

Winter 2019

Undocumented: Living in the Shadows

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CUNY Graduate Center

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Sociology 31154 -- Undocumented: Living in the Shadows

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Office Hours: By Appointment, NAC 6/123

Syllabus: <https://tinyurl.com/UndocumentedJan19>

Winter Session, January 2 - 23, 2019

3 credits, class number 34066

HYBRID Course Schedule:

- ❖ Monday and Wednesday: online coursework (3 hours, 10 minutes)
- ❖ Tuesday and Thursday: face-to-face, on campus class 1-4:30pm, NAC 5/124

This course explores the lives of undocumented students in the United States. The first portion of the course will explore the socioeconomic and political institutions that created the "illegal immigrant" problem and how the US government, civil society, immigrant advocates, artists, and humanitarians have approached the issue. The second portion of the course will discuss how undocumented students navigate the education system, public spaces, and work life in the U.S. Finally, we discuss previous "solutions" to the undocumented immigration "problem", what were the outcomes of those decisions, and what we can learn from these previous attempts.

This is an upper-level elective which is designed to promote in-depth discussion during class and intensive reading and writing outside of class.

Course Goals

Upon successful completion of this course, students should be able to:

- Understand how immigration is studied from a sociological perspective.
- Critically evaluate and analyze arguments about immigration.
- Differentiate between facts and opinions about immigration and undocumented individuals.
- Understand the role of history and social policy in constructing citizenship and immigration policy.
- Discuss issues related to immigration in a logical, respectful, and evidence-based manner.

The learning outcomes for all sociology students are that they:

1. Understand the sociological perspective, identify and recall its terminology and the basic areas of sociological inquiry, focusing on topics such as culture, socialization, self and society, social stratification, social class, the family, religion, community organizing, collective behavior,

mass culture, and social change.

2. Be able to apply the methods and techniques of sociological research, including survey research, sampling, questionnaire construction, hypothesis testing, field observation, unstructured interviewing, participant observation, and control for bias.
3. Understand, identify, and recall the roots of modern sociological theory focusing on the ideas of Marx, Weber, Durkheim, et al. with emphasis on the intellectual and social context and the current relevance of their ideas.
4. Understand, identify, and recall the subjects discussed in the course, the research methods employed, and the theoretical basis for developing knowledge of these subjects in sociology.
5. Develop knowledge of specific issues or problems in sociology through a research project and/or field work placement that results in a term paper or similar writing assignment that earns a passing grade.

Course Materials:

This course is designated as Zero Textbook Cost / Open Educational Resources (ZTC / OER) meaning that you are not required to purchase any books for this course. Course materials will be accessed via the links and/or PDF's in the Blackboard folder for each day. Resources come from various sources such as e-books, online film resources, podcasts, etc. You are responsible for making sure that you can access the materials.

Sign up for the following accounts:

NY Times Digital Access - <https://myaccount.nytimes.com/verification/edupass>

New York Public Library card - <https://www.nypl.org/help/library-card>

Blackboard and Email:

Blackboard is required! All course readings and assignments will be posted here.

Check that the email address in your Bb account is current. This is the only way that I can contact you outside of class. If you don't have access to the email address that's in Blackboard and / or don't check it regularly, switch it to an email address that you do check. To check your email address in Bb: on the main Blackboard page (where you can see all of your courses), go to the Tools menu on the left, select Update Email, enter your preferred email address. If you have difficulty with Blackboard, CCNY email, etc. please contact the CCNY IT Service Desk at servicedesk@ccny.cuny.edu / 212.650.7878. I am unable to assist with Blackboard, CUNY First, email, etc. technical issues.

Accessing e-books through CUNY Libraries:

Some readings are available as an e-book through the CCNY Library. You can find most CUNY and City College E-books in the CUNY Catalog, with links to the full text. After you've found your

book in the library catalog, click on CUNY or City College at the bottom of the page in the Call Number section; this will bring you to the ebrary reader where you can view the text. All texts can be read online in the ebrary reader; most texts can be downloaded and printed (click on “download” and select the chapter / pages you would like – a PDF will be created from the selected pages, you can save and/or print this PDF). The library staff can assist you in accessing these materials. You will need your CCNY library info to log in and access these e-books. *If you have not activated the library barcode on your CCNY ID you will need to go to the library in person to do so before you can access electronic library resources.*

It is expected that you will have done the reading that is assigned for the date that it is listed. Bring the reading to class with you on the day that it is assigned.

Assignments and Grading

Essays – 40%

Two essays, 5 pages each, based on a choice of essay questions. Details and due dates will be posted on Blackboard.

In-Person Class Comments – 15%

Before each in-person class, students will submit one thoughtful comment about and/or critique of the reading for the day’s class. ***Include a question for discussion.*** The comment should be at least 150 words, refer to the reading, and demonstrate that you have thought about the course material. Comments shorter than 150 words and not referencing a reading will not receive credit. Comments may be used (anonymously) by the instructor during classroom discussions. Comments must be submitted on Blackboard by 9am on in-person class days. You are required to submit a total of **FIVE** in-person class comments, meaning that you can miss one if needed.

In-Person Class Participation – 20%

Participation includes actively participating in classroom discussions, small-group activities and small-group discussions, short in-class writing assignments, mini quizzes, and the like. Students are expected to be present and on time for every class; only documented absences due to extenuating circumstances and approved by the instructor will be permitted. If you are not present in class you cannot participate. (Do not ask how many absences you are allowed to have - you decide whether you’re coming to class or not - but if you are absent for, say, 3 in person classes, you’ve missed 25% of the course - at a minimum, this will reduce your participation grade by 25%.)

Online Class Activities - 25%

For each online class day there will be an assignment. Details will be provided on Blackboard.

Hybrid Classes

This is a 3 credit hybrid class meeting during the winter session. There are 12 class sessions, half of which are in person, and half are online. In person classes meet for 3.5 hours (185 minutes of instructional time, 25 minutes of break time), online classes last for 3 hours and 10 minutes (190 minutes of instructional time). The normal expectation for outside of class work (reading, homework, research) - approx. 2 hours for each credit hour - apply to this class. ***Due to the nature of the class all due dates are firm and no late work will be accepted (except in documented, extenuating circumstances).***

Class Expectations

Students are expected to arrive, on time, for every class meeting, have completed the readings assigned for that day before coming to class, and be prepared to participate in active class discussions and activities. Participation counts toward your grade; students who are not active in class discussions will see this reflected in their grade. You will likely find that you understand the material in more depth when you are actively participating in classroom discussions and activities.

Be on time! Class will start promptly. It's your responsibility to find out what happened in your absence.

There will be a lot of discussion during the in-person sessions of this course. Respect your classmates' opinions and diverse perspectives. Remember that **anecdotes** - i.e., stories about the guy who lives down the street or that thing that happened that one time - **are not sociology**. Sociology is identifying and understanding patterns of behavior. Use facts, evidence, examples from scholarly sources, etc. to support your arguments. Personal attacks, profanity, and disrespect will not be tolerated. If you feel uncomfortable with a discussion topic feel free to say so. You may leave the room during a discussion if necessary.

Changes to Schedule

There may be slight adjustments in the scheduling of topics, readings, due dates, etc. Additional readings may be added; some readings may be removed. Changes will be posted on Blackboard and announced in class. You are responsible for being aware of these changes once they are posted on Blackboard and/or the syllabus. Be sure that your email address in Blackboard is current. Any significant changes that do occur will be posted on Blackboard and mentioned in class.

Plagiarism and Academic Dishonesty

Students must do all their work within the boundaries of acceptable academic norms. See the Student Handbook regarding CCNY's policy on plagiarism and other forms of academic dishonesty. Students found guilty of plagiarism or academic dishonesty will be subject to appropriate disciplinary action, which may include reduction of grade, a failure in the course, suspension, or expulsion.

In short: don't plagiarize. Don't copy and paste something off of the internet or from an article and pass it off as your work. Don't pay someone to write your paper. Do the work. If you can't do the work, this might not be the right time for you to take the class.

Students with Disabilities

Students who require accommodation for a learning, physical, psychological, or other disability or medical condition are encouraged to contact the AccessAbility Center (AAC) for assistance. The AAC and the instructor will work together to provide reasonable accommodation to all students. Contact the AAC as early as possible in order to ensure that your need for accommodation is met in a timely manner. <https://www.ccnycuny.edu/accessibility>

Counseling and Support Services:

CCNY offers a variety of free counseling services and workshops to help students develop effective studying strategies, help deal with stress, time management skills, etc. as well as to help with emotional issues that may arise. This is a very useful resource and you are encouraged to take advantage of it! <http://tinyurl.com/CCNYCounseling>

General Notes

Computers, tablets, smart watches, phones, etc. are permitted in class ONLY for academic purposes. Anyone using a computer for any other purpose during lecture (e.g., email, chat, Facebook, web browsing) will be asked to turn off their device and may not be permitted to use such devices during future classes. Multiple violations of this policy may result in a complete class-wide ban on electronic devices during lecture. The instructor may ask to see the typed notes of students using computers during lecture.

Lectures and lecture slides can only be recorded (video, audio, photograph, or otherwise) with the consent of the instructor.

Cell phones and other electronic devices (except those used for note taking) must be turned off while class is in session. Phones should be on silent and kept put away during class, not kept out on your desk. Anyone using their cell phone during class may be asked to leave.

Use appropriate email etiquette when emailing the instructor:

- Allow at least 24 hours for a response, longer on weekends and holidays. If you have not received a response within two business days it is appropriate to send a follow up email.
- Include the course title in the subject line
- Use a professional email address, preferably your CCNY email
- See <http://tinyurl.com/emailprof> Harris & Tyner-Mullings pp. 18-24 (<http://tinyurl.com/HTM-Emails>) for further reference

Course Schedule

Wednesday, Jan 2 - Online

Introduction to the course

- Read the syllabus
- Read: Mills, “The Sociological Imagination” (on Bb)
- Write: Introduction Assignment
- Watch: The Daily Conversation. “The Immigration History of the United States”
<https://www.youtube.com/watch?v=IBJcqxI7kas&feature=youtu.be>
- Read:
 - Gonzales, R. & Raphael, S. (2017). Illegality: A Contemporary Portrait of Immigration. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 3(4): 1–17.
 - Pew Research Center (2018). “U.S. Unauthorized Immigrant Total Dips to Lowest Level in a Decade.” Read pp. 2-34
http://www.pewhispanic.org/wp-content/uploads/sites/5/2018/11/Pew-Research-Center_U-S-Unauthorized-Immigrants-Total-Dips_2018-11-27.pdf

Thursday, Jan 3 - In Person

Introduction to the course, History of Migration to the United States

- Write: In-person class comment due by 9am
- Read:
 - Gutiérrez, D. (2016). Protecting America’s Borders and the Undocumented Immigrant Dilemma. In R. H. Bayor (Ed.), *The Oxford Handbook of American Immigration and Ethnicity*. Oxford University Press.
<http://www.oxfordhandbooks.com.ccnny-proxy1.libr.ccnny.cuny.edu/view/10.1093/oxfordhb/9780199766031.001.0001/oxfordhb-9780199766031-e-008>

Monday, Jan 7 - Online

History of Migration to the United States

- Read:

- The Immigration Act of 1924 (The Johnson-Reed Act)
<https://history.state.gov/milestones/1921-1936/immigration-act>
- Ngai, M. (2003) The Strange Career of the Illegal Alien: Immigration Restriction and Deportation Policy in the United States, 1921-1965. *Law and History Review*, 21(1), pp. 69-107.
https://www-jstor-org.ccnyc-proxy1.libr.ccnyc.cuny.edu/stable/3595069?sid=prim&origin=crossref&seq=1#metadata_info_tab_contents
- Optional Reading:
 - Alba, R. & Nee, V. (2003) *Remaking the American Mainstream*. Chapter 5, read pp. 167-174.
<https://ebookcentral.proquest.com/lib/ccny-ebooks/reader.action?docID=3300586>
- Watch:
 - Race: The Power of an Illusion, Episode 3, The House We Live In (watch first 25 minutes, the second half about residential segregation is interesting to watch but not required.) Available on Kanopy, NYPL card needed for access:
<https://nypl.kanopy.com/video/race-power-illusion-0>
 - Note: Website for film has info and transcript:
https://www.pbs.org/race/000_About/002_04-about-03.htm
- Write:
 - Response - See Assignment in folder

Tuesday, Jan 8 - In Person

History of Migration to the United States, Constructing Citizenship

- Write: In-person class comment due by 9am
- Read:
 - O'Brien, B.G. (2018). *Handcuffs and chain link: Criminalizing the undocumented in America*. Charlottesville: University of Virginia Press. Read pp. 1-22 and 51-58
 - Hsu, Madeline Y. (2016). *Asian American history: A very short introduction*. Oxford University Press.
<http://www.veryshortintroductions.com/ccny-proxy1.libr.ccnyc.cuny.edu/view/10.1093/actrade/9780190219765.001.0001/actrade-9780190219765-chapter-2>
 - Chapter 2: "Race and the American republic"
 - Jordan, M. & Tavernise, S. (2018) "One Face of Immigration in America Is a Family Tree Rooted in Asia." *The New York Times*.

<https://www.nytimes.com/2018/09/16/us/immigration-family-chain-migration-foreign-born.html>

- Read & Listen:
 - Gjelten, T. (2015) In 1965, A Conservative Tried To Keep America White. His Plan Backfired.
<https://www.wbur.org/npr/445339838/the-unintended-consequences-of-the-1965-immigration-act>

Wednesday, January 9 - Online

Constructing Citizenship, The Deportation Regime

Essay 1 Questions posted today

- Read:
 - Massey, D.S., Durand, J., & Malone, N.J., (2002) *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. New York: Russell Sage Foundation.
http://ccny-proxy1.libr.ccny.cuny.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1069757&site=ehost-live&ebv=EB&ppid=pp_24
 - Chapter 3: “System Assembly: A History of U.S.-Mexico Migration” read pp. 33-51
 - Chishti, M., Himspam, F., & Ball, I. (2015) Fifty years on, the 1965 Immigration and Nationality Act Continues to Reshape the United States. Migration Policy Institute, Washington, DC.
<https://www.migrationpolicy.org/article/fifty-years-1965-immigration-and-nationality-act-continues-reshape-united-states>
- Optional Reading:
 - Golash-Boza, Tanya. (2015). *Deported: Immigrant Policing, Disposable Labor and Global Capitalism*. New York: NYU Press.
- Watch: Watch ONE of these films today (you’ll watch the other one later)
 - *Lost in Detention*: <https://www.pbs.org/video/frontline-lost-in-detention/>
 - *Separated: Children at the Border*:
<https://www.pbs.org/wgbh/frontline/film/separated-children-at-the-border/>
- Write:
 - Response - See Assignment in folder

Thursday, January 10 - In Person

The Deportation Regime, Coming of Age as Undocumented

- Write: In-person class comment due by 9am
- Read:
 - Golash-Boza, T. (2016) Feeling Like a Citizen, Living As a Denizen: Deportees' Sense of Belonging. *American Behavioral Scientist*, 60(13) 1575–1589.
<https://journals-sagepub-com.ccnny-proxy1.libr.ccnny.cuny.edu/doi/10.1177/0002764216664943>
 - Gonzales, R. (2011). Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood. *American Sociological Review* 76(4): 602-619.
<https://doi-org.ccnny-proxy1.libr.ccnny.cuny.edu/10.1177%2F0003122411411901>
 - Gelatt, J. and Zong, J. (2018) Settling In: A Profile of the Unauthorized Immigrant Population in the United States. Migration Policy Institute.
<https://www.migrationpolicy.org/research/profile-unauthorized-immigrant-population-united-states>

Monday, January 14 - Online

Coming of Age as Undocumented

Essay #1 Due, 11:59pm - Questions Posted Wednesday, Jan 9th

Note: Only Essay #1 is due today, no separate writing assignment for today's online class.

- Watch: Watch the film that you did not watch last week
 - *Lost in Detention*: <https://www.pbs.org/video/frontline-lost-in-detention/>
 - *Separated: Children at the Border*:
<https://www.pbs.org/wgbh/frontline/film/separated-children-at-the-border/>

Tuesday January 15 - In Person

Undocumented Youth and Education

- Write: In-Person Class Comment due by 9am
- Read:
 - Enriquez, L. (2011). "Because We Feel the Pressure and We Also Feel the Support": Examining the Educational Success of Undocumented Immigrant Latina/o Students. *Harvard Educational Review*, 81(3), pp. 476-500.
<http://hepgjournals.org/doi/pdf/10.17763/haer.81.3.w7k703q050143762>
 - Abrego, L. J. (2006). "I can't go to college because I don't have papers": Incorporation patterns of Latino undocumented youth. *Latino Studies*, 4, 212-231.

<https://search.proquest.com/docview/222608636?OpenUrlRefId=info:xri/sid:primo&accountid=9967>

Wednesday, January 16 - Online

Undocumented (Young) Adults and (Higher) Education

- Write: See assignment on Blackboard (due FRIDAY 1/18)
- Watch: Life, Deferred (Vida Diferida) on Kanopy (24 mins.)
<https://nypl.kanopy.com/video/vida-diferida-life-deferred>
- Read:
 - CUNY Policy on Undocumented Students & Resources:
<http://www2.cuny.edu/current-students/student-affairs/student-services/cuny-dreamers-hub/undocumented-students-faq/>
 - <http://www2.cuny.edu/current-students/student-affairs/student-services/cuny-dreamers-hub/>
- DACA Overview from UC Berkeley (most up to date information)
 - <https://undocu.berkeley.edu/legal-support-overview/what-is-daca/>
- Gonzales, R., Terriquez, V., and Rusczyk, S. (2014) "Becoming DACAmented: Assessing the Short-Term Benefits of Deferred Action for Childhood Arrivals (DACA)," *American Behavioral Scientist*, 58(14): 1852-72. (on Bb and available here:
<https://journals-sagepub-com.ccnny-proxy1.libr.ccnny.cuny.edu/doi/10.1177/0002764214550288>
- Optional Reading:
 - Park, J. (2019). Dreamer, Rhodes Scholar, Human. *The New York Times*.
<https://www.nytimes.com/2019/01/11/opinion/dreamer-rhodes-scholar-human.html>
 - Gonzales, R. & Burciaga, E. (2018) "Segmented pathways of illegality: Reconciling the coexistence of master and auxiliary statuses in the experiences of 1.5-generation undocumented young adults," *Ethnicities*, 18(2): 178-191. (on Bb and available here:
<https://journals-sagepub-com.ccnny-proxy1.libr.ccnny.cuny.edu/doi/full/10.1177/1468796818767176>)

Thursday, January 17 - In Person

Undocumented (Young) Adults, Education, and the Workforce

- Write: In-Person Class Comment due by 9am
- Read:

- Gonzales, R. (2018) “Here’s how DACA changed the lives of young immigrants, according to research”
<https://www.vox.com/2017/9/2/16244380/daca-benefits-trump-undocumented-immigrants-jobs>
- Patler, C. (2018) “Citizens but for Papers:” Undocumented Youth Organizations, Anti-Deportation Campaigns, and the Reframing of Citizenship. *Social Problems*.
<https://academic.oup.com/socpro/article/65/1/96/3058566>
- Film Screening in Class: *Documented* <https://documentedthefilm.com/>
- Optional Reading:
 - Vargas, A. (2011). “My Life as an Undocumented Immigrant” *The New York Times*.
<https://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html>

Monday, January 21 - Martin Luther King, Jr. Day. No Class.

Tuesday, January 22 - In Person

Policy Responses - What does the future hold?

- Write: In-Person Class Comment due by 9am
- Read:
 - NY State Dream Act (link on Bb)

Wednesday, January 23 - Online

Wrap Up

Essay #2 Due - **THURSDAY JAN 24 - 11:59pm**

- Write: Essay #2
- Read: No new reading