

**SPRING 2024**

**PSCI-4028-002 "Special Topics"**  
**Human Rights, Asylum, and Immigration Law: Applied Research**

Tu/Th 11 am – 12:15 pm  
MUEN E113

Prof. Regina Bateson

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**Office hours:** Wednesdays from 10 am – 12 pm, Ketchum Hall 114A or online

Students can drop in or make an appointment for priority or for online meetings:

[www.calendly.com/rbateson/officehours](https://www.calendly.com/rbateson/officehours)



Welcome to Human Rights, Asylum, and International Law: Applied Research! This semester, we'll be learning how the US asylum system works and why people seek refuge in the US, with a focus on threats to human rights in Latin America. We'll also examine current political debates around asylum, and we'll learn about the roles of advocates, translators, expert witnesses, lawyers, and government officials in the asylum system.

Along the way, students will gain firsthand exposure to the world of immigration law, conduct research for asylum cases, and learn how to write an op-ed column.

**COURSE DESCRIPTION**

Each month, thousands of people come to the United States in search of safety. This class will equip students to understand why so many people are fleeing their home countries, and what happens when they enter the US immigration system. After an introduction to asylum and

immigration law, we will learn about current threats to human rights, focusing on Venezuela, Nicaragua, Cuba, Haiti, and the Northern Triangle (El Salvador, Honduras, and Guatemala). The class will include guest speakers and may include local field trips. In addition, students will have the opportunity to conduct research for asylum cases.

### LEARNING OBJECTIVES

By the end of the semester, students will:

- be sophisticated, critical consumers of data and commentary regarding asylum in the US
- understand the major factors driving asylum-seekers to the US
- be able to develop their own arguments and analysis regarding asylum in the US
- be capable of writing a publishable op-ed column

### READINGS AND COURSE MATERIALS

All the readings academic journal articles and book chapters that should be available electronically through the CU libraries, or reports, news articles, podcasts, etc. that are available to the general public.

If you encounter a paywall when using the links in the syllabus and on Canvas, please make sure you are signed into the library.

### ATTENDANCE

This is an interactive, small-group seminar. Attendance is important for your learning because the class is not based on lecture slides that you can review at a later date. Rather, we will be discussing the readings and doing learning activities together. For this reason, attendance is worth 20% of your final grade.

All students get 4 free absences from class. These 4 absences are intended to be used for illness, mental health/wellbeing days, religious observances, work/academic/athletic conflicts, personal emergencies, logistical problems, etc. *If you are going to be absent from 4 or fewer class meetings, there is no need to email the professor and ask for your absence to be excused – it's already automatically excused!* If a situation arises that is going to require you to miss more than 4 classes (2 weeks), please schedule an office hours appointment to discuss accommodations.

Students who have 4 absences or less will receive full credit for attendance. After that, credit for attendance will be scored as follows:

5 absences	80% credit
6 absences	70% credit
7 absences	60% credit
8 absences	50% credit
9 absences	40% credit
10 absences	30% credit
11 absences	20% credit
12 absences	10% credit

13 or more absences – no credit for attendance

## CLASS POLICIES & GOALS

This class uses several strategies designed to enhance student learning:

- **Contract grading.** This grading philosophy sees learning as a *process*, rather than focusing exclusively on *outcomes*. In this class, students will earn some of their points for attending class and completing learning activities, instead of getting grades based solely on assessments of the quality of their work.
- **Active learning.** Although our class meetings will sometimes include short lectures, they will primarily feature group activities, collaborative research, and discussions. Students should come to class ready to participate.
- **Challenging assignments, paired with support.** I believe that all students are capable of producing high-quality work, so long as they have appropriate guidance and support. This class will ask a lot of you, but at the same time you can expect to receive clear guidelines, coaching and feedback from peers and the professor, and opportunities to revise and improve your work.
- **Radical amnesty for lateness.** Each of our assignments has a due date, and students are encouraged to adhere those dates. Due dates ensure that the entire class moves through the material at the same pace, prevent students from falling behind, and allow for peer feedback on assignments. However, from time to time, some students may need extensions for valid reasons. In those instances, students can give themselves extensions of 1, 2, or 3 days. Students should limit their self-extensions to 1, 2, or 3 days to avoid falling behind in the class. To give yourself an extension on an assignment, simply email the professor (regina.bateson@colorado.edu) before the due date. **There is no need to explain why you need an extension**, but please specify the date when you will submit the work. *\*\*Note: radical amnesty for lateness is a privilege that can be revoked at any time. If the policy causes problems for the management of the class or seems to be harming student learning, it will be curtailed. For logistical reasons, radical amnesty for lateness does not apply to three assignments this semester: the migrant profile presentations, the rough draft & peer feedback for the op-ed column, and the final op-ed column. These due dates are fixed and cannot be extended.\*\**

## ASSIGNMENTS & GRADING

Attendance	Semester-long	20%
Short description of a key term	Jan. 25	5%
Op-ed topic assignment	Mar. 5	5%
Migrant profile (group project)	On assigned date*	5%
Applied research brief	Mar. 21	15%
Op-ed annotated bibliography	Apr. 16	10%
Site visit reflection	Apr. 23	10%
Draft op-ed & peer feedback	On assigned date**	Ungraded; points awarded for completion in final op-ed rubric
Final op-ed column	May 8***	30%

\*Radical amnesty for lateness cannot be used for the migrant profile because it is an in-class activity that needs to align with the topics we are covering on a specific date.

\*\*Radical amnesty for lateness cannot be used for the op-ed draft & peer feedback because the drafts and feedback need to be prepared by a specific date for our in-class workshops to function as planned.

\*\*\*Radical amnesty for lateness cannot be used for the final draft of the op-ed column, because a final assignment turned in after the deadline would make it difficult to grade and submit your final grades on time.

## COURSE SCHEDULE

### Week 1 – Introduction

#### **Tuesday, Jan. 16**

For our first class, the only assigned reading is the syllabus.

- Please read the syllabus before class.

#### **Thursday, Jan. 18**

Before class, you should:

- Complete the welcome questionnaire (link in Canvas).
- Listen to this podcast segment and take note of any terms, history, or other elements that are confusing or surprising:  
“Give Me Your Tired, Your Poor, Your Huddled Masses ... Or Don’t.” Act Two of “The Cavalry Is Not Coming,” *This American Life* Episode 817, Dec. 1, 2023  
<https://www.thisamericanlife.org/817/the-cavalry-is-not-coming/act-two-16>

### Week 2 – How the US Immigration System Works

This week, we’ll get an overview of how the US immigration system works and learn key vocabulary needed to understand discussions of immigration policy in the US.

#### **Tuesday, Jan. 23**

Before class, all students should read two brief guides to the US immigration system:

- Gelatt, Julia. 2019. *Explainer: How the US Legal Immigration System Works*. Migration Policy Institute. <https://www.migrationpolicy.org/content/explainer-how-us-legal-immigration-system-works>
- American Immigration Council. 2021. *How the United States Immigration System Works*. [https://www.americanimmigrationcouncil.org/sites/default/files/research/how\\_the\\_united\\_states\\_immigration\\_system\\_works\\_0.pdf](https://www.americanimmigrationcouncil.org/sites/default/files/research/how_the_united_states_immigration_system_works_0.pdf)

#### **Thursday, Jan. 25 \*\*Key Term Due\*\***

By 8 am on Jan. 25, all students should submit their “key term” assignments. In addition, students should come to class prepared to explain their term.

### Week 3 – Foundations of Asylum and Refugee Law

This week, we'll learn more about the historical origins of asylum and refugee law, and we'll get acquainted with the asylum process in the US.

#### **Tuesday, Jan. 30**

Before class, please read the following chapter and skim the 1951 Convention, 1967 Protocol, the accompanying UN guide:

- Goodwin-Gill, Guy S., 2014. "The International Law of Refugee Protection," in Elena Fiddian-Qasmiyeh et al., Eds., *The Oxford Handbook of Refugee and Forced Migration Studies*. Oxford Academic: pp. 36-47. <https://doi-org.colorado.idm.oclc.org/10.1093/oxfordhb/9780199652433.013.0021>
- UN General Assembly, 1951. *Convention Relating to the Status of Refugees*, 28 July. United Nations, Treaty Series, vol. 189, p. 137, available at <https://www.refworld.org/docid/3be01b964.html>
- UN General Assembly, 1967. *Protocol Relating to the Status of Refugees*, 31 January. United Nations, Treaty Series, vol. 606, p. 267, available at <https://www.refworld.org/docid/3ae6b3ae4.html>
- UNHCR, 2011. *The 1951 Convention Relating to the Status of Refugees and Its 1967 Protocol*. <https://www.unhcr.org/media/1951-convention-relating-status-refugees-and-its-1967-protocol>

#### **Thursday, Feb. 1**

Before class, please read the following book chapter and factsheet:

- Bauer, Jon. 2022. "Overview and Historical Background of US Asylum Law." In *Asylum Medicine*, K.C. McKenzie, Ed., *Asylum Medicine*. Springer, Cham: pp. 1-13. [https://doi.org/10.1007/978-3-030-81580-6\\_1](https://doi.org/10.1007/978-3-030-81580-6_1)
- American Immigration Council. 2022. *Asylum in the United States*. [https://www.americanimmigrationcouncil.org/sites/default/files/research/asylum\\_in\\_the\\_united\\_states\\_0.pdf](https://www.americanimmigrationcouncil.org/sites/default/files/research/asylum_in_the_united_states_0.pdf)

### Week 4 – The Asylum Process in Action (Part 1)

#### **Tuesday, Feb. 6 & Thursday, Feb. 8**

In class this week, we'll be watching *Well-Founded Fear*, a documentary that takes us inside the asylum adjudication process. We will be spending the bulk of our class time watching the film and discussing it, because it is only available on DVD (not streaming) so it would be difficult for students to access it independently.

Throughout this week, please skim selected chapters from *Asylum Denied*. The assigned chapters are "Introduction" and "Chapter 3: Temporary Safety," pp. 68-94 (you can skip the first 20 pages or so of this chapter; the end is most relevant), "Chapter 4: Dave and Bernie," pp.

95-124, and “Chapter 5: My Day in Court,” pp. 125-171. I *do not* recommend that you read “Chapter 9: The Witch Arrives,” because it contains offensive language.

- Kenney, David Ngaruri and Philip G. Schrag, 2008. *Asylum Denied: A Refugee’s Struggle for Safety in America*. Berkeley: University of California Press. <https://doi-org.colorado.idm.oclc.org/10.1525/9780520934726>

## Week 5 – The Asylum Process in Action (Part 2)

### **Tuesday, Feb. 13**

\*\*Our normal class is cancelled. Instead, we will be visiting Colorado Law and sitting in on Prof. Violeta Chapin’s immigration law clinic seminar from 12 – 1:50 pm. An exact location will be provided as the date approaches. Students who are not able to attend due to a scheduling conflict will be provided with an alternative make-up activity.\*\*

### **Thursday, Feb. 15**

Today we’ll be examining adjudication data to see how the asylum system works in practice. In class, we’ll learn to use the Syracuse University TRAC Immigration site:

<https://trac.syr.edu/immigration/tools/>. If possible, please bring a laptop to class.

Before class on Feb. 15, please read “Refugee Roulette.” It’s OK to skim (this is a very long article), but please have a look at the whole document and choose a few sections to focus on more carefully:

- Ramji-Nogales, Jaya, Andrew I. Schoenholtz, Philip G. Schrag. 2007. “Refugee Roulette: Disparities in Asylum Adjudication.” *Stanford Law Review* 60(2): 296-412.  
<https://heinonline.org/HOL/Print?collection=journals&handle=hein.journals/stflr60&id=308>

## Week 6 – Recent Changes to US Asylum Policy

### **Tuesday, Feb. 20**

Today we’ll be exploring asylum policy during the Trump administration and beyond. We’ll especially focus on Remain in Mexico and Title 42. Before class, please list to “The Out Crowd,” an episode of *This American Life* and read this short report on Title 42:

- “The Out Crowd,” *This American Life*, 15 Nov. 2019:  
<https://www.thisamericanlife.org/688/the-out-crowd>
- Pillai, Drishti and Samantha Artiga. 2022. *Title 42 and Its Impact on Migrant Families*. Kaiser Family Foundation, 26 May. <https://www.kff.org/racial-equity-and-health-policy/issue-brief/title-42-and-its-impact-on-migrant-families/>

### **Thursday, Feb. 22**

The Biden administration is our topic today. We’ll look at recent innovations such as the CBP One app and the Processes for Cubans, Haitians, Nicaraguans, and Venezuelans (CHNV). Please read:

- American Immigration Council. 2023. "The Biden Administration's Humanitarian Parole Program for Cubans, Haitians, Nicaraguans, and Venezuelans: An Overview." [https://www.americanimmigrationcouncil.org/sites/default/files/research/147888892\\_09.23\\_chnv\\_factsheet.pdf](https://www.americanimmigrationcouncil.org/sites/default/files/research/147888892_09.23_chnv_factsheet.pdf)
- Rios, Lorena. 2023. "The New US Border Wall is an App." *MIT Technology Review*, 16 June. <https://www.technologyreview.com/2023/06/16/1074039/border-wall-app/>
- Sullivan, Eileen and Steve Fisher. "At the End of a Hard Journey, Migrants Face Another: Navigating Bureaucracy." *New York Times*, 10 March. [https://www.nytimes.com/2023/03/10/us/politics/migrants-asylum-biden-mexico.html?unlocked\\_article\\_code=1.NU0.4QXH.9ys2M6nbgdCU&smid=url-share](https://www.nytimes.com/2023/03/10/us/politics/migrants-asylum-biden-mexico.html?unlocked_article_code=1.NU0.4QXH.9ys2M6nbgdCU&smid=url-share)

## Week 7 – Op-Ed Writing & Venezuela

### **Tuesday, Feb. 27**

Today we'll be discussing the op-ed assignment and learning how to write an op-ed. Before class, please review this guidance, including the hyperlinks at the end of the HKS document:

- Harvard Kennedy School Communications Program. "How to Write an Op-Ed or Column." [https://projects.iq.harvard.edu/files/hks-communications-program/files/new\\_seglin\\_how\\_to\\_write\\_an\\_oped\\_1\\_25\\_17\\_7.pdf](https://projects.iq.harvard.edu/files/hks-communications-program/files/new_seglin_how_to_write_an_oped_1_25_17_7.pdf)

### **Thursday, Feb. 29 \*\*Venezuelan Migrant Profile Presentation\*\***

Our class today is dedicated to learning about migration from Venezuela. We'll also be hearing from our Venezuelan Migrant Profile group. Before class, please read these two pieces:

- Rossiasco, Paula and Patricia de Narváez. 2023. "Adapting Public Policies in Responses to an Unprecedented Influx of Refugees and Migrants: Colombia Case Study of Migration from Venezuela." Background paper to the *World Development Report 2023: Migrants, Refugees, and Societies*. World Bank. <https://thedocs.worldbank.org/en/doc/7277e925bdaa64d6355c42c897721299-0050062023/original/WDR-Colombia-Case-Study-FORMATTED.pdf>
- Amnesty International. 2023. "Americas: Growing Exodus of Venezuelans Highlights Failure of Colombia, Peru, Ecuador, and Chile to Comply with Obligations." 21 Sept. <https://www.amnesty.org/en/latest/news/2023/09/exodus-venezuelans-colombia-peru-ecuador-chile-obligations/>

## Week 8 – Cuba & Haiti

### **Tuesday, Mar. 5 \*\*Cuban Migrant Profile Presentation\*\* & \*\*Op-Ed Topic Due\*\***

Today we'll be learning about state repression in Cuba (through the lens of music), as well as Cuban migration to the US. Plus, we'll hear from our Cuban Migrant Profile group.

Before class, please read:

- Lopez, Julyssa. 2023. "Two Years After 'Patria Y Vida,' Cuban Rapper Maykel Osorbo Remains in Jail." *Rolling Stone*, Jan. 6. <https://www.rollingstone.com/music/music-latin/maykel-osorbo-cuba-patria-y-vida-jail-1234657080/>

- Abi-Habib, Maria and Eileen Sullivan. 2023. "Cuban Migrants Arrive to US in Record Numbers, On Foot, Not by Boat." *New York Times*, 3 May. [https://www.nytimes.com/2022/05/03/world/americas/cuban-migration-united-states.html?unlocked\\_article\\_code=1.NU0.ONLT.TAEmAiScVmN7&smid=url-share](https://www.nytimes.com/2022/05/03/world/americas/cuban-migration-united-states.html?unlocked_article_code=1.NU0.ONLT.TAEmAiScVmN7&smid=url-share)

**Thursday, Mar. 7 \*\*Haitian Migrant Profile Presentation\*\***

In Haiti, unprecedented levels of violence are pushing people to flee the country. In this session, we'll learn more about the situation there, and we'll be hearing from our Haitian Migrant Profile group. Before class, please read:

- Human Rights Watch. 2023. "*Living a Nightmare: Haiti Needs an Urgent Rights-Based Response to Escalating Crisis.*" August. [https://www.hrw.org/sites/default/files/media\\_2023/08/haiti0823web.pdf](https://www.hrw.org/sites/default/files/media_2023/08/haiti0823web.pdf)
- Cerin, Mélodie. 2023. "Haitians Struggle to Access a New Path to the US." *US News & World Report*. 19 June. <https://www.usnews.com/news/best-countries/articles/2023-06-19/amid-chaos-haitians-struggle-to-access-a-new-path-to-the-u-s>
- Yates, Caitlyn. 2021. "Haitian Migration Throughout the Americas: A Decade in the Making." *Migration Policy Institute*, 30 Sept. <https://www.migrationpolicy.org/article/haitian-migration-through-americas>

Week 9 – The Northern Triangle

El Salvador, Guatemala, and Honduras send large numbers of migrants to the United States. What are the economic, political, and security problems driving them north? What are the social realities of migration in the region?

**Tuesday, March 12 \*\*Salvadoran Migrant Profile Presentation\*\***

Before class, please read:

- Meléndez-Sánchez, Manuel. 2021. "Meet Latin America's First Millennial Dictator." *Slate*, 26 Aug. <https://slate.com/news-and-politics/2021/08/nayib-bukele-salvador-millennial-dictator-authoritarianism.html>
- International Crisis Group. 2017. *Mafia of the Poor: Gang Violence and Extortion in Central America*. Latin America Report Number 62, 6 April. [https://icg-prod.s3.amazonaws.com/062-mafia-of-the-poor\\_0.pdf](https://icg-prod.s3.amazonaws.com/062-mafia-of-the-poor_0.pdf)

**Thursday, March 14 \*\*Guatemalan & Honduran Migrant Profile Presentation\*\***

Before class, please read:

- Congressional Research Service. 2023. *Central American Migration: Root Causes and US Policy*. 30 Nov. <https://crsreports.congress.gov/product/pdf/IF/IF11151/11>
- Hiskey, Jonathan T., Abby Córdova, Mary Fran Malone, and Diana M. Orcés. 2018. "Leaving the Devil You Know: Crime Victimization, US Deterrence Policy, and the Emigration Decision in Central America." *Latin American Research Review* 53(3): 429-447. <https://doi.org/10.25222/larr.147>



## Week 10 – Nicaragua & Global Migration

First this week, we'll learn about the deteriorating human rights situation in Nicaragua. Next, we'll learn about how and why so many people from around the world are now migrating to the US through Central America.

### **Tuesday, Mar. 19 \*\*Nicaraguan Migrant Profile Presentation\*\***

Before class, please read:

- Thaler, Kai and Eric Mosinger. 2022. "Nicaragua: Doubling Down on Dictatorship." *Journal of Democracy* 33(2): 133-146. <https://muse-jhu-edu.colorado.idm.oclc.org/pub/1/article/852750/pdf>
- Wagner, James. 2023. "She was crowned Miss Universe. Then her government cracked down." *New York Times*, 15 Dec. [https://www.nytimes.com/2023/12/16/world/americas/nicaragua-miss-universe.html?unlocked\\_article\\_code=1.NU0.LDYx.3dJ3Edz8\\_aT\\_&smid=url-share](https://www.nytimes.com/2023/12/16/world/americas/nicaragua-miss-universe.html?unlocked_article_code=1.NU0.LDYx.3dJ3Edz8_aT_&smid=url-share)

### **Thursday, Mar. 21 \*\*Migrant Profile Presentation – Country TBD\*\* & \*\*Research Brief Due\*\***

Before class, please listen to this short news story and read the following paper:

- Zea, Tibusay. 2024. "Nicaragua is helping tens of thousands of migrants to reach the US." *The World*, PRX. 5 January. <https://theworld.org/stories/2024-01-05/nicaragua-helping-tens-thousands-migrants-reach-us>
- Yuan, Li. 2023. "Why More Chinese Are Risking Danger in Southern Border Crossings to US." *New York Times*, 3 Dec. [https://www.nytimes.com/2023/12/03/business/darien-gap-china-immigration.html?unlocked\\_article\\_code=1.NU0.FkbA.WvxmMeAlwviD&smid=url-share](https://www.nytimes.com/2023/12/03/business/darien-gap-china-immigration.html?unlocked_article_code=1.NU0.FkbA.WvxmMeAlwviD&smid=url-share)

**\*\*SPRING BREAK – no class March 26 or 28\*\***

## Week 11 – Gender-based violence

### **Tuesday, April 2**

Before class, please read this American Bar Association magazine column, skim the law review article, and listen to this short radio story:

- Anker, Deborah. 2020. "The History and Future of Gender Asylum Law and Recognition of Domestic Violence as a Basis for Protection in the United States." *American Bar Association Human Rights Magazine* 45(2), 27 April. [https://www.americanbar.org/groups/crsj/publications/human\\_rights\\_magazine\\_home/immigration/the-history-and-future-of-gender-asylum-law/](https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/immigration/the-history-and-future-of-gender-asylum-law/)
- Jastram, Kate and Sayoni Maitra. 2020. "Matter of A-B- One Year Later: Winning Back Asylum Through Litigation and Legislation." *Santa Clara Journal of International Law*

18(1): 48-91.

<https://digitalcommons.law.scu.edu/cgi/viewcontent.cgi?article=1235&context=scujil>

- Rose, Joel. 2023. "Her Case Ended in a Joyful Airport Reunion, but the Future of Asylum is Uncertain." *All Things Considered*, NPR, 20 March.  
<https://www.npr.org/2023/03/20/1164311772/her-case-ended-in-a-joyful-airport-reunion-but-the-future-of-asylum-is-uncertain>

## **Tuesday, April 4**

Expanding on the week's theme, this class looks at gender-based violence and US migration deterrence policies. Before class, please read:

- Ramagae, Kaylee et al. 2023. " 'When you leave your country, this is what you're in for': Experiences of structural, legal, and gender-based violence among asylum-seeking women at the US-Mexico border." *BMC Public Health* 23: 1699.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10474729/>

## Week 12 – Gang violence & visit to immigration court

## **Tuesday, April 9**

Migrants are often fleeing criminal violence, especially violence from gangs and organized crime. Do they qualify for asylum in the US? Before class, read:

- UNHCR. 2010. *Guidance Note on Refugee Claims Relating to Victims of Organized Gangs*. 31 March. <https://www.refworld.org/docid/4bb21fa02.html>

## **Thursday, April 11**

Class is cancelled to compensate you for the time needed to go on our field trip to immigration court (or another site of your choosing).

**\*\*On either Thursday, April 11 or Friday, April 12, students will have the opportunity to go on a field trip to observe immigration court proceedings in Denver. The date and time will be determined after polling students to find the time when the most people can attend. If you are unable to come, or if you would prefer not to go to immigration court, you can select another relevant place in the community to conduct a site visit at a time that works for you (for example, volunteering at a migrant assistance organization for an afternoon).\*\***

## Week 13 – Public Perceptions and the Politics of Asylum

## **Tuesday, April 16 \*\*Op-Ed Annotated Bibliography Due\*\***

Before class, please read ONE of the following articles/chapters and skim the other two:

- Scheel, Stephan and Vicki Squire. 2014. "Forced Migrants as 'Illegal Migrants'," in Elena Fiddian-Qasmiyeh et al., Eds., *The Oxford Handbook of Refugee and Forced Migration Studies*. Oxford Academic: pp. 188-200. <https://doi-org.colorado.idm.oclc.org/10.1093/oxfordhb/9780199652433.013.0017>

- Wasem, Ruth Ellen. 2020. "More than a Wall: The Rise and Fall of US Asylum and Refugee Policy." *Journal on Migration and Human Security* 8(3): 246-245.  
<https://doi.org/10.1177/2331502420948847>
- Thorson, Emily and Lamis Abdelaaty. 2023. "Misperceptions about Refugee Policy." *American Political Science Review* 117(3): 1123-1129.

### **Thursday, April 18**

For class today, we will be reading and discussing a selection of recent news articles based on student interests and current events. Readings will be determined 1 week prior.

### Week 14 – Op-Ed Workshops

### **Tuesday, April 23 & Thursday, April 25**

We will be discussing students' draft op-eds, which will be circulated to the class in advance. Specific instructions will be distributed 3 weeks prior.

**\*\*Site visit reflection due April 23\*\***

### Week 15 – Op-Ed Workshop & Conclusion

### **Tuesday, April 30**

We will be discussing students' draft op-eds, which will be circulated to the class in advance. Specific instructions will be distributed 3 weeks prior.

### **Thursday, May 2**

In our last class, we'll reflect on our journey this semester and use our newly acquired skills to analyze the current state of US asylum policy.

**\*\*Final op-ed column due May 8\*\***

### IMPORTANT INFORMATION & POLICIES

## **Classroom Behavior**

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy.

For more information, see the [classroom behavior policy](#), the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

## **Use of Artificial Intelligence**

AI tools like Chat GPT are a resource that some students use when brainstorming ideas. All written work submitted in this class must be your own. Your assignments should contain your own ideas, presented in your own writing. If you use AI, such as Chat GPT, as a source in your work, you should cite it. However, please be aware that Chat GPT is not considered a reliable source. Chat GPT may provide false information, and citing Chat GPT does not reflect rigorous independent research undertaken by the student. As a result, assignments that make use of Chat GPT are likely to receive poor grades.

## Requirements for Infectious Disease

Members of the CU Boulder community and visitors to campus must follow university, department, and building health and safety requirements and all applicable campus policies and public health guidelines to reduce the risk of spreading infectious diseases. If public health conditions require, the university may also invoke related requirements for student conduct and disability accommodation that will apply to this class.

If you feel ill and think you might have COVID-19 or if you have tested positive for COVID-19, please stay home and follow the [guidance of the Centers for Disease Control and Prevention \(CDC\) for isolation and testing](#). If you have been in close contact with someone who has COVID-19 but do not have any symptoms and have not tested positive for COVID-19, you do not need to stay home but should follow the [guidance of the CDC for masking and testing](#).

## Accommodation for Disabilities, Temporary Medical Conditions, and Medical Isolation

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

If you have a required medical isolation for which you require adjustment, you may use one of your 4 free absences for this purpose. If you need to be absent for more than 4 class meetings, please contact the professor for accommodation.

## Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

## Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: [honor@colorado.edu](mailto:honor@colorado.edu), 303-492-5550. Students found responsible for violating the [Honor Code](#) will be assigned

resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit [Honor Code](#) for more information on the academic integrity policy.

## Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about university policies, [reporting options](#), and [support resources](#) can be found on the [OIEC website](#).

Please know that faculty and graduate instructors must inform OIEC when they are made aware of incidents related to these policies regardless of when or where something occurred. This is to ensure that individuals impacted receive outreach from OIEC about resolution options and support resources. To learn more about reporting and support for a variety of concerns, visit the [Don't Ignore It page](#).

## Religious Accommodations

Campus policy requires faculty to provide reasonable accommodations for students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please communicate the need for a religious accommodation in a timely manner. In this class, students can use some or all of their 4 free absences for religious observances. If you require more than 4 absences or if you have other conflicts (for example, with assignments), please contact the professor for accommodations.

See the [campus policy regarding religious observances](#) for full details.

## Mental Health and Wellness

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#) located in C4C or call (303) 492-2277, 24/7.

Free and unlimited telehealth is also available through [Academic Live Care](#). The Academic Live Care site also provides information about additional wellness services on campus that are available to students.