Geography 304: Migrations & Mosaics
Course Syllabus
Fall 2008

Instructor: Dr. Joy Adams, Assistant Professor, Department of Geography
Office location: Founders Hall 133
Office hours: T/Th 3:30-4:30 and by appointment
Office phone: 826-4976
Email: joy@humboldt.edu (preferred method of communication)

Class meetings: T/Th 2:00-3:20 pm in FH 111

Catalog course description:
Role of international and internal migrations in shaping American population and society. Full range of ethnic mosaics resulting from the mixing and clashing of diverse cultures. Put own lifeline in national perspective.

- Most students will enroll for 3 units. Geography majors enroll for 4 units, with extra class assignments. Optional 4 units for others.
- This course fulfills GE Area D and Diversity and Common Ground (Domestic) requirements.
- There are no pre-requisites for this course.
- Students must earn a minimum grade of C- in all courses counting toward a major in Geography.

Course overview:
In the year 2000, nearly 8% of the world’s people were estimated to be living outside of their country of birth and about 1 in 10 Americans had been born outside the United States. Therefore, immigration continues to play a profound role in shaping cultural geographies at global, national, and local scales. Its effects are particularly evident in “settler societies” such as the United States and Canada. In this class, we will examine historical and current trends in international migration and their impacts on the cultural geography of the U.S. In addition to introducing students to key concepts employed in the study of migration and ethnicity, we will explore topics such as ethnic regions and their development, ethnic and race relations, immigration’s impacts on the economy and American national identity, immigration policy, and the construction and evolution of ethnic and racial identities. Students will apply material covered in lectures and assigned readings by independently researching and writing about their families’ migration histories.

Required materials, textbooks, and supplemental resources (available at HSU Bookstore):

- There is no required text for students enrolled for three credit hours. Assigned readings will be posted on ONCORES and/or Moodle.
- A course journal (to be kept separate from your lecture notes), such as a small spiral notebook or composition book
- Copies of assigned readings, with your notes, should be brought to class meetings to facilitate discussion. Course readings will be posted on the ONCORES (e-reserve) system.
- Eight Scantron forms (No. 2052) and a No. 2 pencil for readiness assessments and exams
- Portable media storage for saving “back-up” copies of all work submitted (such as a Flash drive, memory stick, or CD-ROMs)

Comment [JA1]: We wish to thank Dr. Joy Adams, formerly of Humboldt State University, for permission to use her syllabus as a model.

Comment [JA2]: "GE Area D" refers to institutional learning outcomes for "Social Science."
"Diversity and Common Ground (DCG)" refers to institutional learning outcomes regarding diverse cultural experiences, identities and how differential privilege and power are organized. The “DCG-domestic” designation reflects that course content is "focused within the boundaries of the United States."

Comment [JA3]: Reading list draws from diverse authors, including primary, secondary, and tertiary sources, as well as a range of disciplines to integrate the following suggested learning outcomes:

2.1: Students will engage critical thinking and academic research skills to investigate and refute possible bias, error, and faulty argumentation in discussions of diversity.
2.2: Students will evaluate divergent views on diversity and discuss the implications of competing perspectives, interpretations, and methods of analysis.
Learning outcomes:

Students who successfully complete this course will:

- Develop an appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints. [HSU Outcome]
- Demonstrate knowledge of and ability to apply discipline-specific vocabulary. (GE Area D)
- Demonstrate their knowledge of how social change affects human experiences including (but not limited to) experiences of women and people of color. [GE Area D]
- Demonstrate the interrelationship of four of the core “organizing principles” of the social sciences. (GE Area D)
- Explore and evaluate concrete examples of their own cultural heritage in relation to others [DCG]
- Comprehend the diversity of knowledge, experiences, values, world views, traditions and achievements represented by the cultures of the United States and/or beyond, and to understand some of the significant ways in which those cultures have interacted with one another [DCG]
- Evaluate the complexity and fluidity of social identities, particularly with respect to the intersections of class, ethnicity, disability, gender, nationality, and so on [DCG]
- Understand how cultural differences and identities founded in such categories as age, race, sexuality and so on are produced and perpetuated through a variety of social, cultural, and disciplinary discourses (e.g., literature, popular culture, science, law, etc.) [DCG]
- Understand the impact of human migration on physical and human systems. (GEOG)
- Understand contemporary issues in the context of spatial and environmental perspectives. (GEOG)

Class format:

This is a discussion-centered course, which will incorporate elements of Team-Based Learning (TBL). The success of class meetings and activities depends upon your informed participation. Class periods will involve some combination of small and large group discussion, lecture, in-class writing, reading quizzes, and film screenings.

Hours outside of class required for course preparation:

According to University guidelines, “In general, it is expected that the successful student will spend two hours of preparation per week for each unit earned” (Humboldt State University Catalog 2007-2008, p. 43). For a 3-unit course, this means you will need to spend at least 6 hours per week outside of class on assignments if you plan to pass this course. The four-unit option will require a minimum of eight hours per week. Spending 6-8 hours per week studying and preparing for this course does not guarantee a passing grade, nor does it guarantee any particular letter grade.

Grade reporting:

Grades for assignments and exams will be posted on Moodle. Final course grades will be based on the following scale (out of 600 or 750 possible points, depending on the number of units). All grades will be rounded to the nearest percentage point:

- A: 94-100%  B+: 80-82%  D+: 67-69%
- A-: 90-93%  C+: 77-79%  D: 60-66%
- B+: 87-89%  C: 73-76%  F: 59% or lower
- B: 83-86%  C-: 70-72%

Per University guidelines, institutional learning outcomes must be presented verbatim. While the wording may differ, we have noted where these outcomes connect to the “sample learning outcomes to enhance diversity in geography education.” (see notes below)

Comment [JA4]: Per University guidelines, institutional learning outcomes must be presented verbatim. While the wording may differ, we have noted where these outcomes connect to the “sample learning outcomes to enhance diversity in geography education.” (see notes below)

Comment [JA5]: Reflects sample learning outcomes:
- 2.3: Students will participate in activities and experiences that can enhance their cultural competence.
- 2.4: Students will demonstrate skills in cross-cultural communication (including oral, written, and/or graphical modes) and in collaboration within diverse work groups.
- 4.1: Students will demonstrate familiarity with geographical works by authors of diverse backgrounds.
- 4.2: Students will engage with a variety of perspectives in classroom activities and in assigned coursework.

Comment [JA6]: Reflects sample learning outcome 1.2: Students will explain how social and cultural systems develop in response to varying geographical, environmental, and historical circumstances.

Comment [JA7]: Reflects sample learning outcome 3.1: Students will articulate differences and similarities between one’s own culture and other cultures, at a variety of geographic scales (local, regional, global).

Comment [JA8]: Reflects sample learning outcomes:
- 1.3: Students will articulate differences and similarities between one’s own culture and other cultures, at a variety of geographic scales (local, regional, global).

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Comment [JA10]: Reflects sample learning outcomes:
- 1.2: Students will demonstrate skills in cross-cultural communication (including oral, written, and/or graphical modes) and in collaboration within diverse work groups.
- 2.2: Students will evaluate divergent views on diversity and discuss the implications of competing perspectives, interpretations, and methods of analysis.
In my classes, grades are not “given” – they are earned. If you want to achieve a certain grade, plan your approach to the class accordingly. If you have any questions or concerns about your performance in the class, you should see me during my office hours as soon as you have a concern. Final course grades are non-negotiable!

**Assignments:**

- **Class participation journal (100 points):** Students will be expected to attend class regularly and occasionally complete brief in-class exercises or free-writing. Points for each activity will vary and will be awarded based on the quality and completeness of the individual student’s response. I will also consider each student’s consistency of participation and improvement over the semester when calculating final scores for this portion of the course grade. Therefore, it is important to consistently record your class participation activities in your journal rather than on loose sheets of paper throughout the term. The journal will also be a valuable resource as you work on your final papers and prepare for exams.

  In-class participation activities may **not** be made up, regardless of the reason for the absence. Infrequent absences will not adversely affect this portion of your grade as a few scores will be dropped. Students with extended or frequent excused absences may request an alternate assignment, subject to the instructor’s approval with submission of appropriate documentation.

- **Midterm and final exams (100 points each, 200 points total):** Multiple-choice exams will be administered on Scantron forms. Students should expect questions focusing on key terms and concepts; assigned maps (posted on-line); and content from lectures, readings, and audiovisual materials used in class.

- **Personal migration history paper (150 points):** Over the course of the semester, students will compose a 10-15 page paper that traces their migration history. The migration history should be analyzed in light of key concepts and terms and placed within the context of major international and internal migration trends discussed in class. Complete instructions and a grading rubric will be posted on the Moodle course site.

- **Readiness assessments (100 points):** I will administer “readiness assessments” prior to the beginning of each major unit of study (approximately six times during the semester). The dates of the quizzes will be announced at least one week in advance. Students will begin each assessment by the quiz on their own, after which they will retake the same quiz cooperatively with their assigned learning team. The individual and group scores will then be averaged to determine this portion of the student’s grade. This instructional method has been proven to boost student learning, increase engagement, and result in higher course grades for both high-performing and struggling students (Michaelsen et al.2004)!

- **Peer evaluations (50 points):** One of the goals of Team-Based Learning is to encourage student accountability and responsibility for their and their team’s success in the course. Students will have the opportunity to assess their team members at the end of the semester, based on their preparation for readiness assessments, contributions to small-group and full-class discussions, participation in online activities, etc.

- **Extra-credit option (up to 5% of possible course points):** Students will have the opportunity to complete a book or film review on a work related to American ethnic geography. Details of the assignment will be posted on the Moodle course site.
For students seeking four units of credit (required for ALL Geography majors; optional for others):

- **Extension and application assignment (150 points):** Students will complete a migration-related project on the HSU Book of the Year, Octavia Butler’s *Parable of the Sower*, or they may choose to participate in an off-campus field trip (details and dates TBD – see Moodle for the latest details).

**Policies on make-up exams and late papers:**

All assignments are due at the beginning of class on the due date. Unless otherwise specified, handwritten or electronic submissions will not be accepted under any circumstances. Reading quizzes cannot be made up. Late assignments turned in anytime after the beginning of class on the due date (a 15-minute grace period will be honored) up to the beginning of the next class period will receive a 15% point penalty. After that, late assignments will not be accepted for credit.

Late assignments will only be accepted without penalty in the event of an unavoidable, excused absence (serious illness, family emergency, University-sponsored activity, or religious holiday). In the event of an unexpected absence, you must provide hard-copy documentation of the reason for your absence within one week following your return to campus. Documentation of absences due to religious observances or University activities must be provided at least one class period in advance of the absence, and assignments must be submitted on or before the scheduled due date.

Make-up exams will only be administered in the event of an unavoidable, excused absence (serious illness, family emergency, University-sponsored activity, or religious holiday). Whenever possible, you should notify me in advance of your absence. You must provide hard-copy documentation of the reason for your absence within one week of the test date for illness or emergency situations. Documentation of absences due to religious observances or University activities must be provided at least one week in advance of the missed exam.

**Classroom conduct:**

- Regular attendance is critical to success in this course, as students will be responsible for all information presented in lectures (including audiovisual presentations) as well as material in the required text and assigned readings. Furthermore, students must be present in order to complete participation activities, which will contribute to their final grade in the course. If you have to miss a class, please make arrangements to get the notes from a classmate. To ensure fairness to all students, I do not share my lecture notes.

- Students are expected to be prepared for each class, having read and reflected on assigned materials and previous lecture material.

- Please arrive on time for lecture. Tardiness is disruptive to the instructor as well as other students. Students will not be allowed to make up participation exercises missed due to tardiness. All assignments are due at the beginning of class on the due date.

- Please turn off cell phones and refrain from disruptive behavior. Disruptive behavior includes reading outside materials, text messaging, sleeping, and eating during class as I find these activities to be distracting while I am lecturing. Violators may be asked to leave the lecture hall.

- Students are expected to be respectful and courteous to one another and to the instructor. Abusive or threatening language and/or behavior will not be tolerated.

- During exam periods, students may not leave the classroom until they have handed in their tests. Students should arrive on time for each exam. In order to ensure the integrity of the exam, once a student has completed the test and left the classroom, no more exams will be administered to late arrivals.
♦ Students should retain copies of all work submitted, as well as graded and returned assignments, until the end of the semester. In rare instances, a paper may be misplaced or a grade inaccurately recorded. Retaining these materials will ensure that any problems can be quickly corrected without penalty to the student.

Disruptive behavior:
According to HSU policy, “any student who has neglected the work of the course or is disruptive to the educational process may be excluded from a course. . . . Disruptive student behavior in the classroom is defined as behavior which interrupts, obstructs, or inhibits the teaching and learning process. The faculty member determines what is disruptive and has a duty to terminate it. Disruptive behavior may take many forms: persistent questioning, incoherent comments, verbal attacks, unrecognized speaking out, incessant arguing, intimidating shouting, and inappropriate gestures. . . . Faculty also have the authority and responsibility to establish rules to maintain order, and to eject students from the course temporarily for violation of the rules or misconduct.” For more information, visit the following website: [http://studentaffairs.humboldt.edu/judicial/attendance_behavior.php].

Course communication:
I strive to create an atmosphere in which students feel welcome to ask questions, both inside and outside the classroom, and to share their feedback or suggestions about the course. Please feel free to raise questions at any time during the class period, in my office hours, or outside of class via email. When emailing, please understand that I am not always available to respond to messages immediately, so try to contact me at least 24 hours before a response is needed. Because I often work from home, you are likely to get a quicker response from an email message than from a voice mail message.

Grades and other course-related information will be posted on the university’s Moodle system. Please visit the course site regularly as I will be posting important announcements, due dates, assignment instructions, lecture outlines, and other supplemental materials.

Occasionally, I need to email the class or select students with important information about the course. I will only email you at the “preferred” email address you registered with HSU. Therefore, it is imperative that you maintain this account (i.e., clear out old messages to ensure your mailbox does not get full) and check it frequently.

Academic dishonesty:
All members of the academic community are responsible for supporting intellectual freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education. All cases of academic dishonesty, including plagiarism and cheating, will be handled in accordance with University policy. University guidelines regarding academic honesty and sanctions for violations can be accessed at the following website: [http://www.humboldt.edu/~studaff/judicial/academic_honesty.php].

I encourage you to discuss materials with your classmates and to comment on and respond to one another’s work, but most assignments for this course will be completed on an individual basis. If you are unsure what constitutes plagiarism or other forms of academic dishonesty, please feel free to talk to me about it (preferably before turning in an assignment). Per University regulations, ignorance of the policy is not an acceptable excuse for failure to comply with the guidelines. If you plagiarize in this course, you will automatically fail the assignment and, in certain cases, the course. Consequently, you may be subject to further disciplinary action, such as special counseling, dismissal from certain programs.
and organizations, and academic probation, suspension, or expulsion. If you are having difficulty completing an assignment on time and through honest means, please come talk to me before resorting to plagiarism. For a free on-line tutorial about what plagiarism is and how to avoid it, visit the following website: [http://library.humboldt.edu/researchroadmap/ethics/ethics00.html].

**Dropping the course and “incompletes”:**

A final grade of “incomplete” (“I”) is only appropriate when 1) a student has completed a substantial portion of the required coursework; 2) completion of outstanding coursework has been delayed by unforeseen and unavoidable circumstances; and 3) the student has reasonable prospects for passing the course upon completion of the remaining work. Revised due dates are negotiated by the student and instructor. Please be advised that the “I” designation is temporary: After one year, an unresolved “I” automatically converts to a final grade of “F” on your transcript.

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Students may drop courses at their discretion anytime prior to 5:00 pm on September 22, 2008. Dropping the course after this date is only appropriate when the student has a “serious and compelling reason” for doing so, due to circumstances beyond the student's control. To receive an “authorized withdrawal” (grade of “W” and no academic penalty) after the official drop date requires instructor and departmental approval, and **you must be passing the course**. Otherwise, you will be assigned a grade of “WU” (unauthorized withdrawal), which is equivalent to a grade of “F” when calculating your overall grade point average.

The above information is provided by your instructor as a courtesy: Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. More information is available online at: [http://www.humboldt.edu/~reg/registrations/schedajust.html].

**Sexual harassment:**

Sexual harassment, both between students, or between a student and a faculty member, is illegal and will not be tolerated in the classroom or outside of class. HSU defines sexual harassment as “unwelcome conduct of a sexual nature,” which may be blatant or subtle. For a detailed description of and HSU’s complete policy on sexual harassment, see the following website: [http://studentaffairs.humboldt.edu/judicial/sex_assult.php].

**Accommodations for students with special needs:**

If you have special needs and are (or think you may be) eligible for disability-related accommodation, please contact me as soon as possible in the semester to discuss the necessary accommodations to facilitate your participation and performance in the classroom. Our campus Student Disability Resource Center (SDRC) can assist you with determining eligibility for accommodations and obtaining necessary resources to meet your needs. For more information, go to the following website: [http://www.humboldt.edu/~sdrc/index.html].

**Emergency procedures:**

Please review the evacuation plan for our classroom. Plans are posted on orange signs in each classroom. In each classroom or lab, identify the exit(s). Take note of alternate exits including doors and windows. Additional information on campus emergency procedures is available online at: [http://studentaffairs.humboldt.edu/emergencyops/campus_emergency_preparedness.php]. In the event of an emergency, information on campus conditions is available by calling 707-826-INFO or by visiting the following website: [http://www.humboldt.edu/emergency].
Course calendar *(tentative, subject to change with fair notice)*

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<th>Week of</th>
<th>Topic</th>
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| Aug. 25 | Welcome and course organization  
Introduction |
|         | **Unit 1: Key concepts in ethnic geography/ethnic studies** |
| Sept. 1 | Key concepts in ethnic geography |
| Sept. 8 | Ethnicity and “race”  
Human origins and migration |
| Sept. 15 | Race as a social construct |
| Sept. 22 | Why race still matters |
| Sept. 29 | Mapping American ethnic groups |
|         | **Unit 2: Historical geography of immigration and settlement in the U.S.** |
| Oct. 6 | Indigenous Americans and colonial encounters |
| Oct. 13 | The "old stock" Americans |
| Oct. 20 | The “new immigrants” of the 19th century |
| Oct. 27 | **Midterm exam**  
Exclusion, restriction, and expulsion |
| Nov. 3 | The immigration “bust” |
|         | **Unit 3: Contemporary American ethnic geographies** |
| Nov. 10 | The “fourth wave”: Contemporary patterns of immigration and settlement |
| Nov. 17 | Ethnic regions at macro-, meso-, and micro-scales  
Extension/application assignments due |
| Nov. 24 | *Thanksgiving holiday – Classes do not meet* |
| Dec. 1 | Trends and implications  
Peer evaluations due  
Final papers due Dec. 3 |
| Dec. 8 | Geographies of language and religion  
Course journals due for final evaluation Dec. 8 |
| Thurs., Dec. 18  
3:00-4:50 pm | **Final exam** |