

**Undocumented Immigrant Experiences  
Chicano/Latino Studies 169  
Winter 2018**

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Lecture Time: Tuesday/Thursday 12:30-1:50pm  
Classroom: SSL 140  
Website: <https://canvas.eee.uci.edu/courses/7474>

**COURSE OVERVIEW**

**Course Description:**

This course will explore the laws and policies that shape the everyday experiences of undocumented immigrants in the United States. We will cover various topics including the historical production of the undocumented population in the U.S., demographic trends, the educational, work, and family lives of undocumented immigrants, immigrant rights activism, and the shifting policy terrain including the impact of DACA and its rescission. We will pay attention to the diversity of undocumented immigrant experiences, including differences by racial/ethnic background, age of migration, and life stage. You will have the opportunity to engage in a collaborative project to develop deeper knowledge about a single issue related to undocumented immigration and/or immigrants. I approach this course as a sociologist but we will be tapping scholarship from a wide variety of scholarly disciplines: sociology, political science, economics, history, anthropology, education, public health, art, and public policy.

**Course Objectives:**

- Demonstrate a broad understanding of: the laws and policies that structure the lives of undocumented immigrants; how individuals understand and experience them; and the consequences for minority communities and U.S. society.
- Critically evaluate arguments and evidence pertaining to undocumented immigration/immigrants.
- Engage with an authentic audience to promote an accurate understanding of undocumented immigration and/or immigrants.

**COURSE ASSIGNMENTS AND GRADING**

**Participation (10% of grade):**

Attendance is *highly encouraged* for lecture and discussion section. Lecture outlines will be posted on the course website but are not a substitute for everything your peers or I will say. We will not take role. Instead your participation grade will be based on: 1) bringing discussion section assignments to class, and 2) periodically turning in class activities during both lecture and discussion.

**Analytical Response Mid-Term (20% of grade)**

Long-answer analytical response to 3 of 5 questions posted to the course website on February 9. Answers should be based on course readings and themes raised in class discussions and will require citations. Your responses should be posted to the Assignment tab in Canvas, by 10am on February 13.

### **Collaborative Project (30% of grade; 100 points total)**

The collaborative project will give you an opportunity to develop deeper knowledge about a single issue related to undocumented immigration and/or immigrants and promote an accurate public understanding of the issue. Your team will jointly propose a research question. This could be an evaluation of a common belief (e.g. Are undocumented immigrants a drain on the U.S. economy?); an attempt to understand a specific issue (e.g. What are the employment rights of undocumented workers? To what extent are they violated?); or evaluating the (potential) impacts of a policy change (i.e. What are the consequences of the DACA rescission and what can we do about it?). As a team you will research the answer to your question, write up your findings, and generate a product that conveys information about the issue to a public audience. We will collaborate with the UCI Dream Center to showcase your final products in week 10.

This project will give you an opportunity to build teamwork skills that will be valuable in the real world. Your team must be composed of students in your discussion section. Several discussion section meetings will be dedicated to meeting with your team but you will also be expected to work on the project individually and/or as a group outside of class time. If you believe a team-based project presents an undue burden on you, you should meet with me to explain your circumstances and make your case.

#### 1. Proposal (no points; approval required to continue with project): Due Tuesday February 6

A brief proposal that includes: 1) a brief description of the specific topic you will evaluate; 2) your research question, 3) your team members and their contact information; 4) citations for sources your team will evaluate for the annotated bibliography (four sources per team member); 5) 1-2 ideas for your public product and details on how each team member will participate.

#### 2. Annotated Bibliography (20 points; individual grade): Due Tuesday February 20

Each team member will individually submit an annotated bibliography evaluating their four sources. The annotation should address the following in paragraph format:

- What is the main research question?
- What data do they use? Assess the pros and cons of the methods and sample.
- What is the main argument and key finding(s)?
- What does the piece tell you about the answer to your research question?

#### 3. Collaborative Paper (40 points; group grade): Due Friday March 16

All team members will work together to write a 6-8 page paper that answers your research question. You are expected to cite most (or all) of your independent readings as well as course material. The paper must be accompanied by: 1) a work cited page, and 2) a contribution statement (a few sentences for each team member that details their *specific* contribution to the paper and the public product).

#### 4. Public product (30 points; group grade): Due Tuesday March 13

All team members will work together to conceptualize a public product that synthesizes their findings in a way that will convey the most important information to a public audience. This does *not* mean that you will repeat all the statistics and research findings that are in your paper. Rather, it is an opportunity to use the knowledge you have developed to responsibly convey an accurate representation of undocumented immigrant experiences to a public audience. Products could take a variety of forms: visual (i.e. artwork, infographics, photography; posters); performative (i.e. podcast; rally/speech; short play/sketch; spoken word; holding signs/answering questions on Ring Road); or written (i.e. blog; illustrated children's book; op-ed piece; poetry; short story). I encourage you to get creative with these or other ideas. *Extra credit will be awarded to one team in each project category that most effectively engages with the audience.*

#### 5. Team Assessment (10 points; individual grade)

These points will be awarded based on each team member's participation. I will use your contribution statements as well as my own and the TAs observation to determine this grade.

**Final Exam (40% of grade):**

The final exam will be held during the time slot scheduled by the University Registrar. The class will be able to shape the format of the exam and the balance between its different parts. The goal of the exam will be two-fold: to ensure that students synthesize different sources to be able to make an argument about unauthorized immigration and immigrants (usually an essay or long answers) and to be able to demonstrate a careful reading of the assigned readings (usually identifications or short answers).

**Extra Credit (up to 3% of grade):**

I will bring to your attention opportunities to attend events on campus that relate to course topics. I can't predict in advance how many of these events there will be or when they will occur. If you hear of an event that you think might be relevant, please bring it to our attention.

To earn extra credit, you must attend the event and write a description (no more than one page) summarizing key points. Each summary is worth 1% of your final grade. You can submit up to three.

**Readings:**

There is one required book for the course. It is available at the campus bookstore and is on library reserve:  
Ledesma, Alberto. 2017. *Diary of a Reluctant Dreamer: Undocumented Vignettes from a Pre-American Life*. Columbus, OH: Ohio State University Press.

Additional readings are available for download from the course website. I expect that you will read the assigned readings *prior to* the class in which they are assigned. Readings will be referenced in lecture and discussion.

**CLASS POLICIES****Late Work:**

I do not accept late work. The Canvas assignments will close at the set time; you will not be able to submit them afterwards and should plan for any technical difficulties you may have. The participation assignments will be collected in class and will not receive credit if turned in later.

**Emergencies**

In the event that you experience a medical emergency, family situation, immigration crisis, or other serious event, please let me know as soon as you are able. I will excuse your absence(s) and we will jointly develop a reasonable plan for extending assignment deadlines and/or receiving an incomplete, rather than a failing grade, for the course.

**LECTURE AND READING SCHEDULE****WEEK 1**

**January 9**      **Course Introduction and Overview of Contemporary Illegality**

**January 11**    **Demographics of the Undocumented Population**

Readings:      DeSipio, Louis and Rodolfo de la Garza. 2015. "Introduction" pg. 1-7 in *U.S. Immigration in the Twenty-First Century*.

Passel, Jeffrey S and D'Vera Cohn. 2009. "A Portrait of the Unauthorized Immigrants in the United States." Pew Hispanic Center. Washington D.C.

Passel, Jeffrey S and D'Vera Cohn. 2017. "As Mexican Share Declined, U.S. Unauthorized Immigrant Population Fell in 2015 Below Recession Level." Pew Research Center, Washington DC.

Warren, Robert and Donald Kerwin. 2017. "The 2,000 Mile Wall in Search of a Purpose: Since 2007 Visa Overstays Have Outnumbered Undocumented Border Crossers by a Half Million." *Journal on Migration and Human Security* 5(1): 124-136.

## WEEK 2

### January 16 The Historical Production of Undocumented Migration

Readings: Ngai, Mae. 2004. "Ch. 2 Deportation Policy and the Making and Unmaking of Illegal Aliens." Pg. 56-90 in *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press.

Ledesma. Ch 7 pg. 75-99.

Guest Speaker: Anita Casavantes Bradford, Associate Professor of Chicano/Latino Studies and History

### January 18 Diverse Experiences: Race, Gender, and Immigrant Generation

Readings: Abrego, Leisy J. 2014. "Latino Immigrants' Diverse Experiences of "Illegality"." Pp. 139-160 in *Constructing Immigrant "Illegality": Critiques, Experiences, and Responses*, edited by C. Menjivar and D. Kanstroom. New York: Cambridge University Press.

Enriquez, Laura E. Forthcoming. "Border-Hopping Mexicans, Law-Abiding Asians, and Racialized Illegality: Analyzing Undocumented College Students Experiences through a Relational Lens." in *Studying Race Relationally*, edited by N. Molina, D. Martinez HoSang, and R. Gutiérrez. Berkeley: University of California Press.

Discussion Section: Bring an interesting statistic about undocumented migration printed in large font on a single piece of paper. Include bibliographic citation to the source.

## WEEK 3

### January 23 1.5 Generation Undocumented Young Adults

Readings: Gonzales, Roberto G. 2011. "Learning to be Illegal: Undocumented youth and shifting legal contexts in the transition to adulthood." *American Sociological Review*, 76, 602-619.

Enriquez, Laura E. 2017. "A 'Master Status' or the 'Final Straw'? Assessing the Role of Immigration Status in Latino Undocumented Youths' Pathways out of School." *Journal of Ethnic and Migration Studies* 43(9): 1526-1543

Ledesma. Ch. 1-3 pg. 1-38

### January 25 Educational Access

Readings: Terriquez, Veronica. 2014. "Dreams Delayed: Barriers to Degree Completion among Undocumented Community College Students." *Journal of Ethnic and Migration Studies* 41(8):1302-1323.

Enriquez, Laura et al. Forthcoming. "How Can Universities Foster Educational Equity for Undocumented College Students: Lessons from the University of California."

Ledesma. Ch. 5 Pg. 49-57

Discussion Section: Read *both* Ledesma readings for this week prior to discussion section and bring the book to class.

#### WEEK 4

##### **January 30 Immigrant Youth Activism: Dream Act and DACA**

Readings: Selections from Wong, Kent et al (eds). 2012. *Undocumented and Unafriad: Tam Tran, Cinthya Felix, and the Immigrant Youth Movement*. Los Angeles: UCLA Center for Labor Research and Education. Pg. 52-58, 63-72, 78-85, 88-89

Unzueta Carrasco, Tania A and Hinda Seif. 2014. "Disrupting the Dream: Undocumented Youth Reframe Citizenship and Deportability through Anti-deportation Activism." *Latino Studies* 12(2): 279-299.

##### **February 1 Detention and Deportation**

Readings: Armenta, Amada. 2017. "Ch. 3 Being Proactive: On The Streets in Southeast Nashville." Pg. 56-87 in *Protect, Serve, and Deport: The Rise of Policing as Immigration Enforcement*. Berkeley, CA: University of California Press.

CIVIC and Detention Watch Network. *Abuse in Adelanto: An Investigation into a California Towns Immigration Jail*.

Ramos, Matias. "The Fight to Stop My Deportation." Pg. 90-92. In *Undocumented and Unafraid: Tam Tran, Cinthya Felix, and the Immigrant Youth Movement*. K. Wong et al (eds). Los Angeles: UCLA Center for Labor Research and Education.

Guest Speaker: Daniel Millán, Ph.D. Candidate in Sociology, UC Irvine

#### WEEK 5

##### **February 6 Employment Experiences (part 1)**

Assignment Due: Collaborative Project Proposal due by 10am to Canvas

Readings: Yoshikawa, H. (2012). "Ch 5. The Worst Jobs in Urban American: Undocumented Working Parents in the New York Economy." Pp. 97-119 in *Immigrants Raising Citizens: Undocumented Parents and their Young Children*. New York: Russell Sage.

"Our Town pt. 1" *This American Life* podcast

##### **February 8 Employment Experiences (part 2)**

Readings: Gleeson, Shannon. (2010). Labor rights for all? The role of undocumented immigrant status for worker claims making. *Law and Social Inquiry*, 35, 561-602.

Kim, Esther Chihye. 2012. "'Call Me Mama': An Ethnographic Portrait of an Employer of Undocumented Workers." *The ANNALS of the American Academy of Political and Social Science* 642(1):170-185.

##### **February 9 Analytical Response Mid-term available starting at 3pm**

#### WEEK 6

##### **February 13 Families**

Assignment Due: Analytical Response Mid-term due by 10am to Canvas

Readings: Selection from Abrego, L. J. (2014). *Sacrificing families: Navigating laws, labor, and love across borders*. Stanford, CA: Stanford University Press. Ch. 4 The Structure of Trauma through Separation. Pp. 68-100

Ledesma. Ch 6 pg. 58-74

## **February 15 Families**

Readings: Hainmueller, Jens et al. 2017. "Protecting Unauthorized Immigrant Mothers Improves Their Children's Mental Health." *Science*.

Dreby, Joanna. 2012. "The Burden of Deportation on Children in Mexican Immigrant Families." *Journal of Marriage and Family* 74(4):829-845.

Enriquez, Laura. "Ch 4. It Affects Us, Our Future"

Discussion Section: Bring a draft of two annotated bibliography entries.

## **WEEK 7**

## **February 20 Health**

Assignment Due: Annotated Bibliography due by 10am to Canvas

Readings: LeBrón, Alana M. W. et al. 2017. "Restrictive ID Policies: Implications for Health Equity." *Journal of Immigrant and Minority Health*. Online.

Hacker, K et al. 2011. "The Impact of Immigration and Customs Enforcement on Immigrant Health: Perceptions of Immigrants in Everett, Massachusetts, USA." *Social Science & Medicine* 73(4): 586-94.

Guest Speaker: Annie Ro, Assistant Professor of Public Health, UC Irvine

## **February 22 Storytelling**

Readings: Ledesma. Ch 8, Conclusion, and Postscript pg. 100-115

Swerts, Thomas. 2015. "Gaining a Voice: Storytelling and Undocumented Youth Activism in Chicago." *Mobilization: An International Quarterly* 20(3): 345-360.

Guest Speaker: Q&A with Alberto Ledesma, Author of *Diary of a Reluctant Dreamer*

## **WEEK 8**

## **February 27 Changing Immigration Statuses: Legalization and DACA**

Readings: Gonzales, Roberto. 2016. "DACA at Year Three: Challenges and Opportunities in Accessing Higher Education and Employment." American Immigration Council, Washington DC.

Bean, Frank D, Susan K Brown, and James D Bachmeier. 2015. "Ch 5 Three-generational Analyses of Structural Integration: Education and Income Patterns." Pp. 90-118. In *Parents without Papers: The Progress and Pitfalls of Mexican-American Integration*. New York: Russell Sage Foundation.

## **March 1 Public Opinion on Immigration Policy**

Readings: DeSipio, Louis and Rodolfo de la Garza. 2015. "Chapter 3 Immigrants and Natives: Rights, Responsibilities, and Interaction." pp. 97-130 in *U.S. Immigration in the Twenty-First Century*.

Doherty, Carrol, Jocelyn Kiley, and Bridget Johnson. 2016. "On Immigration Policy, Partisan Differences but also some Common Ground." Pew Research Center.

Merola, Jennifer; S. Karthick Ramakrishnan; and Chris Hayes. 2013. "'Illegal,' 'Undocumented,' or 'Unauthorized:?' Equivalency Frames, Issue Frames, and Public Opinion on Immigration." *Perspectives on Politics* 11(3): 789-807.

GUEST SPEAKER: Louis DeSipio, Professor of Chicano/Latino Studies and Political Science, UC Irvine

## WEEK 9

### March 6 Anti-immigrant Sentiment

Readings: Vega, Irene I. 2014. "Conservative Rationales, Racial Boundaries: A Case Study of Restrictionist Mexican Americans." *American Behavioral Scientist* 58(13): 1764-1783.

"Our Town pt. 2" *This American Life* podcast

Ledesma. Ch. 4 Embracing My Undocumented Immigrant Identity. pg. 39-47

### March 8 Sub-Federal Immigration Policies

Readings: Ramakrishnan, S Karthick and Allan Colbern. 2015. "The "California Package" of Immigrant Integration and the Evolving Nature of State Citizenship." *Policy Matters* 6(3).

Enriquez, Laura E, Daisy Vasquez Vera, and S Karthick Ramakrishnan. 2017. "On the Road to Opportunity: Racial Disparities in Obtaining an Ab-60 Driver Licenses." *Boom California*. Online.

## WEEK 10

### March 12-15 Present Collaborative Projects

March 16 Collaborative Paper due by midnight to Canvas

## FINALS WEEK

Friday March 23 Final Exam 10:30am-12:30pm