**CCS 300 Experiencing Bordertowns: Immigration Issues Up Close**

**Spring 2017**

**Meets Wednesdays: 12:00 to 1:10 P.M.**

**Jan 25, Feb 8, 22, March 8, 29, April 12, 26**

**Experience is Monday May 15 to Saturday May 20, 2017**

***Immersion does not require a Passport***

**Location: Berg 104**

**Professor:** Jennifer Huck  
**Email:** jhuck@carrollu.edu  
**Phone:** 262.524.7169  
**Office:** Tikalsky House #203  
**Office Hours:** Tuesdays 12:00 p.m. to 2:00 p.m.  
Wednesdays 9:30 a.m. to 11:30 a.m.  
Other times by appointment

**Immersion Help:** Jon Gordon  
**Email:** jgordon@carrollu.edu

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**Catalog Description:**

The Cross-Cultural Experience is a signature component of Carroll’s General Education curriculum, which is characterized by an integrating theme of culture and a requirement for domestic or international cross-cultural experience. This experience challenges students to apply classroom-based examinations of cultural difference and to interact with cultures other than their own in an off-campus setting.

Immigration issues between the U.S. and Mexico are not just legal issues, they are cultural issues. Borderlinks is a bi-national non-profit organization in Tucson, Arizona that leads educational delegations in the exploration of border issues. The organization prides itself on providing a 360 degree view of border and immigration issues. Delegations have opportunities to meet with multiple non-profits and service agencies dedicated to the needs of migrants as well as Border Patrol, artists, leaders of local native nations and many others. Each delegation works with Borderlinks to prepare an itinerary that meets their needs. This course will investigate the cultural similarities and differences in mainstream U.S. and Mexican culture. The primary focus will be on border towns as cross-cultural experiences themselves given the primacy that immigration issues play in the everyday lives of these regions.

**Immersion** – The Borderlinks delegation participants take part in experiential teaching/learning exercises. Borderlinks educational programs are designed around the philosophy SEE, THINK, ACT. Borderlinks believes See, Think, Act creates dialogue as a way of solving problems, recognizing that we are all teachers and learners. Borderlinks delegation members meet and interact with a variety of people and organizations who represent both sides of the immigration issue. The delegation experience sensitizes the participant to the human element of the immigration issue through an increased ability to relate, communicate and work across cultural boundaries.

We will receive an itinerary from Borderlinks prior to our immersion experience. We will travel on May 15 and May 20 via plane using the Milwaukee Airport. You will need to secure transportation to/from Milwaukee Airport. Once tickets are purchased, you will know the schedule.

*** We will not be traveling into Mexico. We do not need a passport. ***
**Course Learning Objectives:**

Upon completion of the Cross-Cultural Experience, students will be able to:

1. Analyze similarities and differences between their own culture and a different culture.
2. Demonstrate the ability to interact/communicate/work across cultural boundaries.
3. Relate the cross-cultural experience to their major/minor fields of study.

Upon completion of this specific course, students will have the resources to:

4. Recognize that immigration is not only a U.S. issue but a worldwide issue and identify the similarities and differences in U.S. and Mexican border issues. (CCE 1 and CCE 2)
5. Discuss immigration policy and enforcement. (CCE 1 and CCE 2)
6. Articulate the personal experience of immigration for both immigrants and citizens of border towns that includes a discussion about an area related to your major/minor field of study. (CCE 1, CCE 2, CCE 3)

**Required Course Materials:**

*Enrique’s Journey: The Story of a Boy’s Dangerous Odyssey to reunite with his Mother*
By Sonia Nazario

*Border Patrol Nation: Dispatches from the Front Lines of Homeland Security*
By Todd Miller

Other readings as assigned

Also helpful:

*Social & Cultural Anthropology: A Very Short Introduction*
by John Monaghan & Peter Just
Class Policies:

Attendance: You are expected to be in class to learn as I am expected to be there to teach. Meetings are mandatory as they help you prepare for the experience in a limited time frame. We meet Wednesdays from 12:00 p.m. to 1:10 p.m. in Berg 104. If you must miss due to an extreme emergency you must meet with me and you must develop a means to make-up the missed class time.

Late assignments: It is expected that all readings and assignments will be completed in a timely fashion. Late written assignments or in-class activities will not be accepted and will be assigned 0 points. Late is defined as not being turned in at the beginning of class on the due date.

Academic honesty: It is expected that you do your own work. I enforce the university policy and all students should be familiar with its terms as stated in the Student Handbook. Students are encouraged to discuss materials and information outside of class, however, do not plagiarize or copy another student’s work. If plagiarism is detected in any of your written assignments, you will receive a zero for that assignment and be reported to the Carroll review board.

Classroom civility: Creating an effective and pleasant learning environment requires cooperation, open minds, and willingness to learn. Remember to respond to ideas not people and to treat all with respect. Further, it is expected that you be engaged with the class experience. I do encourage you ask questions, make comments, and create discussions about this subject matter, as these processes are active learning tools. To show respect to the learning environment, your fellow students, and your professor, make sure your cell phone is off. If you are expecting a call due to an emergency, please let me know before class begins. I reserve the right to ask you to leave if you are being disrespectful.

My Obligations to Students: A classroom is an opportunity and commitment to learn and grow. As such, you can expect I will provide you with an open and trustworthy learning environment where discussions and questions are welcomed and anticipated. I will do my best to attend all classes and office hours. If class or office hours must be cancelled, I will contact you through email. I will return all work within one week of its due date and offer feedback and evaluation of your work.

Need for special arrangements: Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Marty Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 524-7335 or contacting her via e-mail at mbledsoe@carrollu.edu.

Right to modify course content: The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).
Course Requirements:

Reading (1, 4, 5) - The course requires you to be involved actively in the learning process by completing all assigned reading assignments. These assignments are crucial to the success of this course.

Participation (all objectives) - This course requires you to be at every meeting and the immersion experience. Participation includes the class time and immersion experience; mere attendance at these events earns you a D for participation. Your grade increases though your engagement and involvement with the activities as assigned to include discussions, reflections, meditations, speakers, learning activities, journal writing, and anything else deemed necessary for the progression of this experience. To earn an A you must appear attentive, eager, thoughtful, concerned, open-minded, and be willing to reflect and discuss the nuances of this topic during class time and the immersion experience. I will speak with you if I see any problems or concerns in you meeting this task. Participation is 60% of your grade.

The following is a helpful guide in earning participation points:

A = you engage in most classes/immersion most of the time in a productive manner. You come to class, take notes, actively learn, talk in large and small groups with meaningful information or points. You test out information and opinions and act as a leader of the classroom without being too overbearing. I can tell you know the information and are reading assignments. You do not use a cell phone.

B = somewhere between an A and C.

C = you engage in the class/immersion but are not always an active participant. You come to class, take notes, talk in large and small groups. You do what is required of you and meet the status quo. I can tell you know the information and are reading assignments. You tend to not use a cell phone.

D = somewhere between a C and F.

F = Miss classes/immersion experiences and are not actively involved in the learning process. Use a cell phone often. You are sometimes engaged in the small groups or large groups but to a degree where I question your preparedness.

“The true strength in our classroom lies in the collaboration of learners not in the knowledge of one expert”

(not sure who this is from but it is not original to me)
Journal (3, 5, 6) - You will be asked to write personal reflections and reading logs in a journal. These are to be hand-written and in a separate notebook or journal. You must bring this to class on the first meeting as we will begin using it. You will turn it in twice for me to look over it. I will grade it by looking at your reflections and seeing the type of work and effort you place in the writings. I will not be looking for content per se but that you attempt to wrestle with the ideas provided. This is 20% of your grade.

Reading Logs: For each chapter read, enter the following into your journal:

1. What is the main idea from the chapter?
2. What did this chapter make you think about? Explain
3. How did this chapter make you feel? Explain why
4. Connect this chapter to something from this class or another class

Reflection entries: These entries will be assigned by the professor through specific questions. In general the entries should be focused on the question, provide thoughtful ideas, demonstrate your preparedness for the course/immersion, show connection of ideas, and be detailed. Usually, a reflection should take 15-20 minutes to write (this does not include the thinking and planning and reflection time). Most reflections will occur outside of class time.

Final Reflection (all objectives) - Upon returning from the Borderlinks experience, you will use your journals, pictures, video clips, and memory to produce a video with a reflection on the topic of personal experiences of immigration for citizens and immigrants of border towns. This will be discussed in detail prior to the immersion experience. The reflection is 20% of your grade.

Grading:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Participation - class</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Participation - immersion</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Journal</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100%</strong></td>
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Grades will be assigned using the percentages below.

A  93-100  C  70-77
A/B 88-92  D  60-69
B  83-87  F  0-59
B/C 78-82

NOTE: Only work assigned by and submitted to the instructor of record will count toward the final grade.
CLASS SCHEDULE

What follows is the tentative schedule for the class. The dates are subject to change, depending on class progress and at the discretion of the instructor of record. Students who miss class are responsible for finding out whether schedule changes were announced.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 25</td>
<td>Intro to course and each other Personal Assessment</td>
<td>Journal Reflection</td>
</tr>
<tr>
<td>Feb 1</td>
<td>What is immigration</td>
<td>Prologue and Ch. 1 from <em>Enrique’s Journey</em></td>
</tr>
<tr>
<td>Feb 8</td>
<td>What is immigration</td>
<td>Bring two news articles about immigration</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Immigration and Media Sources</td>
<td>Journal Reflection</td>
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<tr>
<td>Feb 22</td>
<td>Immigration Viewpoints</td>
<td>Watch video - TBA</td>
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<tr>
<td>March 1</td>
<td>Immigration Policy</td>
<td><em>Border Patrol Nation</em> Ch. 4, 5</td>
</tr>
<tr>
<td>March 8</td>
<td>Immigration Policy</td>
<td><em>Border Patrol Nation</em> Ch. 6, 7</td>
</tr>
<tr>
<td>March 15</td>
<td>(Spring Break)</td>
<td>Turn in journal/pick-up before Spring break</td>
</tr>
<tr>
<td>March 22</td>
<td>Immigration and Political Climate</td>
<td><em>Border Patrol Nation</em> Ch. 8, 9</td>
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<tr>
<td>March 29</td>
<td>Immigration and Political Climate</td>
<td>Assess current trends in politics</td>
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<tr>
<td></td>
<td></td>
<td>Journal Reflection</td>
</tr>
<tr>
<td>April 5</td>
<td>Immigration and Humanitarianism</td>
<td><em>Enrique’s Journey</em> Ch. 2, 3</td>
</tr>
<tr>
<td>April 12</td>
<td>Immigration and Social Context Guest speaker??</td>
<td><em>Enrique’s Journey</em> Ch. 4, 5</td>
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<tr>
<td>April 19</td>
<td>Push and pull of immigration</td>
<td><em>Enrique’s Journey</em> Ch. 6, 7</td>
</tr>
<tr>
<td>April 26</td>
<td>Discuss Immersion final readiness</td>
<td>Turn in journal/pick-up before immersion</td>
</tr>
<tr>
<td>May 15 to 20, 2017</td>
<td>Immersion experience</td>
<td>Be ready for a difficult journey and exploration into immigration</td>
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<tr>
<td>May 31</td>
<td>Final reflection</td>
<td>Final reflection due Turn in journal</td>
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