

**HON 312W /HON 320W: SIDEWALK U, CHICAGO IL:
MIGRATIONS AND MOVEMENTS
Spring Semester 2014**

Course: HON 312W/HON 320W (3 credit hours)
Instructors/Leaders: Jennifer R. Wies and Elizabeth Underwood
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Course Description:

This course is an experiential, reflective, and proactive immersion into the issues of global and local migrations and the political economy inequalities associated with these movements. While the course includes scheduled meetings on campus, the greatest concentration of our activities will take place during the January trip to Chicago, IL, where we will experience first-hand a temporary migration and examine the experiences of migrants and policies related to multiple forms of migration. Students will fully participate in all aspects of the trip as well as complete the writing assignments conducted there, and the final course projects they will research, complete, and present after they return to campus. The focus of the course is to facilitate a deeper understanding of the issues of migrations and movements and the specific issues affecting migrants in Chicago and the ECU region. Some of the questions we plan to address are: Who are migrants? What are the various ways of conceptualizing migration? What policies structure and affect migrations? How are migrants integrated into and marginalized from U.S. society? What efforts are underway to assist, support, and research migrations? Finally, what civic engagement can an individual participate in with regards to migrations on a local, national, and international level?

Required Readings (available on BlackBoard site)

- Arango, Joaquín
2000 "Explaining migration: a critical review." *International Social Science Journal* 52, no. 3: 283-296.
- Brettell, Caroline B. and James F. Hollifield
2008 "Introduction," in *Migration Theory: Talking Across Disciplines*, edited by Caroline B. Brettell and James F. Hollifield, 1-29. New York: Routledge.
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw
2005 *Writing Ethnographic Fieldnotes* (Chapter 1). Chicago: University of Chicago Press.
- Goode, Judith, and Jeff Maskovsky
2001 Introduction. In *The New Poverty Studies: The Ethnography of Power, Politics, and Impoverished People in the United States*. J. Goode and J. Maskovsky, eds. New York: New York University Press.
- Grauer, Anne L., Elizabeth M. McNamara, and Diane V. Houdek
1999 A History of Their Own: Patterns of Death in a Nineteenth-Century Poorhouse. In *Sex and Gender in Paleopathological Perspective*. Eds. Anne L. Grauer and Patricia

- Stuart-Macadam. Pp. 149-164. Cambridge: Cambridge University Press.
- Kimberlin, Sara E.
2009 "Synthesizing social science theories of immigration." *Journal Of Human Behavior In The Social Environment* 19, no. 6: 759-771.
- Millen, Joyce V., Alec Irwin, and Jim Yong Kim
2000 Introduction: What is Growing? Who is Dying? *In Dying for Growth: Global Inequality and the Health of the Poor.* J.V. Millen, A. Irwin, and J.Y. Kim, eds. Monroe, Maine: Common Courage Press.
- Piven, Frances Fox
Welfare Reform and the Economic and Cultural Reconstruction of Low Wage Labor Markets. *City & Society*
- Rodriguez, Dylan
2007 The Political Logic of the Non-Profit Industrial Complex. *In The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex.* Incite! Women of Color Against Violence, ed. Pp. 21-40. Cambridge: South End Press.
- United States Bureau of the Census. 2011. "The Newly Arrived Foreign-Born Population of the United States: 2010." *American Community Survey Briefs.* Washington: US Census Bureau.

In addition, each student will be assigned a firsthand migration narrative. Additional readings may be assigned.

HON 320: Honors Seminar in Diversity of Perspectives & Experiences (Element 6)

Students who successfully complete this course as HON 320W will:

1. Comprehend the major concepts of the course.
2. Gather, synthesize, and critically analyze information and present it in a well-written format.
3. Verbally articulate complex information in an interesting presentation.
4. Understand the methods used in the analysis and/or expression of the experiences and perspectives of historically marginalized or underrepresented groups.
5. Consider the role(s) played by relevant social, economic, literary, and historical forces in the depiction and positioning of historically marginalized or underrepresented groups.
6. Analyze the categories of one's identity within the light of the issues raised in the course.
7. Demonstrate a writing process that produces effective documents appropriate to course level.

HON 312: Honors Seminar in the Social and Behavioral Sciences (Element 5B)

Students who successfully complete this course as HON 312W will:

1. Gather, synthesize, and critically analyze information and present it in a well-written format.
2. Verbally articulate complex information in an interesting presentation.
3. Comprehend the major concepts of the course.
4. Apply relevant concepts and theories of the social and behavioral sciences in different contexts.
5. Establish a conclusive position regarding a topic in the social and behavioral sciences and identify consequences.
6. Understand the research methods used in the social and behavioral sciences.

7. Integrate relevant information, concepts, perspectives, and principles.
8. Demonstrate a writing process that produces effective documents appropriate to course level.

Writing Intensive Designation:

Students who successfully complete this course as either HON 312W OR HON 320W will:

1. Demonstrate a writing process that produces effective documents appropriate to course level.

Specific Class Objectives:

1. Describe the concept of migration and who it applies to, how it is measured, and various conceptualizations of migration.
2. Identify different measures and definitions of wealth and poverty in the United States and globally.
3. Practice an understanding of migration and poverty through service activities throughout the semester.
4. Learn frameworks for research-driven advocacy and activism related to the issues of migration and poverty.
5. Analyze the above terms and concepts in the case of migration in Chicago, IL compared with migration in central and eastern Kentucky.

Grading:

1. Attendance and Conduct: 100 points.

Attendance is required at ALL class and trip functions and events including pre- and post-travel class meetings. This attendance requirement includes following all instructions and advice during the travel, being on time for and participating fully (and with an open mind) in all trip events and activities, and serving as a positive representative of EKU and EKU Honors.

2. Reflection Essays/Journal: 200 points.

All students are required write reflection essays and organize them in a journal as a mechanism of synthesizing course material and experiential activities. While some reflection essays will be in response to prompts provided by the instructors, students will also be expected to write their un-prompted thoughts, reflections, and revelations about the trip and experience in general. Journals will be used throughout the course activities and will be required for evening discussions while in Chicago.

3. Final research paper: 150 points

Your final course assignment will be a research paper on a pre-approved topic linked to the content addressed. Your research paper will use your person or population and explore the literature related to the issue, population, or time period that is of interest to you. You must survey at least one area of relevant research for this paper. You may also propose an alternative topic to the course instructors for approval.

Your paper should be 8-12 pages in length and should be well-sourced. All papers are encouraged to pursue public engagement, for example, 1) delivering a presentation at an honors

conference or 2) delivering a presentation at a different venue. Options include: Southern Regional Honors Conference (Spring 2014), National Collegiate Honors Conference (November 2014), Kentucky Honors Roundtable (every Spring and Fall), and various disciplinary conferences such as the Anthropologists and Sociologists of Kentucky meetings (Spring 2014).

A complete, but not final draft, of this research paper will be due in early March to allow the instructors time to comment on them before their final iterations are due.

4. Advocacy Project: 50 points

Throughout the Spring 2014, the course participants will be responsible for designing and implementing a service-oriented advocacy event on campus related to the topic of migration. The advocacy project will be developed collaboratively and will reflect the interests of the students and course instructors.

Schedule (class meetings at EKV will be established based on the spring class schedules of the students; *all class meetings at EKV are required*):

Class meeting #1

Trip orientation and course introduction

Wednesday, December 4, 2013

6-8pm, Noel Studio Discovery Classroom

Travel: January 4-9, 2014 (see details below)

Class meeting #2

January 2014: Determine Class Advocacy Project, Journals Due

Class meeting #3

February 2014: TBA

Class meeting #4

February or March 2014: TBA

Research paper draft due date:

March 6, 2014

Final research paper due date:

April 25, 2014

Grading Scale

Grades will be assigned based on the quality of work observed and turned in to the instructor. The assignment of grades will reflect the standard Eastern Kentucky University scale:

90%-100% (450-500 points) = A

80%-89% (400-449 points) = B

70%-79% (350-399 points) = C

60%-69% (300-349 points) = D

0%-59% (0-299 points) = F

Your final grade will be computed from a grand total of 500 points. No extra credit options are available. Grades are not curved.

Policy on Attendance and Late Assignments

Attendance will be recorded through various mechanisms throughout the semester (discussion board posting, water cooler responses). All assignments must be completed and turned in by the announced dates. E-mail submissions are not accepted. **No late work is accepted.**

Last Day to Drop the Course

The last day to drop the course without receiving a “W” is available in the Colonel’s Compass at: www.eku.edu/compass.

Student Progress

Students should keep a record of their grades as the semester progresses. Your current grade equals points received divided by points attempted. Students may contact me with questions about grades during office hours.

Smoke Free Policy

The use of tobacco products, including smokeless tobacco products, is prohibited in all University residence halls, academic and service buildings, athletic venues, and designated non-smoking areas. The use of tobacco products is prohibited within twenty five (25) feet of any such building intake duct, window or entrance or entryway, including ramps, walkways, pathways, and any such similar means of entry, unless a University designated tobacco use shelter is otherwise provided.

Disability Statement

A student with a “disability” may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA. If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format. For further information see <http://www.disabilities.eku.edu>.

Academic Integrity Statement

Academic Integrity (AI) is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that academic dishonesty and incidents of academic dishonesty will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication. For further information see <http://studentrights.eku.edu/academic-integrity-policy>.

Official Email Notice

An official EKU email is established for each registered student, each faculty member and each staff member. All university communications sent via email will be sent to this EKU email address.

General Helpful Information and Trip Rules

No one, under any circumstances travels alone in Chicago. You must **ALWAYS** be in groups of at least two- **ALWAYS**. We understand that traveling in groups of more than two can be difficult (it will take longer to get seated in a restaurant, make decisions about where to eat, etc.). If you are moving in a group of four or more, be prepared to split into smaller groups when going to restaurants.

Be smart about your money; carry it and your **ID(s)** in a pouch that you wear under your coat (and bring warm things to wear; we will be **WALKING** a lot and you will be cold if you're not prepared). When it says on the itinerary to meet somewhere at a specific time, please **BE THERE**. No one will be waited on when we're doing an activity. Make sure you have the instructors' and the trip assistant's cell phone numbers saved in your phone and use them, when necessary.

Some things to pack should include:

- warm and breathable clothes to layer and that are comfortable to walk in the city
- excellent walking shoes (multi-functional boots are recommended) that will serve in wintry weather
- warm coat, gloves, scarf and hat; we will be walking a lot outside and it will be cold!
- camera and/or cell phone
- laptop (for completing reflection essays, there is wireless in the hostel)
- two forms of **ID** including a government-issued **I.D.** (driver's license, passport, etc.) and one other form of **ID** (you **MUST** have these with you or you won't be able to get into our tours)
- debit card and credit card (don't forget to put the phone number you need to call to cancel your card should it get stolen or lost somewhere in your luggage, away from your wallet)
- cash needed for meals (traveler's checks are not recommended)
- something to carry your wallet-items in that is secure, close to your body- not a purse or backpack!
- a lock if you want to lock up your personal items in a locker at the hostel
- something to carry your toiletries (we'll be sharing showers so you'll need this)
- maps, texts and documents for the course, and writing materials (for writing down notes and reflections)

Finally: remember that you are a representative of EKU, EKU Honors, and the Commonwealth of Kentucky. Please act responsibly and be safe. If you don't know something, ask us- or someone you trust.

Chicago as Text™

We want you to step outside of your customary perspective for a day and “read” your designated exploration area as you would read a literary text, trying to discern its organizational patterns, its styles, its characters, its themes, and its underlying meanings. We want you to discover the neighborhood culture as if you were an anthropologist visiting a foreign land.

Based on the methodology of the “City as Text” explorations developed by Dr. Bernice Braid of Long Island University, Brooklyn, and the National Collegiate Honors Council’s Honors Semesters Committee, these explorations of different neighborhoods will give you a chance to discover the habitats of this city and do your own hands-on research into the behaviors, values, customs, and commerce of the people who populate it.

One function of this activity is to get you to look carefully at the city, but just as important is the opportunity to discover your own preconceptions about the city. In other words, you should be interested not only in what you are seeing but the lens through which you are seeing it.

Course participants will be divided into teams to explore different neighborhoods in Chicago: Little India-Pakistan (Rogers Park), Korea Town (North Lawrence Avenue), Chinatown (Cermak Road and Wentworth Avenue), and Mexican heritage (Pilsen).

Each group will be provided with a map, an explanation of where to go and how to get there, and some things to look for in the area. The first thing you should do is find a place to eat in the neighborhood you are exploring so that your meal is part of your experience of the neighborhood. Each group will work as a unit—mapping, observing, listening, and taking notes (see below for more details)—and you are, of course, not only welcome but encouraged to share notes and insights as you go along.

At the end of the day, you need to make time to compare notes as a whole group and designate one person to report on your explorations to the rest of the conference participants. Each group’s report should take about fifteen minutes. In your reports, note both your preconceptions about your designated neighborhood in particular and what you learned from your explorations. Avoid simply describing where you went. Include key details about traffic, people, sights, smell, sounds, buildings, spaces, and events that would not be obvious to casual passersby but that brought you to a new understanding of this particular place.

The strategies you will use in your explorations include: mapping, observing, and listening.

1. Mapping—You will want to be able to construct, during and after your explorations, the primary kinds of buildings, points of interest, centers of activity, and transportation routes (by foot or vehicle). You will want to look for patterns of building use (housing, offices, shops, parks, recreation, etc.), traffic flow, and social activity that may not be apparent on any traditional map. Where do people go, why do they go there, and how do they get there?
2. Observation—You will want to look carefully at your neighborhood and notice details of architecture, landscaping, social gathering, clothing, possessions, decoration, signage, and

advertising. Look especially for the unexpected as well as the expected. Does everybody seem to belong? Do some people seem lost or out of place? Why? Who talks to whom? In what ways is social interaction encouraged or discouraged? What feeling do you get about people as you watch them? Are they stressed, purposeful, interesting, lonely? Try to guess why you get these feelings about people.

3. Listening—You will want to talk to as many people as you can and to find out from them what matters to them in their daily lives, what they need, what they enjoy, what bothers them, what they appreciate. Strike up conversations everywhere you go. Ask about such matters as: where to find a place to live, where to find a cheap meal (or an expensive one), what the politics of the neighborhood are, what the history of the neighborhood is, what the general population of the neighborhood is like (age, race, class, profession, etc.), what people do to have a good time—in other words, imagine that you are thinking of finding an apartment or a job here, and try to find out everything you can about what the neighborhood is like. Throughout your explorations, keep in mind that the people you meet, the buildings in which they live and work, the forms of their recreation, their modes of transportation—everything that they are and do—are important components of the city environment. They are part of an ecological niche. You want to discover their particular roles in this ecology: how they use it, contribute to it, damage it, and change it. Don't settle for easy answers. Don't assume you know the answers without doing serious research. Like all good researchers, make sure you are conscious of your own biases and that you investigate them as thoroughly as you investigate the culture you are studying.

Questions about Migration for Exploration during City as Text:

1. Who lives in this neighborhood? Who works in this neighborhood?
2. What generations are represented by various cultural groups? What generations are absent?
3. What kinship relationships do you recognize in this neighborhood? How is that the same as or different from what you imagine “your migrant’s” kinship relationships? Your own kinship relationships?
4. What would “your migrant” experience in this neighborhood? What connections to the neighborhood might “your migrant” have?
5. As a college student, why would YOU visit this neighborhood?

Recommended Migrations and Movements Museums and Sites in Chicago

Chicago Public Library
Harold Washington Library Center
Chicago IL

Swedish American Museum Center
5211 N. Clark St.
Chicago, IL 60640

Brunk Children's Museum of Immigration
5211 N. Clark St.
Chicago, IL 60640

American Indian Center
1630 West Wilson Ave.
Chicago, IL 60640
(773)275-5871

Balzekas Museum of Lithuanian Culture
6500 S. Pulaski Rd.
Chicago IL 60629
Tel.: 773.582.6500

National Italian American Sports Hall of Fame
1431 West Taylor Street
Chicago, Illinois 60607
(312) 226-5566

Polish Museum of America
984 N Milwaukee Ave, Chicago
Chicago, Illinois 60622
www.polishmuseumofamerica.org

Spertus Institute for Jewish Learning and
Leadership
610 S. Michigan Avenue
Chicago IL

National Museum of Mexican Art
1852 W. 19th Street
312-738-1503
www.nationalmuseumofmexicanart.org

Copernicus Center
5216 W Lawrence Ave
Chicago, IL 60630

DANK Haus German American Cultural Center
4740 North Western Avenue
Chicago, IL 60625
P:773.561.9181
<http://dankhaus.com>

DuSable Museum of African American History
740 East 56th Place
Chicago, Illinois 60637
United States United States
www.dusablemuseum.org

Irish American Heritage Center
4626 N. Knox Ave.
Chicago, IL 60630
773-282-7035
<http://irish-american.org/>

Institute of Puerto Rican Arts and Culture
3015 West Division Street
Chicago, Illinois 60622
773.486.8345
<http://iprac.org>

Mitchell Museum of the American Indian
3001 Central Street
Evanston, Illinois 60201
847.475.1030
www.mitchellmuseum.org

The Hellenic Museum and Cultural Center
801 West Adams Street, 4th Floor
Chicago, IL 60607
312-655-1234
<http://www.hellenicmuseum.org>

Chinese-American Museum of Chicago
238 West 23rd Street
Chicago, IL 60616
312-949-1000

Ukrainian Institute of Modern Art
2320 W Chicago Ave
Chicago, IL 60622
773 227-5522
Wed - Sun, 12:00 - 4:00

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Additional Readings and Resources

Addams, Jane

1999 Twenty Years at Hull-House. St. Martin's Press.

Alk, Howard and Mike Gray

American Revolution 2 (film). Facets Multimedia.

Barret, Elizabeth

1987 Long Journey Home. Appalshop Films.

Boehm, Deborah A.

2013 Intimate Migrations: Gender, Family, and Illegality Among Transnational Mexicans. New York: New York University Press.

Guy, Roger

2009 From Diversity to Unity: Southern and Appalachian Migrants in Uptown Chicago, 1950-1970. Lexington KY: Lexington Books.

Guy, Roger

2010 Of Voices Few and Far Between: White Appalachian Women Migrants in Postwar Chicago, 1950-70. The Oral History Review 37(1):54-70.

Harold, Wanda

2004 Ethnic Settlement Reflected in Chicago Architecture, 1870-1920. Paper presented at the annual meeting of the American Sociological Association, Hilton San Francisco & Renaissance Parc 55 Hotel, San Francisco, CA.

Jackson, Michael

2013 The Wherewithal of Life: Ethics, Migration, and the Question of Well-Being. Berkeley: University of California Press.

Leinaweaver, Jessaca

2008 The Circulation of Children: Kinship, Adoption, and Morality in Andean Peru. Durham NC: Duke University Press. ISBN 0822341972.

Lucht, Hans

2011 Darkness before Daybreak: African Migrants Living on the Margins in Southern Italy Today. Berkeley: University of California Press.

Moosnick, Nora Rose

2012 Arab and Jewish Women in Kentucky: Stories of Accommodation and Audacity (Kentucky Remembered: An Oral History Series). Lexington KY: The University Press of Kentucky.

Mylan, Megan

2003 Lost Boys of Sudan. Actual Films/Principe Productions.

Stack, Carol B.

1996 Call to Home: African Americans Reclaim the Rural South. New York: BasicBooks.

Wilkerson, Isabel.

2010 The Warmth of Other Suns: The Epic Story of America's Great Migration. NY: Random House.

Zorbaugh, Harvey Warren and Howard P. Chudacoff

1983 The Gold Coast and the Slum: A Sociological Study of Chicago's Near North Side (University of Chicago Sociological Series). Chicago: University of Chicago Press.

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Term Paper Ideas

- How does race, class, and/or gender play a role in migrations? How have those co-variables shifted throughout the past?
- Examine the Anna Kadlec archives collection at ECU covering her time at Jane Addams' Hull House.
- Explore the complexities of naming/labeling migrants/refugees.
- What are the various facets of health outcomes when people migrate and how are these outcomes disproportionately distributed among migrant populations, genders, etc.?
- Generate a research question and research answers using the Appalachian migration archives at ECU.

Trip Itinerary- January 4-9, 2014

Lodging:

Hostelling International USA - Chicago
24 East Congress Parkway
Chicago, Illinois 60605
Phone: +1 (312) 360-0300

Saturday, January 4

10:15 am Depart Louisville KY via Greyhound bus.
7:00pm arrive in Chicago (630 West Harrison Street, Terminal # 3124085821)
9:00pm Dinner and Discussion: Orientation, review of trip guidelines, Q&A

Sunday, January 5

8:00am Reflection: Who is your assigned person or population? What did you experience on the trip to Chicago?
9:00 am Receive City as Text © instructions and depart for assigned location
5:00 pm Reunite at hostel, check in with instructors
Dinner at the hostel!
7:00pm Discussion: City as Text © activity

Monday, January 6

8:30am Depart Hostel for Field Museum
9:00am Meet with social scientists at the Field Museum of Natural History to learn about their current research efforts in Urban Cultures.
<http://fieldmuseum.org/explore/department/anthropology/research>
1:00pm Tourism in Chicago- Students can choose to go to the Shedd Aquarium, the Field Museum of Natural History, or the Art Institute of Chicago. Students will have the remainder of the day to explore the museums and Chicago. Please refer to the Trip Guidelines for additional information. Dinner meal is “on your own” this evening!
7:00pm Discussion: The Economics of “Haves” and “Have Nots”

Tuesday, January 7

9:00am “New Policies, New Poverties: How Welfare Reform in the U.S. Affects Migrations and Movements”
9:30am Depart hostel for Hull House
10:00am Tour of Hull House
<http://www.uic.edu/jaddams/hull/museum/group tours.html>
12:00-1:00pm Eat lunch “on the go”
1:00pm “Voices from the Past and Present: Archival Research” at the University of Illinois Chicago with Ms. Peggy Glowacki <peggyg@uic.edu>
5:00pm Dinner at hostel- student led cooking adventure!
7:00pm Discussion: The Complexities of Trafficking

Wednesday, January 8

- 9:00am “Migrants and Health: Poverties, Inequalities, and Sickness” (including the film “Becoming American”) (Jennifer)
- 10:00am Depart from Hostel to visit Forest Home Cemetery
863 Des Plaines Ave., Forest Park IL
- 2:00pm Visit Chicago Cultural Center
- 5:00pm Dinner at the Italian Village- a Chicago tradition!
Walk to 71 W. MONROE, CHICAGO, IL 60603 (.5 miles)
- 8:00pm Discussion: Advocacy, Activism, and Academe (Beth and Jennifer)

Thursday, January 9

- 8:15am Depart hostel for Greyhound Station
- 9:45am Depart Chicago IL via Greyhound Bus for Lexington KY
- 8:20pm Arrive in Lexington KY at Greyhound bus station