

**POL 415/SOC 450 Advanced Research Participation
Queens University of Charlotte**

Course Description

This course will give students the opportunity to participate in a unique undergraduate research experience. The topic of study is immigration and immigrant policies in our local area.

Course Objectives

In this course, students will:

- 1) Gain general knowledge about U.S. immigration policies and their effects on immigration patterns and politics.
- 2) Develop an understanding of immigrants and the immigrant experience in Charlotte.
- 3) Evaluate the ways in which public and private entities seek to enhance immigrant integration in the city, as well as some of the impediments to that integration.
- 4) Develop and implement a community-based research project.
- 5) Take responsibility for the learning process by contributing to the course experience and intellectually challenging one's self and others.

Required Texts

Required readings will be made available online.

Classroom Environment

To maintain a respectful and fruitful learning context, we will let the following principles guide our exchange of ideas:

- (1) You will be graded on your use of evidence, not your opinions;
- (2) All ideas are subject to scrutiny;
- (3) Constructive disagreement sharpens thinking and is encouraged;
- (4) Viewpoint diversity deepens our understanding of issues; and
- (5) Reasonable thinkers can draw different conclusions.

Students are expected to follow the academic integrity policies as described in the booklet *Honor Code* at all times. Academic integrity violations will be reported to the appropriate authorities for disciplinary action. In this course, it will be especially important that you properly cite the sources you use in your writing and that all work you submit is your own. *In addition to any Honor Council sanctions, an academic integrity violation might result in a grade of F in this course.*

All students are expected to check their *University email accounts* and this course's web space *regularly*. Grades might be provided online as a courtesy to students; however, we will not provide online grade calculations nor a current grade in the course, as this is a misleading indicator of a potential final grade. Further, the grades and grade calculations as kept in our personal records will trump any grades that appear online unless our records are found in error.

Accommodations

Queens University of Charlotte is committed to making reasonable accommodations to assist students with disabilities. If you have a disability which might affect your performance, attendance, or grades in this course and require accommodations, you must first contact Cort Schneider schneiderc@queens.edu, Coordinator of Student Accessibility Services (SAS). The steps for receiving accommodations must be completed before a Letter of Accommodation can be given. SAS is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to your professor receiving a Letter of Accommodation.

Attendance policy

Students are expected to attend class. Each student is allowed one absence, excused or unexcused. After that, each unexcused absence will reduce the student's final grade by 1%. Please remember that your explanations for absences are covered by the Honor Code.

Policy on late work

All assignments should be turned in at the date and time required. Late work will be penalized ½ a letter grade for every 24 hours late it is turned in. No late work will be accepted more than one week after the due date.

Grades

- Mapping Project (10%)
- Interviews (10%)
- Survey and Data Collection (20%)
- Final Project (60%)

Class Participation: Your final course grade, derived from the above areas of assessment and weighted as listed, will be adjusted based on your level of participation in the course. Note that attendance is not a sufficient condition for participation, thus affecting your final course grade in a separate manner (see policy above). In addition to attending class regularly, you are expected to consistently make informed, positive contributions to our course experience. This will require that you are well prepared and actively engaged. Exceptional participation has the chance to positively

affect the level of your final letter grade (e.g., move your grade from a B to a B+). Deficient participation has the chance to negatively affect the level of your final letter grade (e.g., move your grade from a B- to a C+).

If we find that the above assignments or the schedule below are not helping us achieve the learning goals of the course, we can make changes to our work.

Scale for Final Course Grade:							
	%		%		%		%
A	93-100	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	F	0-59

Tentative Course Schedule

DATE	READINGS & ASSIGNMENTS
1/8	<i>Course Introduction</i>
1/15	<i>Understanding U.S. immigration policy</i> - Complete Pew Center course - Additional readings on MyCourses - Introduction of community mapping project
1/22	<i>The immigrant experience in Charlotte</i> Guest speaker: Mr. Federico Rios, International and Integration Manager, City of Charlotte - Readings on MyCourses
1/29	<i>The immigrant experience in Charlotte</i> - Readings on MyCourses
2/5	<i>Community mapping project due</i> Plan for interviews
2/12	Interviews
2/19	Interviews
2/26	Data collection plan
3/12	
3/19	
3/26	
4/2	
4/9	
4/16	
4/23	READING DAY
4/24-30	FINAL EXAMS

Work on research projects
 More details about readings, meetings,
 and deadlines will be provided.