inadvertent, will cause you and anyone involved to receive a zero. And it might warrant changing the testing format for the entire class.

Final Analysis Report (due uploaded by 11/14)   10%

This course requires students explore and critically analyze one's own bias and beliefs in human rights issues. You will prepare a brief analysis (approx. 3 pages) that require you to form an opinion, and to explain and support it using specifically cited references to the course lessons and material.

You are graded on your analysis and use of the course materials. It tests your comprehension of the fundamental ideas, key terms, basic historical events, and important concepts from the course. The clarity of your answer and the examples you use shows you understand the course concepts and their relationship to one another. Irrelevant, inaccurate, and/or loosely-related excerpts will result reduced or no points.

The question prompt will open on Canvas 12/9, and will be due uploaded by 12/13 10PM.

Total   100 %

- **Attendance and Participation**

Even though this is an online course, attendance and active participation is still required. 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 course consists of 100 total points/100%. The grading scale corresponds to these points:

	A 100 – 92 points	A- 91– 89 points
B+ 88– 86 points	B 85– 82 points	B- 81– 79 points
C+ 78– 76 points	C 75– 72 points	C- 71– 69 points
D+ 68– 66 points	D 65– 62 points	D- 61– 59 points
F 58 points or below		

  "This course must be passed with a C or better as a CSU graduation requirement."

  To determine your course progress, you just manually add up the points already earned.

- **Late Assignment**

  Since the course is cumulative, late submissions strictly follow this policy. Varying reasons come up for students (work, family, illness, etc.), so I will not decide "worthy" vs. "unworthy" causes. No requests for an extension should be made. Instead, **late submissions are treated the same regardless of reason. For your privacy, I need not know the reason it is late. Do not email me any medical or other private records.**

  "Late submission" means the due date and time that applies to you; this means it is respectful of any applicable AEC approved accommodations.

  For consistency and fairness, late-submissions, regardless of reason, are subject to a grade reduction from what could have been earned. This reduction applies:

  Extra Credit and Brief Assignments: These assignments usually serve as the foundation for the next assignment task, so they must be done on time to be meaningful. No late submission.

  Multiple Choice Exams: Midterm and Final - No late submission. They must be completed by the due date and time. The score you earned by the deadline will serve as your grade. The exams lock at the deadline.

  Peer Discussion:

  Both the initial and response posts must be submitted by each deadline listed. If either are late, the assignment will at most receive "meets expectations" (1-point) if submitted within 24-hours of the due date/time. Submissions are not accepted after 24-hours.

  Group Analysis and Final Analysis Report

- 1– 60 minutes: points equal to 10% reduction (e.g., illustration: A to A-)
- 61 – 120 minutes: points equal to 20% reduction (e.g., illustration: A to B-)
- 121 – 720 minutes: points equal to 30% reduction (e.g., illustration: A to C-)
- 721 minutes – 24 hours : points equal to 40% reduction (e.g., illustration: A to D-)
- over 24 hours (even by a minute) – are not accepted for points; submission will receive "0" points

- **Grading Policy:** The goals and objectives vary depending on the submission. So, each has its own grading criteria that is provided in the instructions. General questions or clarifications must be posted on the course Question & Answer discussion board on Canvas. (note- the board is not confidential, so do not post any discussion specific to your submission, grade, etc.)

  All grades are final; no re-grading will occur. The above Late Policy applies to all deadlines that occur before I receive notification from AEC about accommodations. So if you have a disability that might require accommodations, speak to the AEC immediately to arrange.

  This course is a critical analysis course heavily based on written submissions. This course is not rendering writing exams; your score will be based on the substance of your paper. Although you are not penalized for minor spelling, grammar, punctuation, etc., your grade does depend on your ability to articulate your research and opinions. Excessive errors will affect the clarity of your writing and my ability to understand your analysis. So, if needed, seek University support for writing assistance and tutoring.

- **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

Summer Tutoring at the Writing Center

The SJSU Writing Center will be open for tutoring this summer. You can visit them in their library location (on the
second floor) starting on June 6th and ending on August 10th. They are open M-F, 10:00-3:00. Students can schedule
appointments on our website. See Canvas for its flier.

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

Higgins, Silke: Silke.Higgins@sjsu.edu; (408) 808-2118; http://libguides.sjsu.edu/justicestudies

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

The winter session is on an accelerated schedule. So any student who has needs academic accommodations for a
disability must 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 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) 533l. 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.**