Course description:
Since the end of World War II, immigration from Europe has subsided significantly. Instead, the majority of immigrants are coming from the developing countries of Asia, Latin America, and the Caribbean. The majority of them are not familiar with the American dominant cultural norms that are European. At the same time, the American population is not familiar with their cultural characteristics either. Yet, as foreigners, they have to find their place in their new society. The questions this course will address are as follows:

How are these immigrants received upon their arrival in the United States? Are they being forced to be absorbed into the U.S. society on the basis of their race and ethnicity? Do these immigrants comply with the impositions of the host nation? Do they retain their primary loyalty to their home country instead? Do they totally “melt” into American culture?

The course will also address the notion of “who belongs” and how “one belongs” in the United States by looking at what happens after these new immigrants had settled in this country.

In general, the new immigrants are behaving like the European immigrants that preceded them by embracing American society as their own, albeit in their own terms. However, increasingly, scholars of migration are writing about many among these immigrants who are developing a new form of identity, which they call “transnational identity.” Instead of choosing either their old country or their new home, they prefer to live simultaneously in both societies. Is this a new phenomenon? Does this adaptive strategy differ from group to group? How does it affect the United States social cohesiveness?

Prerequisite: None  
Credit: 1

Instructor: Dr. Georges E. Fouron  
Office: SBS S-657

Office Hours: M 4:00-7:00 P.M. 
Classes Meet: Mondays in Library Room N 3090 
Time: M 10:00 - 10:53PM

Telephone: (631) 632-6924
E-mail: Georges.Fouron@suny.edu

Course Requirements:
This is an introductory course to migration studies in which students are expected to come to class well prepared to discuss the reading assignments. Participation in the class discussions is expected of all students. The final grade for this class will be computed as follows: Five (5) one-page papers which will count as 70% of the grade. Attendance will count for the balance 30%. Topics for the one (1) page papers will be distributed as follows: February 3rd; March 3rd; March 31st; April 21st; May 5th. They are due when the next topics a handed out.

Required Text: None

COURSE GOALS

· Improve critical thinking by developing evaluative, problem-solving, and expressive skills.
· Enhance group communication skills through discussions, small-group work, presentations or debates.
· Develop intellectual curiosity and better understand the role of a student in an academic community.

**LEARNING OUTCOMES:**

Upon completion of the course, students will be able to

1. Have a clear understanding of the reasons why people migrate;
2. Understand the strategies immigrants use to adapt to their new society;

**COURSE REQUIREMENTS**

**GLS Program Attendance Requirement:** As a member of the College of Global Studies (GLS) and as part of your GLS 102 class, you must attend at least 2 programs from the list provided during the spring semester. At least 1 program should come from the "academic" category and 1 from the "social" category. Attendance will be recorded at each event and shared with faculty. For more information, and a list of programs, please visit: [http://www.stonybrook.edu/ucolleges/gls/activities.shtml](http://www.stonybrook.edu/ucolleges/gls/activities.shtml) **University Scholar students are strongly encouraged to attend GLS programs, but are not required. Scholars have their own event requirement, which includes at least one Scholars (for-credit) event and one GLS (for-credit) event per semester, or two Scholars (for-credit) events.**

**Spring Commons Day** - All students in a Freshman 102 Seminar are required to attend a Spring Commons Day Event on Wednesday, March 26, 2014. For more information about this day visit: [http://ucolleges.stonybrook.edu/spring-commons-day](http://ucolleges.stonybrook.edu/spring-commons-day)

**ACADEMIC INTEGRITY**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at [http://www.stonybrook.edu/uaa/academicjudiciary/](http://www.stonybrook.edu/uaa/academicjudiciary/)

**AMERICANS WITH DISABILITIES ACT**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

**CRITICAL INCIDENT MANAGEMENT**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

**COURSE EVALUATIONS**

Each semester Stony Brook University asks students to provide feedback on their courses and
instructors through an online course evaluation system. The course evaluation results are used by
the individual faculty, department chairs and deans to help the faculty enhance their teaching
skills and are used as part of the personnel decision for faculty promotion and tenure.
Stony Brook contracts with an outside vendor to administer the surveys and all results are
completely anonymous. No individually identifiable data are ever reported back to the university
or instructor. Students who have completed previous evaluations can view all faculty ratings
at: http://it.stonybrook.edu/services/course-evaluations-students
SYLLABUS

Course Introduction

January 27, 2014

Topic-Who Are the New Immigrants to the United States?

Week 1 TopicB The Dynamism of Migration (February, 3)

Week 2 TopicB The Choices of Identities Immigrants make (February 10)

Week 3 TopicB The Racialization of the Immigrants (February 17)

Week 4 TopicB The Changing Face of Migration and Transnationalism (February 24)

Week 5 TopicB Migration and Social Membership (March, 3)

Week 6 TopicB The Latin-American Immigrants= Experience in America (March 10)

SPRING RECESS APRIL 2 TO APRIL 8

Week 7 TopicB The Asian Immigrants= Experience in America (March 24)

Week 8 Topic- The Black Immigrants= Experience in America (March 31)

Week 9 Topic-The European Immigrants= Experience in America (April 7)

Week 10 Topic-Migration and the Melting Pot Ideology (April 14)

TOPICS FOR THE PAPER WILL BE DISTRIBUTED ON APRIL 14, 2014

Week 11 Topic-The Post-World War II Migratory TrendBTransnationalism (April 21)

Week 12 Topic-TransnationalismBThe First and Second Generations (April 28)

Week 13 TopicBImmigration and the Future of America (May 5)

FINAL PAPER IS DUE ON THE LAST DAY OF CLASSES

HAVE A GREAT SUMMER!!!