IMMIGRATION LAW 593 - Spring 2014
Professor Cindy Galway Buys & Diane Speir

Meeting Place and Times: Room 204
Mondays and Wednesdays: 2-3:15 p.m.

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Course Description and Objectives:
This course introduces students to the laws, regulations, practices, and policies governing the ability of non-United States (U.S.) citizens to enter and remain in the United States either temporarily (as nonimmigrants) or permanently (as immigrants). In studying immigration law, students will develop a better understanding of several other areas of law, such as constitutional law, administrative law, and international law. Students also will gain insight into the political, legal, economic, and social history of this country since developments in immigration law largely reflect the larger political, legal, economic and social context. Finally, students will gain valuable practical skill in statutory and regulatory interpretation and application as well as client interviewing and counseling.

Our goals in this course are to:
1. Introduce students to the bases upon which the United States admits non-U.S. citizens either temporarily or permanently and the procedures for admissions;
2. Introduce students to the bases upon which non-U.S. citizens may be removed from the U.S. and the procedures for removal;
3. Assist students in understanding the complex and intricate statutory and regulatory framework governing immigration;
4. Familiarize students with the roles and powers of the different branches of government in the development and implementation of immigration policy; and
5. Help students understand the underlying political, social and economic context which often drives the formulation of immigration law and policy historically and today and the role of attorneys in that process.

Required Reading:
Most of the reading assignments for this course will be drawn from Legomsky & Rodriguez, Immigration and Refugee Law and Policy (Foundation Press 5th ed. 2009), and the documents supplement, Alienikoff, et al., Immigration and Nationality Laws of the United States: Selected Statutes, Regulations and Forms (West 2012).
Other reading assignments may be distributed in class or posted on TWEN. In addition, we may ask you to find some materials on the Internet. In particular, there is a wealth of information available on the website of the United States Citizenship and Immigration Services website: www.uscis.gov. There are links to helpful websites on the TWEN course page.

The first reading assignment for Monday, January 13, 2014 is Legomsky, pp. 1-24 and 113-119; U.S. Constitution, Article I, §§ 8, 9 (Docs Supp.).

**Class Attendance and Preparation:**
You are expected to attend classes on a regular basis. If you miss more six (6) classes, you will be withdrawn from the course (barring extraordinary circumstances). Attendance will be taken daily. You are responsible for making sure you sign in each day and for keeping track of your absences. If you enter the room after the class has begun, you may not sign the attendance sheet. Your signature on the attendance sheet constitutes a representation that you have read the assigned material and are prepared to discuss it in an intelligent fashion. If you are called on and you are unprepared, you may be marked as absent for that class.

After the first unit, you will be assigned to be an “expert” for the material on certain days. If you are an “expert” for the day, you must read the assigned material, prepare written answers to any assigned problems, and be prepared to discuss the material in an intelligent fashion (which may be collected from time to time). Please note that on the hand-out entitled “Reading Assignments,” there usually will be a question relating to one of the main ideas of that day’s assigned readings. The student “experts” also should have read, thought about, and be prepared to discuss the question(s) for the day. If an “expert” is not adequately prepared, the student will be marked as absent for that day. If you cannot be present on your assigned day, you may trade days with another student and notify the professor before class or at the start of class.

Even if you are not the assigned “expert” for the day, you should prepare an answer to any assigned problems because that is what we will spend much of our class time discussing and because the exam will contain problems very similar to those we do in class together.

We also will do one or two simulation exercises during the semester, which will require some preparation outside of class. Barring extraordinary circumstances, you must attend class on the day of a simulation exercise.

If you are unprepared for class but would like to attend and receive the benefit of the class discussion: (1) do not sign the attendance sheet; (2) give the professor a note at the start of class with your name and the date. A day of “noting out” counts as one of your permitted absences.
TWEN (The West Education Network):
You should register for this course on TWEN before or during the first week of classes. This syllabus and the reading assignments will be posted on TWEN, as well as other relevant material and information. You will be expected to check TWEN at least weekly and are responsible for any materials posted on TWEN. We will also periodically send class-related e-mails to the address you list on TWEN, so be sure you list an e-mail address that you check regularly.

Class Recordings
The class will be recorded and made available in the lab in the library. Viewing a recording of the class does not count as being present in the class, unless the professor has made a special exception.

Classroom Etiquette:
Please be courteous to the others in the classroom by keeping distractions to a minimum, turning off any noise-making devices, and giving the class your full attention. You are welcome to use laptops in the classroom for note-taking and other authorized tasks. However, other uses of technological devices are likely to be distracting and possibly even offensive to other persons in the classroom and are therefore prohibited. If laptops and other electronic devices are being used inappropriately, they may be banned from the classroom. If it is absolutely necessary for you to leave the classroom while class is in session, please do not disrupt the class upon entering or exiting the room.

Evaluation:
Your grade will consist of two parts as follows.

First, you will be expected to participate in a Know Your Rights visit to the Tri-County Detention Center in Ullin, IL on one of three trips during the semester (each on a Tuesday morning). You must attend a training session before going to Tri-County. While there, you will interview one or more immigration detainees. After returning, you will be expected to write a letter to one of the detainees you interviewed analyzing his situation and giving him your best advice as to his legal options. This assignment will count as approximately one-third of your final grade. If you have a conflict on Tuesday mornings and it is not possible for you to make any of the trips to Tri-County, we can make arrangements for an alternate assignment.

Second, there will be a three-hour cumulative timed final examination (worth approximately 2/3 of your grade). We also reserve the right to administer other short graded or ungraded assignments during the semester.

Students with Disabilities
The law school’s policies and procedures regarding students with disabilities may be found on line at http://www.law.siu.edu/. Students with disabilities requiring reasonable accommodations should contact the Registrar’s office.
Emergency Procedures
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT's website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.