

Texas A&M University-San Antonio
College of Arts & Sciences, Department of Social Sciences
ST: Immigration, Crime, and Immigration Policy (CRIM 5324 – 600)
Fall 2024

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Class Hours: Online
Classroom: Online

TEXT:

The casebook for our course is T. Alexander Aleinikoff et al., *Immigration And Citizenship: Process And Policy* (8th ed. 2016). ISBN 978-0-314-26709-2

You will also need an electronic copy of the Immigration and Nationality Act.

Throughout the term, I will distribute additional reading materials and handouts for particular assignments. These materials will be posted to Course Content in Blackboard.

COURSE DESCRIPTION:

This course offers an introduction to the legal regulation of immigration and immigrants in the United States, with a focus on two core questions. First, how does law regulate who is permitted to enter the United States and who is forced to leave? Second, how does law regulate the treatment of noncitizens in the United States—or, put differently, what rights do immigrants have? To answer these questions, the course examines case law, federal law, and federal regulations to survey U.S. immigration history, current issues in immigration law and policy, and the most pressing constitutional issues involving current immigration policies.

COURSE OBJECTIVES

This course is for students who are interested in deepening their knowledge about current issues in immigration law and policy, with a particular focus on the challenges of litigating such issues in the courts. The objectives of the course are as follows:

1. provide an overview of the foundations of immigration law and the legal framework that governs acquisition and rights of citizenship, immigrants, nonimmigrants, and undocumented noncitizens
2. analyze the theoretical and legal structure of nonimmigrant and immigrant screening systems and review of immigration decisions; and,
3. understand the political moments and conflicts that gave rise to particular immigration policies.

COURSE REQUIREMENTS AND GRADING COMPONENTS:

The class consists of 13 Learning Modules. For some modules, you will be required to submit case briefs and answer exercises included in the Learning Module. Please read the following sections carefully to understand what I require from each of you.

Case Briefs/Digests

You are required to write a case brief (single spaced, minimum of 500 words) for 15 cases discussed in the course. The case briefs should summarize the facts, issue, decision and reasons of the courts. The format of the case brief is discussed in page 11 of this syllabus. The minimum number of words is 500 words. You should upload the case briefs in the Learning Module folder corresponding to the assigned chapter in Blackboard. Each case is worth 20 points for a total of 300 points for the 15 cases.

The case briefs are necessary and will help you answer the Exercises. The powerpoints discuss the cases I assigned to you for your case briefs. You may use the powerpoints as a guide and also conduct your own research to supplement the facts and the holding of the court.

All case briefs will be *graded within two weeks of the due date* and grades will be posted to Blackboard. Grades will not be rounded/bumped up to next letter grade (i.e. students earning 89.4% will receive a B), so do not ask. Students desiring to discuss their individual grades should visit the instructor during office hours, as this is not an appropriate topic during class time.

Exercises:

At various points of the summer session, you will check your comprehension of the chapter by answering exercises consisting of multiple choice and short essay questions. The Exercises will be in two formats: essay questions and multiple choice formats. The class schedule included in this syllabus will show the type of exercise that you will be expected to complete. The exercises have already been posted inside each learning module folder. Please note the due dates for the exercises. There will be ten (10) exercises in this class worth a total of 150 points. The answers to the short essays portion of the exercises should be in word format. You will find the exercises in the corresponding Learning Module folder of Blackboard. Click on the link titled Exercise and answer in the spaces provided through the link.

I will not entertain requests to reset the exercises once the deadline has passed. Please take the exercises within the time they are due.

Reaction paper on refugee article or unaccompanied minor article:

At the end of chapter Eight on Asylum, you are required to read **either of two following two articles** and submit a minimum 5-page reaction paper (minimum of 1,250 words) on the article summarizing the content and analysis of the issues. Please use other sources to support your insights into the topic. Please use American Psychological Association (APA) 6th or 7th edition style of citation when citing your references. I have uploaded the articles on the Course Content folder of Blackboard. You will upload your reaction paper in folder for Learning Module 12 on Asylum in Blackboard in the link provided. The reaction paper is worth 50 points. Please read the guidelines for the reaction paper.

1. Nolasco, C. & Braaten, D., (2019). The role of hospitable and inhospitable states in the process of refugee resettlement in the united states. *Journal of Refugee Studies*. fez087, <https://doi.org/10.1093/jrs/fez087>
2. Nolasco, C. & Braaten, D. (2019). Suffer the little children to come: Legal rights of unaccompanied alien children under united states federal court jurisprudence. *International Journal of Refugee Law*, 31(1), 55-82

Extra Credit

Individual student requests for extra credit will not be entertained. The instructor may or may not, in her discretion, offer and announce an extra credit opportunity for the entire class if there is something the instructor feels strongly about encouraging participation in.

Course Requirements

All of the following components are **REQUIRED** for the course completion. The breakdown of the final grade is as follows:

Fifteen Case Briefs/Digests worth 20 points each	300 points
Ten Exercises (Multiple Choice or Short Essay)	150 points
Reaction paper on refugee article or unaccompanied minor article	50 points
Total Points	500 points

Grading Scale

The final grade will be based on the following grading scale:

GRADE	EQUIVALENT POINTS
A	450 to 500 points
B	400 to 449 points
C	350 to 399 points
D	300 to 349 points
F	299 points and less

Note on the written assessments: **The time used for written assessments and deadlines for discussions refer to Texas time (central time zone).** If you are in another time zone, please make sure to check your calendars and watches to be aware of Texas times.

ATTENDANCE POLICY:

Every student is responsible for familiarizing himself/herself with the specific academic regulations contained in the university catalog including degree requirements. For a detailed explanation of policies on class attendance, absence due to religious holidays, field trips, degree planning and withdrawal from the university, please refer to the catalog or the online version at <http://www.TAMUSA.edu/academics/catalog/>.

The University Attendance Policy provides that any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs. Students will be excused in this class for no more than two missed classes without proper documentation or prior approval. Thereafter, each absence must be properly documented or approved by the professor. Absences that exceed the number described herein or incurred without proper documentation will result in a grade of F. Complete class attendance without any absence during the semester, on the other hand, will result in a letter increase in grade in borderline cases, at the instructor's discretion. It is the student's responsibility to obtain missed material from other class members. Participation and engagement on the part of the student will be an integral part of this course.

Cellular Phone Policy: All cellular phones, pagers, and other forms of electronic communication must be silenced during the class period. If you need to have your device on for emergency purposes, inform the teacher as well as take steps to minimize the disturbance in class.

Make-Up Examinations: Make-up exams will not be given unless a student can provide appropriate cause for missing the exam. Examples of this would be: (a) illness that is certified with a licensed physician's note stating that the student should avoid participating in class functions; or (b) certifiable death or cataclysmic life course event that has an adverse effect on the student and that can be documented and/or verified. Make-up exams will be given at a time and place convenient for the professor and the student concerned, upon mutual agreement of the parties.

COMMUNICATIONS POLICY

E-mail communications are an integral part of this course. **Please email me using your jaguar account at cnolasco@tamusa.edu and not through blackboard.** I will not timely receive any email sent through blackboard. It is recommended you make sure you:

1. Check your e-mail at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Please use appropriate language in your email. Use spell check, correct spelling, punctuation marks. Also, I am not your friend or buddy. Please address me as either Professor or Dr. Braaten in your emails instead of Ms. Braaten, Mrs. Braaten, or Ma'am.
4. Please state the class number and class title in the body of the email. I teach several classes so it would be best for you to let me know what class you are enrolled in and what class your email is inquiring on.
5. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
6. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
7. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
8. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
9. Break up large blocks of text into paragraphs and use a space between paragraphs.
10. Sign your e-mail messages.

PENALTIES FOR ACADEMIC DISHONESTY

The faculty of the Department of Arts and Sciences expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion- the unauthorized collaboration with another person in preparing work offered for credit, the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the College. Students are expected to do their own course work. Cheating or plagiarism by an individual student will result in a grade of F on the particular paper or in the course.

The University's policy on academic honesty and appeal procedures can be found in <http://www.tamusa.tamus.edu/undergraduate-catalog-2011.pdf>.

PROHIBITED CONDUCT

All forms of prohibited conduct are outlined in the TAMU-SA student handbook. In addition, guidelines and procedures for handling instances of student misconduct are contained therein, which can be viewed on line at: <http://www.tamusa.tamus.edu/studenthandbook.html>.

Special Needs Policy: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services for the coordination of services. DSS is located in the Central Academic Building at Room 210 and on the Brooks City-Base Campus in room 149. The phone number for DSS is **(210) 784-1335**.

Message for pregnant and parenting students: Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 *et seq.*, protects students in all of the academic, educational, extracurricular, athletic, and other programs or activities of universities. This includes prohibiting discrimination against pregnant and parenting students. A student who is pregnant or parenting is entitled to special services. Texas A&M University-San Antonio is committed to implementing all provisions of Title IX. For availing of special services available to students whose curricular and co-curricular work is impacted by pregnancy and parenting related issues contact Dr. Jo Anna Benavides-Franke, Associate Vice President for Student Engagement and Success or visit <http://www.tamusa.tamus.edu/studentengagementsuccess/index.html>

The Jaguar Writing Center provides writing assistance to graduate and undergraduate students in all three colleges at Texas A&M-San Antonio. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Students can make individual or group appointments with a writing tutor. The Writing Center has two locations: Central Academic Building, Suite 208 and Brooks City-Base, Room 104. Both locations can be reached by emailing tutoring@tamusa.edu or calling (210) 784-1332. Appointments can also be made through JagWire using TutorTrac, which is found under the services tab.

For more information, please visit the Tutoring Services website: <http://www.tamusa.tamus.edu/studentengagementsuccess/tutoringservices/>

The **Student Academic Success Center** takes a developmental approach to help students complete their academic goals from orientation through graduation. The Center offers academic and skills workshops, one-on-one appointments, and online resources to help retention efforts at Texas A&M University-San Antonio. The goal of the Center is to help students discover, self-reflect, and become independent learners. Student Academic Success is located in the Madla Building, Suite 336. To contact the Center, please call 210-784-1352 or email at Student.Success@tamusa.edu

RELIGIOUS HOLIDAYS

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20..." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed

to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

The university allows students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, that student has notified the instructor of each class to be missed. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence.