



---

## IMMIGRATION AND PUBLIC POLICY

### FALL SEMESTER 2016

**Course Number:** 37:575:320:01

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

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

---

Professor: Dr. SaunJuhi Verma  
Dep. Labor Studies and Employment Relations  
School of Management and Labor Relations  
Rutgers, The State University of New Jersey

Phone: 848-932-4479  
Email: [jverma@work.rutgers.edu](mailto:jverma@work.rutgers.edu)  
Office Location: SMLR Room 151  
Office Hours: By Appointment

### 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 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. Students 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 laws have defined who is free and who is deviant, both across U.S. history as well as in the current time period. Students will build on their abilities of critical thinking, writing skills, and evidence based research. Through course readings, class discussion and activities, weekly response memos, and papers, students 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
Class Participation & Group Presentation	240	24%
Weekly Memo Critiques	260	26%
Midterm Paper	250	25%
Final Paper	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:

RU Letter Grade	Raw Points	% Percentage
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: (14opts; 24% of final grade)**

The classroom is a space for experimentation and learning in collaboration with other students. The course uses a discussion-based format to encourage active learning techniques and analytic skills development throughout the semester. Students are expected to study ALL assigned texts *carefully* and work through the complexities of readings prior to class. Within class discussions, students are encouraged to participate actively by sharing insightful and constructive comments. In part, class discussions are venues for students to hone their abilities of constructing and articulating a critical analysis of texts.

Each class, students have the opportunity to earn a total of 10points for participation. Allotment of points will be discussed during the first two classes. 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. 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.

#### **Group Presentations: (100pts; 24% of final grade)**

Each student will have the opportunity to participate in a collaborative learning exercise. The specific prompts for the group presentation will be shared in a separate document during week four. During this session, groups and selection of respective presentation days will be determined by random assignment. The group presentation involves (1) applying that week's readings to one of the three scenarios presented in the handout and (2) clarifying the main concepts of the texts to the class.

During the week of presentations, the group members leading class discussion are not required to submit weekly memo critiques.

#### **Weekly Memo Critiques: (260pts; 26% of final grade)**

Writing is a process of thinking and an exercise in clarifying unformulated ideas. The course offers multiple opportunities for students to improve both their abilities of critical thinking and writing skills. The weekly memo critiques are designed for students to make mini-arguments and receive constructive feedback for improvement.

For each week's memo, (1) identify one claim from the readings assigned for that week, (2) formulate a question in relation to that claim, and (3) proceed to answer that question. 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 students to connect readings from the course with contemporary social issues. The midterm will be a brief thought piece for publication to a media outlet, such as the New York Times, Huffington Post, Colorlines, Politico, or of the student's choosing. Prompts and options for publication will be distributed in class for the midterm writing assignment. Since the weekly memos are practice to formulate smaller arguments in relation to the readings, these can be used to build a larger argument within the midterm thought piece. I will serve as your editor; quality over quantity is encouraged.

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

For the final, students will build on the midterm writing assignment by incorporating the feedback of the editor (myself) and construct a polished thought piece for submission to a print media outlet. Students 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, students 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 students 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. Students 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, students 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).

**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 Papers, Make-ups and Incompletes: There are no make-ups allowed for weekly memo critiques. Papers 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?

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.

### WEEK 1 (Sep 7)

Introduction & In-Class Exercise

#### HISTORICAL CONTEXT: CONCEPTS AND FRAMEWORKS

### WEEK 2

**Weekly Memo Critique - DEADLINE: Tuesday 5pm via SAKAI**

(Wed Sep 14) Legal Foundations of U.S. Origin Myth **10pts**

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

**Weekly Memo Critique - DEADLINE: Tuesday 5pm via SAKAI**

(Wed Sep 21) Legal Foundations of U.S. Citizenship **10pts**

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*  
Ch.4 Ozawa and Thind  
P.168-182 Appendix B

### WEEK 4

**Weekly Memo Critique - DEADLINE: Tuesday 5pm via SAKAI**

(Wed Sep 28) National Belonging: Property, Indenture, and Free Labor  
**10pts**

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"



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

Ch.1 Outlawing Coolies

[Optional Reading] Cheryl Harris – “Whiteness as Property” *Harvard Law Review*, Vol. 106, No. 8 (June 1993), pp. 1707-1791

**\*\* OFFICIAL GROUPS ASSIGNED \*\***

## WEEK 5

**Weekly Memo Critique – DEADLINE: Tuesday 5pm via SAKAI**

**(Wed Oct 5) National Belonging: Class, Immigrant Labor, and Criminality 10pts**

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

Ch.3 From Ships’ Holds to Factory Floors

Mae Ngai – *Impossible Subjects: Illegal Aliens and the Making of Modern America*

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

## WEEK 6

**Weekly Memo Critique – DEADLINE: Tuesday 5pm via SAKAI**

**(Wed Oct 12) National Belonging: Borders and Surveillance 10pts**

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

Ch.1 The Homeland, Aztlán

Ch.7 Towards a New Consciousness

Nicolas G. Rosenthal – *Reimagining Indian Country: Native American Migration and Identity in Twentieth Century Los Angeles*

Ch.3 From Americanization to Self-Determination: The Federal Urban Relocation Program

**\*\* MIDTERM PAPER DUE: TUESDAY OCT 18 5PM via SAKAI \*\***



## GLOBAL CONTEXT: CONCEPTS AND FRAMEWORKS

### WEEK 7

(Wed Oct 19) Preparation Week **10pts**

**\*\*NO WEEKLY MEMO\*\***

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

### GROUP PREPARATION TIME

**\*\* GROUP PRESENTATIONS BEGIN NEXT WEEK \*\***

### WEEK 8

**Weekly Memo Critique - DEADLINE: Tuesday 5pm via SAKAI**

**\*\* GROUP 1 PRESENTATION \*\***

(Wed Oct 26) Borders in a Global Context **10pts**

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

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

### WEEK 9

**Weekly Memo Critique - DEADLINE: Tuesday 5pm via SAKAI**

**\*\* GROUP 2 PRESENTATION \*\***

(Wed Nov 2) Migration Economies **10pts**

Rubén Hernández-León - *Metropolitan Migrants: The Migration of Urban Mexicans to the United States*

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

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 10

**Weekly Memo Critique - DEADLINE: Tuesday 5pm via SAKAI**

**\*\* GROUP 3 PRESENTATION \*\***

### (Wed Nov 9) Guest Workers and Migrant Status **10pts**

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

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

Ch.1 Introduction: Structural Violence and Transnational Migration in the Gulf States

## WEEK 11

**Weekly Memo Critique - DEADLINE: Tuesday 5pm via SAKAI**

**\*\* GROUP 4 PRESENTATION \*\***

### (Wed Nov 16) Sexuality and Regulation of Borders **10pts**

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

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

Lionel Cantu - *The Sexuality of Migration: Border Crossings and Mexican Immigrant Men*

Ch.2 Border Patrol: Sexuality, Citizenship, and U.S. Immigration Policy

## WEEK 12

**Weekly Memo Critique - DEADLINE: Tuesday 5pm via SAKAI**

**\*\* GROUP 5 PRESENTATION \*\***

### (Wed Nov 23) Deportation and Criminality **10pts**

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

Ch.2 Moral Panic over Immigrants

Ch.8 The INS Detention Industry

**FALL BREAK**



### **WEEK 13**

**(Wed Nov 30) Guest Lecture: Sayu Bhojwani 20pts**

**Event Location:** Eagleton Institute of Politics, 1<sup>st</sup> Floor Drawing Room  
(191 Ryders Lane, Douglass Campus)

**Sayu Bhojwani was the 1<sup>st</sup> Commissioner of Immigrant Affairs under Michael R. Bloomberg.** She is a visiting scholar with Eagleton's Program on Immigration and Democracy and the founder and president of The New American Leaders Project. She will deliver a lecture about immigration in relation to the 2016 presidential election and the changing American electorate.

### **WEEK 14**

**(Wed Dec 7) Course Review & Paper Drafts 20pts**

Review of Concepts & Peer-Editing of Rough Drafts

**\*\* FINAL PAPER DUE: WED DEC 21 5PM via SAKAI \*\***