

APPLICATION FOR SYLLABUS APPROVAL FOR CORE CURRICULUM COURSE

TESP 158: Immigration and Ethics

Date Submitted: October 27, 2009  
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Core Area or Requirement: RTC 3 and ELSJ  
\*New Course\*

Undergraduate Bulletin Description

TESP 158                      Immigration and Ethics

This course, which fulfills the RTC 3 and ELSJ requirements for the core curriculum, undertakes an interdisciplinary examination of contemporary immigration with a primary focus on the U.S. context. Texts from social scientific, legal, and policy perspectives frame the phenomenon of contemporary migration. Theological and philosophical texts, along with Arrupe placement experiences, illuminate ethical assessments of immigration practices. Special attention will be given to Christian anthropology and ethics as resources for analysis as well as the role of gender in matters of migration and citizenship.

## **Student Learning Assessment Plan**

Briefly describe how the planned course activities and graded assignments (e.g., paper projects, exams, presentations) relate to the learning objectives for the Core Area. See [www.scu.edu/core2009/Learning-Objectives.cfm](http://www.scu.edu/core2009/Learning-Objectives.cfm).

The attached syllabus indicates how the objectives for RTC 3 are addressed in and mapped to course assignments. These two objectives are:

### **RTC 3 Objectives**

#### **3.1 Be able to identify diverse perspectives and evaluate ethical positions on contemporary questions. (Critical Thinking; Ethical Reasoning; Perspective)**

This goal will be addressed through students' oral and written analyses of diverse perspectives on ethical assessments of and responses to immigration (particular assignments mapped to each learning objective appear below in final section titled "Assessment"). As has become increasingly apparent, immigration cannot be reduced to a security or legal issue alone, but it also involves economics, trade policy, cultural tolerance, family values, and criminal justice. Hence students will read texts from a variety of fields—including sociology, public policy, law, ethnic studies, anthropology, history, political science, gender studies, theology and philosophy—to better understand different dimensions of migration patterns as experienced by migrants and family members and as interpreted by citizens and policymakers. They will also analyze divergent normative perspectives on the challenges and exploitation borne of contemporary immigration and diverse responses to the present systems. Their written textual analysis papers, seminar presentations, midterm and final research papers will require critical and evaluative assessments of diverse perspectives on ethical responses to immigration.

#### **3.2 Be able to evaluate and apply insights from the study of religion to open-ended questions facing contemporary society. (Critical Thinking; Religious Reflection)**

This goal will be addressed by the religious and theological course texts and accompanying writing assignments, whose aim will be to evaluate and apply insights from Christian theology and ethics to contemporary immigration policies and practices. Following an interdisciplinary overview of contemporary immigration (particularly related to the United States context), students will consider how elements and sources in Christian theology, ethics, and practice illuminate the related challenges borne of immigration's causes and consequences. Ultimately students will analyze immigration in its broader contexts in light of not only philosophical commitments to human rights but also fundamental Christian beliefs about the human person, sin, economic justice, family life and global solidarity.

## **Experiential Learning for Social Justice (ELSJ) Objectives**

I plan to work in conjunction with the Arrupe Partnerships program of the Ignatian Center to specify ways in which the community-based learning component of the course will help satisfy the Experiential Learning for Social Justice element of the Core. At this stage I have met preliminarily with Laurie Laird and set up a meeting for December 2009 to plan my placements for both my TESP 43 and this proposed TESP 158.

### **1.1 Be able to recognize the benefits of life-long responsible citizenship and civic engagement in personal and professional activities (Civic Life)**

Working in research teams, students will be responsible for keeping the class informed about different policy arenas that impact immigration (e.g., the visa system, worksite enforcement, temporary worker programs, the impact of trade policies and practices, and potentially various reform proposals under consideration). *NB: At least the first time the course is offered (Spring 2010), it is anticipated that comprehensive immigration reform will be under consideration by the U.S. Congress. This will provide a unique opportunity for students to track issues and apply insights. It is not anticipated that the need for reflection and action upon immigration issues (and the relevance of the course in this regard) will expire this year, however.*

### **1.2 Be able to interact appropriately, sensitively, and self-critically with people in the communities in which they work and to appreciate the formal and informal knowledge, wisdom, and skills that individuals in these communities possess (Perspective)**

The course is designed so that students will learn from immigrants and refugees in the San Jose area through Arrupe placements. Students' required 16-hour placement experience together with the integration paper and class discussions that connect students' placement experiences with course texts will directly address this objective and goal. Students will sign up for placements in small groups so they are able to "debrief" outside of class, but formal opportunities for discussion of placement experience and written reflection and integration of the community-based component are built into the course requirements, as well (see "Assessment" below).

### **1.3 Be able to recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups (Social Justice)**

Undocumented immigrants constitute a particularly marginalized group in contemporary societies. The course's investigation and analysis of their frequently exploitative if not death-dealing experiences via the Arrupe placements and a text which focuses on the *testimonios* of undocumented immigrants and those who work with them (Miguel De La Torre, *Trails of Hope and Terror: Testimonies on Immigration*) will help students identify such social injustices. These experiences and texts together with the course texts that focus on immigrants' human rights violations from social scientific and normative

perspectives will help students appreciate and analyze the visible and invisible privileges citizenship confers.

*NB: I envision eventually offering this course in conjunction with a student immersion trip to the U.S.-Mexico border in Ambos Nogales via SCU's growing relationship with the binational Jesuit Kino Border Initiative. I participated in Santa Clara's May 2009 faculty and staff preliminary delegation, and I will attend a planning meeting with KBI and CRS staff together with California Jesuit Universities' staff and faculty convened by Kevin Quinn on November 19, 2009.*

#### **1.4 Be able to make vocational choices in light of both their greatest gifts and the world's greatest needs (Civic Engagement)**

One of the course texts (David Bacon, *Illegal People: How Globalization Creates Migration and Criminalizes Immigrants*) is written by a photojournalist who has also served as a labor organizer and immigrant rights activist. Whereas the text is primarily used to offer an overview of globalization and migration policies, his particular conception of journalism at the service of social justice secondarily models for students a sense of vocation beyond a sense of fact-finding as seeking some elusive neutrality. The testimonies presented in other course texts and the community-based "text," as well as more theological and ethical texts, lend themselves to surfacing and engaging vocational questions. Finally the immigration and humanitarian services profiled in course texts (e.g., "The Story of Humane Borders") and Arrupe placement partners model for students particular means of meeting world's needs with concrete skills and commitments.

**Indicate how the overall success of the course itself will be evaluated (e.g., mid-quarter or end-of-quarter narrative evaluations, the Student Assessment of Learning Gains instrument, or other approaches).**

Students will assess the course via the SALG evaluation process at the beginning and end of the quarter, together with the narrative evaluations at the end of the quarter. Students will receive regular written feedback from their professor on their written assignments to help improve their comprehension and their analytical skills

#### 4. Tentative Syllabus

## TESP 158: IMMIGRATION AND ETHICS

Spring 2010

### Course Description:

This course, which fulfills the RTC 3 and ELSJ requirements for the core curriculum, undertakes an interdisciplinary examination of contemporary immigration with a primary focus on the U.S. context. Texts from social scientific, legal, and policy perspectives frame the phenomenon of contemporary migration. Theological and philosophical texts, along with Arrupe placement experiences, illuminate ethical assessments of immigration practices. Special attention will be given to Christian anthropology and ethics as resources for analysis as well as the role of gender in matters of migration and citizenship.

### Course Goals

1. Students will gain an awareness of the scope, context, and impact of contemporary migration patterns and the plight of immigrants.
2. Students will be able to critically analyze moral dimensions of immigration in light of relevant sources in Christian theology, philosophy and ethics.
3. Direct service with marginalized communities will facilitate students' comprehension of the connections between academic reflection and social action.

### Departmental Goals [adapted from RS "Description of the Three Levels"]

1. Students question and probe religion for what it reveals about human beings, their diverse societies, traditions, convictions and aspirations.
2. Students use diverse materials and demonstrate formal postures of inquiry into religion in order to go beyond simple description of religion to reflective engagement with it.
3. Students propose and investigate the "big questions"—that is, the meta-reflective questions that ask how and why we ask the questions we do about religion.

*Departmental goals are imbedded in course goals.*

### Core Curriculum Learning Goals and Objectives

*This course fulfills Santa Clara's Core Requirement for RTC 3*

- 3.1 Be able to identify diverse perspectives and evaluate ethical positions on contemporary questions. (Critical Thinking; Ethical Reasoning; Perspective)
- 3.2 Be able to evaluate and apply insights from the study of religion to open-ended questions facing contemporary society. (Critical Thinking; Religious Reflection)

*This course also fulfills Santa Clara's Core Requirement for ELSJ*

- 1.1 Be able to recognize the benefits of life-long responsible citizenship and civic engagement in personal and professional activities (Civic Life)

Since submission for the RTC 3 approval, the course has also been approved for the Politics and Religion Pathway. The professor will add the following statement to the syllabus: "This course is associated with the Pathway in Politics and Religion. If you declare a Pathway in this area you may use a representative piece of work from this course in the Pathway Portfolio you will complete during your senior year."

Because this course counts for two Core courses for Engineering students (other students may choose which of the two requirements it will satisfy), you have the freedom to either list the learning objectives for both requirements, as this professor has done, or to blend the language and simply add a note on the syllabus that refers the student to the official objectives for both requirements on <http://www.scu.edu/provost/ugst/core2009/Learning-Objectives.cfm>.

- 1.2 Be able to interact appropriately, sensitively, and self-critically with people in the communities in which they work and to appreciate the formal and informal knowledge, wisdom, and skills that individuals in these communities possess (Perspective)
- 1.3 Be able to recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups (Social Justice)
- 1.4 Be able to make vocational choices in light of both their greatest gifts and the world's greatest needs (Civic Engagement)

Assessment and Grading:

**Arrupe service placement**

A carefully selected Arrupe Center placement explicitly approved by the professor that offers sustained direct contact with the immigrants (with or without documents) on a weekly basis is essential to the course. The clients and staff at the placements will serve as teachers and conversation partners, providing valuable experiences and insights that will deepen and broaden students' understanding of the assigned course texts and our in-class lectures and discussions.

Students are required to undertake a 16-hour commitment in their Arrupe placements, ideally a 2-hour, weekly commitment undertaken during weeks 2-9 of the course. *NB: The clients and staff at your placements are conversation partners and should be treated with utmost care and respect. Your attendance at your placement, as at class, is integral to your successful completion of the course.* Site supervisors' evaluations of students' respectful and timely completion of the agreed-upon components of the placement assignment will comprise half of the course participation grade (see below).

*This will assess course goal 3; ELSJ learning objectives 1.2 and 1.3; and indirectly support ELSJ 1.4.*

**Total course participation: 20%**

The total course participation component includes consistently active, thoughtful participation in classroom discussions and competent, thorough engagement of the Arrupe placement. In particular, students will be expected to attend all classes with demonstrable preparation either in the form of a text-based analysis paper (see below) or written notes on the day's assigned texts. Students will be expected to actively engage in respective dialogue with the class based on thoughtful consideration and critical analysis of the readings and ongoing Arrupe experiences.

*This will indirectly support all course goals as well as RTC 3 core learning objectives 3.1 and 3.2. This will assess ELSJ learning objectives 1.2 and 1.3 and indirectly support ELSJ 1.4.*

**Text-Based Analysis Papers (6 total): 30%**

Six weeks of the course, students will be expected to write a one page, single-spaced analysis of the readings assigned for that week (due at the beginning of class; 12 point Times New Roman with one inch margins).

**Structure of papers:** The first two paragraphs of the paper should carefully and succinctly present the salient insights of the assigned texts as a whole. You may use internal citations (Benhabib, 75). The essay's third and final paragraph should critically analyze and assess the arguments traced above. Here you should feel free to make connections to recurrent course themes, other relevant course texts, your Arrupe placement, and more existential experiences that help you interpret and assess the given texts.

Papers will be graded on the basis of synthetic proficiency; conceptual accuracy; evaluative perceptiveness; and writing quality.

*This will assess course goals 1, 2 and 3; RTC 3 objectives 3.1 and 3.2; and ELSJ 1.2, 1.3 and 1.4.*

**Integration Midterm (take home): 15%**

A take-home "integration midterm" will ask students to critically reflect on course texts in light of their Arrupe placement experiences. Specific guiding questions will be distributed that directly ask students to identify relevant theoretical aspects of globalization, migration, citizenship and gender explicitly in light of course texts that are borne out in their accompaniment of immigrants in San Jose. Students will also be asked to reflectively appropriate relevant experiences of immigrants as a source for ethical reflection on immigration. Papers will be graded on the basis of the quality of the integration of the texts with concrete service experiences; conceptual accuracy; evaluative perceptiveness; and writing quality. *This will assess course goals 1, 2 and 3; RTC 3 objectives 3.1 and 3.2; and ELSJ objectives 1.2 and 1.3.*

**Policy Research Presentation: 15%**

Students will sign up to present in policy research groups at one class session based on their assigned policy arena (e.g., the visa system, worksite enforcement, temporary worker programs, the impact of trade policies and practices, and potentially various reform proposals under consideration) Students will give a 15-20 minute oral presentation to educate the class about this aspect of immigration with respect to relevant history, course concepts, and contemporary policy developments. Groups should provide a one-page handout for distribution that includes summary theses, relevant sites for accessing ongoing information, and several questions for discussion.

*This will assess course goals 1 and 2; RTC 3 objectives 3.1 and 3.2; and ELSJ objective 1.1.*

**Final paper: 20%**

Students are expected to submit a 12-15 page final research paper in lieu of taking a final exam. Students will choose topics relating to immigration in consultation with the professor, and they will be expected to integrate course texts, outside research, policy implications, and insights gained from Arrupe placement experiences. An overview of

the paper is due three weeks prior to the paper deadline (the paper overview should include a title, outline, and bibliography for your research paper). Research papers are due on the course's exam day. Students will present final papers during the final class sessions.

*This will assess all course goals; both RTC 3 objectives; and ELSJ objectives 1.1, 1.2, and 1.3.*

### **Policies:**

#### Attendance:

Regular attendance is required. More than two absences (whether excused or unexcused) will negatively impact one's final grade, and more than three tardy arrivals will count as one absence.

#### Disability Accommodations:

To request academic accommodations for a disability, students must contact Disability Resources located on the second floor of Benson Center. (408) 554-4111; TTY (408) 554-5445. Students must register and provide documentation of a disability to Disabilities Resources prior to receiving academic accommodations.

#### Academic Integrity:

Please see the university's policy regarding academic integrity:

<http://www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm>.

Violations of academic integrity through cheating or plagiarism will result in a failed grade for the assignment and potentially for the course.

#### Required Texts:

David Bacon, *Illegal People: How Globalization Creates Migration and Criminalizes Immigrants*, Beacon Press, 2008

Seyla Benhabib and Judith Resnick, eds., *Migrations and Mobilities: Citizenship, Borders and Gender*, New York University Press, 2009.

Miguel De La Torre, *Trails of Hope and Terror: Testimonies on Immigration*, Orbis 2009

Daniel Groody, CSC and Gioachinno Campese, eds., *Promised Land, Perilous Journey: Theological Perspectives on Migration*, Notre Dame University Press, 2008

Douglas Massey, Jorge Durand, and Nolan Malone, *Beyond Smoke and Mirrors:*

*Mexican Immigration in an Era of Economic Integration*, Russell Sage Foundation 2002

Additional articles on ANGEL reserve.

**Additional Readings:** Additional articles will be posted on the course website in the ANGEL course management system. Students must sign-up for this course on ANGEL in order to access the material. ANGEL is accessible from the SCU main web page, in the drop-down menu in the bottom left corner. If you do not have an ANGEL account you will need to create one. Once into your ANGEL account, on "My Page," click on "find a course" under the "Courses" banner. Search for this course (by instructor's name is probably easiest: "Heyer"). Once you have located the course (TESP 158) click on it to

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**Comment:** It's customary to add a grading scale somewhere in the assessment plan. This can be either a simple grade break-down (e.g., 94%-100% = A, 90%=93% = A-, etc.), or a description of the level of work that qualifies for each letter grade.

enroll. You will need the password “borders” in order to enroll. Once enrolled, you will be able to access all readings not in the books available for purchase, as well other important course information. The readings will appear in the “lessons” folder.

### Course Schedule

A detailed schedule of class meetings, readings, and assignments will be distributed on the first day of class.