FIRST-YEAR SEMINAR COURSE PROPOSAL
UNIVERSITY OF MARY WASHINGTON

Use this form to submit **FSEM 100 topics** courses for review **or** any **other existing course** that you wish to have designated to meet the first-year seminar requirement.

COURSE NUMBER:	FSEM 100 C2		
COURSE TITLE:	BORDERS, BARRIOS AND BIASES: IMMIGRATION ISSUES IN THE U.S.		
SUBMITTED BY:	Leslie Martin	DATE:	1/25/16
This course proposal has the department's approval. (Put a check in the box to the right.)			

COURSE DESCRIPTION. In the space below, provide a one- to two-sentence description of this course. The description will be entered in Banner and will also be used in other publications about the first-year seminar program (such as the "Eagle Essentials" booklet).

Immigration is a significant force in periodically re-making who the U.S. "is," and how we see ourselves. We will explore immigration flows and policies; how immigrants are incorporated into the fabric of the U.S. – and why they sometimes are not. We will pay close attention to gaps between what we say about immigrants, and what we do.

RATIONALE. Include short statement addressing how this course meets the FSEM's basic components, explaining *specifically* how it will meet the common FSEM student learning outcomes (see FSEM call above), and arguing why this course should be approved to meet the FSEM General Education requirement. Please point to specific readings, assignments, and exercises and show how they will meet the learning outcomes.

In this course, students will draw on a variety of primary texts to learn about immigration to the United States. I will assign books from a variety of disciplines to wrestle with critical questions in the study of immigration. Our class-time will be dominated by discussion, so that they generate insights and knowledge, guided by our texts. Student will lead discussion on the readings twice during the semester; because they do this twice, they have a chance to learn from feedback, and to improve their discussion leading skills. Students will also engage in two different kinds of research projects. One is a short statistical profile of an immigrant group. To complete this assignment they will need to locate quantitative data sources, evaluate their quality, and synthesize them in order to paint a picture of the experiences and status of a specific immigrant group. The second project is a multi-stage discourse analysis project. They will identify a type of discourse about immigrants/immigration that they would like to examine and conduct content analysis of it. They will revisit their analysis in two subsequent papers which will use other data sources, to compare/contrast with what they found. They will have an opportunity to re-write one of these papers at the end of the semester, and present formally to the class.

SYLLABUS. *Attach a complete course syllabus*.

SUBMIT this form and attached syllabus electronically as one document to **Will Mackintosh (wmackint@umw.edu) by 5 PM on February 1, 2016.** All submissions **must** be in electronic form.

FSEM 100 -C2 01

Borders, Barrios and Biases: Immigration Issues in the U.S.

Dr. Leslie Martin   Office: Monroe 413
Contact: lmartin@umw.edu, 654-1498   Office hrs: M 9:30-10:30, W 1:00-2:30

Course Overview: What do we know about immigration, immigrants, and the experience of moving to a new country? What is the impact of immigration on the host society? What do we know about immigration laws and policies – currently and historically? What are the processes that shape how immigrants become Americans, become integrated into this country? How do *all* of these factors impact *different groups* of immigrants? NOW: How do we know what we know? Where is our information from? Who shapes this information? How can we evaluate and interpret it? How does the information we have affect how we view immigration?

In this class, we will use sociological perspectives to begin to think through these questions. We are going to examine trends and experiences of immigration to the US and how we collectively "talk about" immigration. Exploring both of these aspects of the "immigration issue" is crucial to developing a critical understanding of how we respond politically, socially, and personally to immigration and immigrants.

This course is explicitly exploratory. You will be doing your own original research in the course of the semester to both investigate immigration experiences, and to trace themes in how different parts of society talk about immigration. You'll examine sources like newspaper articles, political speeches, possibly pop culture sources; you'll also look to see how academics discuss the same topic, and you will also look for your own primary data to see how the discourse lines up with a sample of "facts."

By the end of the semester, you will be able to:
* utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support your messages or arguments;
* improve development and organization of written arguments;
* demonstrate the ability to edit and revise in the writing process;
* apply the basic theories and principles of oral communication; and
* communicate effectively in a variety of settings, including public speaking and group discussion.
* identify and acknowledge the perspectives of others, while recognizing and critiquing one's own perspectives.

Course Materials:
1. Martinez, Ruben. 2001. *Crossing Over: A Mexican Family on the Migrant Trail*. (**CO**)
2. Golash-Boza, Tanya. (2012) *Immigration Nation: Raids, Detentions and Deportation in Post 9/11 American* (**IN**)
3. Ngai, Mae N. 2004. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. (**IS**)
4. Kalita, S. Mitra.2003. *Suburban Sahibs*. (**SS**)
5. Tuan, Mia. 1998. *Forever Foreigners or Honorary Whites? Asian Ethnic Experience*. (**FF**)

Assignments:
Participation: 15% You must be present, prepared, and actively participate in this seminar. That is the way we will all get the most possible out of this course. *Participation* is talking in class discussion, but it also includes preparation for class discussions. You need to read for class, ask questions of our material (and of each other), and also to bring other materials to class (news articles, etc.), several times during the semester.

Discussion Leading: 5% each, total of 10%. One way to ensure we have productive discussion of our reading materials is to rotate responsibility for leading discussion of them. You will each take 2 turns facilitating class discussion on our readings, in pairs. More information will be forthcoming on how and when to do this.

Statistical Profile of an Immigrant Group. 15% On your own or with a partner, you will write a statistical profile of one or two immigrant group(s) in the United States or another country. Individual projects will examine one group

in one country and be 4-7 pages, including figures. Partner projects will be 6-9 pages, comparing two groups in the same country or the same migrant group living in two different countries. You will give a brief presentation on your group to the class.

Reflection Essays on Readings, Class Discussions (5% each, 20%). You will turn in 4 short reflections on current readings and ideas engaged in class. These 2-4 page essays will give you opportunities to hone your writing skills, and will make sure you stay on-track with class materials.

Discourse Analysis: 10%. Each student will engage in content analysis of a chunk of immigration-related discourse. You will explore a particular subset of source material, and will: summarize what you find, highlight key themes, and critically assess the sources and their coverage of the immigration issue. More detailed guidelines forthcoming.

Research Notes (2): 10% each, 20% total. Each student will search for sources to support, refute, or refine the arguments made in the discourse analysis. You will present this in writing (3-5 pages). More details are forthcoming, but you will use different types of sources for each research note.

Presentation on Discourse Project: 10%. At the end of the semester, you will each present your discourse analysis projects to the class.

Grading Scale: A: 93-100 A-: 90-92//B+: 87-89   B: 83-86 B-: 80-82//C+: 77-79   C: 73-76 C-: 70-72//
D+: 67-69   D: 60-67
Anything below 60 is a failing grade. Grades of D or below will be reported as Unsatisfactory on midterm grades.

HONOR CODE: All students are expected to follow the policies of UMW with respect to academic conduct. Anyone engaging in plagiarism, cheating, or any other form of academic dishonesty will be referred to the Honors Council. Please write and sign the following pledge on all assignments and exams:
I hereby declare, upon my word of honor, that I have neither given nor received unauthorized help on this work. (Signature)

Disability Services: The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise. If you need accommodations, (note taking assistance, extended time for tests, etc.) I would be happy to refer you to the Office of Disability Services. They will require appropriate documentation of a disability. Their phone number is 540-654-1266.

Schedule of Course Units: This is schedule to revision, as needed.
*You are expected to complete readings by class time on the day they are listed on the syllabus.

I. Theorizing Migration: Why do people migrate?
A. Economics, Social Networks
B. Government Policy & Politics

*Key readings: *Suburban Sahibs* and *Crossing Over*

*Skills covered in this section: participating in/leading discussion; accessing campus resources; choosing immigrant group and beginning research process
*Assignments due in this section: Reflection essay, discussions led by students

II. Immigration Policy: Choosing Migrants, Controlling Borders

A. Explaining changes in immigration policy
B. Addressing unauthorized immigration

*Key readings: Impossible Subjects, Immigration Nation
*Skills covered in this section: working with academic sources/avoiding plagiarism; writing and re-writing; evaluating discussion led by students; giving formal presentations
*Assignments due in this section: Reflection essay, statistical profile, presentation to class; discussion leading in pairs

III. Immigrant Integration: Economic, Social and Cultural Inclusion

A. Theories of immigrant incorporation
B. Considering specific case studies of incorporation

*Key readings: *Forever Foreigners*, finishing *Suburban Sahibs* & *Crossing Over*
*Skills covered in this section: discourse analysis, finding data sources, re-writing. Also advising issues, degree evaluations.
*Assignments due: Reflection essay, discourse analysis, discussion leading

IV. The Second Generation and Beyond

A. Second generation decline: for whom?
B. How we debate immigration today

*Key readings: finish *Forever Foreigners* and *Immigration Nation*
*Assignments due: reflection essay, research notes 1 & 2, discussion leading

Final Presentations DURING EXAM PERIOD. You will also have the opportunity to turn in a re-write of your discourse analysis OR either research note at that time.

Statistical Profile of an Immigrant Group:
The goal of this assignment is to familiarize you with some of the statistical resources available to researchers of immigration and to practice presenting numerical data.

On your own or with a partner, you will write a statistical profile of one or two immigrant group(s) in the United States or in another country. **Individual projects** should be 5-8 pages, including figures, and examine one group in one country. **Partner projects** should be 7-10 pages, comparing two groups in the same country or the same migrant group living in two different countries. Doing this as a group project will help in gathering and interpreting the statistical information, but I will expect a more sophisticated write-up comparing the groups and speculating on the reason for similarities or differences.

Your profile should integrate graphical displays of numerical data (tables or graphs) with a narrative explaining the most important points from the figures. Please answer the following:

1. Describe, in broad terms, the migration history of your group, graphically & in words. When did your group begin arriving in significant numbers? Have there been peaks and dips in the group's migration? Speculate about the reasons for changes over time.

2. What is the total number of foreign-born of your immigrant group today? What is their percentage of all foreign born residents? What is their size relative to other groups?

3. What are the predominant means of immigrant entry for your group today, i.e., migration as family sponsored immigrants, employment immigrants, temporary workers, refugees & asylees and/or illegal migrants?

4. Investigate two or three demographic or socio-economic characteristics of the group, e.g., their residential patterns, gender or age composition, educational attainment, poverty, racial diversity, family structure, citizenship status, etc. Speculate on why you see these patterns. In speculating about the numbers, draw on the course readings and lecture materials. You do not have to do further reading, but you may if you wish.

In putting together your report, you must use **at least three different sources of statistical data,** including one US Dept of Homeland Security and one US Census source. You can use more. You must also provide **proper referencing** for your statistical data. In the write up, give some thought to the credibility of the numbers and discuss any concerns you might have.

Evaluation: You will be evaluated on how well you use statistical data to profile your group and your ability to integrate the numerical data within a narrative account. The profile should be neat and easy-to-read. If you are working with a partner, I only need one report per group; both students will receive the same grade.

Borders, Barrios and Biases
Dr. Martin   **Discourse Analysis Paper**

PURPOSE OF PAPER: Look critically at HOW your source TYPIFIES immigration/immigrants/your specific topic. You will be discussing the THEMES in how the source discusses immigration, not just specific articles.

FINDING DATA/SOURCES:
1. You will have already had your source and/or topic approved by me; in some cases, I will have given you additional suggestions for finding more sources, or narrowing your choices.

2. Make sure you are clear on your "sampling frame" for this project. If you are using the Washington Post, determine what years you want to search – and why. Determine if you will use ALL articles, or only editorials, or only news stories, etc – and why.

USING SOURCES – CONTENT ANALYSIS
1. Once you have all of your sources – you need at least 20; some of you may need more (we'll talk about this.) – begin your content analysis. We will have done practice with this in class. Generally, remember you want to:
      * read through several sources first, get a feel for what topics, what terms, what key words pop up often, seem significant

      *have a sheet of paper nearby that you can use to jot down these terms. This is where you'll begin to develop your coding scheme

      *Identify key themes, ideas, or terms you want to look for in all of your articles. Find a way to take notes of how often they emerge, in what contexts, if the coverage is positive or negative, etc.

      *go through all of your articles/discourse, and CODE each one for these themes, ideas, terms. Be sure you can identify categories of topics, or of how the issue is discussed. ("in some articles immigrants are depicted as hard-working people here to make a living; in articles right after 9/11 they are described as threats to society" etc.)

WRITING THE PAPER:
1. First, sit and look at what you found. What are the themes you found? Do they all agree with each other? Is there some variation? Either way is good, just be clear on this.

2. Once you have a good sense of what you found, think carefully about how best to tell the reader about it. Keep in mind:
      *You need an intro that will set the stage for the whole paper, including cueing the reader as to what they will learn and find in the course of the paper. Please see the style and writing guide on Blackboard.
      *Methods section should describe where you found your articles, and any issues you experienced in doing so (if relevant). Describe also how you coded your data – see handouts and class discussion on this.
      *Explain what you found –a "findings" section in your paper. THIS is where you discuss concretely what themes you found in the discourse. Explain your findings, provide some examples. I'll post a sample paper of this sort on Blackboard, for your reference.
      *Conclusion.

3. Overall: Try not to have an axe to grind. Go into this with an open mind – what you find may be far more interesting than you imagined!

The style and writing guide is important. Your paper needs to comply with length guidelines; needs to be spell and grammar checked. Consider utilizing the writing center.

If you have a hard time thinking about data sources or identifying what you should be looking for, let's chat and figure it out.

You'll present your evidence and conclusions to the class as well.