

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**U.S. Migration Dynamics and Immigration Policy**

**SOWK 730**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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

**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

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**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The School advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, mezzo, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This course offers a historical and contemporary overview of U.S. migration patterns and policies, beginning with the arrival European settler colonists, through the human trafficking of slavery, the forced internal displacement of indigenous people, the Great Migration, the major migratory flows of the 19th and 20th centuries, to contemporary migration dynamics.

This course also offers an exploration into some of the social policy and social welfare concerns associated with contemporary migration. This examination considers the social, political, environmental, and economic causes and consequences of migration; public policy regarding migration and the rights of immigrants; and the roles of governmental and nongovernmental local, national, and international organizations. Social justice themes related to migration are also explored.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 2: Engage in Diversity and Difference**

| **Assignment** | Forum Posts | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Peer Teaching | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Reflective Film Journal | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Migration Teaching Case | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

| **Assignment** | Forum Posts | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Peer Teaching | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Reflective Film Journal | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Migration Teaching Case | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 5: Engage in Policy Practice**

| **Assignment** | Forum Posts | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Peer Teaching | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Reflective Film Journal | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Migration Teaching Case | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

| **Assignment** | Forum Posts | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Peer Teaching | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Reflective Film Journal | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | StoryCorps Interview Project | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Attendance Policy**

Attendance and participation are important elements in learning whether the class is in-person, asynchronous, synchronous, or hybrid. While there is not a standard attendance and participation policy in SSW, each instructor will in their syllabus have the policies for their class. Students are responsible for reading the syllabus for course content and policies like attendance and participation. When something is not clear students should request clarification from the instructor. Students having been approved for accommodations by the SAC should follow the protocol of the SAC as well as speak with the instructor at the beginning of the semester to address any questions from the instructor. Should circumstances change during the semester, students should inform the instructor.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/osccr/pdfs/LUC-Community-Standards-2021-2022.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here:

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

### **Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Percentage (%)** |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Discussion Forum** (original/response posts, 22 points)

The course is designed to create a student-centered learning environment to encourage teacher-guided learning and learning among students. Towards this end, you are required to make an original response post for each module and then a response post to that of another class participant before the synchronous session associated with the module.

Your forum post should present your reflections on the main argument and concepts offered in the readings, recorded lectures, and videos assigned for the module. Carefully consider the implications of the information presented. The discussion forum provides an opportunity to integrate your field and volunteer experience in your reflection on the readings. Consider how the readings apply to the individuals, families, and communities with which you are working, as well as the organizational context. When possible, include any implications the readings may have for how you approach your fieldwork.

Be ready to contribute to the post-based dialogue in some way—by asking a question, by asking others for clarification of a point that was confusing, or by making a comment. Thoughtful participation is more about the quality of engagement and the sincerity of the questions than the volume of commentary. Thus, your post should be about 300 words in length.

Learning happens best when all class participants engage each other in the dialogue forum. Towards this end, it is crucial that you do your best to respect everyone in the discussion and seriously engage the comments of your colleagues. Each participant contributes to the learning environment; therefore, active engagement is required.

**Original Posts:**

* All written discussions in the course will take place in the forums section of Sakai.
* Active participation of all students is expected for every module and throughout the term of the course.
* To receive all possible points, the forum post must be substantive, relevant, show appropriate use of language and appropriate cognitive level.
* The original post must be published before 11:55 pm CST on Tuesday preceding the corresponding synchronous session for the assigned module.
* Your post should be original, demonstrate critical thinking and contribute to deepen the topic under discussion. You can include examples when appropriate.
* Try as much as possible to finish your note with a question or comment to stimulate dialogue.

**Response Posts:**

* To encourage dialogue between class participants you will also be asked to post a reply or comment to the post of another class participant to foster discussion. The response post should be published by 11:55 pm CST Wednesday, the day before the corresponding synchronous session for the module is held.
* Your response post should be to a student who has not received a response post.
* When possible, acknowledge what was said in previous comments before adding your opinion.
* Acceptable responses to others' posts include adding information to previous comments, making suggestions, asking questions, sharing relevant ideas, giving examples, sharing links, experiences, etc.

**All Forum Posts**

* All forum posts should be written in correct grammatical structure and following the punctuation and Netiquette rules.
* Tip: you can write your forum postings on a Word document without being online and once ready copy and paste your answer in the forum’s message box.
* Participation in discussion forums will be graded according to the rubric of the forums (see rubrics tab).

**Peer Teaching** (notetaking/reporting, 8 points total)

During the synchronous class session participants will be assigned to breakout rooms for small group exercises or structured small groups discussions. These exercises and discussion sessions will allow participants to apply knowledge and skills from the weekly course readings, films and videos, discussion posts, and field experience.

The instructor will provide an exercise or structured discussion guide for each module to be used for the small groups and peer teaching. The exercises and discussion guide are designed to advance the objectives of each module. The guides can be found in the synchronous session agenda for each module.

* Each small group will be expected to record (notes) and present highlights of their discussion using the breakout room discussion questions or prompts. Towards that end, in the beginning of each small group session the group should identify one notetaker/recorder and one presenter. The notetaker will be responsible for taking notes on the discussion in a word document which will be shared with the class. The exercise of discussion guide will contain OneDrive links for each group to take notes that all class participants can access. The notes should list the name of the notetaker and the presenter.
* It is expected that each student will be a notetaker for at least one session and presenter for another.  The small group discussion notes will be shared with the full class along with the presenter narrative highlights.  The notetaker will be responsible for uploading the discussion notes to the OneDrive before the verbal summary of highlights is shared by the presenter. The discussion notes should identify the name presenter and notetaker.

**Immigration Teaching Case Study** (outline/paper/presentation, 50 points)

The case study project provides an opportunity to contextualize a personal migration story. You should work in groups of three to develop the teaching case study which you will use to teach a 30-minute class session towards the end of the semester. Time will be allocated during the weekly synchronous session through the semester to work on the project.

Case studies are summaries or syntheses of real-life cases that draw on data and research. based upon data and research. In developing a case study, the authors must think through the key issues involved in a particular case against theory and the larger comparative environment.

The case studies that you will be developing for this class allows for the examination of the phenomena of migration from several vantage points, including that of the individual who migrates, the sending country, the receiving country, immigration policy, the receptor community, and so forth. The subject of the case study should be someone you know or get to know through this assignment. You should use primary sources (interviews, legal documents, diaries, letters, photos…), and secondary sources (historical accounts of the era and migration flow, policy documents, newspaper articles, archives such the [Ancestry Library Database](http://libraries.luc.edu/databases/database/804) , [Alien A-Files](https://www.archives.gov/research/immigration/aliens), [National Archives Immigration Records](https://www.archives.gov/research/immigration/overview), [NARA Port of Arrival Archive](https://www.archives.gov/research/immigration/ports), [various free websites that allow you to search for passenger arrival records (manifests)](https://www.nps.gov/elis/learn/education/finding-arrival-records-online.htm), [African American Online Genealogy Records](https://www.familysearch.org/wiki/en/African_American_Online_Genealogy_Records) and [African American Geological Society](https://www.aahgs.org/) …) to develop your teaching case. Some class time will be devoted to helping you identify sources and become familiar with relevant archival databases.

This project has several components with varied due dates and points:

* Case study outline (Due - 10 points)
* Case study paper (Due – 30 points)
* Case study presentations (Due – 10 points)

**Teaching Case Study Outline** (Due \_)

We will reserve some time during our [Date] class session to go over case outlines. Please be prepared to discuss it. I have provided a template below. Your outline should be more specific, but include some of the following information:

* A brief introduction to the broader population affected by the immigration policy (e.g., DREAMERs, refugees in the US; couples seeking fiancé or marriage visas...)  summarize the size of the population, the challenges that they face.  You can indicate literature that discusses legal, social, psychological, and institutional implications of such cases.
* Identify and describe the relevant policy(s). Briefly cover the provisions; eligibility and exclusions; protections, benefits, and limitations of the policy; process for implementation; very brief legislative history of attempts to reform, if any).
* The teaching case study based on the interview and other sources of primary data.  In developing the case you should include relevant footnotes or include needed information for the reader to understand the case in the text (e.g., relevant historical facts; country conditions; relevant actors such as UNHCR, Department of Labor...)

**Case Study Paper** (Due \_)

The case study paper is comprised of two parts: the case study and the teaching notes. A list of what should be contained in each section follows.

**Case Study:** Some items that should be included in the case study are:

* Define the objective of the case study
* Review relevant literature
* Identify the important actors (government, organizations, leaders, community members…) or those who have a vested interest in the issue
* State any relevant policies, facts, factors, influences, trends…
* State any relevant historical factors
* State the major problem/issue
* State subsequent problems and implications
* State the role of the various actors
* Identify policy and practice issues
* Identify opportunities, supports, and risk factors
* Conclusion
* References

**Teaching Notes:** You should include teaching notes following the case study. The teaching notes should include:

* Case synopsis,
* Teaching objectives,
* Teaching question,
* Supplemental materials (suggested websites, videos, readings…)

**Migration Case Studies:** As you develop your approach your primary and secondary data collection for the case study, there are some migration-specific factors that you may consider:

* Push- pull dynamics (individual and group conditions that propelled and pulled)
* Migratory project of the immigration narrative protagonist
* Process of decision making (to leave, how to leave, where to go, who should go…)
* Resources at the disposal of the individual to migrate (policy, money, networks, programs, status…)
* Barriers or challenges to migration.
* Place their migration in a historical context. Was there anything occurring globally at the time of their migration, or domestically, or between sending and receiving states (i.e., war, natural disaster, diplomatic tensions) that would have had some impact on their ability to migrate, the conditions for migration, their reception in the destination country, etc.
* The story of the journey (length, means…)
* How the decision to move impacted the individual, family, sending community, receptor community…
* Process of adaptation and integration in destination country, including supports, challenges, and pathways to integration.
* Draw connections between the story you are telling and course readings where possible.

**Reflective Film Journal** (1-2 paragraphs, 20 points)

The purpose of viewing assigned documentaries is to integrate and apply some of the readings, theoretical concepts, lectures, discussion, and posts with the lived experience of migration presented in varied situations and contexts. To help with the integration and the critical refection on the film, you are asked to keep a film journal. The journal is meant to provide a space to collect your thoughts and reactions. For each of the following assigned documentaries you should have a journal entry that is one to two paragraphs in length and addresses:

* What did you learn from this film? Did you gain a new insight?
* What migration themes and policies are raised in the documentary?
* What are the implications of the themes identified for social work?

In particular, what are the implication of these themes for diversity and difference; human rights and social and economic and environmental justice; and/or policy practice as related to social work?

Students must submit all assignments using the assignment links in Sakai for each assignment, unless otherwise instructed by the professor.

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Discussion Forum (2 per module/12 modules @ 1 pt. per post | 22 points |
| Peer Teaching (all semester – 4 pts. for notetaking & 4 for reporting) | 8 points |
| Immigration Policy Teaching Case and Presentation (Due \_)* Case study outline (Due \_ – 10 points)
* Case study paper (Due \_ – 30 points)
* Case study presentation (Due \_ – 10 points)
 | 50 points |
| Reflective Film Journal (Due \_) | 20 points |
| **Total** | **100 points** |

**Rubrics for Grading Assignments**

[List rubric for graded assignment here]

**REQUIRED TEXTS**

All required reading will be available via Sakai. The main texts for the course are available as eBooks through our library. The main texts are:

* Hing, Bill Ong (2004). [Defining America through Immigration Policy](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213783274602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en)*.* Philadelphia: Temple University Press. ISBN-13: 978-159213233.
* Hing, B. (2018). [American Presidents, Deportations, and Human Rights Violations: From Carter to Trump](https://www.cambridge.org/core/books/american-presidents-deportations-and-human-rights-violations/F030E4FA50AF9BFC2B2AE24BE2C2B414) *.*Cambridge: Cambridge University Press. doi:10.1017/9781108559690.

**RECOMMENDED TEXTS**

* Molina, N. (2014). [How Race Is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts](https://www.jstor.org/stable/10.1525/j.ctt4cgfv5). Berkeley and Los Angeles: University of California Press. ISBN: 9780520280083

**COURSE SCHEDULE**

**Module 1 – Welcome and Introduction to the Course**

**Date**

**Description**

This module provides an overview of the course to class participants. In this first session, a broad overview of historical and contemporary immigration trends to the region that now is understood as the U.S.A. Participants will be introduced to the areas of social theory, history, human rights, and immigration law and policy that the course will address, as well as the relevance of these areas of study for social work.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Be familiar with the course focus, organization, and expectations.
2. Be familiar with broad historical trends in immigration and public opinion regrading immigration.
3. Be aware of the contribution of social theory, history, human rights, and immigration law and policy to understanding the historical arc of the formation of US immigration policy.
4. Understand the relevance of these areas of study for the field of social work and for practice at micro, mezzo, and macro levels.

**Required Resources**

* Migration Policy Institute (N.D.)[U.S. Immigration Trends](https://www.migrationpolicy.org/programs/data-hub/us-immigration-trends#history).Scroll down to the**By the Numbers: Current and Historical Stats about Immigrants at U.S. & State Levels and click on the links to charts under each of these headings:**

**By the Numbers: Current and Historical Stats about Immigrants at U.S. & State Levels**

* Immigrants’ Countries and Regions of Birth
* Gallup (n.d.). [Immigration](https://news.gallup.com/poll/1660/immigration.aspx). *In Depth Topics, A to Z.* Gallup.
* Blow, C. (February 21, 2021). [The 4 great migrations: America as we have come to know it is most likely a thing of the past](https://www.nytimes.com/2021/02/21/opinion/texas-climate-migration.html). *New Your Times.*
* Course syllabus

**Module 2 – Rethinking US Immigration History Part I: Settler Colonialism and Human Trafficking**

**Date**

**Description**

This module introduces class participants to settler colonial theory and it relevance for understanding the founding and contemporary social relations and institutional practices of the United States. Early migration to the territory of North America that is now considered the United States is addressed in this module, with a focus on settler colonists, indentured servants, and enslaved persons.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Be familiar with settler colonialism as a distinct form of colonialism.
2. Appreciate the relevance of settler colonialism theory as a framework for understanding the origin and contemporary social and intuitional practices of the United States.
3. Be familiar with the settler colonists, indentured servants, and enslaved persons as the early migrations to the territory now considered the United States of America.
4. Understand the logic and practices of U.S. settler colonialism.

**Required Resources**

* Hurwitz, L., Bourque, S. (June 4, 2014). [Settler Colonialism Primer](https://unsettlingamerica.wordpress.com/2014/06/06/settler-colonialism-primer/). Unsettling America: Decolonization in Theory and Practice.
* Nakano Glen, E. (2015). [Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation](https://www.asanet.org/sites/default/files/attach/journals/jan15srefeature.pdf). *Sociology of Race and Ethnicity*. Vol 1(1) 54-74. American Sociological Association.
* Manning, P. (1993). [Migrations of Africans to the Americas: The Impact on Africans, Africa, and the New World](https://www.jstor.org/stable/pdf/494662.pdf?refreqid=excelsior%3Adadf985af1c88993f557ec444418e172). *The History Teacher*, *26*(3), 279–296. https://doi.org/10.2307/494662
* United Nations 62 General Assembly (February 8, 2008) [UN Resolution in Commemoration of the two-hundredth anniversary of the abolition of the transatlantic slave trade - 2006](https://undocs.org/A/RES/62/122)
* de Volder, E. (ND). [Why colonial slavery should not be equated with human trafficking (‘modern slavery’)](https://impact-now.org/why-colonial-slavery-should-not-be-equated-with-human-trafficking-modern-slavery-two-wrongdoings-that-need-recognition-in-their-own-right/). Impact: Center Against Human Trafficking and Sexual Violence in Conflict.
* Public Broadcasting System and WGBH Educational Foundation (1998). [Africans in America: The Terrible Transformation Part 1: 1450-1750](https://www.youtube.com/watch?v=3aljUGMM-Yk)  . (83 min. documentary)
* Module 2 Prerecorded lecture
* Module 2 Lecture Notes

**Recommended Resources**

* Wolfe, P.  (2006). [Settler colonialism and the elimination of the native](https://www.tandfonline.com/doi/pdf/10.1080/14623520601056240?needAccess=true) *Journal of Genocide Research*, 8:4, 387-409, DOI: [10.1080/14623520601056240](https://doi.org/10.1080/14623520601056240)

**Module 3 – Rethinking US Immigration History Part II: Myth of Open Borders and Free Mobility Prior 1875: Restricting the Migration of Some and Forcing that of Others**

**Date**

**Description**

This module invites participants to reconsider the dominant belief of open borders and free mobility in the first century of the United States. The Page Act of 1875 (Sect. 141, 18 Stat. 477, 3 March 1875), which effectively prohibited the entry of Chinese women, is commonly considered as the first restrictive federal immigration law in the United States. However, a closer look at the nation building process of the United States from the colonial period through the first century following the declaration of independence contradicts the myth of unrestricted transborder migration during this period. This module also addresses the forced migration and displacement of indigenous and enslaved African & African American populations in the United States.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Understand why the myth of open borders during the colonial era and first century of the United States is incorrect.
2. Be familiar with the forced migration of indigenous and enslaved African & African American populations in the United States during the nation’s foundational century.
3. Understand how the forced migration of first nations peoples and enslaved persons is part of the settler colonial process that includes displacement, dispossession of land, genocide, and other forms of direct and indirect violence.

**Required Resources**

* Neuman, G. L. (1993). [The Lost Century of American Immigration Law (1776-1875)](https://www.jstor.org/stable/pdf/1123006.pdf?refreqid=excelsior%3Abcf161858bccb7bb86dc31c72affa368). *Columbia Law Review*, *93*(8), 1833–1901. https://doi.org/10.2307/1123006
* Fixico, D.L. (2021). [Documenting Indigenous dispossession](https://loyolauniversitychicago-my.sharepoint.com/%3Ab%3A/g/personal/mvidal_luc_edu/EeUjYQxX3j5Bob90baTApjQBi0NEAQmDVQFzqyD2CTAbMA?e=fbc3x8). Science, 374, 6567, (536-537).[/doi/10.1126/science.abl6288](https://www.science.org/doi/10.1126/science.abl6288)
* Cave, A. A. (2003). [Abuse of Power: Andrew Jackson and the Indian Removal Act of 1830](http://www.trinityhistory.org/AH/pdfs/Cave%2C%20Abuse%20of%20Power.pdf). *The Historian, 65*(6), 1330-1353.
* Ball, E. (November 2015). [Retracing Slavery’s Trail of Tears: America’s forgotten migration – the journeys of a million African-Americans from the tobacco South to the cotton South](https://www.smithsonianmag.com/history/slavery-trail-of-tears-180956968/). Smithsonian Magazine.
* Richie, C. (2006). [Trail of Tears: Cherokee Legacy](https://luc.kanopy.com/video/trail-tears-cherokee-legacy). Rich-Heape Films. (114 min. documentary)
* Module 3 Prerecorded lecture
* Module 3 Lecture Notes

**Module 4 – Defining America Part I: Federal Immigration Policy and the Construction of America as a White Christian Nation**

**Date**

**Description**

This module provides an introduction to the early European settlers to the territory now known as the United States and provides another treatment of the early colonial and US. Laws that restricted human mobility. This module introduces the first federal immigration policies and discusses the national building project that included immigration policies that advances an Anglo and Christian national identity. This model also highlights the long Asian exclusionary tradition of US immigration policy.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Have an understanding of early European migration to the territory now known as the United States.
2. Consolidate their knowledge of the early U.S. immigration policies of the first 100 years of the nation
3. Understand how U.S. immigration policies have been used to configure and consolidate a White Christian national identity.
4. Be familiar with the anti-Asian sentiment and immigration policies of the United States.

**Required Resources**

* Hing, Bill Ong (2004). [Defining America through Immigration Policy](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213783274602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en)*.* Philadelphia: Temple University Press. ISBN-13: 978-159213233.

Chapter 1: The Western European New World and the New Americans, pp.11-27.

Chapter 2: The Undesirable Asian, pp. 28-50.

* Lee, E. (2002). The Chinese exclusion example: Race, immigration, and American. gatekeeping, 1882-1924. *Journal of American Ethnic History.* 21(3). 36-62. Retrieved from <http://www.jstor.org/stable/pdfplus/27502847.pdf>.
* Lowe, F. (1988). [*Carved in Silence: Inside Angel Island Immigration Station*](https://luc.kanopy.com/video/carved-silence)*. Lowedown Productions.* (46 min. documentary).
* Module 4 Prerecorded lecture
* Module 4 Lecture Notes

**Module 5 – Defining America Part II: Excluding Non-Western Europeans and Internal Migration to Flee Direct and Structural Violence**

**Date**

**Description**

This module continues with the progression of U.S. immigration policies through the semicentennial period of the 1910-1960. The readings situate the policies in the context of the U.S. nation building and identity project. Immigration policies in this context are discussed in relation to “who is a *real* American” and the “unassimilatable” other. In contrast to Western European immigrants, Italian, Irish, and Catholic and Jewish European immigrants are seen as undesirable, because of their cultural, religious, and political orientation differences. The restrictive immigration policies implemented in reaction to these populations are discussed.

**Learning Objectives**

The participant completing this module will be:

1. Familiar with the transnational and internal migration patterns of the United States population during the first half of the 20th century.
2. Familiar with the U.S.A. immigration policies of first half of the 20th century.
3. Comprehend the use of immigration policy to shape the racial, cultural, and religious identity of the new American nation.
4. Understand the use of early immigration policies aimed to block and contain progressive labor and social movements in the United States.
5. Familiar with the internal migration of African Americans form the south to the north to flees directs and structural violence.

**Required Resources**

* Hing, Bill Ong (2004). [Defining America through Immigration Policy](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213783274602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en)*.* Philadelphia: Temple University Press. ISBN-13: 978-159213233.

Chapter 3: “Translate This”: The 1917 Literacy Laws, pp.51-61.

Chapter 4: The Xenophobic 1920’s, pp. 62-70.

* Wilkerson, I. (September 2016). [The Long-Lasting Legacy of the Great Migration](https://www.smithsonianmag.com/history/long-lasting-legacy-great-migration-180960118/). Smithsonian Magazine.
* [A Thousand Midnights: The Great Migration.](https://luc.kanopy.com/node/240492) (2015). Brown Plane Productions (13 min documentary).
* [The Great Migration and the power of a single decision | Isabel Wilkerson](https://www.youtube.com/watch?v=n3qA8DNc2Ss). Ted Talk (17:55 min. video)
* [Sacco and Vanzetti: The Trial of Two Italian Immigrants in the 1920’s](https://luc.kanopy.com/video/sacco-and-vanzetti-0) . (2006) First Run Features. (81 min. documentary).
* Module 5 Prerecorded Lecture
* Module 5 Lecture Notes

**Case Study Outline due by 8:00 AM.** Be prepared to discuss your outline during the synchronous class session.

**Recommended Resources**

* Kapoks, S., Pérez, J., Rayasam, R., Li, M. (December 7, 2021) [The Next Great Migration](https://www.politico.com/news/magazine/2021/12/07/chicago-black-population-decline-523563). Politico Magazine.
* National Public Radio (December 11, 2021). [Why Are Black People Leaving Big Cities?](https://www.marketplace.org/2021/12/27/why-are-black-people-leaving-big-cities/) . *Marketplace.* Interview with Brakkton Booker of Politico. 5:33 min Podcast.
* National Public Radio (December 11, 2021). [Black communities are shrinking in once predominantly-Black US cities](https://www.npr.org/2021/12/11/1063337613/black-communities-are-shrinking-in-once-predominantly-black-us-cities). *Weekend Edition* *Saturday.* Interview with Brakkton Booker of Politico. 4:50 min Podcast.

**Module 6 – Defining America Through Federal Immigration Policy Part III: Excluding the “Subversives,” Mentally Defectives,” & other “Undesirables”**

**Date**

**Description**

This module explores the use of immigration policy in the Unites States during the mid-20th Century to exclude individuals, populations, and communities that were considered “undesirable.” These populations included individuals that had political and sexual orientations and identities that that were considered “subversive” or “defective.” The module also considers the civil rights era, social tensions, and policy shift related to the national origins quota and its removal.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Understand the use of immigration policy to exclude individuals that did not fit the identity of the new American nation.
2. Understand the use of cold war influences on American immigration policy.
3. Appreciate the use of immigration policy to quarantine and restrict individuals associated with “subversive” political and sexual positionings, identities, practices, and social movements.
4. Appreciate the impact of the civil rights movement on the country’s political climate and its impact on immigration reform.
5. Understand the impact of the abolition of the national origins quota on the racial, ethnic, and religious composition of the United States.

**Required Resources**

* Hing, Bill Ong (2004). [Defining America through Immigration Policy](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213783274602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en)*.* Philadelphia: Temple University Press. ISBN-13: 978-159213233.

Chapter 5: The 1952 Act: Excluding Communists, Homosexuals, & other Undesirables, pp. 73- 92

Chapter 6: 1965-1990: Discriminatory Quotas to Discriminatory Diversity Visas, pp. 93-111.

* MARC STEIN. (2010). All the Immigrants Are Straight, All the Homosexuals Are Citizens, But Some of Us Are Queer Aliens: Genealogies of Legal Strategy in <em>Boutilier v. INS</em>. *Journal of American Ethnic History*, *29*(4), 45–77. <https://doi.org/10.5406/jamerethnhist.29.4.0045>
* [81 Words: The story of how the American Psychiatric Association decided in 1973 that homosexuality was no longer a mental illness.](https://www.thisamericanlife.org/204/81-words)  *This American Life* and PRX the Public Radio Exchange. (55 min podcast).
* Immigration Equality. (n.d.) [Immigration Equality](https://immigrationequality.org/about-us/who-we-are/our-history/) . (2.44 min video). Also review the timeline of policies and legal actions, as well as contemporary action items on the [Immigration Equality](https://immigrationequality.org/) website.
* Module 6 Lecture Notes
* Module 6 Pre-recorded Lecture

**Module 7 – Defining America Through Federal Immigration Policy Part IV: Defining Mexicans as non-Americans**

**Date**

**Description**

This module introduces the acquisition of Mexican territory by the United States through the 1848 Treaty of Guadalupe Hidalgo. The implication of this treaty and subsequent policies aimed at the disenfranchisement, exclusion, and othering of “Americans” of Mexican heritage are addressed. The moving and regulating of the Mexican/U.S. border is highlighted.

**Learning Objectives**

After completing this module, the participant will be:

1. Familiar with the treaty of the Guadalupe Hidalgo and the annexation of Mexican territory.
2. Understand the various processes by with individuals of Mexican ancestry have been defined as non-Americans.
3. Understand the codification and enforcement of notions of borders, membership, and citizenship in immigration policy.

**Required Resources**

* Hing, Bill Ong (2004). [Defining America through Immigration Policy](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213783274602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en)*.* Philadelphia: Temple University Press. ISBN-13: 978-159213233.

Chapter 7: Politicizing the Southwest Border, pp. 115-133.

Chapter 8: Patrolling the Border and Sweeping for Mexicans, pp. 134-154.

* Galán, H. & Moreno, M (1995). [Quest for Homeland: Episode 1 of Chicano! History of the Mexican American Civil Rights Movement.](https://luc.kanopy.com/video/chicano-episode-1-quest-homeland)  Galvan Productions. (56 min. documentary).
* Module 7 Lecture Notes
* Module 7 Prerecorded Lecture

**Module 8 – Defining America: The Lived Experience of Immigrants**

**Date**

**Description**

This module allows you to take a break from assigned readings to spend about 30 minutes with spoken word and poetry readings that reflect the experience of immigrants and refugees and their subsequent generations.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Understand some of the factors that influence immigrant experiences, identities, and sense of belonging through firsthand narratives.
2. Have an appreciation for the agency and resilience of immigrants and their progeny.
3. Appreciate the varied challenges, pressures, experiences, and aspirations of varied immigrant generations, as well as inter-generational tensions.
4. Have a view of the U.S through the eyes of immigrants and second-generation Americans.

**Required Resources**

* Rodolfo Gonzales (1967) [I Am Joaquin/Yo soy Joaquin](https://www.youtube.com/watch?v=qDsTELEAL3A) (7:28 min)
* Kelly Zen-Yie Tsai (2013) [Crunching the Numbers](https://www.youtube.com/watch?v=pOQdxGY01m0) (4:51 min)
* [Immig-Rants: spoken word artists defend immigration](https://www.youtube.com/watch?v=_CS8uAgoFrw) (4:26 min)
* Muna Abdulahi (2017)  [The Unwritten Letter from my Immigrant Parent](https://www.youtube.com/watch?v=NUsWWmCI1bM) (2:17 min)
* FreeQuency (2014) [Lessons on Being an African Immigrant in America](https://www.youtube.com/watch?v=0q01bob61F8) (3:20 min video)
* Manisha P (2018) [This immigrant Culture](https://www.youtube.com/watch?v=OZptXEUJ4T0) (2:13 min)

**Module 9 – Defining America Through Federal Immigration Policy Part IV: Defining Mexicans as Non-Americans (Continued)**

**Date**

**Description**

This module continued to develop the theme of othering of individuals of Mexican ancestry through immigration policy. This module focuses on heightened border enforcement, as well as the introduction of the internalization of borders through work-place immigration enforcement during the 1980 through the 1990’s.

**Learning Objectives**

After completing this segment of the module, the participant will:

1. Understand the national and regional social contexts that gave rise to anti-Mexican sentiment and restrictive immigration policies during the 1980-
2. Be familiar with the various policies, practices, and technologies implemented to heighten border enforcement during the 1980-1990’s.
3. Be aware of policies and practices aimed at border enforcement.

**Required Resources**

* Hing, Bill Ong (2004). [Defining America through Immigration Policy](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213783274602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en)*.* Philadelphia: Temple University Press. ISBN-13: 978-159213233.

Chapter 9: IRCA: Penalizing Employers, as Amnesty Barely Survivors, pp. 154-183.

Chapter 10: The Dark Side of Modern-Day Enforcement: Operation Gatekeeper, pp. 184-205.

* National Public Radio (ND). *Radio Diaries*: [When Borders Move](https://www.radiodiaries.org/new-podcast-when-borders-move/) 13.25 minutes.
* WNYC Studios. (April 6, 2018).[Border Trilogy,](https://www.wnycstudios.org/podcasts/radiolab/projects/border-trilogy)  Part II: Hold the Line. (52 min. podcast)
* Module 9 Lecture Notes
* Module 9 Prerecorded Lecture

**Module 10 – Defining America Through Federal Immigration Policy Part VI: Detention and Deportation**

**Date**

**Description**

This module presents an overview of the increased focus on immigration enforcement through the interiorization and exteriorization of the border and use of detention and deportation; processes that have escalated during the Clinton administration and continuing through the current Biden administration.

**Learning Objectives**

After completing this module, participants will:

1. Understand the recent and contemporary policies and processes of immigration enforcement, bordering, detention and deportation.
2. Be familiar with recent and current U.S. immigration dynamics and immigration enforcement, internalization and externalization of borders, detention, and deportation trends.
3. Be able to contextualize these trends in their socio-political eras and last four presidential administrations.

**Required Resources**

* Hing, Bill Ong (2004). [Defining America through Immigration Policy](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213783274602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en)*.* Philadelphia: Temple University Press. ISBN-13: 978-159213233.

Chapter 11: Removal. Pp. 209-232.

* Hing, B. (2018). [American Presidents, Deportations, and Human Rights Violations: From Carter to Trump](https://www.cambridge.org/core/books/american-presidents-deportations-and-human-rights-violations/F030E4FA50AF9BFC2B2AE24BE2C2B414) *.* Cambridge: Cambridge University Press. doi:10.1017/9781108559690.

Part I: Clinton and Bush Lead the Way for Obama: Nightmarish ICE Enforcement Tools, pp. 23-51.

Closing: Challenging the New Deportation King, pp. 287-311.

Epilogue Disrupting the Deportation Royalty, pp. 313-339.

Afterword: Abuser-in Chief, pp. 341-350.

* Wolf, R. (Dec.17, 2021). [Immigration Detention and Enforcement Are a Mixed Bag in Biden’s First Year](https://immigrationimpact.com/2021/12/17/biden-detention-enforcement-first-year/?emci=e691faa9-855f-ec11-94f6-0050f2e65e9b&emdi=f2c7f254-d860-ec11-94f6-0050f2e65e9b&ceid=10076355#.Yb94WRPMJgF). Immigration Impact.
* [Interview with Caitlin Marie Ward](https://www.youtube.com/watch?v=kjhYsHVmHUc), Senior Advisor on Migration with the Office of Justice and Ecology at the Jesuit Conference of Canada and the United States. (October 26, 2021). *Global Migration Web Series*. Loyola University Chicago, (22.32 min. video)
* Center for Asian American Media (2005). [Sentenced Home: The Deportation of Cambodian Americans](https://go.openathens.net/redirector/luc.edu?url=https%3A%2F%2Fvideo.alexanderstreet.com%2Fwatch%2Fsentenced-home%3Faccount_id%3D12163%26usage_group_id%3D101714). *(78-minute documentary)*
* Module 10 Lecture Notes
* Module 10 Prerecorded Lecture

**Module 11 – Defining America Through Federal Immigration Policy Part VII: Asylum**

**Date**

**Description**

This module presents an overview of U.S.A. asylum policies and procedures, as well as trends in the numbers and nature of asylum applications, processes, and determinations. The increasing emphasis on national security over human security, as well as the influence of political, ethnic, and racial factors are considered in the discussion of asylum and U.S. immigration policy in general.

**Learning Objectives**

After completing this module, participants will:

1. understand U.S.A. asylum policies and procedures.
2. be familiar with recent and current trends in the numbers and nature of asylum applications, processes, and determinations.
3. be familiar with as the influence of political, ethnic, and racial factors in asylum trends.
4. understand the tension between human security and national security as evidenced in recent asylum trends.

**Required Resources**

* Hing, Bill Ong (2004). [Defining America through Immigration Policy](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213783274602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en)*.* Philadelphia: Temple University Press. ISBN-13: 978-159213233.

Chapter 12. The Politics of Asylum, pp. 233-258.

Epilogue: Two Americas, pp. 259-275.

* Bhabha, J. (2021). [Zero Humanity: The Reality of Current US Immigration Policy toward Central American Refugee Children and Their Families](https://www.cambridge.org/core/services/aop-cambridge-core/content/view/2C44A4CA24FBBC13D1F4101754948CC4/9781108843171c3_35-52.pdf/zero_humanity.pdf). In M. Land, K. Libal, & J. Chambers (Eds.), *Beyond Borders: The Human Rights of Non-Citizens at Home and Abroad* (pp. 35-52). Cambridge: Cambridge University Press. doi:10.1017/9781108914994.004
* [Tales From Real Life /Well-Founded Fear](https://epidavros.org/tales-from-real-life). (n.d. –more recent companion video to the PBS POV documentary, Well-Founded Fear). Epidavros Project/Epidoko Pictures. (80 min. documentary)
* Module 11 Lecture Notes
* Module 11 Prerecorded Lecture

**Module 12 – Defining America Through Health Policy: Public Health Entry Prohibitions & Border Closings, Medical Deportations and Expendable Workers and Detainees**

**Date**

**Description**

This module addresses the intersection of heath policy and immigration. During the 20th Century to the present an unsupported fear of the “infected foreigner” has been a factor in regulating immigration and human mobility across the U.S. border. Public health worries and medical public charge concerns have been a basis for alien inspection, preventing admission, quarantining, and deporting immigrants and would-be immigrants. For more than a century policymaker have employed widely variable medical labels for the purpose of excluding immigrants. Furthermore, immigrants, authorized and unauthorized, are routinely excluded from health care benefits under government supported health programs (e.g., Medicare, Medicaid, Affordable Cara Act, CHIP…). Most recently, during the Covid-19 pandemic, border closures and border expulsions are carried out under a little-known provision of U.S. health law, section 265 of Title 42.

**Learning Objectives**

After completing this module, participants will:

1. understand the historic and contemporary relationship between health concerns and immigration law.
2. be familiar with the largely unfounded fear of immigrants and refugees as public health threat.
3. be familiar with the exclusion of immigrants from many government-supported health programs.
4. understand how concerns regarding health and medical public charge are exercised as a basis for excluding entry, denying status adjustment, and deportation.
5. be familiar with recent use of obscure public health policy to close the border and restrict travel, even for humanitarian purposes, during the current COVID-19 pandemic.

**Required Resources**

* Markel, H., & Stern, A. M. (2002). [The Foreignness of Germs: The Persistent Association of Immigrants and Disease in American Society](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2690128/). The Milbank quarterly, 80(4), 757–v. <https://doi.org/10.1111/1468-0009.00030>
* Olayo-Méndez, A., Vidal de Haymes, M., García, M., & Cornelius, L. J.,  (2021) Essential, Disposable, and Excluded: The Experience of Latino Immigrant Workers in the US during COVID-19, *Journal of Poverty,* DOI: [10.1080/10875549.2021.1985034](https://doi.org/10.1080/10875549.2021.1985034)
* Vilches Hinojosa, M., Rivas Castillo, J., & Vidal de Haymes, M. (2021) International Migration in the Central and North American Regions in the COVID-19 Pandemic Context, Journal of Poverty, DOI: [10.1080/10875549.2021.1978609](https://doi.org/10.1080/10875549.2021.1978609)
* American Immigration Council (October 15, 2021). [Fact Sheet: A guide to Title 42 Expulsions at the Border.](https://www.americanimmigrationcouncil.org/research/guide-title-42-expulsions-border)
* Centers for Disease Control and Prevention (December 16, 2019). [Laws and Regulations for the Medical Examination of Aliens](https://www.cdc.gov/immigrantrefugeehealth/laws-regulations.html). Centers for Disease Control and Prevention.

\*Please review this webpage.

* Bennion, D., Torres-García, A., Rodarte Costa, E., Monnat, J. (2021) [Fatal Flights: Medical Deportations in the U.S.](https://freemigrationproject.org/wp-content/uploads/2021/06/FMP_FATAL-FLIGHTS_MEDICAL-DEPORTATION-IN-THE-US_May-17-2021.pdf) . Free Migration Project and University of Pennsylvania Law School Legislative Clinic.
* The Daily Dose (January 25, 2021).[Ellis Island: Immigrants to America Must Meet Public Health Measures.](https://dailydosenow.com/ellis-island/)  (3.47 min Video)
* The National Park Service (ND). [Part Three: Medical Inspection](https://www.nps.gov/media/video/view.htm?id=36C0B1E7-431E-48BB-9D5E-8E98E0C2E0DE). [Ellis Island Part of Statue of Liberty National Monument](https://www.nps.gov/elis/).
* [The Facility](https://time.com/6121979/immigrants-ice-facility-film/) (2021). Field of Vision. (27 min. documentary)
* Module 12 Prerecorded Lecture
* Module 12 Lecture Notes

**Recommended Resources**

* Batra Kashyap, M. (November 2020). [U.S. Settler Colonialism, White Supremacy, and the racially Disparate Impacts of Covid-19](https://www.californialawreview.org/settler-colonialism-white-supremacy-covid-19/). 11 Calif. L. Rev. Online 517 <https://www.californialawreview.org/settler-colonialism-white-supremacy-covid-19>.*California Law Review Online 11(517).*

**Module 13 – Defining America through Immigrant Exclusion: Blocking Pathways to Integration and Access to Social Welfare Benefits**

**Date**

**Description**

The policies that impact the lives immigrants as well as their neighbors in destination communities extend beyond immigration policy to the realm of social welfare policy. The rights, responsibilities, and benefits that are extended to immigrants have significant implications for their well-being, integration in local communities, ability to exercise their skills and talents, and contribute to a vibrant cultural and civic community life. The inclusion of immigrants in some of the rights and benefits enjoyed by citizens is guaranteed at a federal level, but many varies by immigration status and state of residence. This module presents an overview of immigrant inclusion and exclusion in social welfare programs.

**Learning Objectives**

After completing this module, participants will:

1. Understand the role of key institutions in immigrant integration.
2. Be familiar with the public programs and benefits that are extended to immigrants of different status.
3. Be familiar with the variation of benefits across programs and across state jurisdictions.
4. Understand the implications of eligibility and access to benefits for immigrant integration and well-being.

**Required Resources**

* Broder, T., Lessard, G., Moussavian, A. (October, 2021). [Overview of Immigrant Eligibility for Federal Programs](https://www.nilc.org/wp-content/uploads/2021/08/overview-immeligfedprograms-article.pdf). National Immigration Law Center.
* National Conferences of State Legislatures. (August 9, 2021). [States Offering Driver's Licenses to Immigrants](https://www.ncsl.org/research/immigration/states-offering-driver-s-licenses-to-immigrants.aspx). National Conference of State Legislatures.
* National Conferences of State Legislatures. (March 1, 2021). [Tuition Benefits for Students](https://www.ncsl.org/research/immigration/tuition-benefits-for-immigrants.aspx). National Conference of State Legislatures.
* National Conferences of State Legislatures. (December 27, 2020). [Immigration Laws and Current State Immigration Legislation: Searchable Databases](https://www.ncsl.org/research/immigration/immigration-laws-database.aspx). National Conference of State Legislatures.
* [VERIFY: Undocumented immigrants and federal benefits](https://www.youtube.com/watch?v=iWNGjBkvSAg)(1.36 min video)
* EconoFact Admin. (June 11, 2019). [Immigrants and Public Benefits.](https://econofact.org/immigrants-and-public-benefits-video) The Fletcher School, Tufts University. (2:40 min video).
* Module 12 Prerecorded Lecture
* Module 12 Lecture Notes

**Module 14 & 15 – Teaching Case Presentations**

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

[List professional journals, websites, etc. by category here]

**Professional Journals**

**Website**

**Other**