Immigration Law

The University of Oklahoma College of Law
Course 6210-600
Fall 2025
(3 credits)

Kit Johnson
Professor of Law
Room 3004
kit.johnson@ou.edu

SYLLABUS

1. Course Description: This course provides an introduction to U.S. immigration law. The course will review the constitutional bases for regulating immigration into the United States, the contours of the immigration bureaucracy, the admission of nonimmigrants and immigrants into the U.S., the deportation and exclusion of nonimmigrants and immigrants, refugee and asylum law, administrative and judicial review, as well as citizenship and naturalization. The course focuses on the Immigration and Nationality Act of 1952 ("INA"), as amended, and the INA's implementing regulations.

2. Learning Outcomes: Some of the learning outcomes for this course include:

- Be able to identify different immigration options and understand the benefits and tradeoffs of each.
- Be able to interpret and analyze immigration statutes.
- Be able to critically evaluate proposed changes to immigration law and regulations.
- Be able to critically evaluate media coverage of immigration topics.
- Have general knowledge of immigration law such that you can immediately assist senior counsel retained to advise a client about their immigration options.

3. Class Meetings: We will meet on Thursdays and Fridays from 11:00 AM to 12:15 PM in Room 3. We will not have class as regularly scheduled on October 9 & 10 or November 7. Those classes have been rescheduled as follows:

- October 6 (Monday) 11:00 AM-12:15 PM, Classroom 4
- October 7 (Tuesday) 11:00 AM-12:15 PM, Classroom 4
- November 3 (Monday) 11:00 AM-12:15 PM, Classroom 4

I will not "count" attendance at these classes (though I will "take" attendance). I encourage you to attend in person or on Zoom (instructions on Canvas under Announcements), if you're able. I will arrange to have the class recorded, so you will not miss out on material if you've got a conflict.

4. Required Texts: There are two required texts.

- KIT JOHNSON, IMMIGRATION LAW: AN OPEN CASEBOOK (2025). This book can be downloaded for free in .doc or .pdf form at https://kitjohnson.net/casebook/ILAOC.html. Make sure that you are using version 3.0 (the blue/red backpack edition). A paperback copy can be purchased on Amazon for $12.66: https://a.co/d/0Pp2FxS.

- KIT JOHNSON, IMMIGRATION LAW STATUTORY SUPPLEMENT (2025). This book can be downloaded for free in .doc or .pdf form at https://kitjohnson.net/casebook/statsupp.html. Make sure that you are using the red edition. A paperback copy can be purchased on Amazon for $9.34: https://a.co/d/3c6ma6r.

5. Learning Management System: Course announcements, assignments, web resources, handouts, and a copy of this syllabus will be posted to Canvas. To access Canvas, go to https://canvas.ou.edu.

6. Grading: Your grade will be based on a final exam, a writing assignment, as well as an oral presentation with slides and a list of sources.

Exam: The final exam will take place on **Thursday, December 18, 2025, at 2:00 PM**. This will be a three-hour final exam that will count for **80% of your grade**. The final examination will have two parts. The first part will be a two hour, closed-book, multiple-choice test. The second part will be a one-hour, open-book, essay and/or short answer exam, which will include a fifteen-minute reading-only period. Each exam will be "blind graded" so that I will not know the identity of the student as I am grading his or her exam. Take note: You may not waive anonymity. Self-identification on the exam or otherwise acting to destroy anonymity before, during, or after the exam—including by disclosing whether you will be hand-writing your exam or using a laptop—will, at a minimum, result in a lower grade, and may result in disciplinary action. Later in the semester, I will distribute an Exam Memorandum with additional information about the exam structure and content.

Immigration History: **5% percent of your grade** will be based on a brief, 1 page, single spaced, immigration history. I strongly encourage you to write about your own immigration history or that of your family (including forced migration), but those not comfortable with sharing a personal history may choose to write about a third person. Feel free to include histories of immigration to countries other than the United States, as appropriate. Questions to consider include: What was the reason for migration? When and under what circumstances did it occur? This assignment is to be turned in via the Assignments page on Canvas no later than **5:00 PM on Saturday, September 13**.

Oral Presentation and List of Sources: **15% of your grade** will be based on an oral presentation to the class, done with a partner, concerning an immigration topic of your choosing as well as your list of sources for that presentation.

Partners—you can pick any member of the class to be your partner in this project. If you do not wish to pick a partner and would prefer that one be assigned to you (or that you work alone given that we currently have an uneven number of enrolled students), let me know.

Date—**pick a date for your presentation on Canvas under the page "PechaKucha Presentation Dates."** Presentations will start during the second week of classes on September 4. If you're able to present during one of the makeup classes—Monday October 6 or Tuesday October 7 at 11AM—please sign up for those dates. All presentations will take place during the first 10 minutes of class. Let me know if there is a related song that you would like to play while your colleagues are getting ready for class.

Topic—you and your partner will choose the topic of your presentation. You can select any immigration change or set of related policy changes from either the current or past presidential administrations. Choose a topic that interest you! Assume your classmates have no relevant knowledge outside of material we have covered in class to date. You'll need to give them any and all necessary background information. **Please arrange a time to speak with me—in person or via Zoom—at least one week before your presentation so that I may give you guidance about your topic.**

Format—your presentation must follow the "Pecha Kucha" method, which involves a 20-slide deck that auto-advances every 20 seconds such that you'll have 400 seconds (6 minutes and 40 seconds) to present (10 slides and 200 seconds per person). Your talk must follow the pace of your slides as they auto-advance, keeping your verbal explanation succinct. This format emphasizes conciseness, pace, and engaging visuals. Keep text on your slides to a minimum. Here is a sample Pecha Kucha that describes how to make a Pecha Kucha: https://www.youtube.com/watch?v=32WEzM3LFhw. You can use any presentation software you like (e.g. PowerPoint, Google Slides). **You must upload your presentation to Canvas on or before the date that you are presenting.** If you are using a web-based software, please make sure that I can access the presentation and upload a link to Canvas.

List of Sources—you must upload to Canvas a list of at least 5 sources used for your presentation. The sources should include primary sources (statutes, regulations, case law, subregulatory agency guidance, etc.) as well as secondary sources (news articles, policy papers, scholarly articles, etc.). Odds are that you'll use more like 10-20 sources, but I'm keeping the minimum at 5 to avoid stress. **You must upload your list of sources to Canvas on or before the date that you are presenting**.

7. AI (artificial intelligence): You are prohibited from using AI in the completion of any graded work. This includes the immigration history and PechaKucha outlined in Paragraph 6 above. You will not have access to the internet during your final exam and so will not have the occasion to use AI during your final. Any other uses of AI—such as to prepare for class or to prepare for your exam—is permitted.

8. Attendance: Standard 304 of the ABA Standards for Accreditation of Law Schools requires "regular and punctual class attendance." I expect you to prepare for and attend every class period. You should prepare for class by completing the assigned reading and thinking about what you have read prior to class. This includes reading and annotating the federal rules and statutory provisions

referenced in your reading, as well as preparing responses to any problems included in your reading. In accordance with ABA requirements, students are expected to spend at least two hours and ten minutes of class preparation for every one credit hour of class time. Note that preparing the material in advance and coming to class every day is the single best thing you can do to learn the material and perform well on the exam.

I recognize that students occasionally cannot attend class. Accordingly, you may miss **five (5)** classes without automatically affecting your grade. Absences in excess of five will presumptively result in a downward adjustment of your final grade as follows: **six (6)** or more absences will result in the dropping of a student's final grade by one step (e.g., from a B to a B–); **seven (7)** or more absences will result in the dropping of a student's final grade by one additional step (e.g., from a B to a C+); **eight (8)** or more absences will result in the dropping of a student's final grade by yet another additional step (e.g., from a B a C); **nine (9)** or more absences will result in the dropping of a student's final grade by yet another additional step (e.g. from a B to a C-). Any student accumulating **ten (10)** absences or more, whether for illness, interviews, activities, etc., will be excluded from the course and final exam. This syllabus constitutes your warning that you are subject to exclusion on this basis. Keep track of your own absences. Do not expect to receive an independent warning from me if you draw close to your allowed absences.

Any late arrival to class will count as half of an absence. That is, if you are late to class two days in a row, your record will reflect one missed day of class. You will be considered a late arrival if you are not seated at your desk before I begin class at the top of the hour. Any late arrival may not sign the regular attendance sheet but rather must sign the late arrivals sheet at the front of the classroom. Regardless of how late you are, I encourage you to come to class because, as noted above, coming to class every day is the single best thing you can do to learn the material and perform well on the exam.

Attendance will not be taken during any videotaped or make-up class sessions and any absences from such sessions will not count under this policy.

NOTE: I can almost always Zoom in students who would otherwise need to miss class, e.g. if ill or out of town, **but you must notify me no later than 15 minutes before class that you would like to attend remotely/synchronously by Zoom.** Zoom attendance is inherently an inadequate substitute for in-person studies. But it is better than missing the class entirely. **Observing class by Zoom will <u>not</u> count as in-person attendance for purposes of the attendance policy outlined in this paragraph**. That said, if extended illness or a personal situation requires missing/observing more than a few classes, I encourage you to talk to me so that we can try to work through the situation. I will consider exceptions to the absence policy in extraordinary circumstances, in consultation with the Assistant Dean of Students.

9. Academic Misconduct: Cheating, dishonesty, and serious academic misconduct of any kind in this class will presumptively result in a failing grade (e.g., a letter grade of F) for the semester. To be clear, failing to follow final exam instructions in a way that might give a student an advantage—even if done without intent to gain such an advantage and even if inadvertent—constitutes, in my judgment,

serious academic misconduct, and it will presumptively result in a failing grade and a referral for discipline. It is your responsibility to treat exam instructions with diligence and care.

In any instance of misconduct, I reserve the right in my discretion to request involuntary withdrawal or award a lower grade other than a failing grade if I find there to be extraordinary mitigating circumstances. Despite my reservation of rights in this regard, however, do not expect leniency.

Please note that the awarding of a lower grade or a failing grade for misconduct is not to the exclusion of other sanctions, and I intend, in virtually all instances, to refer cheating and other serious academic misconduct to the College of Law and/or the administration of the University of Oklahoma for being dealt with under applicable policies, including the Code of Academic Responsibility.

10. Classroom Decorum:

Digital Devices: Please use your laptop, tablet or other electronic device to take notes only, unless otherwise directed as part of a class exercise. Activities other than note-taking are extremely distracting to other students. Please turn off the sound on any electronic device you bring into class. If you are being distracted by a classmate's digital device, please let me know so that I can help remedy the situation.

Video/Audio Recording: No one is permitted to make an audio or video recording or transmission (e.g. livestream) of class without my express, written permission. No one other than I can give you permission to record class. If you believe you have permission to record class from another source, such as a university administrator, you do not in fact have permission to record. You must speak with me. Failure to comply with this recording policy is a violation of the law school's honor code.

Do not eat in class. Do not chew gum audibly.

Please refrain from wearing perfume or cologne.

Do nothing that might disrupt class or distract your fellow students.

Finally, it is very important to me that our classroom environment is one where everyone feels safe to be themselves and to express their thoughts, feelings, and opinions. Our classroom should be a place where everyone is respectful of each other.

11. Communication: My e-mail address is kit.johnson@ou.edu. Please note that I do not answer or discuss substantive questions through e-mail. Moreover, perhaps unlike many students, I do not read e-mail on an hour-by-hour or even day-by-day basis. I may not respond at all to certain e-mailed questions, including those that ask for information clearly provided in this syllabus. If you miss class, please ask other students for information you may have missed, such as reading assignments. Any

e-mail communications that you do have with me should be prepared in a professional manner, including the use of a meaningful subject line.

If you have any questions about the exam, please ask them in open class. In the aims of fairness, I do not discuss the exam on an ex parte basis.

If you anticipate that you may be asking me to write you a letter of recommendation in the future or to serve as a reference for you, then please make sure you do the following at the end of the semester: (1) Send me an e-mail letting me know of your intention, (2) attach your résumé to the e-mail in .pdf or .doc format, and (3) use the subject line "request for reference." Your doing so will enable me to make some notes about you while your classroom performance is fresh in my mind.

12. Student Support/Office Hours: My office is No. 3004. I will hold regular office hours on Thursdays and Fridays starting at 4:30 PM. However, due to faculty meetings, I will not be able to hold office hours on September 18, October 16, or November 6. I will hold extended office hours, beginning at 3:00PM, on September 19, October 17, and November 7. I am also happy to make appointments for those who want to be guaranteed that I will be in my office and available to talk at a particular time or who would like to meet virtually. **Note: The last day I will meet with students is December 3, 2025; I will not take appointments after that date.**

13. OU Recommended Disclosures: The University of Oklahoma requires the inclusion of the following information in all OU course syllabi.

Mental Health Support Services

Support is available for any student experiencing mental health issues that are impacting their academic success. Students can either been seen at the University Counseling Center (UCC) located on the second floor of Goddard Health Center or receive 24/7/365 crisis support from a licensed mental health provider through TimelyCare. To schedule an appointment or receive more information about mental health resources at OU please call the UCC at 405-325-2911 or visit the University Counseling Center. The UCC is located at 620 Elm Ave., Room 201, Norman, OK 73019.

Title IX Resources and Reporting Requirement

The University of Oklahoma faculty are committed to creating a safe learning environment for all members of our community, free from sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX. There are resources available to those impacted, including: speaking with someone confidentially about your options, medical attention, counseling, reporting, academic support, and safety plans. If you have (or someone you know has) experienced any form of sex-based discrimination or violence and wish to speak with someone confidentially, please contact OU Advocates (available 24/7 at 405-615-0013) or University Counseling Center (M-F 8 a.m. to 5 p.m. at 405-325-2911).

Because the University of Oklahoma is committed to the safety of you and other students, and because of our Title IX obligations, I, as well as other faculty, Graduate Assistants, and Teaching Assistants, are mandatory reporters. This means that we are obligated to report sex-based violence that has been

disclosed to us to the Institutional Equity Office. This means that we are obligated to report sex-based violence that has been disclosed to us to the Institutional Equity Office. This includes disclosures that occur in: class discussion, writing assignments, discussion boards, emails and during Student/Office Hours. You may also choose to report directly to the Institutional Equity Office. After a report is filed, the Title IX Coordinator will reach out to provide resources, support, and information and the reported information will remain private. For more information regarding the University's Title IX Grievance procedures, reporting, or support measures, please visit the Institutional Equity Office at 405-325-3546.

Reasonable Accommodation Policy

The University of Oklahoma (OU) is committed to the goal of achieving equal educational opportunity and full educational participation for students with disabilities. If you have already established reasonable accommodations with the Accessibility and Disability Resource Center (ADRC), please log into iAdvise to request your semester accommodations as soon as possible and contact me privately, so that we have adequate time to arrange your approved academic accommodations.

If you have not yet established services through ADRC, but have a documented disability and require accommodations, please complete ADRC's pre-registration form to begin the registration process. ADRC facilitates the interactive process that establishes reasonable accommodations for students at OU. For more information on ADRC registration procedures, please review their website. You may also contact them at (405)325-3852 or adrc@ou.edu, or visit www.ou.edu/adrc for more information.

Note: disabilities may include, but are not limited to, mental health, chronic health, physical, vision, hearing, learning and attention disabilities, pregnancy-related. ADRC can also support students experiencing temporary medical conditions.

Religious Observance

It is the policy of the University to excuse the absences of students that result from religious observances and to reschedule examinations and additional required classwork that may fall on religious holidays, without penalty.

[See Faculty Handbook 3.15.2]

Adjustments for Pregnancy/Childbirth Related Issues

Should you need modifications or adjustments to your course requirements because of pregnancy or a pregnancy-related condition, please request modifications via the Institutional Equity Office website or call the Institutional Equity Office at 405/325-3546 as soon as possible. Also, see the Institutional Equity Office FAQ on Pregnant and Parenting Students' Rights for answers to commonly asked questions.

Final Exam Preparation Period

Pre-finals week will be defined as the seven calendar days before the first day of finals. Faculty may cover new course material throughout this week. For specific provisions of the policy please refer to OU's Final Exam Preparation Period policy.

Emergency Protocol

During an emergency, there are official university procedures that will maximize your safety.

Severe Weather: If you receive an OU Alert to seek refuge or hear a tornado siren that signals severe weather.

1. Look for severe weather refuge location maps located inside most OU buildings near the entrances.
2. Seek refuge inside a building. Do not leave one building to seek shelter in another building that you deem safer. If outside, get into the nearest building.
3. Go to the building's severe weather refuge location. If you do not know where that is, go to the lowest level possible and seek refuge in an innermost room. Avoid outside doors and windows.
4. Get in, Get Down, Cover Up
5. Wait for official notice to resume normal activities.

Additional Weather Safety Information is available through the Department of Campus Safety.

The University of Oklahoma Active Threat Guidance

The University of Oklahoma embraces a Run, Hide, Fight strategy for active threats on campus. This strategy is well known, widely accepted, and proven to save lives. To receive emergency campus alerts, be sure to update your contact information and preferences in the account settings section at one.ou.edu.

RUN: Running away from the threat is usually the best option. If it is safe to run, run as far away from the threat as possible. Call 911 when you are in a safe location and let them know from which OU campus you're calling from and location of active threat.

HIDE: If running is not practical, the next best option is to hide. Lock and barricade all doors; turn of all lights; turn down your phone's volume; search for improvised weapons; hide behind solid objects and walls; and hide yourself completely and stay quiet. Remain in place until law enforcement arrives. Be patient and remain hidden.

FIGHT: If you are unable to run or hide, the last best option is to fight. Have one or more improvised weapons with you and be prepared to attack. Attack them when they are least expecting it and hit them where it hurts most: the face (specifically eyes, nose, and ears), the throat, the diaphragm (solar plexus), and the groin.

Please save OUPD's contact information in your phone.

NORMAN campus: *For non-emergencies call (405) 325-1717. For emergencies call (405) 325-1911 or dial 911.*

TULSA campus: *For non-emergencies call (918) 660-3900. For emergencies call (918) 660-3333 or dial 911.*

Fire Alarm/General Emergency

If you receive an OU Alert that there is danger inside or near the building, or the fire alarm inside the building activates:

1. *LEAVE* the building. Do not use the elevators.
2. *KNOW* at least two building exits
3. *ASSIST* those that may need help
4. *PROCEED* to the emergency assembly area

5. *ONCE safely outside, NOTIFY first responders of anyone that may still be inside building due to mobility issues.*
6. *WAIT* for official notice before attempting to re-enter the building.

OU Fire Safety on Campus

14. Course Organization: The planned organization of the course is below. The structure is both subject to adjustment and, honestly, likely to change. Reading assignments for each class will be posted to Canvas.

CLASS	TOPIC	READINGS, ASSIGNMENTS
1 (8/28)	Immigration Priorities	Complete Immigration Priorities Exercise (available on Canvas). Come prepared to discuss your responses. Review syllabus.
2 (8/29)	Introduction to Immigration Law	Chapter 1 (all)
3 (9/4)	The Plenary Power Doctrine	Chapter 2: introductory paragraphs and 2.1 (Chae Chan Ping)
4 (9/5)	Immigrants: The Big Picture & Family	Chapter 3: introductory paragraphs through 3.10, 3.20 For fun (not assigned): Try your hand at this quiz -- Could You And Your Partner Pass A U.S. Immigration Marriage Interview?
5 (9/11)	Immigrants: Employment & Labor Certification	Chapter 3: 3.11-3.15, 3.20
6 (9/12)	Immigrants: SIVs, EB5s, Diversity	Chapter 3: 3.16-3.21
7 (9/18)	Nonimmigrants: Employment	Chapter 4: introductory paragraphs through 4.6
8 (9/19)	Nonimmigrants: Exercise	Chapter 4: 4.7
9 (9/25)	Nonimmigrants: All Others	Chapter 4: 4.8-4.13
10 (9/26)	Inadmissibility: Immigration violations, TRIG	Chapter 5: introductory paragraphs through 5.6
11 (10/2)	Inadmissibility: Other Grounds	Chapter 5: 5.7-5.18
12 (10/3)	Admission	Chapter 6 (all)
13 (10/6) *rescheduled	Deportation: Entry, Immigration violations	Chapter 7: introductory paragraphs through 7.4
14 (10/7) *rescheduled	Deportation: Crime-based, Other Grounds	Chapter 7: 7.5-7.13
15 (10/16)	Relief from Removal: COR	Chapter 8: introductory paragraphs through 8.7
16 (10/17)	Relief from Removal: Others	Chapter 8: 8.8-8.16
17 (10/23)	Removal Procedure	Chapter 9: introductory paragraphs through 9.4
18 (10/24)	Removal Procedure	Chapter 9: 9.5-9.13

Class	Topic	Readings, Assignments
19 (10/30)	Refugees & Asylees: Process	Chapter 10: introductory paragraphs through 10.4
20 (10/31)	Refugees & Asylees: Persecution, Fear	Chapter 10: 10.5-10.12
21 (11/3) *rescheduled	Refugees & Asylees: Race, Religion, Nationality, Political Opinion, Membership in a Particular Social Group	Chapter 10: 10.13-10.20
22 (11/6)	Refugees & Asylees: Membership in a Particular Social Group, Gender	Chapter 10: 10.21-10.24
23 (11/13)	Refugees & Asylees: Bars, Alternatives	Chapter 10: 10.25-10.40
24 (11/14)	Refugees & Asylees: Problems	Chapter 10: 10.41
25 (11/20)	Federal Immigration Crimes	Chapter 11 (all)
26 (11/21)	Citizenship, Naturalization, Expatriation, and Denaturalization	Chapter 12: introductory paragraphs through 12.2, 12.4-12.7, 12.9, 12.11-12.13
27 (12/3) *Wednesday	Review	
28 (12/4)	Review	

15. Course Prerequisites: None.

16. Syllabus Amendment: I reserve the right to adjust this syllabus at any time during the semester.

17. Feedback: Do you have feedback about the course? Ideas? Suggestions? Comments? Please let me know!

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