

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

**Course and Contact Information**

<b>Instructor:</b>	Elizabeth Tejada <a href="mailto:elizabeth.pacheco@sjsu.edu">elizabeth.pacheco@sjsu.edu</a> (all contacts for this course should occur via Canvas)
<b>Office hours and contact:</b>	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 <b>general</b> 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.
<b>Class Days/Time:</b>	Online only
<b>Prerequisites:</b>	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, jurisdictions 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

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 you

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 Jose State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within a specific course, semester, or academic program but also over a lifetime.

### Credit Hour Requirement

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

### Course Requirements and Assignments

#### Grading Criteria

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

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

- comply with the assignment instructions
- explore and comprehend the course subject
- understand the connection between concepts



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:**







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 find more information here.

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