

Seminar: Legal History of Immigrant Groups in the United States--Professor Parrish Fall 2011

Desired Student Learning Outcomes

By the end of the semester, each student should be able to:

1. Conduct legal and historical research in multiple topical areas of immigration law.
2. Write a persuasive and clearly articulated research paper which evaluates/critiques/assesses a specific area of immigration law.
3. Orally present a legal historical topic related to immigration which presents a novel question not previously addressed by the class.
4. Be able to critically analyze readings and formulate opinions that can be articulated in writing and verbally to the class.
5. Evaluate other students' first drafts and given them constructive criticism in writing.
6. Show improvement in writing abilities over the course of the semester.

Assessment Techniques

1. Each student will prepare three questions/answers based on the readings for one class during the first half of the. This assignment will form the basis of the discussion in the class for which they are assigned. Students will receive feedback from other students during the discussion and will receive a grade from the professor. For more information about this assignment, see Course Requirement #3.
2. Each student will be asked a series of questions by the professor during the first half of the semester in order to assist the student in developing the ability to articulate his/her opinion about immigration law, policy, history, and general social impact of immigration on the immigrants and the citizens with whom they interact.
3. Each student will write at least two drafts of a seminar paper (with a third draft optional at the student's discretion). Students will receive feedback from the professor and feedback from two other students on the first draft. There will be additional written feedback from the professor on the interim draft if the student opts to do it. Feedback on the final draft will be given by the professor only at the student's request.

Feedback will evaluate these primary points: Clarity and persuasiveness of thesis; Organization/Logic; Research; Legal/Historical Analysis; Writing Style/Readability; Technical details (e.g., spelling, typos, grammar, footnote adequacy, coherent and complete sentences, etc.)

4. Each student will receive feedback on his/her oral presentation from other students using a printed form handed out by the professor (with room for comments). The professor will give formal feedback on the presentation at the student's request.
5. The grade for the seminar will be based primarily upon the grade on the final draft of the paper. Additional criteria in determining the seminar grade will include the first draft, the paper presentation, class attendance and participation, the Q/A piece, the quality of the

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outlines and of the critiques of others' papers and presentations, and the timeliness of all paper submissions. For more information about grading, see the "Grading" section below.

Course Requirements

1. Attend class and sign the attendance sheet; seminars are discussion-oriented by definition; your presence is crucial to making this a valuable experience for everyone.
2. Participate in class discussion.
3. Prepare three questions and short answers (or outlines of answers) in writing for the second Health Care & Immigration class, the Labor History/Immigration class, the Race & Immigration class or for one of the three immigrant groups. One-sixth of the class, divided alphabetically by surname, will prepare this short Q/A piece for one of these topics covered in the second through seventh classes. These should be opinion or policy questions (as opposed to strictly factual) and should relate to the reading on that topic. In class, each student assigned for that day will pose his/her first question in turn to the rest of the class, then second question, then third question. If the question is long and involved, it is a good idea to make a photocopy of it (without answer) for the class. The typed Q/A piece (1 or 2 pages) should be turned in to the instructor at the end of class. While the questions/answers should be prepared by each student independently, to avoid duplication of questions, you are urged to communicate with the other students on call the same day as you regarding the questions you have developed for that class.
4. Have two conferences with the instructor, the first to discuss paper topic selection, the second to discuss the first draft. It is advisable to come to the first conference with at least two paper topics in mind and discuss them both with the instructor. Other conferences on your research, your presentation, or any other aspect of the class, may be arranged with the professor at any time; please make an appointment at class, or by phone or email.
5. Write two drafts of a research paper on a legal historical topic related to immigration mutually agreed upon by you and the instructor. The first draft should be at least 20 pages long (exclusive of footnotes), should show significant legal research and thoughtful writing, and will be extensively critiqued and graded by the instructor. The first draft will also be read by two other students in the class, i.e., the person whose name comes before you in the alphabet and the person who comes after you in the alphabet. The final draft should be at least 7,000 words in length or longer (exclusive of footnotes). [An optional "interim" draft may be turned in after the Thanksgiving holiday in order to receive additional feedback from the instructor before preparation of the final draft; this optional draft is not graded.]
6. Prepare and distribute an outline of your paper to the class at the time of presentation.
7. Make a class presentation based on the research for the first draft of your paper (specific details about the paper and the presentation will follow).

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8. Critique two other students' first drafts and critique other students' oral presentations. A final schedule for the term will be distributed as soon as all paper topic conferences are concluded. The required reading for the seminar is available via TWEN.

My office is Room 553/200 McAllister. My office phone is 565-4881 and email address is parrishj@uchastings.edu. I am usually here M-F 9-5. To meet in person, I will meet you the first time at the top of the internal staircase on the 5th floor to escort you to my office, so the first meeting will have to be pre-arranged.

Seminar Paper Requirements

1. The seminar paper should:
 - be at least 7,000 words in length, exclusive of notes (the first draft should be at least 20 pages in length, exclusive of footnotes or endnotes);
 - be as long as you need it to be to tell the story you want to tell, i.e., there is no maximum length limit;
 - show significant legal or empirical research and thoughtful writing;
 - go through at least two drafts with an extensive faculty critique of the first draft;
 - go through a critique by two other seminar students before you oral presentation.

(You may wish to exercise the interim draft option; that draft is due no later than the Monday after Thanksgiving; no grade will be assigned but comments will be in writing and the paper will be returned to your SIC folder promptly. The final draft is not critiqued and not returned).

2. Content.

The topic is immigration history with a legal nexus. This can take many forms. For example, you may wish to discuss the impact of United States immigration law on one particular group of immigrants (similar to what the instructor does in the beginning of the course). Or you may wish to research and write on immigration law and policy in a broader context. Almost any topic is fair game as long as it is legal, historical, and immigration-related.
3. Format. Please observe the following on both drafts:
 - Typed on 8 1/2 x 11 paper
 - Double spaced
 - 1 inch margins
 - Please use nothing smaller than 12 point type!
 - Please turn in as a Word-compatible word processing document.
4. Title Page--Please include the following information:
 - Title of paper
 - Course name
 - Professor's name
 - Your name
 - Date

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5. Spelling.

Spelling errors are a tremendous distraction to the instructor. Spelling errors in the final draft of the paper will likely cause a reduction in the paper grade. Always use the spell-checking feature on your word processing software. If you have a learning disability that manifests itself in poor spelling, please discuss this with the instructor at the conference to review the paper's first draft.

6. Writing Style.

- Give credit for ideas that are not your own.
- Use lengthy quotations only if they are so interesting and illustrative of a certain point that you could not possibly state it more eloquently in your own words. **When using quotations of 4 or more lines, indent, single-space; do not use quotation marks; do footnote.**
- Avoid statements like "In my opinion..." or "It is the opinion of this author that..." or "I feel..." or "I think...". The reader already knows that it is your opinion because it is your paper.
- Define everything. Do not assume that the reader of your paper knows intuitively what is meant by words and phrases that have become familiar to you in the course of your research.
- Summaries of cases, statutes, and law review articles strung together do not by themselves make a good seminar paper. The reader wants to know your interpretation of the subject under discussion. Your ideas should be expressed in an impersonal, objective, and scholarly manner.
- Your seminar paper will undoubtedly reflect your point of view. A good seminar paper will, however, show both your own point of view and the opposing side of the question. The reader will accept your point of view if you are calmly persuasive. Discussing both sides of a question is particularly important if your paper topic is an emotionally charged one about which you have strong personal feelings.
- **Begin with an Introduction, end with a Conclusion, and label separate sections in between. Include a Table of Contents.**
- **State your thesis in your Introduction; revisit the thesis in the Conclusion and state whether you have proved it in the body of the paper, and why or why not.**

7. Footnotes.

- Footnotes (or endnotes) are enormously important in a seminar paper. Without footnotes, a seminar paper is no more than a work of fiction. Footnotes give legitimacy and authority to declarative, factual statements.
- You need not footnote your own opinion or interpretation but if you have read something or heard someone else say it, you should footnote it and give credit to the originator of the idea. This means that most of the sentences in your seminar paper should be footnoted.
- Footnotes should cite the case, statute, article, book or other original source of the information. You should not simply cite a secondary source that discusses the original case, statute, etc.

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- Notes may be footnotes appearing on each page of text or endnotes. They will not count as part of the page limits already stated. You should use Harvard Blue Book citation form.
 - Due to the importance of footnotes, no seminar paper draft can be evaluated unless it includes complete footnotes.
8. Other points.
- Do not use contractions.
 - When using acronyms or initialisms, spell out the words on first use, placing the initialism in parentheses after the words, e.g., American Civil Liberties Union (ACLU). The use of the acronym or initialism is fine on all subsequent uses.
 - Spell out United States. If you find that you are using the words too much, synonyms, e.g., federal, American, etc., may be appropriate. It may be that in the larger context of your paper, using United States so often is not necessary.
 - Cite to the Wikipedia with caution. It can be a great source to use at the beginning of your research but it is not considered a scholarly source and should not be cited in your paper except for the most general propositions.
 - The Internet is a tremendous source of information. When you cite to an Internet address in a footnote, there should be sufficient accurate information to enable your reader to find the material you are citing.
 - Footnoting primary authority can be difficult if you have found the authority in a history text without proper legal citation. In that case, go to the Reference Desk in the Library. They will be delighted to help you!

Seminar Presentation Requirements

1. On the day of your presentation please distribute a one-page outline of your paper to the members of the class. Attachments to the one-page outline are acceptable but the outline itself should not be more than one page as there probably will not be sufficient time to cover more material.
2. Talk to the class for the amount of time specified on the final course schedule. Your oral presentation may be much more general than your written paper.
3. Use the following guidelines:
 - a. Describe briefly why the topic interests you.
 - b. Describe briefly your research methodology in preparing the paper.
 - c. Discuss the law, problems, significant cases, studies, etc. DO NOT READ your paper to the class; use your outline or note cards to prompt you.
 - d. Budgeting time in a presentation is one of the biggest challenges any speaker faces. To do this effectively, determine five major points that you want to cover in your presentation

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- and then parse the time accordingly. Do rehearse your presentation at least once before class time.
- e. If you use audio- or videotapes in your presentation, limit the time devoted to them to five minutes or less and have the tape ready to start at the relevant point on the tape. Time lost while you are hunting for the right starting point on the tape can never be regained and detracts from the quality of your presentation.
 - f. Power point presentations can be very effective. The necessary hardware for your presentation must be reserved through the Media Department of the College (x4609 or media@uchastings.edu) as early in the semester as possible. If you use a Mac for your power point presentation, please check out the adapter at the Library Circulation Desk on the day of your presentation.
 - g. The instructor will give a 10-minute warning, a 5-minute warning, and a "The End" signal--at which point you must stop. If you are going to allow at least five minutes for questions/answers, then at the 10-minute warning, you should be starting your final point, with a brief conclusion to follow. At the 5-minute warning, Qs/As should have started.
 - h. Answer questions from class members during or after the presentation (your option). Be prepared to provoke discussion if no one immediately has questions.
 - i. Be creative. Your class presentation, like your paper, should be more than a descriptive narrative. It should show some original thought, interpretation, and analysis on your part.
4. Critique forms will be completed by each member of the class for each presentation. With your permission, the second page of the critique form with substantive comments will be given to the speaker. A conference with the instructor to evaluate your presentation is optional--if you want such a conference, please schedule it as soon as possible after your presentation.
 5. Please note that the presentation is often only as good as the first draft of the paper, and often the length of the presentation correlates positively to the length of the first draft. Therefore, the better the first draft, the better the presentation.

Grading

1. The grades on the first and final drafts of the paper will be determined by the quality of those drafts by comparison/contrast to all the other first or final drafts in the seminar. A great deal of feedback is provided (both verbal and written) on the first draft of the paper and any other draft submitted prior to the final draft. The instructor's objective is to assist each student to do the very best job possible.

The final draft typically has no written comments and is not returned by the instructor. However, at the student's request, the professor will provide written feedback and meet with the student at the beginning of the next semester. Criteria such as clarity and persuasiveness

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of the thesis, the organization and logic of the writing, historical and social analysis, legal analysis, the readability of the writing style, and technical details (e.g., grammar, complete sentences, etc.) are considered in making an evaluation of all drafts.

2. Additional criteria for the course grade include:
 - Class attendance and participation --The Q/A short paper
 - Class presentation
 - Critiques of two other students' first drafts
 - Critiques of others' presentations