

NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of: Arts & Sciences	Today's Date:	3/14/2011	
b.	Department/Division: Geography			
c.	Contact person name: Dr. Patricia Ehrkamp	Email: p.ehrkamp@uky.edu	Phone:	257-6952
d.	Requested Effective Date:	<input type="checkbox"/> Semester following approval	OR	<input checked="" type="checkbox"/> Specific Term/Year ¹ : fall 2011
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: GEO 221			
b.	Full Title: Immigrant America: A Geographic Perspective			
c.	Transcript Title (if full title is more than 40 characters): Immigrant America			
d.	To be Cross-Listed ² with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	2 Lecture	_____ Laboratory ¹	1 Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	3		
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours:	_____		
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	This course uses a geographic and spatial perspective to introduce students to contemporary immigration to the United States, its origins, adaptation patterns, and long-term effects on American society. Current immigration debates, humanitarian migration, immigrants' experiences (local and transnational), and questions of citizenship and civic participation of immigrants are central to the course.		
j.	Prerequisites, if any:	n/a		
k.	Will this course also be offered through Distance Learning?	YES ⁴ <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

4. Frequency of Course Offering.			
a. Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer
b. Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If NO, explain:	_____		
5. Are facilities and personnel necessary for the proposed new course available?			
	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If NO, explain:	_____		
6. What enrollment (per section per semester) may reasonably be expected?	126		
7. Anticipated Student Demand.			
a. Will this course serve students primarily within the degree program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
b. Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
If YES, explain:	Immigration is an important topic for students from a variety of disciplines, including many of the social sciences, humanities, journalism, and even the law school. Given recent developments in Kentucky and the growth of its immigrant population this course will be of interest to students interested in current events as well as to those students wishing to examine their own and their families' migration histories.		
8. Check the category most applicable to this course:			
<input type="checkbox"/>	Traditional – Offered in Corresponding Departments at Universities Elsewhere		
<input type="checkbox"/>	Relatively New – Now Being Widely Established		
<input checked="" type="checkbox"/>	Not Yet Found in Many (or Any) Other Universities		
9. Course Relationship to Program(s).			
a. Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, name the proposed new program:	_____		
b. Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES ⁵ , list affected programs:	_____		
10. Information to be Placed on Syllabus.			
a. Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
b. <input checked="" type="checkbox"/>	The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.		

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: GEO 22X

Proposal Contact Person Name: Dr. Patricia Ehrkamp Phone: 257-6952 Email: p.ehrkamp@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
		/ /	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

SIGNATURE ROUTING LOG





General Information:

Proposal Type: Course Program Other
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.): GEO 221
 (new, gen-ed c-us)
 Proposal Contact Person Name: Patricia Ehrkamp Phone: 7-6952 Email: p.ehrkamp@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Geography, DUS	3/30/11	Jonathan Phillips / 7-6950 / jdp@uky.edu	
Geography, Chair	3/30/11	Susan Roberts / 7-2931 / sueroberts@uky.edu	
		/ /	
		/ /	
A&S Ed. Policy Cmte.	4/15/11	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	
A&S Dean		Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	1/24/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval			University Senate Approval

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

General Education Course Approval Cover Sheet

Date of Submission 3/14/11

1. Check which area(s) this course applies to

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quantitative Foundations	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Statistical Inferential Reasoning	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	U.S. Citizenship, Community, Diversity	<input checked="" type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Global Dynamics	<input type="checkbox"/>

2. Provide Course and Department Information.

Department: Geography

Course Prefix and Number: GEO 221 Credit hours: 3

Course Title: Geographies of Immigrant America

Expected Number of Students per Section: 126 Course Required for Majors in your Program (check one)? Yes No

Prerequisite(s) for Course? _____

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

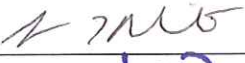
Name: Patricia Ehrkamp Email: p.ehrkamp@uky.edu


Office Address: 1333 POT Phone: 859-257-6952

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair:  Date: 30 MAR 2011

Dean:  Date: 4/5/11

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website <http://www.uky.edu/gened>

**Course Review Form
U.S. Citizenship/Diversity/Community**

Course Name:
College:

For Review Committee Use Only
Accept <input type="checkbox"/> Revisions Needed <input type="checkbox"/>

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

- Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

Brief description or example:

- Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

Brief description or example:

- Readings, lectures, or presentations that encourage student s to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

Brief description or example:

- Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:
- a. Societal, cultural, and institutional change over time
 - b. Civic engagement
 - c. Regional, national, or cross-national comparisons
 - d. Power and resistance

Date/location on syllabus of such evidence:

Brief description or example:

- At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

Brief description or example:

- Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Brief description or example:

Reviewer Comments:

GEO 221: Immigrant America: A Geographic Perspective

Instructor:

Dr. Patricia Ehrkamp
1333 Patterson Office Tower
Office hours: TBD and by appointment
Lecture: M, W (time and place TBD)

phone: (859) 257-6952
email: p.ehrkamp@uky.edu

Teaching Assistants: TBD

Teaching Assistants Office Hours: TBD
Recitation Sections: Location/time TBD

Bulletin Description:

This course uses a geographic and spatial perspective to introduce students to contemporary immigration to the United States, its origins, adaptation patterns, and long-term effects on American society. Current immigration debates, humanitarian migration, immigrants' experiences (local and transnational), and questions of citizenship and civic participation of immigrants are central to the course.

Course Goals:

This course seeks to provide students with a broad introduction to the complexity of contemporary immigration. Over the course of the semester, students will

- Develop the ability to identify and describe current immigration patterns and different types of migration such as humanitarian/refugee, asylum, and labor migration and their consequences in the U.S.
- Gain an understanding of the legal and political processes underlying and guiding debates about immigration and immigrant naturalization and citizenship and their regional and spatial differentiation
- Examine and develop an understanding of the ways that immigrant themselves view and experience these processes

Student Learning Outcomes Objectives

At the end of the semester students will demonstrate

- an understanding of the diversity of immigrants according to race, ethnicity, gender, class, and national origin and how this diversity influences questions of social justice
- an understanding of how immigrants and non-immigrants engage in practices of power and resistance as they are mediated through race, ethnicity, class, gender, and legal status
- an understanding of how factors such as immigrant origin, legal status, race, and socio-economic class influence immigrant well-being in and adaptation to U.S. American society
- the ability to make informed arguments about the benefits and drawbacks of immigration, both for the U.S. as a whole and the Bluegrass region
- an understanding of civic engagement and of societal, cultural, and institutional change related to immigration geographies over time

Required Readings:

- Textbook: Portes, Alejandro and Ruben Rumbaut, 2008, *Immigrant America: A Portrait*, 3rd Edition, Berkeley and Los Angeles: University of California Press.
- Novel: Boyle, Thomas C., 1998, *Tortilla Curtain*, New York City: Penguin Press
- Articles and book chapters as specified below. Readings will be available via the course's Blackboard site or electronic reserve.

Graded Materials:

- A. 10 percent Attendance, participation, and in-class activities
- B. 15 percent Current Immigration Events Portfolio
- C. 10 percent Assignment 1: Humanitarian Migration
- D. 15 percent Assignment 2: Debating Immigration
- E. 15 percent Midterm Exam 1
- 15 percent Midterm Exam 2
- 20 percent Final Exam

Please Note: Undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on the criteria established in this syllabus.

A. Attendance, Participation, and In-Class Activities (10 percent):

You are expected to attend all lectures and all recitation sections. Your participation (in the form of asking questions, taking an active role in group work, completing short tasks or pieces of writing in class) is highly valued and rewarded. In-class activities—be they in lecture or during recitation sections—also serve as evidence of your attendance. These activities cannot be made up after the class (unless you have a documented University-approved excuse for missing class such as serious illness, illness or death of family member, University-related trips, major religious holidays.) Please note that students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes, 257-2754.)

B. Current Immigration Events Portfolio (15 percent):

Because immigration is such a hotly debated topic and occupies much space in the news and in political debate and campaigns, it is important that you keep current with immigration matters in the United States (and around the world if you so choose.) For this I ask that you check several websites and/or newspaper sources on a weekly basis, and that you compile a portfolio of current events in immigration.

Your portfolio will be collected in the last recitation period at the end of the semester. It should contain at least one weekly entry—a copy of a newspaper article with notes on how that article relates to the course, a short summary of a paper that you read, a commentary on congressional immigration debates, your thoughts on a particular immigration initiative—be it

one to limit immigration or about legalizing undocumented migrants, etc. You may also write about your own experience with immigration matters. For the latter it is appropriate to discuss your own encounters with immigrants or your own migration biography. If you write about your personal experience, please make sure to relate it clearly to class topics in a thoughtful manner that attends to questions of racial, ethnic, gender, and class privilege. If you have questions, please ask your TA or instructor. Discussion in recitation sections will draw on your portfolio entries.

You are also encouraged to subscribe to the following listservs the first week of classes:

- "This Week in Immigration" by the Center for Immigration Studies at http://www.cis.org/mail_login.html and follow the instructions there.
- The monthly immigration information round-up from the University of California, Davis. To subscribe go to send an email to: migrant@primal.ucdavis.edu
- One of the best new sources of information on immigration around the world is the Migration Policy Institute in Washington, DC. They have a listserv to sign up for at: <http://www.migrationinformation.org>

C. Assignment 1: Humanitarian Migration—Refugee Resettlement in Lexington (10 percent)

This assignment asks you to make decisions about resettling refugees in Lexington, KY. Based on readings, lectures, class discussion, and on additional research (data on refugee numbers, researching specific current refugee crises, etc.) you are asked to weigh the humanitarian/ethical, economic, and social/cultural implications of refugee resettlement. The problem to be solved is whether and under what conditions refugee resettlement should take place in Lexington, KY. You will be asked to carefully consider aspects of social justice (with regard to protecting human rights, enforcing gender equity, providing assistance to the weakest in society) in your decision-making process. Detailed instructions will be handed out in week 2.

D. Assignment 2: Debating Immigration in the Bluegrass Region and Beyond (15 percent)

Is immigration beneficial for the Bluegrass Region? This assignment begins as a group project in your recitation section, and then asks you make an individual decision and argument answering the above question. Based on your readings, lectures so far, and group discussion, students will be asked to analyze the benefits and costs of immigration for the Bluegrass region. You will have to access 2011 census data, you will have to conduct some additional library and online research on population change and structure, and you will take into consideration the arguments for and against immigration at the national level in order to decide whether or not future immigration is necessary, what kind of immigration and immigrants will be needed (or not), and to provide arguments with regard to the expected impact of future immigration to the Bluegrass. Detailed instructions will be handed out in week 6.

E. Exams (50 percent combined)

Three in-class exams will combine short answer questions with multiple choice and matching questions. The midterm exams will take place during lecture time. The final exam will take place in the scheduled period during finals week (as determined by the registrar.) Your

instructor will provide the opportunity to make up an exam if you miss it because of a documented University approved reason (please see the Student Handbook or section A. above.) Please contact your instructor as soon as possible to inform them of the need for a make-up exam. The two midterm exams are worth 15 percent each, the final exam will be worth 20 percent of your final grade.

Grading Scale:

A=90-100% D=60-69.9%
B=80-89.9% E=59.9% and below
C=70-79.9 %

Important Dates:

Midterm Exam 1	TBD (week 5, in lecture period 2)
Midterm Exam 2	TBD (week 10, in lecture period 2)
Final Exam	TBD (finals week, registrar schedule)
Assignment 1	TBD (week 9)
Assignment 2	TBD (week 14)
Current Events Portfolio	TBD (week 15)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Additional Course Policies:

Please come to class on time, turn off, and put away all noisemakers such as cell phones and pagers before class starts. Text messaging, checking your email, and/or surfing the web during lecture is highly distracting to others in the class, and prevents you and your classmates from learning. These activities are therefore banned. I reserve the right to collect cell phones, pagers, and other items if you are using them during the class period. These items will be returned to you at the end of lecture.

Your attendance and participation in class is highly valued and rewarded, but please do not read the newspaper, balance your check book, solve the latest sudoku puzzle, or chat with your neighbors unless you are doing group work (all these and more are activities your instructor has observed in previous courses, despite students' assumption that they were anonymous and went undetected!). In a class as large as this one, even the quietest chatter will amount to a lot of noise. I expect you to be considerate and not to pack up before class is over because this distracts others from fully participating in class. Lectures and recitation sections will start and end on time, so there is no need to pack early and disrupt your classmates' learning environment.

Office hours are for your benefit. Please feel free to see your instructor or teaching assistants during their regularly scheduled office hours, or make an appointment by email if you cannot make the regularly scheduled hours. If you have additional questions about the class, policies, etc. please email your instructor or teaching assistants. Emails will be answered within 24-48 hours of receipt.

Academic Integrity:

I expect academic integrity from you at all times during the course. This means, do not cheat and do not plagiarize. If you have questions about academic honesty and plagiarism, please do not hesitate to ask in class, in office hours, or via email. Plagiarism and cheating will also be discussed in the first week of classes. You are expected to know UK's official policies in the Student Handbook. They are available online at:

<http://www.uky.edu/StudentAffairs/Code/part2.html>

Disabilities and Accommodations:

If you have a documented disability that requires academic accommodation, please see me in office hours by week three of the semester. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (257-2754, room 2 Alumni Gym, or email jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities.

Detailed Schedule of Weekly Topics and Readings

Week 1 Geographies of Immigration: Introduction to the Course

Lectures: The political economy of international migration; global migration patterns and the situation of the US within those patterns

Recitation: Discussion of "9 Stories"

Read: 9 Stories (Chapter 1 in Portes and Rumbaut)

Week 2 Mapping Immigrant Origins

Lectures: Overview of changing immigration patterns and immigrant national origins over time; Slave Trade; European immigrants (19th century); post-1965 immigration

Recitation: Our own origins (discussion of family migration biographies, analysis of Ellis Island database data)

Read: Chapter 2 in Portes and Rumbaut
Ellis Island Database

Week 3 The Geographies of Settlement

Lectures: Old and new gateway cities; regional differentiation; new immigrant destinations

Recitation: Mapping settlement patterns (using Census data), where does Lexington fit?

Read: Chapter 3 in Portes and Rumbaut
Foner, N., 2008, New York City: America's classic immigrant gateway, in Price, M. and L. Benton-Short (eds.), *Migrants to the Metropolis*, pp. 51-67

Week 4 Socio-Economic Adaptation

Lectures: Where do immigrants work? Language, race, ethnicity

Recitation: Census data analysis: Identifying the most diverse county in the US, identifying reasons for this high diversity

Read: Chapter 4 and Chapter 7 in Portes and Rumbaut

Week 5 From Immigrants to Ethnics?

Lectures: Immigrant religion and ethnicity; ethnic enclaves
Recitation: Case Study: Muslim Americans
Read: Chapter 8 in Portes and Rumbaut
TC Boyle, *Tortilla Curtain* (start reading, at least up to p. 62; chapters 1-4)

➤ **Midterm Exam 1**

Week 6 Assimilation, Melting Pot, or Salad Bowl?

Lectures: The utility of theories of assimilation; spaces of immigrant integration and settlement
Recitation: Discussion of readings: possibilities and prospects of assimilation
Read: Gordon, M.M., 1964, *Assimilation in American Life* (ch. 2)
Nagel, C., 2009, Geographies of assimilation, *The Professional Geographer*

Week 7 Immigration Policy, Human Rights, and Immigration Law

Lectures: Overview of immigration policy and immigration law; Case studies: AZ immigration law; The DREAM Act
Recitation: Comparison of nation-wide policies to policy initiatives in Lexington and KY
Read: Congressional Budget Office, 2006, *Immigration Policy in the United States*, Washington, DC: The Congress of the United States
TC Boyle, *Tortilla Curtain* (p. 63-142)

Week 8 Humanitarian Migration: Refugees and Asylum Seekers

Lectures: Refugee resettlement in the US; Asylum in Miami, FL; case study: Hmong refugees; Documentary excerpts: *The Lost Boys of Sudan*
Recitation: Refugee resettlement in Lexington (part of assignment 1)
Read: Haines, D.W. and Rosenblum, K.E., 2010, Perfectly American: constructing the refugee experience, *Journal of Ethnic and Migration Studies* 36 (3): 391-406

Week 9 Undocumented Migration, Border control, and the Deportation Regime

Lectures: Where, exactly, is the border these days? Spatiality of immigration enforcement
Documentary: Beyond the Border-- *Más Allá de la Frontera*
Recitation: Discussion of 'Beyond the Border' (immigrant experiences in Kentucky)
Read: Nevins, J., 2002, *Operation Gatekeeper: The Rise of the Illegal Alien and the Re-Making of the U.S.-Mexico Border*, New York and London: Routledge, Chapter 2
TC Boyle, *Tortilla Curtain* (pp. 143-210)

➤ **DUE: Assignment 1: Humanitarian Migration—Refugee resettlement in Lexington**

Week 10 Spaces of Migrant Transnationalism: Lives Across Borders

Lectures: Transnational spaces: Remittances, hometown associations, cultural and political ties; Documentary: *The Sixth Section* (Life between New York and Mexico)

Recitation: Discussion of *Tortilla Curtain*: the lives of immigrants and native-born Americans in California
Read: Finish reading TC Boyle, *Tortilla Curtain* (pp. 210-355)

➤ **Midterm Exam 2**

Week 11 Debating Immigration I

Lectures: The impact of immigration on population growth, economy, and the welfare state; Cost-benefit analyses of immigration; Historical waves of nativism
Recitation: Group work: the pros and cons of immigration
Read: *The Economist*, 2008, *Special Report: Migration*, *The Economist*, available online at http://www.economist.com/node/10286197?story_id=10286197
Federation for American Immigration Reform, "Anchor Babies: the Children of Illegal Aliens," at http://www.fairus.org/site/PageServer?pagename=iic_immigrationissuecenters4608

Week 12 Debating Immigration II

Lectures: Contemporary racism and xenophobia; anti-immigrant sentiment; Documentary: Farmingville (racism in anti-immigrant mobilizing in Long Island, NY)
Recitation: Discussion of "Farmingville" documentary and Huntington and FAIR essays
Read: Samuel Huntington, 2004, The Hispanic challenge, *Foreign Policy* March/April 2004 (available at http://www.foreignpolicy.com/articles/2004/03/01/the_hispanic_challenge or at <http://cyber.law.harvard.edu/blogs/gems/culturalagency1/SamuelHuntingtonTheHispanicC.pdf>)

Week 13 From Migrants to Citizens

Lectures: Paths to Citizenship; Naturalization; Citizenship—Law and Politics
Recitation: USCIS Citizenship/naturalization test and discussion
Read: Chapter 5 in Portes and Rumbaut
USCIS Naturalization test questions (www.uscis.gov)

➤ **DUE: Assignment 2: Immigration Debates**

Week 14 Spaces of Citizenship, Civic Participation, and Immigrant Activism

Lectures: The social practice of citizenship; Immigrant labor and unionization struggles; religious institutions and civic engagement
Recitation: Discussion of 'Immigrants riding for justice' (spaces of civic engagement)
Read: Sziarto K. and H. Leitner, 2011, Immigrants riding for justice, *Political Geography*, published online

Week 15 Outlook: Diverse Lives, Diverse Spaces

Lectures: The future of immigration
Recitation: Review session for final exam

Read: Johnson, K., 2004, Open borders? 51 *UCLA Law Review* 193 (2003-2004): 193-266

➤ **Current Events Portfolio Collected**

Finals Week

Final exam: Date and time TBD

Excused Absences (boilerplate):

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences (boilerplate):

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity (boilerplate):

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.