

SYLLABUS

Immigration Law and Issues

(423-001)

Fall 2008

Class Number 5451

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Wednesdays 4:15-6:45 pm
25 East Pearson Room 203
Office hours by
appointment.

COURSE DESCRIPTION:

How do we “Welcome the Stranger” as members of US American society in the globalized, interdependent world of migration/immigration in the 21st century in light of Catholic Social Teaching and the Universal Declaration of Human Rights? Immigration Law and Issues will cover the history of U.S. Immigration law and policy, the history and demographics of migration to and from what has become the territorial United States, the common problems of assimilation and survival of immigrant groups in America, problems and issues specific to particular immigrant groups, current problems and issues for specific immigrant groups in the post 9/11/2001 era and the current ant-immigrant sentiment in the USA. Students will grapple with the role of race, religion, ethnicity, gender and nationality in determining eligibility for benefits in the current economic climate of “Free Trade” agreements where goods, services and money pass freely, but human beings do not. Students will discuss short-term and long-term approaches to specific issues of injustice against members of America’s newest immigrant communities. How is the stranger welcomed into our country, our neighborhood, our church, our family in the 21st century? How catholic(universal) can/should we be? Students will learn about the resources in the Chicago area available to help them turn their thought into constructive action for justice. Students will be expected to submit a final paper of ten to fifteen pages in length on the last day of the semester: A research project and class presentation comparing and contrasting the laws and policies of a sending country to the United States and proposing new laws will form the basis for the final paper. There will be midterm integrating paper due October 8, 2008. Class attendance is assumed as a component of a participation grade amounting to 30% of the course grade.

REQUIRED TEXTS:

Ira Kurzban, “Brief History of Immigration Laws”, chapter in *Immigration Law Sourcebook*, 10th ed. Washington, D.C.: American Law Foundation , 2006 **(On Electronic Reserve)**

Carroll R., M. Daniel, *Christians at the Border: Immigration, the Church and the Bible*. Grand Rapids, MI: Baker Academic, 2008

DeBerri, Edward P., *Catholic Social Teaching: Our Best Kept Secret*. 4th Revised and Expanded ed./ Edward P DeBerri, James E. Hug, with Peter J. Henriot and Michael J. Shultheis Maryknoll, NY: Orbis Books, 2007

Hing, Bill Ong, *Defining America Through Immigration Policy*. Philadelphia:Temple University Press, 2004

Le Grain, Philippe *Immigrants Your Country Needs Them*. Great Britain: Little, Brown, 2006

Rodriguez, Richard, *Thou Shalt Not Love—The Impertinent Color Brown*, Spirituality Justice Reprint, Chicago: Call to Action, 2007. (Available in class.)

Takaki, Ronald, *A Different Mirror, A History of Multicultural America*. New York: Little, Brown, 1993

U. S. and Mexican Bishops, *Strangers No Longer, Together on the Journey of Hope*, A Pastoral Letter Concerning Migration from the Catholic Bishops of Mexico and the United States.

(Located at www.nccbus.org/mrs/stranger/shtml.)

Wiesel, Eli, “The Stranger in the Bible,” an Essay in *Inside a Library;and The Stranger in the Bible*. Cincinnati: Hebrew Union College-Jewish Institute of Religion, 1981 **(On Electronic Reserve)**

Please note: There are five complete books on the syllabus. Some of the above sources are articles.

Students should have her/his preferred copy of the Bible for various biblical passages referred to in the reading assignments. There will be additional readings in current developments in immigration law as the course proceeds.

RECOMMENDED TEXTS:

Daniels, Roger, *Coming to America, A History of Immigration and Ethnicity in American Life*. 2d edition New York: Harper Perennial, 2002

Elizondo, Virgilio, *Galilean Journey: The Mexican American Promise* 4th printing New York: Orbis Books, 1991

Guglielmo, Jennifer and Salerno, Salvatore, eds. *Are Italians White? How Race is made in America*. With an afterward by David R. Roediger. New York: Routledge, 2003

Hing, Bill Ong, *Deporting Our Souls: Values, Morality and Immigration Policy*. New York: Cambridge University Press, 2006

Rodriguez, Teresa, *The Daughters of Juarez* New York Atria Books, 2007

Takaki, Ronald, *Issei and Nissei: the Settling of Japanese America*. New York: Little Brown 1994

GRADING POLICY AND ATTENDANCE:

1. Participation: 30 %

Due: Every class meeting

In keeping with an adult education model, your experience and wisdom contribute to the richness of this class. Please notify me at least 24 hours in advance by phone or e-mail if you are unable to attend a class or an expected meeting. Each student is expected to complete the assigned readings and to bring her/his questions, insights, references to the assigned readings, interactions related to class content before, during and after class itself every week. Active small group participation is expected of the class in class as a whole with a sharing of responsibilities for contribution and interaction among all every week. Students are invited to share a poem, prayer, saying, song, or quotation on an immigration related theme for class reflection.

2. Midterm Integrating Paper 20%

Due October 8, 2008

A five page paper on a chosen immigration issue, discussed as person living in the United States of America, in light of the United Nations Universal Declaration of Human Rights, principles of Catholic Social Teaching and United States Immigration Law and Policy.

The purpose of this activity is to encourage in-depth student familiarity with current immigrant justice issues in a world wide context and historical background; to help students understand the criteria they use in defining immigrant justice issues; to furnish them with the tools to develop a response that may prove effective in hostile pastoral environments requiring conversion of heart among many; and to prepare the student for a compassionate response in pastoral settings routinely offering substantive encounters with a large group of immigrants.

3. Class Presentation and Final Paper 50%

Due: December 3, 2008

Students will be expected to submit a final paper of ten to fifteen pages in length on the last day of the semester: A research project and class presentation comparing and contrasting the laws and policies of a sending country to the United States on a certain issue of interest to the student and proposing new laws/ approaches will form the basis for the final paper. The class presentations will be scheduled in the second half of the course beginning Wednesday, October 15. Each presentation will be 15-20 minutes in length with response time approximately 10 minutes.

All class assignments shall be typewritten with a 12-inch type in Times New Roman, Arial or Helvetica font. Correct grammar and spelling are essential. Use footnotes as appropriate, for further explanation as well as citation to sources. Citations to sources must be in conformity with the sixth edition of Kate L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. The Turabian manual is available at the Chicago Seminary Coop Bookstore in Hyde Park and may be available on line.

GOAL AND OBJECTIVES:

1. To understand the multicultural history of American immigration and the manner in which social attitudes have conditioned the various responses of Americans to the stranger; make some assessment of the interplay between law and social attitudes from a faith justice perspective and comprehend and question the character of law to the extent that it reinforces prejudice rather serves the common good.
2. To evaluate the use of fear as an instrument in creating social policy and formulate a response to such tactics from a faith justice perspective.
3. To develop an understanding of global economics, "Free trade" and its impact on US immigration and foreign policy.
4. To explore together the complexities of the American immigrant experience through the words of persons of color and to engage effectively in genuine dialogue rather than antagonistic debate, concerning issues of immigrant justice.
5. To seek comprehensive immigration reform in the 21st century in an interdependent globalized economy.
6. To commit ourselves to welcoming the stranger in our midst and to commit to action for justice.

SCHEDULE OF CLASSES AND TOPICS:

DISCLAIMER: No syllabus is written in stone. As issues and immigration policies develop, the following may be amended with proper notice.

August 27th 2008 Introductions

(1) Introduction of class members; (2) introduction to the course/books; (3) preliminary identification of issues in U.S. society today that might qualify as “immigrant justice issues” in the 21st century. (4) Discussion of the U.S. Catholic and Mexican Bishops’ joint pastoral letter, *Strangers No Longer* aimed at identifying guidelines that may be useful in evaluating immigrant justice issues. (5) Discussion of Elie Wiesel’s essay, *Strangers in the Bible* to the same end; (6) Discussion of Carroll’s introduction and framing of the questions.

Reading assignment: Bishops’ Pastoral on Migration, *Strangers No Longer*, Elie Wiesel’s essay, “Strangers in the Bible”; Carroll’s, *Christians at the Border*, Introduction pp. 15-23, Chapter 1, pp. 25-38 Invasion or Opportunity

September 3, 2008 Nativism, Identity, Economics

Carroll’s, *Christians at the Border*, pp.39-62. Takaki’s *In a Different Mirror*, Ch.1,2 and 3 pp. 1-76; Legrain’s *Immigrants Your Country Needs Them*, Introduction pp.1-21 Ch.11, pp. 207-225 Is our nation enriched or threatened by immigrants? What fears are raised in the discourse? What are the push factors/pull factors that cause migration?

September 10, 2008 “It isn’t easy being brown in the ICE age.”

Kurzban’s Brief History of Immigration Law pp. 1-24, Takaki’s *In a Different Mirror* Ch. 7, pp. 166-190; Ch. 8, pp. 191-221, Ch. 10, pp.246-276. Was it ever easy being brown in the USA? Carroll’s *Christians at the Border*, Chapter 2 pp. 63-89 Of Immigrants, Refugees and Exiles.

Discussion of trends in American immigration law; discussion of recurrent attitudes toward immigration that appear to be witnessed by such trends; identification of potential justice issues raised by such trends to the extent possible at this point in the course.

September 17, 2008 The Law and the Sojourner: Class, Race, Ethnicity, Gender

Carroll’s *Christians at the Border*, Chapter 3 pp. 91-112 Old Testament Part II Hing’s *Defining America Through Immigration Policy*, Foreward, Introduction, Chapter 1, pp. 11-27, Ch.2, pp.28-50. De Berri’s *Catholic Social Teaching* Part I, pp. 1-39.

Be prepared to discuss questions p. 223. Discussion of format for midterm integrating paper.

September 24, 2008 Violence Against Women

Read Genesis 19 and Judges 19. Read the United Nations Convention for the Elimination of All Discrimination Against Women (CEDAW). What is the position of the USA on CEDAW? Find an article in a current newspaper or magazine that describes the treatment of women in 2008 in the USA and in another country.

(Suggested reading: *The Daughters of Juarez, A True Story of Serial Murder South of the Border* by Teresa Rodriguez)

October 1, 2008 Hospitality or Hostility: Economics, Politics, Power

Takaki's *In a Different Mirror* Part 3 Distances: The End of the Frontier, Chapters 9, "The Indian Question" pp. 228-245; Ch. 11, Between "Two Endless Days" pp, 277-310; Ch. 12, El Norte, pp.311-339; Ch.13, To The Promised Land pp.340-369. What role did economics, politics and power serve in relating to the Native Americans, the Jewish immigrants, the Mexicans and the Blacks? What were the similarities/differences in each group's experience of becoming "American"?

October 8, 2008 Mid term integrating paper due.

Discussion on Richard Rodriguez's *Thou Shalt Not Love—The Impertinent Color Brown*, Spirituality Justice Reprint, Chicago: Call to Action, 2008. Handout available in class. Assessment of recurrent attitudes toward immigration that the class believes it has identified against norms set forth in the U.S. Bishops' and Mexican Bishops' Joint Pastoral Letter

October 15, 2008 Racism and Xenophobia

Hing's *Defining America Through Immigration Policy*, Ch. 3, and 4, pp. 51-70
DeBerri's *Catholic Social Teaching* Ch. 17, pp. 125-128; *World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance*, Pontifical Council for Justice and Peace 2001 questions p. 225; Ch. 18, *Brothers and Sisters to Us*, Pastoral Letter of National Council of Catholic Bishops, USA 1979; questions p. 225
Student Reports begin

October 22, 2008 Welcoming the Stranger: Guidance from the New Testament

Carroll's , *Christians at the Border*, Ch. 4, pp 113-131; Legrain's *Immigrants Your Country Needs Them* Chapters 1, 2 & 3; pp. 23-88 Do countries need immigration laws? What are the benefits? What are the costs?

October 29, 2008 Redefining America in the Post World War II Era

Hing's *Defining America Through Immigration Policy* Ch. 5, pp.73-92, The 1952 Act: Excluding Communists, Homosexuals, and Other Undesirables; Ch. 6, pp. 93-111 1965-1990: From Discriminatory quotas to Discriminatory Diversity Visas. What role does fear of the "other" play in the struggle for just legislation?

November 5, 2008 The day after the presidential elections!

Discussion on the six points raised in Legrain's *Immigrants Your Country Needs Them*, Ch. 12, pp.226-224. Please also read Part III in Hing's *Defining America Through Immigration Policy* pp.115-205, Defining Mexicans as Non-Americans.

November 12, 2008 Removal and the Politics of Asylum

Hing's *Defining America Through Immigration Policy* pp.209-258 Part IV Deporting and Barring Non-Americans. Be prepared to discuss the Refugee Act of 1980 and its application to Iraqi Refugees today.

November 19, 2008 Learning to Live Together-Open Borders

Carroll's *Christians at the Border* pp. 131-140. Reflect on Romans 13: 1-7 and defend your position regarding compliance with immigration laws. Legrain's *Immigrants Your Country Needs Them*, Chapters 14, 15, 16, pp.258-333. What solutions are worth a try in a multicultural, global world? If you wish to submit your final paper before the end of the term, that is an option.

November 26, 2008 No Class-Happy Day of Giving Thanks

December 3, 2008 Final Paper Due.

Takaki's *In a Different Mirror* Part Four: Crossings pp.373-377; Ch. 14, Through a Glass Darkly pp, 378-428. Class evaluations.