

SEMESTER AT SEA COURSE SYLLABUS

Discipline: History

Spring 2013

HIUS 2559: History of United States Immigration Law

Lower Division

Course Description:

This course will study the history of voluntary and involuntary immigration in the United States, with an emphasis on the legal response regulating the influx of immigrants, including, among others, the Naturalization Act of 1790, the Chinese Exclusion Act of 1882, legislation in the 1920s imposing national quotas, legislation in the 1950s increasing the power of the government to deport illegal immigrants with "Communist leanings, the more recent Immigration and Nationality Act of 1965 giving preference to those immigrants with U.S. relatives, amnesty legislation, the Immigration and Nationality Act of 1990, the Real ID Act of 2005, and the recent Supreme Court decision regarding Arizona's effort to legislate against illegal immigration. The course will also survey the laws relating to the admission, naturalization, removal of immigrants to the United States, and the legal issues concerning refugees, asylum seekers, illegal immigrants and undocumented workers. The perspective will be global; the course will examine the historical, social and political factors that affected the arrival, settlement, growth and redistribution of African, Asian, European, Native American, and Latino populations in the United States, and will explore a variety of cultural, demographic, economic and legal issues that have arisen as a result of these waves of human migration.

Course Objectives:

- 1) To familiarize students with the history of immigration law in the United States, starting with the late eighteenth century down to the present;
- 2) To give students an understanding of the primary legal sources for U.S. immigration and naturalization law, the administrative structure of immigration law, and the requirements for obtaining immigrant and nonimmigrant visas, for applying for refugee or asylum status, and for applying for citizenship and naturalization status;
- 3) To have students see how U.S. immigration law has had an impact on world history, and to see how world history has had an impact on U.S. immigration law;
- 4) To sensitize students to the current issues in immigration law, including how the states, and the United States, are dealing with illegal immigration, undocumented workers, and the concern for national security.

A number of Supreme Court and other federal court cases have been assigned as course

materials. I do not expect undergraduate students to undergo a metamorphosis and turn into law students. However, much of the history of immigration has been made by the Supreme Court, and the decisions are rich primary source materials. Many of the policy discussions that go on among the members of the Supreme Court will be echoed not only in our other course materials, but in our classroom discussions. The student is therefore urged to try reading the cases; in class I will then analyze the decisions, and make sense of them for the lay person. The cases will be available to you on the ship's intranet e-reserve.

Required texts:

Coming to America (Second Edition) by Roger Daniels (2002) ["Daniels"]

Published by Perennial (Harper Collins); ISBN # 0-06-050577-X

Major Problems in American Immigration and Ethnic History, Documents and Essays, edited by Jon Gjerde [Gjerde](1998) ¹

Published by Houghton Mifflin Company; ISBN # 0-395-81532-0

U.S.Department of Homeland Security, Citizenship & Immigration Services (USCIS)

(These are located on Professor Harmon's intranet e-reserve.)

<http://www.uscis.gov>

Adoption
Citizenship
Humanitarian
Change my Nonimmigrant status
Green Card Info from USCIS
Working in the US

Selected federal courts cases: (These cases are located on Professor Harmon's intranet e-reserve.)

Elk v. Wilkins, 112 U.S. 94 (1884)
Vick Wo v. Hopkins, 118 U.S. 356 (1886)
U.S. v. Wong Kim Ark, 169 U.S. 649 (1898)
Chinese Exclusion Case, 130 U.S. 581 (1889)
Nishimura Ekiu v. US., 142 U.S. 651 (1892)
Wong Wing v. U.S., 163 U.S. 228 (1896)
Bark v. INS, 511 F. 2d 1200 (1975)
Matter of Chang, BIA Appeals, 20 I & N Dec. 38 (1989)
INS v. Elias-Zacarias, 502 U.S. 478 (1992)
Matter of Kasinga, 21 I&N Dec. 357 (1996)

¹ This is the penultimate edition of the book, and I have decided not to make students buy the newer, more expensive edition. The 1998 edition of Gjerde's book is already quite rich, and contains primarily historical material that has not changed much.

Plyer v. Doe, 457 U.S. 202 (1982)
INS v. St. Cyr, 533 U.S. 289 (2001)
Zadvydas v. Davis, 533 U.S. 678 (2001)
People's Mojahedin Organization of Iran v. Dept. of State
327 F.3d 1238 (2003)
Narenji v. Civiletti, 617 F. 2d 745 (1979)(cert. denied)
Arizona v. United States, 2012

DVDs (to be provided by the instructor and shown in class):

Separate Lives, Broken Dreams
Sentenced Home
Dying to Get In
Shanghai Ghetto

Course Requirements: The student will be required to take two take-home essays, two multiple choice quizzes, and one reflective journal on the Ghana Field Lab. Each essay and quiz will test for knowledge of the readings, lectures and class discussions. Each take-home essay will consist of a 7-9 page essay about an assigned topic. (You will have at least seven days at sea to complete each take-home essay. It will be typewritten, double-spaced, with 12 pt. font and one inch margins.) See the schedule below. Unexcused late assignments will have points deducted from the grade; only extenuating circumstances will justify turning in a late paper. Rules concerning plagiarism apply. Both of the multiple choice quizzes will be held in class.

As a third writing assignment, each student must write a reflective journal on the Ghana Field Lab; it will be from 6-8 pages (typewritten; double-spaced; 12 pt. font, one inch margins). In addition, for extra credit of 5 points, students may also write a second 5-page reflective journal on some other individualized learning experience that a student may engage in when we are "in port." A list of sample individualized learning experiences follows the description of the required Ghana Field Lab, but students may develop their own as well. Students may opt out of the extra credit if they so desire.

Each take-home essay will count for 25% of your grade, for a total of 50%. The two multiple choice exams will each count for 15% of your grade, for a total of 30%, and your reflective journal on the required Field Lab will count for 20% of your grade. The extra credit individualized reflective journal may earn the student up to 5 extra points.

Here is the schedule for your essays and multiple choice portions:

Take-Home Essay # 1—Will be assigned on February 10th, and will be due on February 24th.

First Multiple Choice exam portion: March 3rd

Take-Home Essay # 2---Will be assigned on March 14th and will be due on March 23rd.

Second Multiple Choice exam portion: April 15th

Reflective Journal on Ghana Field Lab: April 15th

Last day to turn in any extra credit *individualized* journals: April 15th

I will leave the format of the reflective journals up to you, although you will see at the end of the syllabus, I have given you some suggested topics for discussion---both after the required Field Lab, as well as some of individualized learning experiences that you might develop when you are in various ports.

Your writing assignments will be evaluated on the basis of two criteria: Form and Content. Matters of form include grammar, spelling, punctuation, clarity and organization. Matters of content include understanding of the material, use of texts to support positions, thoroughness, originality, and overall quality of thought.

Unit One: Immigration from the Colonial Period to 1820

Class # One: Introduction/Review syllabus, course requirements, and grading

An introductory lecture presenting an overview of the various waves of immigration to the U.S. from the colonial period to the present. The goal of this lecture is to give students a context in which to place the rest of the more detailed history that we will cover in the course and to provide them with an outline of the material to be covered.

Assignment: Daniels, pp. 3-29

Chapter 1 in Gjerde (pp.1-29): Approaches to American Immigration and Ethnic History

Handlin
---*Immigration Portrayed as an Experience of Uprootedness*, by Oscar

Bodnar
---*Immigration Portrayed as an Experience of Transplantation*, by John

---*The Problem of Assimilation in the United States*, by John Higham

---*The Invention of Ethnicity in the United States*, by Cozen, Gerber, Morawska, Pozzetta, and Vecoli

Class # Two: Colonial Period/English Immigrants in America/Virginia, Maryland and New England/Slavery and Immigrants from Africa

Assignment: Daniels, pp. 30-65;

Elk v. Wilkins, 112 U.S. 94 (1884)

Part of Chapter 2 in Gjerde, *Strangers in the Realm: Migrants to British Colonial North America 1609-1775*, pp. 30-40

---Olaudah Equiano, an African, Recounts the Horror of Enslavement, 1757

---Gottlieb Mittelberger, a German, Describes the Difficulties of Immigration, 1750

---William Morley, an Indentured Servant, Explains the Condition of Labor in Pennsylvania

Classes # Three and Four: Colonial Period/Other Europeans in Colonial America/ Ethnicity of Race in America

Assignment: Daniels, pp. 64-118, Second Part of Chapter 2 in Gjerde (pp. 40-67)

---Hugh Boulter Recounts the Discontent in Ireland that Resulted in Emigration, 1728

---Benjamin Franklin Advises Those Who Might Move to America, 1784

---William Byrd II, a Land Speculator, Promotes Immigration, 1736

---*Creative Adaptations: Peoples and Cultures*, by T.H. Breen

Unit Two: The Century of Immigration, 1820 to 1924

Classes # Five, Six, and Seven: The Century of Immigration (1820-1924)/Irish, Germans, and Scandinavians/The Naturalization Act of 1790/The Alien Act of 1798

Assignment: Daniels, pp. 121-184, First Part of Chapter 3 in Gjerde, *Nation and Citizenship in the Age of Revolution, 1750-1800*, pp. 69-89

---Benjamin Franklin Opposes the Migration of Non-English into the Colonies, 1755

---Daniel Dulany, a Jurist, Defends the Rights of Aliens in Maryland, 1758

---J. Hector St. John de Crevecoeur Celebrates the Possibilities of America for its Immigrants, 1782

---The German Press in Philadelphia Defends the War for Independence, 1776

---Congress Establishes its Initial Policy on Naturalization, 1790

--- Congress Restricts the Rights of Aliens, 1798

---*The Creation of Citizenship in the British American Colonies and Early United States*,

by James H. Kettner

Chapter 4 in Gjerde, *European Migration and the Radical Attempt to Conserve, 1830-1880*, pp. 96-132

---Gottfried Duden, a German, Assesses the Possibilities for Immigrants to Missouri, 1827

---Svein Nilsson Chronicles Norwegian American Immigration to Wisconsin, 1868

---Robert Whyte Explains the Irish Migration Following the Potatoe Famine, 1847

---James Burn Describes Irish and German Immigration in New York City, 1850

---Swedish Women and Men Observe the "Freedom" and Opportunity in America, 1841-1848

---A German American Family Changes its Assessment of American Life, 1850-1883

---*Irish Immigrants who Perceive America as Exile*, by Kerby A. Miller

---*German Catholic Immigrants Who Make Their Own America*, by

Kathleen Neils Conzen

Classes # Eight, Nine and Ten: The Century of Immigration cont./From the Mediterranean/Italians, Greeks, Arabs, and Armenians, Eastern Europeans and the Triumph of Nativism

Assignment: Daniels, pp. 185-237, First Part of Chapter 5 of Gjerde, *Nativism and Becoming American at Midcentry, 1830-1860*, pp. 133-151

---Lyman Beecher Warns About Immigrants Flooding into the American West, 1835

---Samuel B. Morse Enumerates the "Dangers" of the Roman Catholic Immigrant, 1835

---Maria Monk, a Supposed Escaped Nun, Recounts the Perils of the Convent, 1835

---Frederick Saunders, a Nativist, Considers the Dangers of Immigration to the Republic, 1856

---Thomas Whitney, an Anti-Catholic, Compares "Romanism" and "Republicanism," 1856

---The Know Nothings, "The American Party," Defend Their Political Movement, 1855

---Walt Whitman Celebrates the Diversity in the United States, 1855

---Part One of Chapter 6, Gjerde, *Emigration and Return: Migration Patterns in the Industrial Age, 1850-1920*, pp.

174-195

---Immigrants Recall Their Life in Eastern Europe and Their Immigration, 1915-1923

---A Slovenian Recounts Varying Assessments of America Made by Return Immigrants, 1909

---Mary Antin, A Russian Woman, Encounters Anti-Semitic Violence and Flees Russia, 1912

---*The Relationship Between American Money and Italian Land in Stimulating Return Migration*, by Dino Cinel

Classes # Eleven, Twelve and Thirteen: Minorities from Other Regions: Chinese, Japanese, and French Canadians—Emigration and Return; the Chinese Exclusion Act and the Federalization of Immigration Law

Assignment: Daniels, pp. 238-284, Parts of Chapter 6 of Gjerde, *Emigration and Return: Migration Patterns in the Industrial Age, 1850-1920*, pp. 170-203 and pp. 195-203; Parts of Chapter 7 of Gjerde, *Industrial Immigrants in the City and the Countryside*, pp. 213-216; 229-237

---Lee Chew, a Chinese Immigrant, Describes Life in the United States and Denounces Anti-Chinese Prejudice, 1882

---*The Chinese Migration to the United States in the Context of the Larger Chinese Diaspora*, by Sucheng Chan

---Three Chinese Americans Recall Life and Labor in Their Ethnic Community, 1877-1917

---*The Interactions of Race and Class in Agricultural Labor*, by Tomas Almaguer

---Part of Chapter 9 of Gjerde, *Racialization of Immigrants, 1880-1930*, pp. 271-281

---Samuel Gompers Racializes Chinese American Labor, 1908

---The Asiatic Exclusion League Argues That Asians Cannot Be Assimilated, 1911

Vick Wo v. Hopkins, 118 U.S. 356 (1886) *US.*

v. Wong Kim Ark, 169 U.S. 649 (1898) *Chinese*

Exclusion Case, 130 U.S. 581 (1889) *Nishimura*

Ekiu v. US. 142 U.S. 651 (1892) *Wong Wing v.*

US., 163 U.S. 228 (1896) *Fiallo v. Bell*, 430 U.S.

787 (1977)

Video: *Separate Lives, Broken Dreams*

Unit Three: Anti-Immigrant Sentiment and the Quota Laws, 1921 and 1924

Classes # Fourteen and Fifteen: **Migration in Prosperity, Depression and War, 1921-1945/The Quota Laws**

Assignment: Daniels, pp. 287-306; Part of Chapter 9 of Gjerde, pp. 285-306

---Congressman John Box Objects to Mexican Immigrants, 1928

---*Third v. United States:* The United States Supreme Court Clarifies the Meaning of “White,” 1923

---*The Evolution of Thought on Race and the Development of Scientific Racism*, by John Higham

---*The Evolution of Legal Constructions of Race and “Whiteness,”* by Ian Haney-Lopez

Part of Chapter 10 of Gjerde, Responses to Immigration: Exclusion, Restriction, and Americanization, 1880-1924, pp. 306-332

---Josiah Strong, a Protestant Clergyman, Considers the “Perils” of Immigration, 1885

---The Immigration Restriction League Outlines the “Immigration Problem,” 1884

---A German American Attacks “False Americanism,” 1889

---A Jewish American Playwright Celebrates the American ‘Melting Pot,’ 1909

---Randolph Bourne Promotes Cultural Pluralism, 1916

---The Governor of Iowa Proclaims English the State’s Official Language, 1918

---Efforts at Americanization in the Industrial Workplace, 1914-1921

Unit Four: Immigration History from 1925-1965

Class Sixteen and Seventeen: **From the New World, Mexicans and Puerto Ricans/Changing the Rules: Immigration Law, 1948-1980/ Immigration and Nationality Act of 1965**

Assignment: Daniels, pp. 307-387, part of Chapter 8, Gjerde, Women and Children Immigrants Amid a Patriarchal World, pp. 262-272

---Changes Between Daughters and Parents in the Mexican American Family

Part of Chapter 11, Gjerde, Immigrant and Ethnic Life in Twentieth-Century America, 1924-1965, pp. 343-344, 347-350, 370-380; Part of Chapter 12, Gjerde, Immigrants and Ethnic Americans Amid Depression and War,

1929-1965, pp. 381-391, pp. 395-404

---Carey McWilliams Describes South Asian and Mexican Agricultural Laborers, 1939

---Carlos Almazan, a Mexican American, Recounts Life in the United States and His Desire to Leave, 1927

---*The Role of Popular Culture in Changing the Mexican Community in Los Angeles Between 1920 and 1935*, by George Sanchez

---Documents and Reminiscences Recall the Mexican Repatriation in the 1930s

---Congressional Testimony Advocating Resolutions to Admit German Refugee Children, 1939

---Yoshiko Uchida, a Japanese American Woman, Remembers her Family's Relocation During World War II, 1942

---Nicholas Gage, a Greek Refugee, Recounts His Escape from his Homeland, 1949

---*World War II and the Forced Relocation of Japanese Americans*, by Roger Daniels

Videos: Dying to Get In; Shanghai Ghetto

Unit Five: Immigration Law from 1965 to the Present, Immigration and National Security post 9-11; the States Seek to Take Control of Immigration Law

Classes Eighteen and Nineteen: 1980s and 1990s/ the Immigration and Nationality Act of 1990, Anti-Immigrant Sentiment and Changes in Marriage Fraud Act/Basic Immigration Procedures/Services

Assignment: U.S. Department of Homeland Security, Citizenship & Immigration Services (USCIS)

<http://www.uscis.gov>

Immigration Services

Permanent Resident

Citizenship

Visit America

Employment Authorization

Employer Information

Adoption

Humanitarian Benefits

"How Do I? Fact Sheets

Nguyen v. INS, 533 U.S. 53 (2001)

Daniels, pp. 388-408

Bark v. INS, 511 F. 2d 1200 (1975)

Class # Twenty: Asylum and Refugees

Assignment: Daniels, pp. 409-419

8 CFR Part 208—Procedures for Asylum and Withholding of Removal (on line)

Affirmative Asylum Procedures Manual (Feb. 2003) (on line)

Matter of Chang, BIA Appeals, 20 I & N Dec. 38 *INS v.*

Elias-Zacarias, 502 U.S. 478 (1992) *Matter of Kasinga*, 21 I&N Dec. 357 (1996)

Part of Chapter 14, Gjerde, *Immigration Transforms America, 1965 to Present*, pp. 450-465

---A Caribbean American Observes Life in New York City, 1971-1976

---Santiago Maldonado, a Mexican American, Details the Lives of Undocumented Immigrants in Texas, 1994

---A Cuban Flees to the United States, 1979

---A Hmong's Story of Escape from Laos, 1975

---Valerie Corpos, a Skilled Filipina America, Reflects on the Advantages and Disadvantages of Life in the United States, 1979

---A Korean American's Bitter Life in the United States, 1984-1992

---A Vietnamese American Considering Changing Relations Between Parents and Children in the United States, 1978-1984

Classes # Twenty One and Twenty Two" Issues regarding undocumented non-citizens/Unauthorized Migrants in the United States/Border and Interior Enforcement/Alien Removal Issues

Assignment: Daniels, pp. 419-451; Part of Chapter 14, Gjerde, pp. 465-486

---*The Recent Era of Immigration to the United States, 1965 to Present*, by Elliot Barkan,

Plyer v. Doe, 457 US. 202 (1982)

INS v. St.Cyr, 583 U.S. 289 (2001)

Zadvydas v. Davis, 533 U.S. 678 (2001)

Video: Sentenced Home

Class # Twenty-Three: Homeland Security Act/USA Patriot Act/Movement by the States to Seek Control of Immigration Law

Assignment: Article on USA Patriot Act's impact on immigration law,

<http://cis.org/>

People's Mojahedin Organization of Iran v. Dept. of State
327 F.3d 1238 (2003)
Narenji v. Civiletti, 617 F. 2d 745 (1979)(cert. denied)

Amicus Brief by State AG's in support of federal government's suit
Challenging Arizona illegal immigration law, SB 1070

FIELD LAB: Enslavement and "Immigration"---the Castles and Slave Dungeons of Ghana

--Ghanaian Slave Castles

--Elmina Castle

Cape Coast Castle and the West African Historical Museum

--Saturday, April 6, 2013

Academic Objectives

1. To educate students about the history of the slave trade in West Africa, and its impact on the forced migration of Africans to the Caribbean and to the Americas;
2. To have students contemplate the legal distinction between an "indentured servant" and a "slave," and to understand how that distinction was lost, both by Europeans, and by the West Africans who partnered with Europeans in procuring "slaves" to trade;
3. To have students compare how the law dealt with "slaves," a group made distinct by their race, and with Chinese laborers, a group also made distinct by their race;
4. To have students contemplate what the granting of full citizenship accomplished for African Americans after the Civil War;
5. To have students ponder how the label of "immigrant" permitted the assimilation of some ethnic groups into the American mainstream, and how its denial to others might not have.

Field Lab Description

This course's field lab will take place on April 6 in Ghana. Attendance is mandatory.

Courses in the history of immigration law tend to ignore the African Americans who were brought to the United States under the institution of slavery. Usually the term "immigration" implies a voluntary movement from one country to another, but almost all blacks in the United States are descendents of West and Central Africans who were involuntarily taken from their homes, sold as chattel, and transported across the Atlantic to be sold again into slavery. The trans-Atlantic slave trade began around the middle of the fifteenth century when the Portuguese colonizers shifted their interests away from the fabled deposits of gold to a more reliable commodity: slaves. By the seventeenth century, the slave trade was in full swing, reaching its peak towards the end of the

eighteenth century. This Field Lab will give students an opportunity to see a couple of the most important hubs of the West African slave trade. A bus will first take us to Elmina, Ghana, erected by the Portuguese in 1482. As the first trading post built on the Gulf of Guinea, Elmina Castle is the oldest European building south of the Sahara. It is best known as one of the most important stops on the route of the Atlantic slave trade. A guide will take students through the history of the slave trade, explaining where the slaves came from, and how they had gotten to this point. Students will go into the dungeons where the slaves were kept, and see the “door of no return,” a small door in the castle walls through which slaves were led and lowered into boats that took them out into the big slaving ships in preparation for the Middle Passage to the Caribbean and the Americas. After lunch at a Ghanaian restaurant, the bus will take us to the West African Historical Museum at Cape Coast, also known as the Cape Coast Castle. Much like the Elmina Castle, the Cape Coast Castle started out as a trading post for gold, mahogany, spices, etc, but later became a fort, and then a hub for the slave trade, housing as many as a thousand slaves in its dungeons. Inside the Cape Coast Castles, students will visit the West African Historical Museum, with its collection of art and cultural objects from various parts of West Africa, as well as objects pertaining to the slave trade.

Students should take notes and reflect upon some of these questions in their journals. In the seventeenth century, most blacks in British colonial American were treated as indentured servants. How does an indentured servant differ from a slave? Students will learn that the Ashanti of Ghana, as well as the Yoruba of Nigeria, were themselves involved in capturing people for export as slaves; it is estimated that 90% of those shipped to the New World were “enslaved” by Africans and then sold to European traders. However, you will also learn that slavery in West African cultures was more similar to indentured servitude; slaves were not meant to be the chattel of another, nor were they meant to remain enslaved for life. What happened to those legal distinctions once the slave trade was in full swing? What role does blame play in the writing, and rewriting, of history? How do labels such as “slave” or “immigrant” dictate the history of a people in their new country? We have seen in the course how immigrants eventually assimilate, intermarry, leave their languages and cultures behind, and become part of the mainstream of society. Slaves never come into a new country on an equal footing, both because they were considered chattel, and not persons legally, but also because of the racism that justified their enslavement in the first place. We have learned how those same theories of race had a profound impact on the exclusion of Asians from the United States via the Chinese Exclusion Act. How did the legal status of African Americans compare to that of the Chinese after the Civil War? Why was citizenship, and naturalization, denied to one minority group, and not to another? Of what value was citizenship to the newly emancipated African Americans, when Jim Crow laws passed in the 1890s enforced racial discrimination and segregation? Our largest ethnic minority, African Americans make up approximately 12 % of the population of the United States, and yet some immigration history texts do not spend much time on their forced migration into the country. If you were writing such a text, how would you deal

with the history of the slave trade? Have your views changed since your visit to the slave castles of Ghana?

Sample Individualized Learning Experiences for Reflective Journals

The following are samples of possible “in port” individualized learning experiences for reflective journals. They are suggestions, only. If the student would like to come up with something more creative, I am open to innovation.

- 1) On a ship among your peers, find students to interview whose parents were born in another country, and who migrated to the United States. Interview them about the history of their parents’ immigration, and about the challenges of being the son or daughter of a recent immigrant.
- 2) On the ship among any of the adults traveling with Semester at Sea, find individuals to interview who were themselves born in another country, and who migrated to the United States. Interview them about the history of their immigration, and about the challenges of being a recent immigrant. If possible find out their legal status in the United States.
- 3) We have many entrepreneurs on the ship from foreign countries. Interview one of them about the immigration issues that s/he encounters in the operation of business.
- 4) In any port of call, find a school or business entity that teaches individuals “English as a Second Language” and interview someone who works there about their teachers, their students, their curriculum, and how and why the operation came into being.
- 5) In any port of call, find a study who is studying English, and give him/her a free English lesson, and interview him about his motivation for learning English, and what his/her career plans might be.
- 6) In any port of call, locate an enclave of American “ex pats” and interview them about their lives in another country, about their intent to return to the United States, and whether they could even imagine yielding up either American citizenship or the certainty of their return “home.”
- 7) In any port of call, locate an Australian citizen and interview him/her about the benefits of having immigrants enter Australian, as well as the social problems that have ensued.

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- 8) In any port of call, go to the United States Embassy and attempt to acquire

information about how to obtain a visa to the United States, and describe/analyze your experience.

- 9) In any port of call, find a “foreign student” who has chosen to study in another country. (E.g., find a Nigerian in China, or an American in Shanghai, or a German in Vietnam.) Interview him/her about his/her choice to study in another country, how s/he obtained a visa, what are its restrictions, and whether s/he has plans to stay. How has the foreign experience been? What happens if that student were to fall in love with someone in the foreign country and wants to marry?
- 10) In any port of call, interview someone your own age, and ask him/her to describe his/her impressions of what life would be like in the United States, Europe, or Australia, and whether anyone in his/her family has migrated to any of those places. What impact has the immigration had on his/her family who has stayed behind?
- 11) In any port of call, search newspapers for any advertisements of agencies, firms, consultants, etc. who assist in expediting the search for visas and other documentation, and analyze their market, describe the services offered, and if possible, try to interview someone who works there.