Contemporary U.S. Immigration: Negotiating Identity and Community
Curriculum Development Grant Closing Report
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1. Description of grant supported activity.

My objective was to develop a syllabus for a new course on “Contemporary U.S. Immigration: Negotiating Identity and Community.” This course examines how different immigrant groups re-shape communities and how the immigration experience alters gender, racial, and class identities – both for immigrants and for the host community. The course focuses specifically on the recent influx of immigrants into rural communities in the Midwest.

While much scholarship on immigration focuses primarily on urban areas as well as states along the U.S.-Mexico border, there is a growing body of research that investigates the impact immigration has had on rural areas and states that are further away from the U.S-Mexico border. Part of my CDG proposal was to familiarize myself with this new body of research and select books and articles that analyze community and identity building in the Midwest in general and our local community in particular.

In addition, I wanted to establish relationships with local immigrant organizations and organizations that assist international students on our campus. The partnership with local organizations would go beyond bringing guest speakers into the classroom – even though this would undoubtedly be an important contribution – and was meant to provide students with an opportunity to develop a deeper understanding of local developments and enhance their civic responsibility and critical thinking skills.

2. Were you able to complete the project? Describe any difficulty you had.

Yes, I successfully completed the projected and I am currently (Spring 2013) teaching the course that I developed. There was one slight adjustment, however. In the original proposal for the curriculum development grant, I requested summer funding to develop a new course that was going to be offered in two different versions: As a 400-level seminar through the Women’s and Gender Studies Program and as a social science elective in the Master of Liberal Studies Program. Due to some last minute scheduling changes in the MLS program, I ended up offering the course as a combined WGS and MLS seminar.

Some of the tasks that I accomplished:

a) I compiled a list of readings for the course, ordered the books, and scanned additional articles to upload them onto Oncourse.

b) I also created a list of additional resources (e.g. statistical data, maps, lists of local organizations that assist immigrants and refugees)

c) I developed a number of new assignments and wrote detailed instructions for each assignment

d) I visited a number of local immigrant organizations, met with their directors and/or volunteer coordinators and developed ideas for how students could get involved

e) I began volunteering for the Refugees Services of the Red Cross of St. Joseph County.

3. Did, or will, the project result in a specific product.

Yes, I developed a syllabus for this new course. The syllabus is attached.
Course Description:
This course will examine how different immigrant groups re-shape communities and how the immigration experience alters their own gender, racial, and class identity. This course will focus on voluntary migration and refugee movements and the effect that contemporary immigrants have had on U.S. culture, politics, and society. A special emphasis will be placed on our local community and our own campus. We will discuss how immigration has affected (and will continue to affect) our own communities, neighborhoods, and schools. As part of this course, we will also work with local immigrant and refugee services and organizations that assist international students on our campus.

Learning Objectives: Students will
1. critically engage key issues such as immigration and the social construction of race, gender & sexuality
2. develop critical skills of analysis, problem solving, communication and interpretation
3. think across both disciplinary and national boundaries
4. critically examine your own ideas about immigration

Grading Scale:

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<th>Grade</th>
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<td>A</td>
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Laptop and Cell Phone Policy:
No cell phone use allowed in class. If you are the emergency contact for a dependent, please make sure that your cell phone is on vibrate and that you step outside to answer your phone. You are welcome to use your laptops to take notes, but please make sure that you limit use strictly to classroom-related activities and that you still participate in class discussions.

Plagiarism and Cheating
Do not submit work that has been copied in any way from another person or from a printed or Internet source without naming that person or source. The first incidence of plagiarism will result in an “F” for the
assignment, the second will lead to you failing the class. Please reference the entire Academic Honesty Code at (www.dsa.indiana.edu/Code/).

**Special circumstances:**
Any student who has special needs in terms of this course should speak with me as soon as possible to make any necessary arrangements.

- **Religious Observances:**
  If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue.

- **Disabilities:**
  If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building, room 149, telephone number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services www.iusb.edu/~sbdss/services.shtml
Assignments

MLS Students:

**Attendance and Participation:** 100 points
Includes preparation of all reading assignments and contributions to class discussion

**Shorter Assignments:**
Discussion questions: Due on the day that we discuss the readings 50 points
Presentation about a local immigrant community or an organization that serves immigrants/refugees – on March 5, 2013 50 points

**Written Assignments: Mandatory, due one week after we discuss the readings** 100 points
Two 5-7 page review essays that analyze class readings

**Written Assignments: Pick ONE of these three assignments – due on April 9** 100 points
- Media portfolio and a 5-7 page analysis of your media portfolio
- Service learning project and a 5-7 page analysis of your project
- Conference proposal and a 5-7 page presentation paper (Please note: the proposal has to be turned in before the official conference deadline)

**Oral Presentation – on April 23, 2013** 50 points
Present on one of your assignments (media portfolio, conference proposal or service learning)

**Final assignment – due on April 30, 2013** 200 points
Policy Analysis Paper: 11-12 pages

TOTAL 650 points

WGS Students:

**Attendance and Participation:** 100 points
Includes preparation of all reading assignments and contributions to class discussion

**Shorter Assignments: Choose ONE of the two assignments, let me know by January 22** 50 points
Discussion questions: Due on the day that we discuss the readings
Presentation about a local immigrant community or an organization that serves immigrants/refugees – on March 5, 2013

**Written Assignments: Pick ONE of these three assignments – let me know by January 22 which one; due on April 9** 100 points
- Two 5-7 page review essays that analyze class readings – due date is one week after discussion!
- Media portfolio and a 5-7 page analysis of your media portfolio
- Service learning project and a 5-7 page analysis of your project
- Conference proposal and a 5-7 page paper (Proposal is due before the conference deadline)

**Oral Presentation – on April 23, 2013** 50 points
Present on one of your assignments (media portfolio, conference proposal or service learning)

**Final assignment – due on April 30, 2013** 200 points
Policy Analysis Paper: 8-9 pages

TOTAL 500 points
1. Attendance and class participation

In graduate/senior-level undergraduate courses, students are expected to read the assigned materials and attend every class well prepared. Missing one or two class meetings will not harm your grade, but after that, you will start to lose points. Chronic lateness or early departures will also count against your participation grade. Four or more absences constitute a failing grade in the course.

Since this is not a lecture-based class, your participation is central to the success of the class. I expect you to be well-prepared for every class. Without reading your assignments, you won’t be able to take part in discussions. Your grade will not only depend on how much you say in class, but also on the quality of what you say, on your willingness to listen and respond to your classmates and to show respect for their ideas.

2. Shorter assignments

2.1. Discussion questions

You sign up for one specific week where you bring in a minimum of 3 discussion questions and lead the discussion for a few minutes. These questions have to be about the readings and address some of the major themes and concepts and/or make connections to other topics we have discussed in class. There is no outside research necessary – this is about the assigned chapters/articles for that day. There will be a sign-up sheet on January 22 and you are welcome to work in pairs.

2.2. Presentation about a local immigrant community/organization

To prepare for this presentation, you need to conduct research on a local immigrant group (e.g. Polish immigrants in South Bend) or an organization that serves immigrants/refugees/international students (e.g. La Casa De Amistad). Your presentation needs to address at least some of the following issues (and you probably won’t be able to find answers to all of these questions):

For immigrant groups: Their immigration history, why they chose South Bend/Michiana, where in South Bend they settled, how they retained and/or developed a sense of community (e.g. through churches, restaurants, cultural organizations), how they identify themselves today, whether they retained ties to their home countries or maybe even developed new ones

For organizations: Information about their mission, the services they provide, the communities/individuals they serve, how they are funded, how they have been affected by recent legal changes or changes in the flow of immigrants/refugees/students

These presentations will be held on March 5, 2013. There is no paper that goes along with the presentation – but a Powerpoint or a handout would be great.

Ideas for local/regional organizations:

1. On campus: Various student clubs (e.g. Latino Student Union, Muslim Student Association, Japanese Club, etc.), International Student Housing, International Student Services

2. Refugees: Refugee Services at the St. Joseph County Red Cross; Catholic Charities, one of the local churches that help refugee families

3. Immigrants: La Casa De Amistad, you could also focus on one of the public school corporations or private schools and find out what services they provide for students whose first language is not English, or you could look at services that are provided at local hospitals, housing developments for migrants farm workers
3. Written assignments:

3.1. Review essays

Each review essay is due one week after class discussion of the readings. They should be approximately 5-7 pages long (double-spaced, Times New Roman 12 with 1-inch margins). These essays need to analyze the class readings or a particular aspect of the class readings (you pick the days) – no outside research necessary.

3.2. Media portfolio

Over the course of the semester, collect a minimum of 15 current articles on an immigration-related issue in local and/or national newspapers or other news sources. Cut out, copy, or – if you are using an online database – print these articles. In a notebook, place your articles on the left hand side and use the right side to express your thoughts and comments. Your analysis needs to be informed by the readings and discussions in the course. If your articles are accompanied by pictures, you may also discuss how these pictures add to the article’s message. I will collect and comment on your notebooks at various points throughout the semester.

Towards the end of the semester, write a 5-7 page analysis of your portfolio. Your analysis you focus on a variety of aspects, such as:

a) Language: What terms are used to refer to certain immigrant groups (e.g. illegal aliens vs. undocumented immigrants)? Pronoun usage (“us” vs. “them”)? Any mention of race, gender, or nationality (and why or why not)?

b) Who is being represented and who is not? Whose voice do we hear and whose voices are left out? What positive/negative stories do we hear on a regular basis? What is not part of the media discourse? Do you notice any trends?

c) Your entire portfolio could focus on one particular issue/group and analyze how that particular issue/group is discussed (e.g. only collect articles about migrant farm workers)

3.3. Conference proposal and presentation paper

For this assignment, you get to pick your own (immigration-related) topic, do some outside research and turn your research into a brief conference proposal (approximately 250 words – but please check the respective conference websites for their rules) and a 5-7 page presentation papers (once again, please make sure that you follow conference guidelines and their time limits). You are not required to actually submit your proposal and present at the conference, but you are most definitely encourage to do so.

Graduate conference

This year’s MLS conference (Oct. 10-12) will be hosted by De Paul University in Chicago and the theme is “Urban Gateways: Immigration and the Global City.” You can find more information and the complete call for papers at http://www.aglsp.org/

You can write a proposal and a presentation paper as one of the assignments for this class and I would highly encourage everyone to consider submitting their proposal and presenting at this conference.

Undergraduate conferences

Since the MLS Conference is limited to graduate students, undergraduates will not be able to submit a paper to the “Urban Gateways” conference. However, here are two upcoming conferences that would work well:
a) IUSB’s Undergraduate Research Conference: http://www.iusb.edu/~ugrsch/index.shtml

The actual conference is on Friday, April 19, 2013; the deadline to submit a proposal is usually in late February

b) IU-wide Gender Studies Conference: http://www.indiana.edu/~gender/news/upcoming.shtml

This conference will be in Bloomington on Friday, April 12, 2013; deadline to submit a proposal is in February

You can write a proposal and a presentation paper as one of the assignments for this class. It would be great if we could put together a panel for one of these two conferences (or both).

3.4. Service learning project

For this project, you work closely with an organization that serves immigrants, refugees, or international students. Please refer to the previous list for some ideas. You have to volunteer with them for a minimum of 15 hours over the course of the semester and try to work on a specific project/address a specific need. For example, you could volunteer your time at the Language Company here on campus and serve as a conversation partner.

In the end, you need to write a 5-7 page paper that analyzes what you learned from your experience working with this particular agency. If you choose this project, I would be happy to meet with you individually and discuss specific options and guide you through this process.

4. Oral presentation:

Everyone has to present on one of their written assignments during the last week of classes. You may choose which project you would like to present on: the media portfolio, the service learning project, or your conference presentation. Just let me know by April 9.

5. Final assignment:

Your final paper needs to analyze a particular immigration policy, its history, and the effect it has had/will have on immigrant communities. There are two different ways to approach this paper:

a) You can analyze a larger policy issue (rather than one particular bill). So, for example, your paper could focus on family reunification policies and examine who is considered a part of your nuclear family and who U.S. citizens and LPRs are able to sponsor under the family reunification program. You could analyze whether these policies make sense, who benefits from them, what the underlying cultural norms are…

b) The second option is for your paper to focus on one particular bill/reform proposal. For example, in January 2013, President Obama announced that his immigration reform proposal would allow U.S. citizens and LPRs to sponsor their same-sex partners under a revised family reunification policy. In your paper, you could examine the history of LGBT migrants, the discrimination they have faced and how this particular reform proposal would address these struggles.

Research/Sources: The majority of your sources have to be scholarly/peer-reviewed books and articles (not just newspaper or magazine articles). Please use the IUSB library and the electronic resources on the library homepage. You need a minimum of 10 scholarly sources, no more than 3 of those can be articles/chapters that we discussed in class.
In addition to those 10 scholarly sources, you are welcome to use news media accounts and websites (and this might be necessary if you want to focus on a recent development). However, please make sure that you keep a critical eye on who has published those articles and what their politics might be.

**Final Paper:**

a. Length:

   Undergraduate students: 8-9 pages (double-spaced, 1-inch-margins, Times New Roman, 12)
   MLS students: 11-12 pages (double-spaced, 1-inch-margins, Times New Roman, 12)

b. Structure: This paper is supposed to be based on your own research and you need to USE your sources to make your own argument (i.e. make specific references to articles, agree or disagree with certain authors, expand their arguments...). Don’t just summarize other people’s opinions. You need to have a specific thesis and make arguments to support your thesis.

c. Some points/questions to keep in mind when you are writing this paper:

   - What is the policy issue/bill that your paper focuses on?
   - What is the legal background?
   - What injustices (if any) is this bill meant to address?
   - How has this policy effected/would this policy effect certain immigrant groups/communities?
   - What are some of the larger repercussions of this bill?
   - How do you use your research articles? Does your argument differ significantly from the sources that you used? Do you see any problems with the existing research?
   - What are your conclusions?

d. “Style”: You are free to use MLA, APA, or Chicago style (or another citation style) – as long as I am able to identify your sources and find your quotes – and as long as you are consistent throughout the paper. You can also use footnotes or endnotes if you want to, but that is not mandatory.

e. The final papers are due during our final exam slot on Tuesday, April 30, 2013
COURSE SCHEDULE

Week 1: Introduction
January 8
Course introduction and historical background information about the immigration system
Interactive Immigration Map:

Week 2: Recent Legal Developments and Immigrant Rights Activism in the Midwest
January 15

Week 3: Migration to the Midwest – Part I
January 22
J. Celeste Lay: A Midwestern Mosaic, Introduction and Chapters 1-3 (pages 1-67)
Please take a look at the online resources at Indiana Historical Society’s website at:
http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage

Week 4: Migration to the Midwest- Part II
January 29
J. Celeste Lay: A Midwestern Mosaic, Chapters 4-Conclusion (pages 69-152)

Week 5: Refugees and Asylum Seekers – Local Resettlement Initiatives
February 5
In class: clips from The New Americans (The Nwidor and the Wiwa Lawani families from Nigeria)

Week 6: Gay and Lesbian Refugees and GLBTQ Community Building
February 12


Week 7: Gender Roles and Cultural Perceptions of Sexuality
February 19


Week 8: Family Structures and Transnational Mothering
February 26


Week 9: Presentations
March 5
Presentation about a local immigrant community or an organization that serves immigrants or refugees

Week 10: Spring Break

Week 11: Education: K-12, Bilingual Education, and Racial Tensions at School
March 19


Week 12: International Students, Undocumented Students and the DREAM Act
March 26:

Christopher D. Fitch: *American Ways: A Course in Contemporary U.S. Culture for International Students*. 2012. Read “Goals and Objectives” and “Course Description” (29-44)

**Week 13:** Work, ICE and Immigration Raids


**Week 14:** Religion and Community-building: Catholicism


**Week 15:** Religion and Community-building: Muslim Immigrants


**Week 16:** Student Presentations

April 23 Student Presentations