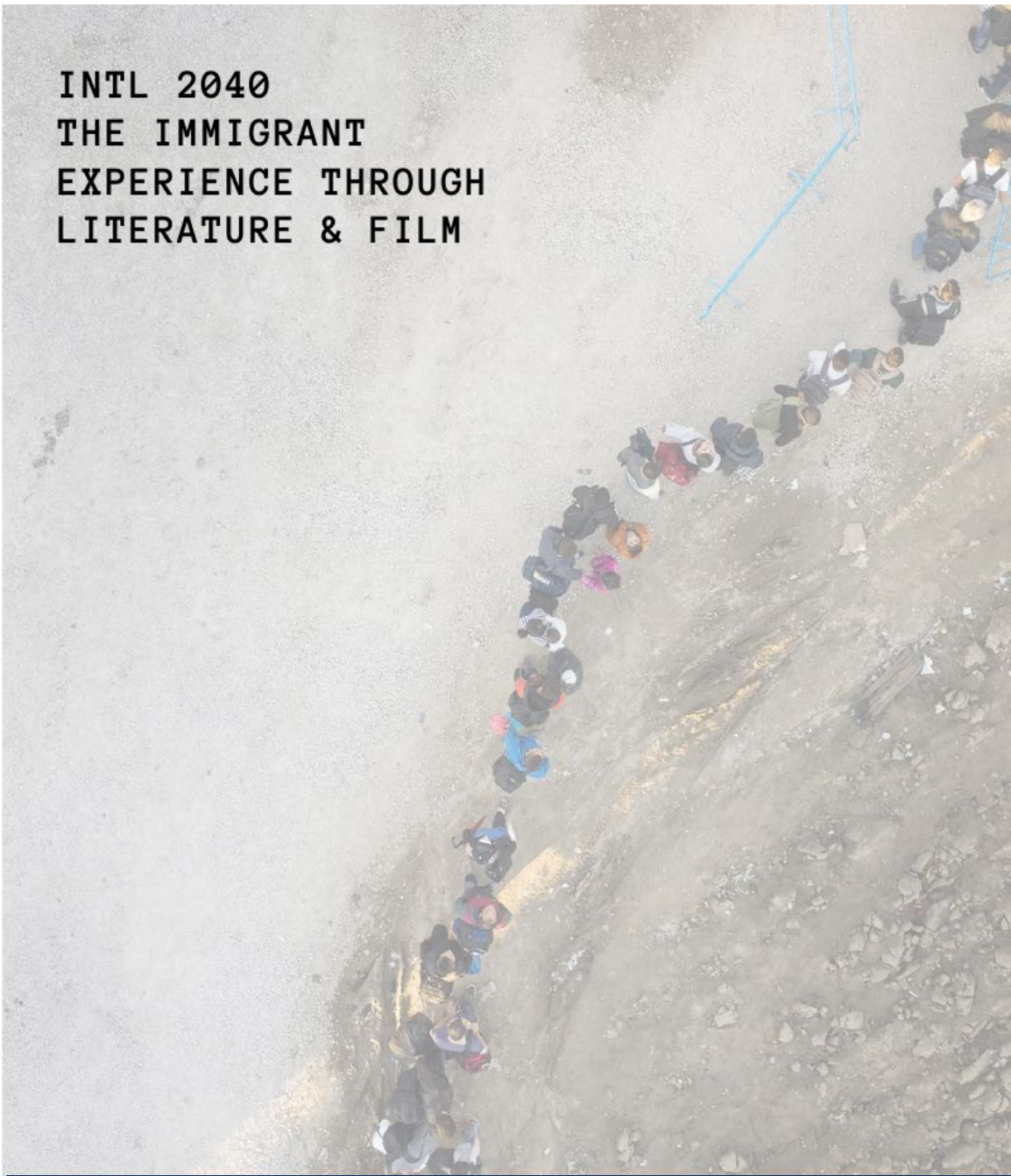


**INTL 2040
THE IMMIGRANT
EXPERIENCE THROUGH
LITERATURE & FILM**



INTL 2040: The Immigrant Experience Through Literature & Film

Course Description: A study of human issues linked to immigration through literature and film: cultural identity, prejudice, racism, multiculturalism. The US experience will be framed in the perspective of human migration and globalization.

Required texts:

This is an OER, All readings and film can be found on our class Canvas site.

Course Learning Outcomes:

By the end of the course students will be able to do the following:

1. Students will engage in the humanistic tradition of questioning and exploring the human experience as it relates to immigration -- spotlighting the central role that values play in perceiving and understanding the meaning(s) of human experience -- through close reading, comprehension, interpretation, and analysis of a variety of texts, poems, plays, stories, speeches, paintings, musical compositions, film, etc.
2. Students will develop skills to communicate effectively. By centering the acquisition of critical literacies for reading, writing, speaking, listening, and visual understanding, students will apply their analyses in specified contexts and modalities: effectively organizing and presenting ideas and information visually, orally, and in writing.
3. Students will development skills to engage with diverse groups and individuals in order to: produce professional work; interact competently across cultures; articulate understanding and appreciation of human differences; act in accordance with standards of professionalism and civility.
4. Students will demonstrate the ability to think independently, analytically, critically, and creatively about the products of culture and the information they contain: Identifying, analyzing and evaluating arguments as they occur in their own and others' work; analyzing similarities and differences among values of diverse cultures, contexts, and artistic products; and making connections across disciplines.
5. Students will participate in projects which incorporate both individual and group assessment, including a semester-long group project aligned with course themes and engaging students to explore the political, historical, economic or sociological aspects of immigration; with a central focus on solutions-based learning and community engagement.

The Classroom as Community

The department of Humanities, Language, and Culture (HuLa) supports learning in an increasingly diverse community. This diversity is a source of intellectual enrichment. In an academic community all viewpoints will be and should be critically interrogated. HuLa fosters the free exchange of ideas in an atmosphere of mutual respect and seeks to provide the necessary conditions for effective learning.

Course Graded Work

Class Assignments (40%)

A Critical Film Watcher's Reflection Essay

This assignment asks you to utilize the tools of critically analyzing films, which we discussed in the previous class, applying those tools to your viewing of our first film of the semester, *For Sama*. See Canvas instructions.

Photo Essay

In this assignment, you will relate what you have learned so far about concepts of "Home" and "Journey" by selecting a photograph (personal or stock) and responding to questions I have provided in the Canvas instructions.

Cultural Artifacts Assignment

For this assignment, you will be choosing an artifact that is representative of your cultural experience. Detailed instructions can be found on Canvas, but generally speaking, you will be describing the connections between the artifact and your heritage, your journeys, your identities, and more. You will be drawing on knowledge and skills you've developed in the first several weeks. For this assignment, expect to be digging into (aka researching) your own story, your own history.

Undergraduate Research Assignment

For this assignment, you will choose an immigration issue that you would like to research. You will be carrying out specific research tasks that are described in the Canvas instructions, including identifying academic and other sources; summarizing significant moments in policy, history, first-hand narratives, etc.; and creating a 300-word abstract for a paper that you would like to write on this topic.

Current Immigration Matters in U.S. Politics Assignment

For this assignment, you will be researching and analyzing the current political climate regarding immigration, by focusing on one or two key policy/political initiatives. What are specific immigration issues dominating politics? What are the narratives and competing narratives? Where do the candidates stand in relation to immigration initiatives and policies you've chosen? This is a 3-5 page paper. For more details, see Canvas instructions.

Policy Article Analysis

For this assignment, you will be digging deeper into one of the policies we've encountered in our class meetings, by researching and identifying at least one scholarly article about your chosen policy and analyzing its arguments and implications, as well as how it relates to major class themes and concepts this semester. Your analysis will include an assessment and reflection regarding at least 2 consequences of this proposed policy or event.

Signature Assignment: Incommensurability Problem (15%)

Your signature assignment for this course will encourage you to become a civically minded learner and will help you to understand your role and power in addressing some of the most pressing global issues of our time. Details of the assignment can be found on Canvas, but some of the specific elements of this Signature Assignment will have you:

- Identify an immigration issue you want to address; this could be labor, family separation, intercountry adoption - anything we have looked at this semester. This will likely include additional research to understand not only the issue generally, but also how it manifests in the local arena.
- “Shrink the Change”: Identify a civic engagement activity you have completed or will complete which would address this issue locally, while connecting to its global dimensions.
- Compose a 3-5 page paper, analyzing the issue and engaged activity, applying concepts, principles and tools of analysis from course materials this term.

Signature Assignment: ePortfolio (5%)

At the end of the semester, you will be uploading your Incommensurability Problem Paper, an essay in which you reflect on the learning experiences in this class, and how they connect with your other classes, educational goals and/or civic life. Further instructions on how to complete and submit your ePortfolio are available on Canvas.

Class Group Project (30%)

Class Project Phase 1: Discussion Response

This is the first assignment in the Semester-Long Class Project. Summarize the primary ideas that arose from your class discussion about our semester-long project. Brainstorm how you might best contribute to the project, and what you learning experiences you think this event would provide for participants and community members. Aim to arrive at a list of 3-4 “learning outcomes” for this event. See Canvas instructions for more information.

Class Project Phase 2: Outlining Your Role in the Class Project

For this assignment you will explain which committee you are on for the class project, why you chose it, and what you think you will bring to this committee. As part of this reflective essay, you will be identifying your own strengths and weaknesses as a project participant, as well as addressing a number of other prompts I have provided in the Canvas instructions.

Class Project Phase 3: Individual Work

For this assignment, you will be submitting your contribution to the installation class project. Full instructions are on Canvas, but in a nutshell, you will be creating a gallery-artifact for the class installation project, and explaining the significance of that artifact for exemplifying, illuminating and analyzing your own story and the work you’ve done in the previous steps of this project. This assignment has two components to submit: the artifact itself (via photo or video, etc.) and an accompanying analysis of your artifact, applying the concepts and skills of our units so far.

Class Project Event: Installation Event Kick Off

For this graded element of the class, you will be attending the kick off event for the Class Project, “How We Left Home.” See Canvas for more information on how points are earned for this element, but generally speaking, your grade here will be based on your attendance, including your involvement in set-up or take-down, and in general your participation and engagement in the event.

Class Project Final Element: Final Reflective Essay on Experiential Learning

For this assignment, you will be asked to reflect on your participation and discoveries/insights/knowledges that came out of your semester-long engagement with the “How We Left Home” Installation Project. Full instructions and prompt questions are available on Canvas, but one additional element for this assignment will include a general evaluation and analysis of the value of experiential learning.

Participation (10%)

This score is based on considerations such as: in-class discussion participation, preparedness, attendance, contributions, online page-views and page-interactions, respectfulness, and general engagement.

Grading

Grades will be calculated according to how many points you receive out of the total points possible in the course according to the following scale:

93%-100% = A

73%-77% = C

90%-92% = A-

70%-72% = C-

88%-89% = B+

68%-69% = D+

83%-87% = B

63%-67% = D

80%-82% = B-

60%-62% = D-

78%-79% = C+

<60% = E (which stands for Failing)

Class Schedule and Due Dates

	Theme	Course Readings	Course Films	Major Assignments
Week 1 August 20th & 22nd	Intro to Course:	Course Syllabus, International Studies, IG designation, Signature Assignment and Gen Ed, Course organization	<i>Video Clip: Seven Ways to Watch Films more Critically</i> <i>For Sama</i>	Finish Watching For Sama https://www.pbs.org/wgbh/frontline/documentary/for-sama/
Week 2 August 27th & 29th	Concepts of Home, Leaving Home	<ul style="list-style-type: none"> • Tim Arevalo and Chia-Ti Chiu, "Home" 		<i>Sama</i>, A Critical Film Watcher's Reflection essay due
Week 3 September 3rd & 5th	Journey: Identity	<ul style="list-style-type: none"> • Richard Blanco, "Mother Country" • Jhumpa Lahiri, "My Two Lives" 	<i>Brooklyn</i>	
Week 4 September 10th & 12th	The "Other"	<ul style="list-style-type: none"> • Mae Ngai, "The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law" from <i>"Impossible Subjects, Illegal Aliens, and the Making of Modern America,"</i> 	<i>Amreeka</i>	Photo Essay Due
Week 5 September 17th & 19th	Case Study: Muslims in America & Migration	<ul style="list-style-type: none"> • Sam Haselby, "Muslims of Early America" • Fatimah Asghar, "On Loneliness," from <i>The Good Immigrant</i> 	<i>The Visitor</i>	Class Project: Outline and Individual Role Agreement Due
Week 6 September 24th & 26th	Case Study: Latinos in America & Migration (Visiting Speaker: Ciriac)	The Silenced American Podcast: Ciriac	<i>Your Fellow Americans</i> PBS Series Caudillo Family episodes <ul style="list-style-type: none"> • <i>Immigrant Opportunities</i> • <i>Lost Heritage</i> • <i>Latino Hatred</i> • <i>The American Dream</i> 	(working on class project individual contribution)
Week 7 October 1st & 3rd	Perilous Journeys: Displaced People, Refugees & Asylum Seekers	Khaled Hosseini, <i>The Sea Prayer</i> Melissa Fleming, "All That is Left is the Sea," from <i>A Hope More Powerful than the Sea</i>	<i>Human Flow</i> Additional Video Clips: <i>Let me In: We Are Here</i>	Cultural Artifacts Assignment Due

			<i>Mandy Patinkin: Syrian Refugees</i>	
Week 8 October 8th & 10th	Labor & Migration	Woody Guthrie, "Plane Wreck at Los Gatos" (aka "Deportee")	<i>Food Chains Dolores Cesar Chavez</i>	Class Project: Submission of Individual Work
Week 9 October 15th & 17th	Tuesday Class Only			No Thursday Class for Fall Break!
Week 10 October 22nd & 24th	Problematizing Race & Rescue: Inter-Country Adoption	Doris Marie Provine, "Institutional Racism in Enforcing Immigration Law" Richard Tesler, Mia Tuan & Jiann Bin Lee Shiao, "The Many Faces of International Adoption"	<i>Lion First-Person Plural</i>	ePortfolio link Due
Week 11 October 29th & 31st	Concepts of Legality: Families	Juan Felipe Herrera, "Everyday We Get More Illegal" Reed Johnson, "La Santa Cecilia's New Single 'El Hielo' (ICE) is Cool Take on Immigration Law"	<i>Torn Apart Series: Separated at the Border, (and other episodes) Video Clip: La Santa Cecilia, "ICE - El Hielo" Crossing Over</i>	Know Your Candidates Assignment Due
Week 12 November 5th & 7th	Immigration Through Marriage	Jamaica Kincaid, "Girl"	<i>Love Me</i>	(working on research project)
Week 13 November 12th & 14th	Gender & Migration	Division for the Advancement of Women, Department of Economic and Social Affairs, United Nations, "Women and International Migration"	<i>Joy Real Women Have Curves Saint Judy</i>	Current Immigration matters in U.S. Politics Assignment Due
Week 14 November 19th & 21st	Queer Migration	Abdellah Taia, <i>Salvation Army</i> (excerpt) National Archives, Pieces of History, "Immigrating While Queer: Part 1"	<i>And Breathe Normally LGBTQIA+ Stories: What It's Like to be an LGBT Asylum Seeker A Gay Russian's Asylum Seeker Struggle in America</i>	Class Project Event Kick Off
Week 15 November 26th & 28th	Immigration Policy	BallotPedia, Policy Change Reports 2016-present, including: "SCOTUS Allows Public Charge Rule to Take Effect" "Senate Rejects Four Immigration Reform Proposals"	HO Thursday Class. Happy Thanksgiving/Day of Mourning	Policy Article Analysis Due Student Presentations
Week 16 December 3rd & 5th	Forced Migration	Karrie Fransman, "Over, Under, Sideways, Down"	<i>Amistad Beasts of No Nation Born in Syria</i>	Class Project: Final Reflective Essay on Experiential Learning
				Signature Assignment: Incommensurability Problem

Gen Ed Statement

This course is part of the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants. You will also explore a wide variety of topics with an eye toward discovering new interests and uncovering new talents.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life. General Education courses focus on communication, creativity, and critical thinking skills and along with the substance of the course's information, an appreciation of the esthetics of the area of study and its connection to the larger social web.

The ePortfolio Statement

Each student in General Education courses at SLCC will maintain a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio.

Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience.

There is now an ePortfolio Channel on the Student Tab (scroll to the bottom) of MyPage. You need to put the URL for your ePortfolio's Welcome Page into the ePortfolio channel. By doing so, this will associate that URL with your name and S# in Banner, and therefore into my summary class list so I can easily access your page! For detailed information including a Student ePortfolio Handbook, video tutorials for each ePortfolio platform, classes, locations and times of free workshops and other in-person help, visit www.slcc.edu/gened/eportfolio.

Important Dates

Last Day to Add a Class: August 28th

Last Day to Drop with 100% refund: September 10th

Last Day to Withdraw Without a Refund: October 22nd

Holidays: Labor Day: Monday, September 2nd Fall Break: Thursday & Friday, October 17th & 18th
November 27th – 30th Thanksgiving / National Day of Mourning

Last Day of Class: Thursday, December 5th

Reading Day: Friday, December 6th

Finals Week: December 9th - 12th

**FOR ALL OTHER POLICIES AND INFORMATION PLEASE SEE THE SYLLABUS TAB,
INSTITUTIONAL SYLLABUS TAB, AND SIMPLE SYLLABUS TAB ON OUR CLASS
CANVAS PAGE**