

IDS 310

Immigration: From Debate to Reform

ASU Poly | iCourse
A Session
Spring 2025

Course and Faculty Information

Course Description:

Explores how the practice of integrating knowledge, skills and perspectives from multiple sources can be used to better understand cultural diversity and migration/immigration in contemporary U.S. society.

Credits: 3

Prerequisites: minimum 45 hours OR Visiting University Student.

Instructor: Dr. Rafael A. Martínez

Contact Info: Office – Santa Catalina Hall 251E, (602)543-5615; r.martinez@asu.edu

Office Hours: Virtually by appointment. Please send me an email and we can set up a meeting.

College Contact: This course is offered by the [College of Integrative Sciences and Arts](https://cisa.asu.edu) (CISA). For more information about the college, visit our website: <https://cisa.asu.edu>. If you have questions about this course, please speak with your instructor. If your instructor is unable to address your questions, please send your inquiry to cisa@asu.edu.

Student Learning Outcomes

By the end of this course, students will be able to:

1. Clearly **identify and describe** an issue/problem to be considered;
2. **Collect and evaluate** the adequacy of evidence relevant to the selected issue/problem; and

3. **Synthesize** in-depth information from relevant sources representing various points of view or approaches

Course Learning Objectives

In this course students will:

1. **Analyze** primary and secondary sources.
2. **Curate** diverse digital archives, from case studies, to art and media databases, online reliable secondary sources, and social media as digital repositories.
3. **Collaborate** with peers to build community and improve the work.
4. **Produce** a range of written, visual, and/or multimodal research assignments.
5. **Revise** topics, theses, and assignments based on peer and instructor feedback.
6. **Develop** a final research project that utilizes distinct research methods.

College Contact:

This course is offered by the [College of Integrative Sciences and Arts \(CISA\)](https://cisa.asu.edu). For more information about the college, visit our website: <https://cisa.asu.edu>. If you have questions about this course, please speak with your instructor. If your instructor is unable to address your questions, please send your inquiry to cisa@asu.edu.

Zoom Recordings & Course Content

The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course. Any recording of class sessions is authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others.

Course Logistics & Getting Started

Welcome to IDS 310! I look forward to working with you this term. Email is the best way to reach me (r.martinez@asu.edu), and I will make every effort to respond within 48 hours. If you ever have questions about the class or need help with your work, please feel free to visit me at the Polytechnic Campus or via Zoom during office hours. I'm happy to arrange a meeting time that works for both of our schedules. Office hours can be used to ask questions about course material, get help with assignments, discuss your progress in the course, and gain information about IDS courses.

All of your course materials will exist on Canvas: the syllabus, assignment prompts, readings, links to helpful videos and resources, etc. Additionally, you will submit all of your major assignments on Canvas. Each week, you can usually expect assigned readings, discussions, and written assignments that asks you to engage with course topics. With a few exceptions, assignments for each unit are due by 11:59 pm on Tuesdays and Fridays.

Textbooks, Required Readings and Materials

(All books are available as e-books through the ASU Library system or will be made available as PDF's by professor)

Computer Requirements, Support, and Expectations

Browsers and Software

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Internet Explorer, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Word ([Microsoft 365](#) is free for all currently-enrolled ASU students)

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in an online environment. Although you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs completed in Canvas.

Canvas and Technical Support

This course uses Canvas to deliver some course content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <http://canvas.asu.edu>. To contact the help desk, call 1-855-278-5080. You can also find helpful resources to familiarize yourself with Canvas at <https://lms.asu.edu/resources-students>.

Email Communication

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

Course Time Commitment

Coursework includes all learning activities including reading, watching videos, attending live class sessions, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

- 1 credit hour = 45 total hours
- 2 credit hours = 90 total hours
- 3 credit hours = 135 total hours
- 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours

ASU courses range in length from 6 weeks to 15 weeks. Below is a breakdown of the 135-hour required time commitment for a three-credit course divided among weeks for courses of various lengths.

Course Length	Time on Coursework per Week for a 3-credit course	Total Time Requirement for a 3-credit Course
6 weeks	22.5 hours	135 hours
7.5 weeks	18 hours	135 hours
8 weeks	17 hours	135 hours
15 weeks	9 hours	135 hours

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines and requirements. Grades on assignments will usually be available within one week of the due date in the Gradebook.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

All instructor correspondence will be sent to your ASU email account.

Note: This schedule is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. As the semester progresses, the professor may need to change certain portions of this syllabus. I reserve the right to make changes as we see necessary and/or appropriate. You will always be notified of any changes. If you ever have any questions concerning the syllabus, your responsibilities, or if you need any other help, PLEASE let me know! I am here to help you, and we're here to learn together!

Course Outline

WEEK 1: JAN 13-19		<i>How can research help us traverse borders?</i>
	Listen:	Dr. Martínez Lecture #1 (podcast)
	Read:	"Introducing Creative Research"
		"Remembering the Immigrant Experience in American Culture"
	Assignments:	My Migration Story Audio Analysis Essay
		NextNaturalQ #1

		Perusall Reading Assignments
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WEEK 2: JAN 20-26		<i>Sanctuary</i>
	Listen:	Dr. Martínez Lecture #2 (podcast)
		“Readings & Recollections” Podcast on KUM Radio
	Read:	“Sanctuaryscapes in the North American Southwest”
	Engage:	Digital Public Library of America, “Vietnam War” Archive
	Assignments:	NextNaturalQ #2
		Perusall Reading Assignments

WEEK 3: JAN 27-FEB2		<i>Immigration Reform</i>
	Listen:	Dr. Martínez Lecture #3 (podcast)
		“A Reagan Legacy: Amnesty for Illegal Immigrants” NPR
	Engage:	Library of Congress Research Guide, “1986, IRCA”
	Assignments:	NextNaturalQ #3
		Perusall Reading Assignments

WEEK 4: FEB 3-9		<i>Project Planning & Pitching</i>

	Listen:	Dr. Martínez Lecture #4 (podcast)
	Assignment:	Project Proposal Draft

WEEK 5: FEB 10-16		<i>Militarization of the Borderlands</i>
	Listen:	Dr. Martínez Lecture #5 (podcast)
	Read:	“Border Patrol Strategic Plan 1994 and Beyond”
	Engage:	Hostile Terrain Website & Media
	Assignments:	NextNaturalQ #4
		Perusall Reading Assignments

WEEK 6: FEB 17-23		<i>Social Movements</i>
	Listen:	Dr. Martínez Lecture #6 (podcast)
	Read:	Ch. 2 “From Infiltration to Detention” in <i>Illegalized</i>
	Watch:	“The Infiltrators” film
		“The Dream is Now” short film
	Assignments:	NextNaturalQ #5
		Perusall Reading Assignments

WEEK 7: FEB 24-March 2		<i>Final Podcast Project</i>
	Listen:	Dr. Martínez Lecture #7 (podcast)
	Assignment:	Final Podcast Project
		NextNaturalQ #6

Assignment Details

Points

My Migration Story Audio Analysis..... (20 points)

Perusall Reading Assignments (5 x 20pts)..... (100 points)

Next Natural Q's (6 x 20pts)..... (120 points)

Project Proposal Draft..... (100 points)

Podcast Final Project..... (160 points)

Total Points..... (500 points)

Class Points

Grade	Points
A+	490-500
A	470-489
A-	455-469
B+	440-454
B	420-439
B-	405-419
C+	390-404
C	355-389
D	305-354
E	205-305

Assignments

My Migration Story Audio Analysis (20pts.)

The purpose of this assignment is to analyze your own family migration history and culture through photographs. When did your family migrate to the U.S? What generation in the U.S. are you? The photographs can be range from historical, archival, recent past, or contemporary depending on your family's historical migration timeline to the U.S. With the exception of Indigenous/Native Americans, most of us are migrants to the U.S. Conducting a visual analysis of photography can prove to be a self-reflexive assignment that reveals our own positionality, world views, and assimilation practices.

Next Natural Questions (6 X 20pts.)

The Next Natural Questions assignment model is meant to be a reflective writing process and a creative audio production process. It accomplishes two main functions: 1) **Reflection** that engages with the reading by drafting questions based on the literature; and 2) **Critical thinking** by incorporating forward thinking questions that pursue to take 1 or 2 themes for further investigation. For Part I, you will write 2-3 questions that you had after doing the reading(s) and engaging with module materials such as podcasts, primary or secondary sources, archival materials, films, etc. for that week and writing 2-3 sentences that engage with your thought process for possessing these questions based on the reading(s)/material(s) that reflects your analysis of said materials; and Part II: Write 2-3 questions that are forward thinking questions about 1 or 2 themes based on the reading(s)/material(s) and write 2-3 sentences that engage with your thought process for possessing these forward-thinking questions based on themes or subjects you would like to research or learn more about. You will be uploading 2 items to Canvas: 1) Written portion of these questions/sentences that you draft; and 2) Audio recording (mp3 file) of your written components for the assignment.

Perusall Reading Assignments (5 X 20pts.)

Reading in this course is an essential element of the course. As such, we will be utilizing the Perusall software that will track your engagement with the readings each week. This will allow you to annotate in the PDF's readings, write notes, engage with other students comments, and highlight important elements of the readings that will help you towards your Next Natural Question assignments along with your identification of scholar's methodologies, engaging with primary, and secondary sources, as well as help you towards you final project in the course. The reading assignments have their own rubric that you can find directly on the assignment.

Project Proposal (100pts.)

The Project Proposal is a draft of your Final Podcast Project for the course and it is due at the half-mark of the semester in Week #4. For the project proposal you are to submit the following three items to Canvas: 1) Timeline – schedule outline each week of the semester and what you will be working on towards completing your final podcast project by the end of the course; and 2) 1 page paper proposal

where you outline the theme you have chosen for in your final podcast project, the research questions you are looking to address, and the sources you will plan to use for your project; and 3) Reference page containing the citations for your final project.

Final Podcast Project (160pts.)

Podcasting is a great creative medium to showcase any academic topic and research. You will be producing a podcast that should be 10 minutes (minimum) – 12 minutes (maximum) of a particular topic you aimed to research where you will incorporate reliable primary and secondary sources to showcase a theme or case study you choose to focus on for the semester. For the final podcast project proposal you are to submit the following four items to Canvas: 1) Audio Podcast Recording (mp3 file); and 2) 1 page reflection paper where you incorporate what you learned in producing your episode and your experience with podcasting as an academic creative medium 3) Reference page containing the citations for your final project; and 3) Script Word/PDF File of your podcast; and 4) Cover Art image designed for your final podcast episode.

Course Policies

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program; therefore, there is a limited timeline to drop or add a course. See ASU's [Academic Calendar](#) for drop/add deadlines. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Submitting Assignments

Do not submit assignments via email. Make sure to carefully read all assignment instructions so that you know which file type to upload.

Student Success Note

To be successful:

- check the course daily
- read announcements
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources](#) or [CISA Academic Resources](#)

Late Work Policy

Due to amount of work required for this course, **late work will not be accepted for full credit unless:**

- 1) you have contacted me at least one day in advance of the assignment deadline,
- 2) you are experiencing extraordinary circumstances, and
- 3) you have received a response from me indicating a revised deadline/extension.

Extensions will be offered without hesitation in extenuating circumstances. Students facing catastrophic illness or events are advised to make an appointment with me (whether in person, on the phone, or through Zoom) and develop a special plan of action.

If, for whatever reason, you cannot complete a major assignment on time, **you will have 48 hours after the deadline to submit it for half credit.** After 48 hours have passed, you will receive a 0 if the

assignment was not submitted. Assignments due on the last day of the term may not be submitted late for partial credit.

In-class assignments, such as quizzes and group work, cannot be made up for points unless you are experiencing extenuating circumstances. Extra credit opportunities will be available throughout the term, however.

It is your responsibility to make sure you submit your assignments both on time and in the correct file format. If your instructor cannot open a document you submit, you might earn a 0 on the assignment.

Follow the appropriate University policies to request an [accommodation for religious practices](#), or to request accommodation for missed assignments [due to University-sanctioned activities](#) or [active military service](#).

Policy on Incompletes

Please note that incompletes will be given only in very special circumstances. An incomplete will only be granted to a student who has only a minor portion of the work left undone (~20%) at the end of the semester, as the result of special circumstances only. An incomplete will be granted for serious grounds and not when a student, through negligence or procrastination, fails to complete a major portion of the work for the course on time.

Online Classroom Behavior

We want to build a classroom climate online that is comfortable for all. It is important that we 1) display respect for all members of the classroom, including the instructor and students; 2) pay attention to and participate in all class activities; 3) and avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment.

College and University Policies

Grade Appeals

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved, students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [CISA Grade Appeals policy](#).

Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see provost.asu.edu/academicintegrity.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, plagiarizing, academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's

work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor, teaching assistant, or your college Academic Integrity Officer in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: [ASU Student Resources for Academic Integrity](#) or provost.asu.edu/academicintegrity for more information.

In this course, all assignments must be completed by the student. Artificial Intelligence (AI), including ChatGPT and other related tools used for creating of text, images, computer code, audio, or other media, are not permitted for use in any work in this class. Use of these generative AI tools will be considered a violation of the [ASU Academic Integrity Policy](#), and students may be sanctioned for confirmed, non-allowable use in this course.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Students are encouraged to report harassment to instructors and the Dean of Students Office.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Student Conduct

ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions. [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#). The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you

know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Student Accessibility and Inclusive Learning Services (SAILS)

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Student Accessibility and Inclusive Learning Services is required. Disability information is confidential.

Student Accessibility and Inclusive Learning Services (eoss.asu.edu/drc)

Email: DRC@asu.edu

SAILS Phone: 480-965-1234

SAILS FAX: 480-965-0441

Tutoring

Free tutoring support is available in person and online for most courses. Services are offered through ASU's University Academic Success Programs for currently enrolled students.

- Tutoring is available in math, business, science, statistics, and engineering courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Graduate academic tutoring is available for writing and statistics.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit <https://tutoring.asu.edu> or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access, and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic, and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

Mental Health

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk in to any ASU counseling

center for a same-day or future appointment to discuss any personal concern. Here is the website: eoss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02](#) of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others' intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the [Office of the Dean of Students](#). If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available. The results are always anonymous and cannot be reviewed by the instructor/department until after final grades have been posted.

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet, if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at jada.ach@asu.edu, or the faculty head, David Burel (dburel@asu.edu).

Academic Affairs Manual

For a complete guide to Arizona State University course policies, please refer to the [Academic Affairs Manual \(ACD\)](#).

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Canvas.

Land Acknowledgement

We acknowledge that ASU sits on the homelands of twenty-two Native Nations that have inhabited these lands as sovereign people for centuries including the following three nations that currently reside on these lands: the Akimel O'odham, Pee Posh and Nüwü Indian Communities, whose care and keeping of these lands allows us to be here today. We acknowledge the sovereignty of these nations and seek to foster an environment of success and possibility for our indigenous students and partners.