

**IMMIGRATION AND PUBLIC POLICY**  
**FALL SEMESTER 2018**

**Course Number:** 37:575:320:01/38:578:526:01

**Class Time:** Wednesday 3:55-6:55PM

**Class Location:** Cook /Douglas Campus Labor Education Center Room 130/131

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**COURSE OVERVIEW**

What determines who is allowed entry into the country? How does immigration policy connect to practices of inequality? In this course, we will examine such questions by understanding how the law is socially constructed and how its enforcement relates to immigration within the U.S. and more globally.

The course explores the history of U.S. immigration policy as well as its impact on the rights of citizens and non-citizens in today's world economy. Immigration is a broad topic, this course focuses upon how immigration policy has changed overtime in respect to who can be a citizen and why others are denied entry. We will cover a range of issues by focusing upon race, gender, class, and sexuality as organizing principles. Scholars are introduced to how individual choice is connected to the social structure, such as the government, economy, and family. The readings will outline how immigration policies have defined who is free and who is deviant, both across U.S. history as well as globally in the current time period. Scholars will build on their abilities of critical thinking, analytic writing skills, evidence based research, and multimedia proficiency. Through course readings, class discussions and activities, video and memo critiques, and finally editorials for publication, scholars will understand the connections between national policy, social science research, and patterns of immigration.

**COURSE REQUIREMENTS & GRADING**

There are five requirements and the grading rubric is as follows:

Course Requirement	Raw Points	% Percentage of Final Course Grade
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Class Participation	200	20%
BrainWorks FieldNotes	100	10%
Memo Critiques	200	20%
Midterm Editorial Piece	250	25%
Final Editorial Piece	250	25%
<b>Total</b>	<b>1000</b>	<b>100%</b>

All assignments must be completed to receive credit for this course. In accordance with the Rutgers University letter grade and grade point system, your final grade will be calculated as follows:

<b>RU Letter Grade</b>	<b>Raw Points</b>	<b>% Percentage</b>
A	900-1000	90%
B+	870-899	87%
B	800-869	80%
C+	770-799	77%
C	700-769	70%
D	670-699	67%
F	Below 670	Below 67%

### **Class Participation: (200pts; 20% of final grade)**

The classroom is a space for experimentation and learning in collaboration with your peers. The course uses a discussion-based format to encourage active learning techniques and analytic skills development throughout the semester. As a scholar, you are expected to study ALL assigned texts *carefully* and work through the complexities of readings prior to class. For every hour spent in class, scholars are expected to invest 2 hours of preparation outside of class. Given the seminars are structured as 3 hour sessions, you are expected to invest up to 6 hours of preparation time reading outside of class.

### ***Class Discussions***

Within class discussions, you are encouraged to participate actively by sharing insightful and constructive comments. In part, class discussions are venues for scholars to hone their abilities of constructing and articulating critical analysis of texts. Each class will entail three separate components: (1) the first portion will involve discussion led through analytic activities, (2) followed by semi-lecture, Socratic method of instruction to understand the theoretical frameworks in greater depth, (3) and the final portion of each class will involve group activities in which scholars will apply the readings to the contemporary moment.

### ***Experiential Learning***

Throughout the semester, scholars will have opportunities to absorb information via first hand knowledge. Experience can be a powerful teacher, gaining insights from your everyday interactions and respective community is a valuable skill. In line with the course focus upon

active learning, scholars are encouraged to *learn by doing*. You will develop habits of not only learning from the readings but also the practice of engaging the world outside the classroom. The aim of experiential learning activities is to allow for a dynamic space within which you apply concepts from the course to better understand and evaluate situations in your lived realities. The main analytic exercise to develop skills of experiential learning will be the BrainWorks Field Notes (see below for further details).

### ***Class Participation Points & Logistics***

Each class, students have the opportunity to earn participation points. Allotment of points will be discussed during the second week. Since class discussions are a significant component of the learning process as well as the overall grade, attendance is highly encouraged. However, if a class session has to be missed due to an emergency, please **send an email prior to class and report to the Rutgers Absence Reporting System**. Class instruction will begin promptly at the time specified and will not be repeated, as such it is important to arrive ON TIME. Walking in and out of a session is highly discouraged. Of course, emergencies arise, please be respectful to other students and exercise common sense. In addition, please **send an email prior to class** about any late arrivals or early departures from class. **Unexcused absences, late arrivals, early departures will result in no participation points for that class session**. With the exception of a break at the halfway point, students are expected to remain in class for the entirety of the session.

The use of technology, such as laptops, tablets etc is **not** permitted (unless specified by the instructor). This includes cell phones, which must be switched to vibrate (no audible ringtones) and not used at all during class. **Students using cellphones or other technology will receive no participation points for the class session**. This includes but is not limited to surfing the web, email, and disruptions to the class. Lastly, students are not permitted to record, videotape, or photograph any class session without consent and authorization of the professor and their classmates. These guidelines are in place to establish an inclusive and fruitful learning environment.

### **BrainWorks Field Notes (100pts; 10% of final grade)**

The course aims to hone scholars' critical thinking skills by using various analytic activities throughout the semester. Critical thinking is the practice of creating space in your mind by being curious, asking questions, and being open to new ways of understanding so as to build on your existing knowledge set. To cultivate skills of analysis, scholars will engage in different exercises each week to improve concentration, perception/observation, and evaluation techniques. In particular, improving analytic ability involves observation and documentation; in the case of our course the object of study will be the workings of your own mind. Each of you will receive a personalized "BrainWorks" Notebook to use within class sessions so as to record your reflections and ideas. The notebooks will serve as data collection or "field notes" to observe your own analytic development across the semester. You will receive a personalized notebook during the class session in week two. Your notebooks will be submitted to the professor every few weeks for participation points (see course reading schedule for deadlines).

### **Memo Critiques: (200pts, 40pts each; 20% of final grade)**

Writing is a process of thinking and an exercise in clarifying unformulated ideas. The course

offers multiple opportunities for scholars to improve both their abilities of critical thinking and writing skills. The memo critiques are designed for scholars to make mini-arguments and receive constructive feedback for improvement.

For each week's memo, scholars will apply the readings to an issue of their concern. The aim is to formulate a convincing argument that uses theories from the course to evaluate a contemporary issue. Specifically, scholars will (1) formulate a question in relation to the readings assigned for that week, (2) proceed to answer that question by identifying an argument that weaves together the readings, and (3) use evidence to support and strengthen your claims. Use **no more than 250 words** for each memo, it should be **clear, concise, and convincing**. The memo should not merely be a response, but a carefully reasoned critique. Please share your memo with the class using SAKAI, no later than **Tuesday at 5pm** (the day prior to class). Late submissions will not be accepted without prior approval.

### **Midterm: Print Media Publication (250pts; 25% each of final grade)**

Writing assignments will prompt scholars to connect readings from the course with contemporary social issues. The midterm will be an editorial for publication to a media outlet, such as the New York Times, Huffington Post, Colorlines, Politico, or of the scholar's choosing. Prompts and options for publication will be distributed in class for the midterm writing assignment. Since the memos are practice to formulate smaller arguments in relation to the readings, these can be used to build a larger argument within the midterm editorial. I will serve as your editor; quality over quantity is encouraged.

### **Final: Print Media Submission (250pts; 25% of final grade)**

For the final, scholars will build on the midterm writing assignment by incorporating the feedback of the editor (myself) and construct a polished editorial for submission to a print media outlet. Scholar's are encouraged to identify one of the concepts introduced in class and make connections with contemporary social practice. Prompts will be distributed in class; in addition, scholars will have the option of constructing own topic of inquiry. Please discuss your topic with the professor by week 13.

### **Extra Credit:**

Additional opportunities for learning the course objectives can be made available. These are reserved for scholars who demonstrate an improvement over the course yet remain at a grade level of C or below. Towards the end of the semester, these extra assignments will be made available at the professor's discretion.

## **LEARNING OBJECTIVES**

*Course Objective(s) from the Instructor:*

1. Scholars will build on their abilities of critical thinking, writing skills, and evidence based research.
2. Through course readings, class discussion and activities, weekly response memos, and papers, scholars will understand the connections between national policy, social science research, and patterns of immigration.

### ***Core Curriculum: 21C and SCL***

Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world (a). Analyze a contemporary global issue from a multidisciplinary perspective (b). Analyze issues of social justice across local and global contexts (d). Understand the bases and development of human and societal endeavors across time and place (h).

Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization. (Goal m). Apply concepts about human and social behavior to particular questions or situations. (Goal n).

### ***Labor Studies and Employment Relations Department:***

Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations. (Goal 1). Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2). Analyze the degree to which forms of human difference shape a person's experience of work. (Goal 6).

### ***School of Management and Labor Relations:***

Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV). Evaluate the context of workplace issues, public policies, and management decisions (Goal V). Demonstrate an understanding of how to apply knowledge necessary for effective work performance (Goal VI).

## **COMMITMENT TO INCLUSIVE & RESPECTFUL LEARNING**

Active learning is a process of venturing into the unknown and unfamiliar. Encountering new ways of understanding can be a challenging and uncomfortable process. As such, classroom interactions require respectful and inclusive language and behavior. Scholars are encouraged to hone their skills of listening, empathy, and analytic discourse so as to fully engage with the material and learn from the diverse experiences of their peers. The classroom is a space for the intermingling of contrasting frameworks and developing skills of analysis to distinguish between fact and hearsay. It is also an opportunity for scholars to learn from each other and begin to understand perspectives contrary to their own. Scholars will be introduced to research about forms of structural exclusion in both a historical and contemporary context. A variety of works will inform scholars learning around how organizing principles of gender, race, sexuality, and class (to name a few) have framed the politics of belonging. When encountering ideas or theories that are unfamiliar, scholars are encouraged to ask questions and share their perspectives in a respectful manner. To foster an inclusive and respectful environment antagonizing, disruptive language and behavior will not be tolerated.

### *A Note from the University*

Rutgers University welcomes differently abled students into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student who is differently abled must contact the appropriate services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

### **ACADEMIC INTEGRITY**

Violations of academic integrity are not tolerated in this course, all other courses at Rutgers, or at any institution of higher learning. Academic dishonesty, whether intentional or unintentional, has serious consequences. Please review Rutgers University's Academic Integrity website at: <http://academicintegrity.rutgers.edu/> to understand how to avoid violations of academic integrity.

### **ASSIGNMENT POLICIES**

Late Assignments, Make-ups and Incompletes: There are no make-ups allowed for the BrainWorks Field Notes and memo critiques. Assignments not turned in during class on the due date will be penalized one grade per day (A to B+ to B, etc). Incompletes for the course are given only in the case of a documented medical or family emergency. In these documented cases, an incomplete is only available if you have completed at least 2/3 of the course assignments (the first two papers).

Paper Draft Policies: During office hours prior to paper submission, I am happy to provide feedback on outlines of paper (no drafts). However, paper inquiries sent after 5pm the night before the due date may not be responded to, so get your questions in early.

### **COURSE READINGS**

Please study each work with attention to the following questions:

1. What is the main argument? What are the sub-claims?
2. How do we assess its veracity? What evidence supports the main argument?
3. What are the main concepts introduced by the scholar? What is the overall theoretical framework (way of explaining a particular process)?

It is highly recommended to stay on top of readings as concepts introduced in each set of weekly texts build upon the previous set. All readings are made available on SAKAI.

## **HISTORICAL CONTEXT: CONCEPTS AND FRAMEWORKS**

### **WEEK 1 (Wed Sep 5)**

Introduction & In-Class Exercises

### **WEEK 2: CLASSROOM 130/131**

**(Wed Sep 12) Legal Foundations of U.S. Origin Myth 25pts**

**Memo Critique – DEADLINE: Tuesday 5pm via SAKAI 40pts**

**Goals for Semester Sheet - DEADLINE: Wednesday in Class**

**Student Profile Sheet - DEADLINE: Wednesday in Class**

Main Concepts: 1. Dispossession 2. Settler Colonialism

Roxanne Dunbar-Ortiz - *An Indigenous People's History of the United States*

Introduction: This Land

Ian Haney Lopez – *White by Law: The Legal Construction of Race*

Ch.2 Racial Restrictions in the Law of Citizenship

### **WEEK 3: CLASSROOM 130/131**

**(Wed Sep 19) Legal Foundations of U.S. Citizenship 25pts**

**Memo Critique – DEADLINE: Tuesday 5pm via SAKAI 40pts**

Main Concepts: 1. Eurocentrism 2. Whiteness

Richard Delgado and Jean Stefancic – *Critical Race Theory: The Cutting Edge*

Ch.40 Law as a Eurocentric Enterprise – Kenneth B. Nunn

Ian Haney Lopez – *White by Law: The Legal Construction of Race*

Ch.4 Ozawa and Thind

[Recommended] Appendix

[Recommended] Evelyn Nakano Glenn: *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor*

Ch.1 Integrating Race & Gender

Ch.2 Citizenship: Universalism and Exclusion

### **WEEK 4: EXPERIENTIAL LEARNING**

**(Wed Sep 26) National Belonging: Property, Indenture, Free Labor**

**BrainWorks FieldNotes Observations via Notebooks & Multimedia 20pts**

**DEADLINE: Wednesday 11pm via SAKAI**

Main Concepts: 1. Forced Migration 2. Indentured Labor

[Recommended] Angela Davis – *The Angela Davis Reader*

Ch.5 “From the Prison of Slavery to the Slavery of Prison: Frederick Douglas and the Convict

Lease System”

[Recommended] Moon-Ho Jung – *Coolies and Cane: Race, Labor, and Sugar in the Age of Emancipation*

Ch.1 Outlawing Coolies

#### **WEEK 5: CLASSROOM 130/131**

**(Wed Oct 3) National Belonging: U.S. Citizenship, Immigrant Labor, and Criminality**  
**25pts**

**Memo Critique – DEADLINE: Tuesday 5pm via SAKAI 40pts**

Main Concepts: 1. Mestiza Consciousness 2. Social Criminality

Gloria Anzalda - *Borderlands/La Frontera: The New Mestiza*

Ch.1 The Homeland, Aztln

Ch.7 Towards a New Consciousness

Eithne Luibheid – *Entry Denied: Controlling Sexuality at the Border*

Ch.4 Looking like a Lesbian: Sexual Monitoring at the U.S.-Mexico

Border

#### **WEEK 6: EXPERIENTIAL LEARNING**

**(Wed Oct 10) National Belonging: Class & Undocumented Status**

**Midterm Rough Draft – DEADLINE: Tues Oct 9 5pm via SAKAI 15pts**

**PeerEdit Rough Draft – DEADLINE: Thurs Oct 11 7pm via SAKAI 5pts**

Main Concepts: 1. Undocumented Labor 2. System of Dual Rule

[Recommended] Vivek Bald – *Bengali Harlem and the Lost Histories of South Asian America*

Ch.3 From Ships’ Holds to Factory Floors

[Recommended] Cheryl Harris – “Whiteness as Property” *Harvard Law Review*,

Vol. 106, No. 8 (June 1993), pp. 1707-1791

#### **WEEK 7: EXPERIENTIAL LEARNING**

**(Wed Oct 17) National Belonging: Indigenous Rights & Re-envisioning the Nation**

Main Concepts: 1. Political Belonging 2. NeoColonial Legal System

Ch.4 Braceros, ‘Wetbacks’, and the National Boundaries of Class

Ch.10 Documents of Barbarism: The Contemporary Legacy of European Racism and Colonialism in the Narrative Traditions of Federal Indian Law – Robert A. Williams, Jr.

**\*\* MIDTERM PAPER DUE:**

**THURSDAY OCTOBER 18 5PM via SAKAI 250pts \*\***

**GLOBAL CONTEXT: CONCEPTS AND FRAMEWORKS**

**WEEK 8: CLASSROOM 130/131**

**(Wed Oct 24) Borders in a Global Context 25pts**

**BrainWorks FieldNotes Observations via Notebooks & Multimedia**

**(Extra Credit 5pts - DEADLINE: Tuesday 5pm via SAKAI)**

Main Concepts: 1. Documentation as Territory 2. Criminalization of Mobility

John Torpey – *The Invention of the Passport: Surveillance, Citizenship, and the State*

Ch.1 Coming and Going: On the State Monopolization of the Legitimate Means of Movement

Michael Welch - *Detained: Immigration Laws and the Expanding INS Jail Complex*

Ch.2 Moral Panic over Immigrants

Ch.8 The INS Detention Industry

[Recommended] Nicholas de Genova and Nathalie Peutz, (Eds) – *The Deportation Regime: Sovereignty, Space, and the Freedom of Movement*

William Walters Ch.1 Deportation, Expulsion, and the International Police of Aliens

**WEEK 9: EXPERIENTIAL LEARNING**

**(Wed Oct 31) Political Belonging in a Global Context**

**BrainWorks FieldNotes Observations via Notebooks & Multimedia 20pts**

**DEADLINE: Wednesday 11pm via SAKAI**

Main Concepts: 1. Translocal Citizenship 2. Cosmopolitanism

[Recommended] Saskia Sassen – *Territory, Authority, Rights: From Medieval to Global Assemblages*

Ch.6 Foundational Subjects for Political Membership: Today's Changed Relation to the National State

[Recommended] Peter Nyers Ch.14 Abject Cosmopolitanism: The Politics of Protection in the Anti-Deportation Movement

**WEEK 10: CLASSROOM 130/131**

**(Wed Nov 7) Migration Economies in a Global Context 25pts**

**BrainWorks FieldNotes Observations via Notebooks & Multimedia 20pts**

**DEADLINE: Wednesday 11pm via SAKAI (Extra Credit 5pts Tues 5pm)**

Main Concepts: 1. Migration Industry 2. Institutions as Facilitator of Mobility

Andrew M. Gardner – *City of Strangers: Gulf Migration and the Indian Community in Bahrain*

Ch.7 The Invigorated State: Transnationalism, Citizen, and State

Ch.1 The Migration of Urban Mexicans to the United States

**WEEK 11: EXPERIENTIAL LEARNING**

**(Wed Nov 14) Migrant Workers in a Global Context**

**BrainWorks FieldNotes Observations via Notebooks & Multimedia 20pts**

**DEADLINE: Wednesday 11pm via SAKAI**

Main Concepts: 1. Transnational Worker 2. Transnational Organizing

[Recommended] Rhacel S. Parreñas: *Servants of Globalization: Women, Migration and Domestic Work*

Ch.3 The International Division of Reproductive Labor

[Recommended] Chandra Talpade Mohanty - *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*

Ch.6 Women Workers and the Politics of Solidarity

**WEEK 12 THANKSGIVING BREAK: Nov 22-25**

**\*\*NO ASSIGNMENTS\*\***

**\*\*NO CLASS\*\***

**WEEK 13: CLASSROOM 130/131**

**(Wed Nov 28) Migrant Status in a Global Context 25pts**

**Memo Critique – DEADLINE: Tuesday 5pm via SAKAI 40pts**

Main Concepts: 1. Non-Citizen Category 2. Nation State as Labor Broker

Cindy Hahamovitch - “Creating the Perfect Immigrants: Guestworkers of the World in Historical Perspective” *Labor History*, Vol. 44, No. 1, pp. 69-94

Robyn Rodriguez - *Migrants for Export: How the Philippine State Brokers Labor to the World*  
Ch.2 A Global Enterprise of Labor: Mobilizing Migrants for Export

**WEEK 14: CLASSROOM 130/131**

**(Wed Dec 5) National Belonging & Re-envisioning the Future 25pts**

**Memo Critique – DEADLINE: Tuesday 5pm via SAKAI 40pts**

Main Concepts: 1. Cultural Essentialism 2. Colonial Legal System as Foreign Policy

Roxanne Dunbar-Ortiz - *An Indigenous People’s History of the United States*

Ch.11 The Doctrine of Discovery

Conclusion The Future of the United States

**WEEK 15: EXPERIENTIAL LEARNING**

**(Wed Dec 12) Course Review & Paper Drafts**

**Final Rough Draft – DEADLINE: Tuesday Dec 11 5pm via SAKAI 20pts**

**Peer Edit Rough Draft – DEADLINE: Thurs Dec 13 7pm via SAKAI 5pts**

Review of Concepts & Peer-Editing of Rough Drafts

**\*\* FINAL PAPER DUE: WED DEC 19 5PM via SAKAI 250pts \*\***

 [SJV Syllabus ImmPubPolFall2018.pdf](#)

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