

MSI 2026

(Im)migration, (Im)migrants, and the United States

Lecture Hall: Library 15

Monday-Friday, 9:00 AM - Noon

[Seminar Rooms: LIB 260; LIB CAE LAB; LIB 355]

Professor Office Hours:

Prof. Mary Christianakis (She/They) Mon / Tues, 1:00 - 2:00 PM (mary@oxy.edu)

Prof. Syeda ShahBano Ijaz (She/Her/Hers) Mon / Tues, 1:00 - 2:00 PM (ijaz@oxy.edu)

Prof. Richard Mora (He/Him/His) Mon / Tues, 1:00 - 2:00 PM (rmora@oxy.edu)

TA Office Hours:

Nathan Lee (He/Him/His) Tues/Thurs, 7:00 - 8:30 PM (nlee4@oxy.edu)

Xavi Namaste (He/Him/His) Tues/Thurs, 7:00-8:30 PM (namaste@oxy.edu)

Mia Ramos (She/Her/Hers) Tues/Thurs, 7:00 - 8:30 PM (mramos2@oxy.edu)

Course Description: This course offers students the opportunity to analyze the sociohistoric, legal, and cultural tensions surrounding immigration and various (im)migrant communities in the United States. Students will explore the various waves of (im)migration across time and examine empirical foundations of public attitudes and behaviors toward migrants and migration policy. Furthermore, they will consider immigrants as sociopolitical actors who can meaningfully contribute to local communities and domestic politics, including shaping immigration and foreign policy. Overall, students will have the opportunity to: 1) build critical and interpretive capacities through the examination of state policies, statistics, and various historical and empirical studies; 2) engage closely with research on interventions designed to reduce prejudice and strengthen migrant inclusion, while situating this work within the broader political economy of immigration; 3) evaluate the use of causal inference methods and the policy implications that follow from these

studies; and 4) hone their argumentation, critical thinking, and presentation skills.

Course Objectives:

Effective College-Level Writing. Students will demonstrate proficiency in expository essay writing as they gain and refine their knowledge of the conventions of academic discourse.

Critical Thinking. Students will be provided with opportunities to develop, strengthen, and demonstrate their ability to think critically and engage in academic discourse.

Scholarly Inquiry. Students will demonstrate understanding of the practices of scholarly inquiry by identifying research questions; collecting, evaluating, and interpreting evidence; and communicating the findings.

Student Learning Outcomes:

Effective College-Level Writing Outcome 1.1: Students will develop writing that responds with insight and originality to the criteria and requirements of the assignment, demonstrating their understanding of the course materials and topics through the use of specific examples and evidence from scholarly sources.

Effective College-Level Writing Outcome 1.2: Students will develop writing using features appropriate for college-level expository papers including: thesis or main idea, clarity of focus, organization, and conventions of grammar, style, mechanics, and usage.

Critical Thinking Outcome 2.1: Students will have the ability to clearly and accurately represent the precise question, problem, or issue under discussion.

Critical Thinking Outcome 2.2: Students will have the ability to identify assumptions, implications, and practical consequences of the question, problem or issue under discussion.

Scholarly Inquiry Outcome 3.1: Students will gain experience in crafting research questions, developing appropriate research designs, locating and evaluating sources, deploying evidence and situating their scholarly inquiry within scholarly conversations.

Scholarly Inquiry Outcome 3.2: Students will construct well-reasoned conclusions or solutions with regard to the question, problem or issue under discussion, and test these conclusions or solutions against relevant criteria and standards.

Required Texts:

Readings and links available on the Canvas course page, organized by date.

Impossible Subjects, by Mai Ngai

Use of Tablets and Laptops in Class: Please limit your use of tablets and laptops to notetaking and referencing course materials. When not notetaking or referencing course materials, please set your tablets aside and lower the screens of your laptops.

Email Communication: The main mode of communication at Oxy is email, specifically messages sent to and from Oxy email accounts. Thus, it is important that you check your Oxy email account regularly and that you use your Oxy email account to contact or reply to Oxy-related emails.

Language Learning Models (LLMs/AI): All of your writing must be your own.

Assignments & Examinations:

Papers*—55% of Grade— You will write 3 papers in this course. All assignments must be completed and submitted electronically on time. Late assignments will be penalized. Every day late, grades will reduce by $\frac{1}{3}$ of a grade. *We will not comment on late papers.* You may be asked to rewrite your paper in consultation with a TA.

You must complete every paper to pass the course. A percentage breakdown follows:

Paper	% of Total Grade	Due Date
#1 (500 words)	10%	Wednesday, 7/22
#2 (800 words)	20%	Wednesday, 7/29
#3 (1200 words)	25%	Friday, 8/7

* We expect all students to use [MLA citation style](#).

Final Exam—30%— The in-class final exam will be held on Friday, August 14th.

Class Participation—15%— You are expected to attend class and participate. Attendance and participation are expected as the work that we do in class is critical to your understanding of the material and you will be giving feedback to your peers on many occasions. Discussion and small group activities supply the opportunity for you to demonstrate your learning and put it into practice, and allow me the opportunity to assess whether you are grasping the relevant concepts. However, if there is a medical issue or family emergency please let us know; we recognize that other life issues can sometimes arise unexpectedly. If you must miss class due to an official Oxy event, or due to reasons of faith or conscience, please let me know as early in the semester as possible.

Respectful Learning: During all class meetings, be engaged. You are encouraged to share your insights during discussions. *You are expected to engage instructors, TAs, and peers in a professional, conscientious, and respectful manner at all times.*

Class Discussion: We would like to see the following actions during class discussion:

- Discuss the readings using analysis, not only summary
- Do not pretend to have read when you haven't
- Invite and engage peers in discussion
- Consider other viewpoints, even if they aren't represented in class
- Interrogate ideas/not people
- Work out conflicts in class—commit to it
- Tell your peers what you need from them during writing/peer work

Overall Course Grade: To pass the course, a student must complete and turn in all writing assignments by the due dates and pass the final exam. Each writing assignment must be completed according to the specifications given by the professor as outlined in the assignment handout, syllabus, CanvasCanvas, assessment rubric, or other materials provided.

A	A-	B+	B	B-	C+	C	C-	D+	D
92.5%	90%	87.5%	82.5%	80%	77.5%	72.5%	70%	67.5%	60%

SCHEDULE

Week	Date	Topics	Class Business	Readings	Assignments Due
1 ALL	Mon 7/20	Introductions & Syllabus Succeeding in College	Welcome and introductions (RM) Syllabus overview (RM) Professors' Work (ALL) Emails Office Hours College Time Management & Organization (MC) “Doing” College--Long Term (MC) LLMs/AI (MC) Anxiety--Imposter Syndrome (SI) Paper #1 (TAs)		

Christianakis	Tues 7/21	Reading and Writing in College Nation Formation, the United States, and Citizenship	Introduce Paper Topic #2 How to Fix America's Immigration Crisis	<u>On CanvasCanvas:</u> 1. Thiesse and Norris — <i>How Countries are Made</i> 2. Aptekar, Sofya. 2016. “Celebrating new citizens, defining the nation.” <i>Contexts</i>, 15(2): 46-51. 3. Huntington—<i>The Hispanic Challenge</i> Watch: 100 Years of Immigration to The U.S., 1919 to 2019 (5:30 mins) Watch: Largest Immigrant Groups in USA (1960 to 2023) (9:13 mins) Watch: Hotel U.S.A.: Refugees Spend Their First Night in America Op-Docs (11:03 mins) ACTIVITY: THE NATURALIZATION TEST <u>On CanvasCanvas:</u> 1. Argument/Evidence Handout 2. Excerpts: <i>They Say, I Say</i>	Paper #1
Christianakis	Wed 7/22	“Illegal aliens” in Historical Perspective		1. “Notes on Language and Terminology” In Mai Ngai, <i>Impossible Subjects</i>. 2014 2. “Foreword to the New Paperback Edition”. In Mai Ngai, <i>Impossible Subjects</i>. 2014 3. “Illegal Aliens: A Problem of Law and History.” 2004. In Mai Ngai, <i>Impossible Subjects</i>. 2014	

Christianakis	Thur 7/23	Legislation, Policy, Law	In-Class Activity In-Class Activity	1. Ch. 1: “The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law.” In Mai Ngai, <i>Impossible Subjects</i>. 2014. 2. Ch. 2: “Deportation Policy and the Making and Unmaking of Illegal Aliens.” In Mai Ngai, <i>Impossible Subjects</i>. 2014. Watch: We Reimagined Trump’s ‘Zero Tolerance’ as a 1940s Propaganda Film NYT - Opinion (3:06 mins)	
	Fri 7/24	Who are Immigrants? Historical Reasons for Immigration	*Please note that the word “Wetback” is a pejorative word. Let’s please not speak it in class. Please use “the W” word. In-Class Viewings and Discussions: Bracero Program Operation Wetback Video: Farmworkers: Last Week Tonight with John Oliver (HBO) California cracked down after a crash killed 13 farmworkers. Why are workers still dying on the road?	1. Ch. 3. From Colonial Subject to Undesirable Alien. In Mai Ngai, <i>Impossible Subjects</i>. 2014 2. Ch. 4: “Braceros, ‘Wetbacks,’ and the National Boundaries of Class.” In Mai Ngai, <i>Impossible Subjects</i>. 2014 3. Surviving Braceros Workers	

2 Christianakis	Mon 7/27	Who are Immigrants? Historical Reasons for Immigration	How Los Angeles County became home to the biggest AAPI communities in the country In-Class Activity	1. Ch. 5: "The World War II Internment of Japanese Americans and the Citizenship Renunciation Cases." In Mai Ngai, <i>Impossible Subjects</i>. 2014 2. Ch. 6: "The Cold War Chinese Immigration Crisis and the Confession Cases." In Mai Ngai, <i>Impossible Subjects</i>. 2014 Watch: A Challenge to Democracy (18:04 minutes)	1. Ch. 5: "The World War II Internment of Japanese Americans and the Citizenship Renunciation Cases." In Mai Ngai, <i>Impossible Subjects</i>. 2014 2. Ch. 6: "The Cold War Chinese Immigration Crisis and the Confession Cases." In Mai Ngai, <i>Impossible Subjects</i>. 2014 Watch: A Challenge to Democracy (18:04 minutes)	
Ijaz	Tues 7/28	The Immigrant Threat (Economic, Cultural, Physical)	- How to read a political science paper; - Research questions and methods Class Activity: Developing a research question	- Hainmueller, Jens and Daniel J. Hopkins. 2014. "Public attitudes toward immigration." Annual Review of Political Science 17. - Adida, Claire, Kim Y. Dionne and Melina Platas. 2018. "Ebola, elections, and immigration: how politicizing an epidemic can shape public attitudes." Politics, Groups, and Identities 8(3). - Masterson, Daniel and Vasil Yassenov. 2021. "Does Halting Refugee Resettlement Reduce Crime? Evidence from the US Refugee Ban." APSR 115(3).		
ALL	Wed 7/29	Summer Research Program (SRP) Conference 2026				Paper #2
Ijaz	Thur 7/30	Politicizing Threats: Role of culture and media	Class Activity: Measuring outcome variables	- Hobbs, William and Nazita Lajevardi. 2019. "Effects of divisive political campaigns on the day-to-day segregation of Arab and Muslim Americans." American Political Science Review 113(1). - Hopkins, Daniel J. 2010. "Politicized places: explaining where and when immigrants provoke		

				local opposition. American Political Science Review 104(1). 3. Rosenzweig, Leah R. and Yang-Yang Zhou. 2021. "Team and nation: sports, nationalism, and attitudes toward refugees." Comparative Political Studies 54(12).	
All	Fri 7/31	Outing - USC Pacific Asia Museum & <u>Mexodus</u> at Pasadena Playhouse (Meet at fountain @ 2:20 PM)			
3 Ijaz	Mon 8/3	Understanding Immigrant Control		1. Tom K. Wong and Hillary Kosnac. 2017. "Does the Legalization of Undocumented Immigrants in the US Encourage Unauthorized Immigration from Mexico? An Empirical Analysis of the Moral Hazard of Legalization," <i>International Migration</i> vol. 55 no. 2: 159-173. 2. Tom K. Wong. 2014. "Nation of Immigrants or Deportation Nation? Analyzing Deportations and Returns in the United States, 1892-2010." In <i>The Nation and Its Peoples: Citizens, Denizens, and Migrants</i>, edited by John S.W. Park and Shannon Gleeson. Routledge.	
Ijaz	Tues 8/4	Contact and Immigrant Inclusion		1. Finseraas et al. 2019. "Trust, ethnic diversity, and personal contact: A field experiment." <i>Journal of Public Economics</i> 173. 2. Lowe, Matt. 2025. "Has intergroup contact delivered?" <i>Annual Review of Economics</i> 17. 3. Mousa, Salma. 2020. "Building social cohesion between Christians and Muslims through soccer in	

				postISIS Iraq." Science 369(6505). 4. Alrababa'h et al. 2021. "Can exposure to celebrities reduce prejudice? The effect of Mohamed Salah on Islamophobic behaviors and attitudes. American Political Science Review 115(4). 5. Adida, Claire L., Adeline Lo, and Melina R. Platas. 2018. "Perspective taking can promote short-term inclusionary behavior toward Syrian refugees." PNAS 115(38).	
Ijaz	Wed 8/5	Immigrants as Citizens		1. Zoltan Hajnal, Nazita Lajevardi, and Lindsay Nielson. "Voter Identification Laws and the Suppression of Minority Votes." The Journal of Politics 79.2 (2017): 363-379. 2. Abrajano, Marisa and Nazita Lajevardi. "How Negative Sentiment towards Muslim Americans Predicts Support for Trump in the 2016 Presidential Election." The Journal of Politics 81.1 (2019): 296-302.	
Mora	Thur 8/6	Impact of Trump Administration's Immigration Policies		Shanahan, Ed and Hamed Aleaziz. (6 June 2026). ICE Says Detainees Are 'Worst of the Worst.' Government Data Disagrees. <i>The New York Times</i>. Cancian, Maria, Nissi Cantu, Lanique Howard, and Tara Watson. (18 May 2026). The administration has detained 400,000 immigrants: What do we know about their children? <i>The Brookings Institution</i>. Selyukh, Alina. (12 June 2026). Door shuts on some immigrant entrepreneurs as U.S. restricts small-business loans. <i>NPR</i>. Tang, Terry and Linley Sanders. (15 June 2026). How AAPI adults are being affected by Trump's immigration crackdown, according to a new poll. <i>Associated Press</i>.	

All	Fri 8/7	Outing - Gene Autry Museum & Lunch at Grand Central Market (Meet at fountain @ 9:20 AM)			Paper #3 First, state a research question that interests you within the politics of immigration: this could be the impact of legal reform, media portrayal, or the economic impact of immigration. Then, develop the 'ideal experiment' you would use to study the question, making sure to identify the sample, the treatment, and the key outcome you are interested in.
Mora	Mon 8/10	Great Replacement Theory and the Dehumanization of Immigrant Communities		Castleman, Terry. (14 April 2025). How major demographic changes of Asian and Latino immigrants are transforming California. <i>Los Angeles Times</i>. Warnock, Amanda. 2019. "The dehumanization of immigrants and refugees: A comparison of dehumanizing rhetoric by all candidates in three US presidential elections." <i>The Journal of Purdue Undergraduate Research</i> 9(1): 7. Confessore, Nicholas and Yourish, Karen. (15 May 2022). A Fringe Conspiracy Theory, Fostered Online, Is Refashioned by the G.O.P. <i>The New York Times</i>. Watch on Youtube: Late Night With Seth Meyers. The Right's embrace of racist replacement theory is	

				both Dangerous and dumb: A closer look. NBC. (9:06 minutes)	
Mora	Tues 8/11	Great Replacement Theory and the Dehumanization of Immigrant Communities		Zolan Kanno-Youngs, Zolan and Hamed Aleaziz. (23 June 2026). How Trump Turned America's Refugee Program Into a Pathway for White People. <i>The New York Times</i>. Aleaziz, Hamed and Zolan Kanno-Youngs. (23 June 2026). A Look Inside the Welcome Bags Planned for White South African Refugees. <i>The New York Times</i>. Jingnan, Huo. (3 June 2026). The White House's new site about 'aliens' has nothing to do with UFOs. <i>NPR</i>. Gessen, M. (5 June 2026). The White House's Latest Provocation Is 'Grotesque and Terrifying and Juvenile'. <i>The New York Times</i>. Mathias, Christopher. (12 June 2026). ICE brings this far-right streamer on immigration raids as he pumps out MAGA propaganda. <i>MS NOW</i>. Sledge, Matt and Sam Biddle. (21 May 2026). ICE Recruitment Tweets Are So Racist That Cops Feared They Could Incite Neo-Nazi Violence. <i>The Intercept</i>.	
Mora	Wed 8/12	Detentions and Deportations		<i>Amicus curiae brief</i>, Clínica Victimológica de Análisis a Violaciones a Derechos Humanos (Victimology Clinic for the Analysis of Human Rights Violations) of the University of Guadalajara. Martin, Jr., Martin. (17 July 2026). Judge orders ICE to provide immigrants at Adelanto with sanitary	

				conditions, medical care. <i>Los Angeles Public Press</i>. Mejias-Pascoe, Sofia and Jake Kincaid. (15 June 2026). Isolation, delays, deterioration: Court records raise health concerns at Otay Mesa Detention Center. <i>inewssource</i>. Verano, Brenda Fernanda (15 June 2026). A leading organizer of Adelanto hunger strike is deported to Belize. <i>CALÓ NEWS</i>. Watch on YouTube: Inside ICE Detention: Stripped, Shackled, Starved. The New York Times. (17:00 mins). Watch on YouTube: How ICE detention is forcing immigrants out of the U.S. <i>CBC News: The National</i>. (13:22 mins.). Watch on YouTube: America's Youngest Detainees: ICE has detained over 500 babies and toddlers under Trump. <i>MS NOW</i>. (16:59 mins.). Watch on YouTube: ICE Detention. Last Week Tonight with John Oliver. <i>HBO</i>. (24:18 mins.).	
Mora	Thurs 8/13	Mixed-Status Families, DACA, and (Un)documented Young People		Del Real, Deisy. 2019. “‘They see us like Trash’: How Mexican illegality stigma affects the psychological well-being of undocumented and US-born young adults of Mexican Descent.” in Reanne Frank (ed.) <i>Immigration and Health</i> (Advances in Medical Sociology, Volume 19) Emerald Publishing Limited, pp.205 - 228 Patler, Caitlin. 2018. “To reveal or conceal: How diverse undocumented youth navigate legal status disclosure.” <i>Sociological Perspectives</i> 61(6): 857-873.	

				Kolodner, Meredith. (1 May 2026). U.S. citizen students face an agonizing choice: Affording college or protecting parents from deportation. <i>The Hechinger Report</i>. Kang, Hanna. (8 June 2026). ‘Unprecedented’ delays to DACA renewals are leaving these L.A. residents financially and emotionally drained. <i>The LA Local</i>.	
ALL	Fri 8/14	FINAL EXAM			

Mental Health Implications of Missing Class: Your mental health and emotional well-being impacts learning and academic success. Symptoms like depression, anxiety, and trauma may cause loss of motivation, difficulty concentrating, and other issues that make learning difficult. Emmons Counseling staff are committed to supporting the mental health needs of our students. Emmons counseling services are available M-F from 9a-4p and include individual and group therapy, drop-in chats, case management, and referral consultations. Walk-ins are available M-F from 2-4p. All of these services are offered in person and via teletherapy. Students can also utilize the 24/7 confidential hotline at (323) 341-4141. To get connected to any of the free, confidential services at Emmons call (323) 259-2657.

Statement of the Shared Academic Integrity Commitment: Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community, and embodies a commitment to honesty and integrity in every aspect of one’s academic life. All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student’s own; students are expected to give proper credit to the ideas and work of others.

Signing the Academic Integrity Commitment at the beginning of every semester represents a student’s affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

[Link](#) to Student Handbook (which includes the framing of the commitment, definitions of Academic Ethics, and Process for alleged violations of the commitment)

Civil Rights & Title IX Statement, and Faculty as Mandatory Reporters ([Link to Civil Rights & Title IX Office](#)): In the event that you write or speak about having experienced discrimination or harassment on the basis of a protected characteristic or sexual misconduct (including sexual assault, dating/domestic violence, stalking, sexual exploitation or any other form of sexual and/or gender-based harassment), as a designated Responsible Employee, I must inform the Civil Rights & Title IX Office. They will contact you to let you know about resources and support services at Oxy, as well as reporting options both on and off-campus. You have no obligation to respond to the Civil Rights & Title IX Office or to meet with them to discuss support services and reporting options.

If you do not want the Civil Rights & Title IX Office contacted, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with:

- Oxy's Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)
- Oxy 24/7 Confidential Hotline (323-341-4141)

The College's civil rights policies, along with additional resources, can be found at: <https://www.oxy.edu/civil-rights-title-ix>. If you would like to contact the Civil Rights & Title IX Office directly, you may email Civil Rights & Title IX Coordinator Alexandra Fulcher at afulcher@oxy.edu or call 323-259-1338.

Language on Special Accommodations/Learning Differences ([Link to Disability Services](#)): Students with documented disabilities and learning differences who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester, or as soon as possible thereafter. Students are encouraged to contact or meet with the instructor to discuss how accommodations can support them in meeting the course learning objectives. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at accessibility@oxy.edu to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.

Accommodations for Reasons of Faith and Conscience ([Link to the policy in Catalog](#)): Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequences. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/student-life/resources-support/orsl/academic-accommodations>

Equity & Justice in an Inclusive Learning Environment: This classroom is a place where you will be treated with respect, and we welcome individuals of all ages, backgrounds, ethnicities, gender identities and expressions, national origins, political affiliations, religious affiliations, sexual orientations, abilities, and other visible and nonvisible identities. The wide array of perspectives that each of us contributes to this class is a resource that will strengthen and enhance our intellectual community. All members of this class are expected to co-create and engage in a respectful, welcoming, and inclusive environment for every other member of the class. In this context, we may speak as individuals or we may choose to represent ourselves as a member of a group. You need not represent any group, only yourself, though you may choose to represent a group, if you wish. Additionally, part of equity & justice work is to dismantle barriers to success for all people, particularly those who belong to groups that have been marginalized and minoritized. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your success or accurate assessment of achievement, or if there are ways we can improve the effectiveness of this course for you personally or for other students or student groups, please let me know. Your suggestions about how to improve the value of justice, equity, inclusion, and diversity in this course are encouraged and appreciated.

Laptop Lending Program: Occasionally students may need a short-term or semester-long loan of a laptop to complete their coursework. Students may request a loaner laptop via this form: <https://oxy.freshservice.com/support/catalog/items/108> and check it out via the Library Information Desk at the Academic Commons. The laptops are Dell PCs and set up with access to the virtual computer lab software (e.g., SPSS, STATA, Matlab etc.).

Links to Student Academic Support Resources:

- a. The College has a wide range of [Student Academic Support Resources](#).
- b. If you'd like to take advantage of the College's Academic Coaching resource, which offers one-on-one sessions focused on supporting your time management skills, online learning strategies, and other study skills, you may schedule an academic coaching meeting by sending an email to academiccoaching@oxy.edu. Share what you'd like to work on, and an academic coach will schedule an appointment with you within a few days.

- c. The Library's Teaching, Learning, and Research Support (TLRS) offers [library research consultations](#). We also offer peer-to-peer support for learning technologies in the Critical Making Studio on the ground floor of the library (contact Samantha Hilton hiltons@oxy.edu for more information).
- d. The Writing Center offers opportunities to work on all forms of writing for any class and other writing tasks such as personal statements, proposals, fellowships, senior comprehensives, and more. We offer peer-to-peer consultations with knowledgeable Writing Advisers and sessions with Faculty Writing Specialists. We are located on the ground floor of the Academic Commons. See the [Writing Center website](#) for more information about our hours and how to sign up for appointments. Please contact the Writing Center Director, Prof. Prebel (jprebel@oxy.edu) for more information on Writing Center resources.

Discrimination, Harassment, and Retaliation Policy: We strive to foster an inclusive classroom environment. Consistent with College policy on [discrimination, harassment, and retaliation](#), we seek to maintain an environment of mutual respect among all members of our community. Please come to us with any concerns.

Intercultural Community Center: The ICC aims to reduce institutional barriers for marginalized communities through intentional and meaningful programming, identity-specific services and accessible resources. At the ICC, we practice collective care as an act of rebellion as those of us on the margins fight against attempts to weaponize our oppression and silence our activism. To learn more, contact icc@oxy.edu, or reach out directly to Robin Maxile, at maxile@oxy.edu.

Lived Name Policy: Occidental College seeks to provide an inclusive and non-discriminatory environment by making it possible for students to use [a lived first name](#) and pronouns on college records when a legal name is not required. Students are encouraged to use Zoom to display their lived name and pronouns. These can be set at <https://occidental.zoom.us/profile>.