INTRODUCTION

"Immigration is a form of migration that signifies the intention of a person to settle permanently in a new country. Motivating factors are generally economic, social, and political. Despite a long history in the United States and some other countries of receiving immigrants, most people who move from one country to another do not intend to leave their homelands permanently. In recent decades, millions of people have been driven by civil war, natural disaster, and persecution to seek safety outside of their countries. Millions of others leave for temporary work." (DSM magazine, Aug. Sept. Oct. 2013). Most Americans came to the US as immigrants, so we all have an immigrant past. We will explore this past and the reasons your ancestors came to the US in this class and compare the earlier situations to the recent crisis of immigration in the US and elsewhere.

COURSE DESCRIPTION (major topics, general description):

The course will explore the political, economic, and social factors that affect immigration, refugees and the making of policies to handle these issues in the United States. It will include discussion of the implications of immigration history and changing policies in countries sending and receiving immigrants, and of different ways of resettling new immigrants and handling the problems of diversifying communities. The community will serve as an" active text book” so that students gain first-hand experiences of a global problem facing the US and many European states as well. They will learn about immigration and refugee issues by working directly with immigrants and refugees in the nearby greater Drake community (for example with - Lutheran Services of Iowa, LSI), and by studying and discussing the issues in class projects. The Students should begin to develop a multicultural perspective through this “global service-learning project”. The intention of the course is to link the national components of immigration to personal experiences and to local community issues concerning immigrants. These comparisons should help students gain an understanding about how immigration issues impact the American experience, and how policies develop from a combination of factors including history and existing conditions in both the sending and receiving countries.

Students will not be expected to be immigration experts by the end of the semester, but they should have expanded their knowledge about immigration and learned how the Des Moines community uses its resources and handles problems such as refugee resettlement and adapting to the increasing diversity in the community. More importantly, students should improve their abilities to conduct research on international and local issues as well as to critically analyze this information. By
studying and reflecting on the important international issue of immigration, facing the US today, and looking at how this problem is addressed in the Des Moines area as well as in national (and international) politics, students should grow as informed citizens, equipped with new skills to be able to critically assess immigration problems and engage effectively in their communities.

SPECIFIC GOALS:

1. Learn about immigration and its history at international, national, regional and local levels.
2. Improve research techniques in order to find out and write about US immigration policies over time, and your own individual immigrant stories.
3. Learn about the Des Moines community and its policies on immigration and handling of refugees, and work with recent immigrants.
4. Experience and learn how community problems become national and state policies.
5. Write and reflect on immigration policies and experiences and learn to express ideas through improved writing skills.
6. Discuss immigration policies in both small group and classroom settings and assignments so that you become better communicators.
7. Through assigned readings, written assignments on these readings and class discussions covering the readings, improve critical reading skills and analysis techniques.
8. Become more informed, engaged and global citizens.

PROFESSOR’S EXPECTATIONS:

Attendance: Students are expected to attend all classes and attendance will be taken on a regular basis. More than three unexcused absences will result in a lowered grade (a B becomes a C). If you must miss class, please inform the professor as much in advance as possible. Please do not skip class if you have not completed a written assignment. You are only compounding the problem as we often discuss the papers in class, which might be helpful to you if you are having problems. Please come to me with problems about time management, missing assignments or not understanding class content or class expectations.

Participation: Please come to class on time and prepared to stay for the entire class period. It is disruptive when students come and go during the class period. If you have to leave early, let me know before class starts. Please turn off your phones and other equipment during class. There might be times when you can use your computers in class, but I will let you know when you need them. Otherwise, they should be turned off once class starts, so that you can fully participate in class activities. You will be graded on your participation. The class is designed to be a lecture-discussion and hands-on course, with emphasis on improving writing skills and getting to know the nearby community. You will be doing writing assignments to help link the class readings and discussions to the volunteer experiences. Please
keep up with the readings so you can participate meaningfully in class. The readings help ground the discussions. I may give you short written in-class assignments or quizzes on the readings, to help you think critically about what you are learning.

**Experiential learning component:** The lab component of this class consists of doing experiential work in the community. You will work with immigrants at LSI over the three months of class for about 4 hours a month (@ 12 hours total in 3 months), starting near the beginning of September and running through the beginning of December. This time commitment can be relatively flexible, and you may opt to do two hours at a time for 2 times a month, or one hour each week, or however your schedule works best to fit in time for this volunteer work. You will coordinate with the program director at LSI concerning your hours of volunteering. There will be a few class times when we will not meet in order to compensate you for the extra time you will spend on this experiential class component. I will keep some class times open to meet individually with you as well. To contact Drake’s Service Learning Center on Blue View, use: [http://www.drake.edu/servicelearning/](http://www.drake.edu/servicelearning/). I will give you each a contract to sign concerning your responsibility to this position and your participation and comportment when you are representing Drake off campus. We will also have a short training session at LSI on Friday morning, Sept. 11.

**CLASS REQUIREMENTS:**

1. **A midterm exam** (short written/essay answers) = 20%
2. **2 written critiques of readings/DVDs** (@ 2 pages = 5% each) = 10% (1st one on the DVD; A Little Salsa on the Prairie)
3. **2 longer papers** = (20% each) = 40%
   The first paper will be on your family immigrant experience and should also include some research on the immigration experiences and policies that existed when your family’s immigrant experience occurred. The 2nd paper will be about the immigration experience of recent Des Moines immigrants. You will choose one group of immigrants and you will need to do research on the background of this immigrant group and why they immigrated to the US, and then you will need to find out about what they have been doing since they arrived in Iowa, how they are living, etc. Instructions for both papers will be handed out/discussed in class closer to the time each assignment is due.
4. **A journal** reflecting on the “global learning” component of working with refugees = 10%.
5. **A Final Exam** = 20%
   The exam will consist of short essay questions and will be administered in class during final exam week. Study guides will be provided one week in advance of each exam.
6. **Participation** = active/respectful involvement is also important and will be taken into consideration for the final grades.
ASSIGNED READINGS:

1. *Immigrants and Refugees*, There is one Course Packet consisting of recent book chapters and articles compiled by Dr. Zeff for this course on Immigrants / Refugees.

2. Students will also read articles and laws, which will be available in the Library, or posted on the Blackboard, or found online as indicated. Also to be read are some current immigration laws, which you can find online.

   1. In the US, the Immigration and Nationality Act (INA) provides the foundation for immigration law. It was passed in 1952 and has been amended several times since (The USCIS webpage provides a list of amendments to the INA by public law number since the 99th Congress). The INA is found in Title 8 of the United States Code.


   3. The Library will have copies to lend of the Des Moines Register’s series on the Burmese immigrants and their experiences since coming to Iowa.

3. Some weeks, you will be required to find a news article or editorial. Students can find editorials in newspapers such as the *New York Times*, *the Wall Street Journal*, *the International Harold Tribune*, *the Des Moines Register* or other regional papers, etc. We will discuss these editorials in class each week, so students should come prepared to present the topics they found, some of which might be controversial and so interesting to discuss. Students should try to find different opinions about the pros and cons of immigration in these editorials. Students can find articles and newscasts by listening to the BBC or NPR nightly newscasts, a few times each week, and may use at least one newscast for this assignment on immigration affairs.

   We will also watch Videos and Documentaries and discuss them in class. Some include: Principle’s Public Dialogues: on YouTube: Lori Chesser: “The Obstacle Course to Citizenship; The Immigrant Journey”, Dr. Mark Grey: “Our Immigrant Neighbors”; Jody Swilky’s documentary on immigrants in Marshalltown, Iowa [http://www.littlesalsaontheprairie.com](http://www.littlesalsaontheprairie.com), and a Documentary on Postville, Iowa raid.

   Academic dishonesty is a very serious offense, and will result in a failing grade on the assignment in question and possible failure in the course. It includes cheating on in-class examinations, copying another’s work, representing work (research, thinking, writing) done by others as one’s own, falsifying information, failing to acknowledge assistance given by others (tutors, fellow students, faculty), and other forms of misrepresentation. If you have questions about what constitutes academic dishonesty, please consult the Department’s and College of Arts & Sciences’ statements:([http://www.drake.edu/artsci/PolSci/PolSci_Home_Page.html#Honesty](http://www.drake.edu/artsci/PolSci/PolSci_Home_Page.html#Honesty) and [http://www.drake.edu/catalog/ugrad/artsci/reg.php](http://www.drake.edu/catalog/ugrad/artsci/reg.php)).
COURSE OUTLINE (Fall 2015):

The Immigration Experience in Iowa

September 1: (Tuesday)
Go over the syllabus and other class handouts and class policies. Discuss the experiential learning/volunteer tutoring experience. Begin to sign up for experiential learning times, and complete other documentation and questionnaires. Do an initial bubble and answer a few introductory questions.

Sept. 3: (Thursday)
Watch the DVD in class: “A Little Salsa on the Prairie” and take notes so that you can write about the topics discussed in the film. Discuss the video, “A Little Salsa on the Prairie” in class if time. Read: Course Packet: “What is Immigration?” pp. 1-10.

Sept. 8 (Tuesday)
Assignment: Come prepared for a class discussion with short written answers to the following questions about the DVD, A Little Salsa On the Prairie. We will discuss these questions in class. This exercise should help you think critically about the film and remember the themes better so you can actively participate in class discussion.
1. What was the main theme of the DVD? 2. Who were the main characters and what was happening to them? 3. What obstacles did these characters face? 4. What was controversial about the film? 5. Did the story have a thesis? (Was it for or against diversity and immigration?) 6. What did you learn from the film? 7. What did the characters do to solve the problems they faced? 8. Do you think that these problems are similar to the experiences of other immigrants? 9. What might be different about the problems that immigrants today face that they did not face in earlier days? For your short paper/critique, try to incorporate the answers to the questions into a coherent essay as you write about the film. You do not have to answer every question, but try to write a good critique. Use the questions as guides for writing.

Sept. 10 (Thursday)
First short paper due. Answer one or two of the questions (above) on A Little Salsa On The Prairie in an essay format. This paper should be @ 2 pages (double-spaced) and is worth 5%, and it should have a clear focus and make a point as well as being a well-written essay.
Read: Course Packet, Immigration in Iowa, pp. 53-56. We will spend time in class discussing your expectations for your experiential learning experiences. You need to plan for writing a journal each time you go, noting what you did (observed, with no judgment), and then in a second column, you will put what you learned about immigrants and/or about problems or policies in the Drake area community.

Sept 11 (Friday) We will have an orientation session at Lutheran Services of Iowa on University Avenue at 11:00. We will discuss together any problems some students may have due to other classes or commitments, etc.
Sept. 15 (Tuesday)
We discuss the Immigrant Family article and the Heroic Journeys reading from the Course Packet, and the experiences of these immigrants. Were they similar or different from the experiences of immigrants in the film? Did anything surprise or speak to you from reading these stories? We are working to add to our knowledge about the immigrant experience in Iowa. Begin to think about your own immigrant experience and come to class prepared with information or research about your own immigrant experience. Finally, we also discuss your experiential placements. **Read:** pp. 57, 59 and “The Heroic Journeys of Hope”, readings from the Course Packet, pp. 61-68.

Sept. 17 (Thursday)
Work on researching your own immigrant history. If you are adopted, you can look into your adopted family's story and/or perhaps you know a little about your own background as well. If you do not feel comfortable researching your own immigrant stories, you may choose to do your hometown's story (like the Perry DVD we saw). One purpose of this exercise is for you to learn to do research on a particular topic (here immigration) and include personal research as well as library or Internet research, and then to use your research in written papers. Discuss volunteering. **Read:** History of US Immigration, pp. 11-41.

**Discussion of immigration laws, policies and Refugee stories and status**

Sept. 22 (Tuesday)
What is the difference between immigrants and refugees? What is refugee status? What is the history of immigration laws and policies? We will discuss these topics for the next few classes. Perhaps we will have a visit from recent immigrant, to talk about his/her experiences as an immigrant in Iowa sometime in this part of the course? **Read:** The articles on Immigration Policy; pp. 69-86 and “Immigration Reform Falls to the Back of the Line”, pp. 161-163.

September 24 (Thursday)
**Meet in the Library today** for your scheduled FYS Library Session. This is an important session, and attendance will be taken. You should meet in the Library at 12:30 in the front lobby. Do not go to our regular classroom. Bring a laptop if possible as the room may not have computers and you will need to work on a computer during the session. Everyone should have prepared at least 3 to 4 questions to ask the Librarian. Please type these to hand in after class. Some questions might be on finding out about immigration in Iowa or immigrant groups in Iowa and their histories.

September 26 (Saturday) **Passport to Prosperity dinner at Olmsted (Saturday evening).** If anyone is interested this is a dinner to raise awareness about the things that immigrants contribute to Iowa. It celebrates 5 recent immigrants to Iowa. Drake will sponsor a table, and I should be able to arrange for two or three of you to attend.
Sept. 29 (Tuesday)
Discuss Immigration Policy and Obstacles:
Read: “A Nation by Design”, pp. 85-99, Immigration Activists are Hungary for Reform, pp. 119-120

October 1 (Thursday)
The Facts about Immigration and Immigration Policies.

Oct. 6 (Tues.)
The Bigger US Picture
Video and articles to read (to be handed out) on Ellis Island

Oct. 8 (Thurs.)
Turn in paper on “My Immigrant Experience” (20%); Class Discussion

Immigration Problems and Attempts to Fix Them

Oct. 13 (Tues.)
Border Security and Midterm Exam Review
Read: Border Security article in the Course Packet, pp. 131-154,

Oct. 15 (Thurs.) = Midterm Exam (short and long answer essay exam)

Oct. 20 = Fall Break

Oct. 22 (Thursday)
Solving Immigration problems?
Read: Will Congress Reform the Nation’s Immigration Laws this year? pp. 121-130, and The Arizona Law article, pp. 157-159; Fixing Immigration--; The Health Toll on Immigrants, and Aging Farm Workers, pp. 165-171.

The Immigration Experience:
For the next few weeks we will be studying the immigrant experience in the US and especially in Iowa. We will be reading about and researching these different experiences that immigrants have had in the US and around the world. You will need to find some of your own articles and I will post more as well. Some articles are on reserve in the Cowles Library.

Oct. 27 (Tuesday)
Design a new Bubble Map Students should prepare some ideas for the map and bring them to class. At least three phrases or words to add.

Oct. 29 (Thurs)
Finish = 1. Debriefing the Bafa Bafa simulation. 2. Power Point on Migration.
3. Group discussion on class opinions and knowledge about the immigration
experience in the US, based on the immigration histories of the class members and knowledge so far about immigration and migration. We will identify several factors that may influence, either negatively or positively, immigrants’ experiences.

**Migration: Read:** “Migration, pp. 43-56 and International Migration in Perspective, pp. 141-154 in the course packet.

**October 29 (Evening Movie Session and Pizza): The Good Lie**

**Nov. 3 (Tuesday)**
**Assignment:** Write a de-briefing paper (one to 2 pages only) on the Sudanese immigration experience, based on the video. Why did the Sudanese come to the US? What factors affected their migration out of Sudan? Identify four things that made life hard for these refugees in the US? Use at least one news or journal article or book chapter to support what you saw in the film.
**Read:** Find information (on your own) that tells people what they have to do to get into the US and then what they have to do to become an American citizen.

**Nov. 5 (Thurs.)**
**Re-Read:** “A Nation by Design”, pp. 85-99, Immigration Activists are Hungary for Reform, pp. 119-120 and the Border Security article, pp. 131-154 in the course packet. These readings have already been assigned but we have not discussed them, and they should help explain the immigrant experience that we are trying to understand. Find 2 points in each article (at least 6 ideas/points for discussion) that discuss some parts of the immigration experience and be able to discuss why you chose those points. Your second larger paper is due on the Tuesday after Thanksgiving and so we need to begin to think about it at this point. The paper asks you to choose a particular group of people from (Mexico, Burma/Myanmar, Sudan, Vietnam, etc.) who have immigrated to the US, or come as refugees, and to write about their experiences. At this point I would also like each of you to have thought about which group you want to study for their immigration experience coming to the US or Iowa. You need to turn in your decision of the group you will study on a typed sheet of paper in class.

**Nov. 10 (Tues.)**
**Read:** 2 days of the Burmese articles on Reserve in the Library about their experiences in Iowa, Des Moines Register (Sunday and Monday articles). Write out 2 to 3 questions on each article and critique the articles from the standpoint of the information you learn and from their effectiveness in depicting immigrant life in the US/Iowa.

**Nov. 12 (Thurs.)**
**Read:** the second set of articles (two out of three of the last three articles on reserve) on the Burmese experience in Iowa. We will discuss the Burmese immigration experience in Iowa and in the US, so you should read the articles with
the idea of being able to discuss them and compare the Burmese experiences to your own family's experiences as well as to Sudanese experiences and the Mexican experiences that we studied in Perry, Iowa. You should also have prepared some questions on these later articles to discuss in class.

Nov. 17
2nd LIBRARY SESSION = meet in the Cowles Library. Every student should have at least two questions to ask the Librarian about the research on the Immigration experience of some group coming to the US and especially to Iowa.

Nov. 19, No Class, but be sure to set up an appointment with the writing lab to discuss your papers. As for the first paper, you must go to the Writing Lab!!

Nov. 24 = There will be no class

Nov. 26 Thanksgiving

Dec. 1 (Tues.)
Hand in your papers on An Immigrant Experience in Iowa and there will also be individual presentations of these papers

Dec. 3 (Thursday)
Continue the individual presentations ad then we will assess and compare the different immigrant experiences you have studied.

Dec. 8 (Tues.)
Discuss the Reflections Papers on the experiential Learning and tutoring projects

Dec. 10 (Thurs.) = Final Class = Debate on Allowing Syrian Immigrants to Come to the US to Live: Class will divide into 2 sides, one side will be Pro-Immigration and the other side will be Anti-immigration. You will choose your sides on the class before the debate. Final In Class Assessment; New Bubble Map