

General Education Submission Form

Electronic submissions are required.

A. GE component for which course is being proposed: Understanding Society

B. Submitted by Bruce Wydick, Director Westmont in SF

C. Ideally, submissions should be discussed by the entire department prior to submittal.



~~Chair has reviewed and approved the course.~~
(WSF Director)

D. Course being proposed (please attach syllabus):
Sociology of Immigration and Urban Poverty

E. This course

Has not been modified, but is being submitted to check its suitability

Has had its syllabus rewritten to communicate the course's contribution to GE

Has had its contents modified to address the relevant GE issues

Is a new course designed to fulfill the GE requirement

F. This course is being submitted as

~~**A Template.** Applicable to courses with multiple sections which require only general training in the discipline. The submission should come from the department chair and should clearly identify what course content and what elements of the syllabus the department has agreed will common to all sections. Upon approval by the GE Committee, any course whose syllabus is determined by the department to meet the specifications of the template is approved to satisfy this area requirement. A copy of each syllabus should be forwarded to the GE Committee for record keeping purposes.~~

~~**An Individual Course.** Applicable to courses requiring specialized training in the discipline or are typically offered by a particular instructor. The course should be resubmitted and reassessed in the event of a change in staffing or syllabus.~~

G. Statement of rationale:

(Include a list of the area certification criteria (former called GE objectives) and GE Student Learning Outcomes (if applicable). These certification criteria and GE SLOs are listed in the [GE Committee Combined](#) document. After each certification criterion and GE SLO, list several course activities (lectures, readings, assignments, etc.) that address it. If it is not completely obvious, explain how the activities relate to the certification criterion or outcome. Please attach a copy of the syllabus which has been annotated to identify the corresponding activities. Electronic annotations are required. Please use the *comment* feature in Word to annotate electronic copies).



To: General Education Curriculum Committee

From: Bruce Wydick, Professor of Economics and Director of Westmont in San Francisco

Subject: New GE Course Proposal: “Sociology of Immigration and Urban Poverty”

Date: September 13, 2019

Recent history has taught us that as Americans we need to better understand our country as a one primarily of immigrants and the experience of immigrants themselves. The new course “Sociology of Immigration and Urban Poverty” is a new class being offered at Westmont in San Francisco by the well-known Christian sociologist and writer Russell Jeung, Chair of Asian Studies at San Francisco State University. The course will help students understand contemporary society more fully by giving them exposure to the lives, stories, and experiences of Asian, Latin American, and African immigrants as they have settled in the urban areas of the United States. Immigrant experiences in the San Francisco Bay Area will serve as the primary case context for the course, which will also discuss the role of the Immigrant church as well as ministries by native-born Christians to incarnate into urban immigrant communities for purposes of ministry.

The following describes how the course will meet the GE criteria for the Understanding Society:

Certification Criteria for Understanding Society:

Students will be able to

1. identify foundational theories that offer explanations of social, political, economic, and/or cultural phenomena;
The course will cover all aspects of immigrant life in the U.S.: economic, political, and cultural. Students taking the class will better understand how the experiences of migrants, many times in their home countries even before they migrate, shape their experiences and interpretations of their experiences in the U.S. The class will document the major, underlying factors causing urban poverty, especially those impacting refugees and immigrant communities of color.
2. apply foundational theories to analyze contemporary problems or controversies;
Today, immigration arguably constitutes the major political theme of political elections, what kinds of policies to have for immigrants both legal and undocumented. This course



will cover the major, underlying theories and evidence related to urban poverty among immigrants, especially those impacting refugees and immigrant communities of color.

3. make personal and social application of various theories—informed by a biblical perspective.

The course will include several field trips to urban immigrant communities, including the Cambodian community in which the professor resides in Oakland. The purpose of these trips is to personalize the lectures and material in class and help students to gain first-hand experiences in the life of immigrant communities in California.

Student Learning Outcomes

Students will apply appropriate foundational theories to analyze social, political, economic, and/or cultural phenomena.

Learning Outcomes are given in the syllabus below.



Sociology of Migration and Urban Poverty

Professor Russell Jeung
 Chair, Asian Studies, San Francisco State University
 Westmont College in San Francisco
rmjeung@gmail.com
 (510) 882-5674
 Office Hours:

Course Description

Sociology of Migration and Urban Poverty explores the 1) transnational; 2) demographic; and 3) sociological dimensions of contemporary, urban poverty. Using San Francisco and Oakland as our laboratory, students will conduct community-based, participatory research not only to unpack the underlying factors of poverty, but also to develop solutions with low-income communities. Special attention will be paid to refugee and immigrant communities of color. This course will satisfy General Education requirements in the Understanding Society GE requirement.

Course Learning Objectives/Activities/Assessments

By the end of the semester, students will have learned these objectives through these activities and assessments.

Objective	Activities	Assessments
1. Identify migration patterns and trends for ethnic/racial groups in the San Francisco Bay Area.	Lecture Readings Interviews with local residents	CBPR report Section 1: Demographic Trends
2. Explain the major, underlying factors causing urban poverty, especially those impacting refugees and immigrant communities of color	Lecture Readings Interviews with local residents	CBPR report Section 2: Socioeconomic Context
3. Contrast, compare and evaluate models of urban change and community development	Lecture Readings Discussions	CBPR report Section 3 and 4: Findings Recommendations
4. Design research with a community organization/congregation and gather data	Lecture Readings Interviews with Ministers	CBPR report: Methods Appendix
5. Analyze, synthesize and report sociological data for a public audience	In-class outlines Report writing	CPBR report: Executive Summary Group Presentation
6. Empower local congregations to further God's Kingdom of peace and justice	Lecture Readings Report writing	CBPR report



Course Requirements

Students are expected to prepare for and attend all course sessions, participate fully during class sessions, and complete assignments by due dates. In addition, they will work with local congregations and organizations, and must conduct themselves with cultural humility, professionalism, and integrity. These community projects will involve group work and hours outside the classroom and in the community.

Required Texts

Karen Gonzalez. 2019. *The God Who Sees: Immigrants, the Bible and the Journey to Belong*. Harrisonberg, VA: Herald Press.

Russell Jeung. 2016. *At Home in Exile: Finding Jesus Among My Ancestors and Refugee Neighbors*. Grand Rapids: Zondervan.

Randy Stoecker. 2012. *Research Methods for Community Change: A Project-Based Approach*. New York: Sage Publications.

John Fuder and Noel Castellanos. 2012. *A Heart for the Community: New Models for Urban and Suburban Ministry*. Chicago: Moody Press.

Articles posted on course website

ATTENDANCE, ASSIGNMENTS & GRADING:

The community report is a group project but students will be graded on their individual contributions:

1. **Participation (10%):** Attendance at all class sessions is required although three unexcused absences may be allowed without penalty (Student Handbook, p 46). One excused absence may be allowed in case of illness, official college activities (e.g., athletic activities and field trips) or other extenuating circumstances, evaluated by the professor. You are also expected to arrive on time for each class session. Excessive absences and habitual tardiness will result in the lower course grade at the end of the term. Please note that you are expected to be present in class both physically and mentally, fully engaging with the course material (see 8. Laptop policy).
2. **Community-based Participatory Research Section 1: Problem Statement and Demographic Trends (20%):** Completion of drafts on the problem statement of a community issue, as well as the demographic trends related to that issue. (2- 4 pages, single-spaced, proper citation)
3. **Community-based Participatory Research Section 2: Socioeconomic Context (20%):** Completion of drafts on the socioeconomic context of the community issue, including appropriate graphs, infographics. (2- 4 pages, single-spaced, proper citation)



4. **Community-based Participatory Research Section 3: Findings and Recommendations** (20%): Completion of drafts on the findings of the research and recommendations for next steps (2- 4 pages, single-spaced, proper citation)
5. **Community-based Participatory Research Executive Summary and Conclusion** (20%): Final version of report, including executive summary, conclusion, and formatting (2- 4 pages, single-spaced, proper citation)
6. **Group Presentation** (10%): Oral presentation of findings and recommendation with use of multimedia

Report Grading Scale:

A 95-100 C 73-76

A- 90-94 C- 70-72

B+ 87-89 D+ 67-69

B 83-86 D 63-66

B- 80-82 D- 60-62

C+ 77-79 F 0-59 Course Schedule

	Topic	Readings	Assignment Due
1/5	Introduction to Course	Stoecker	
1/13	Community-Based Research	Stoecker	Research Design Proposal
1/20	Urban Migrations: African American, Chinese American	Jeung	
1/27	Urban Migrations: Latino Refugee	Gonzalez	
2/3	Community-Based Research	Stoecker	Demographic / Historical Analysis
2/10	Urban Poverty Case Studies: Housing Employment	Fuder	
2/17	Urban Poverty Case Studies: Education Refugee Resettlement	Fuder	
2/24	Community-Based Research		Socioeconomic Analysis
3/2	Immigrant Theology	Gonzalez	
3/9	Spring Recess		
3/16	Immigrant Theology	Gonzalez	
3/23	Christian Urban Ministries	Fuder	
3/30	Community-based Research		Findings / Recommendations
4/6	Christian Community Development	Fuder	
4/13	Christian Community Organizing	Jeung	
4/20	Group Presentations		Ex Summary/ Conclusion



ACADEMIC INTEGRITY:

You are advised and expected to take academic integrity seriously as stated in the Student Handbook. Any act of cheating (including giving or receiving unauthorized aid in completing any of the class assignments), plagiarism (i.e., using ideas and/or words from (un)published sources as one's own without proper citations) or falsification will not be tolerated under any circumstance and will automatically result in a failing grade in the work and may result in a failing grade in the course and a report to the Provost.

ACADEMIC ACCOMMODATIONS:

1. Academic Accommodations: Students who have been diagnosed with a disability (chronic medical, learning, physical, or psychological) are strongly encouraged to contact the Office of Disability Services (ODS) as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by ODS. For more information, contact Sheri Noble, Director of Disability Services (565-6186, noble@westmont.edu) or visit the website (http://www.westmont.edu/_offices/disability). ODS is located in Voskuyl Library rooms 310A and 311.

2. Disability Statement: Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations should contact the Office of Disability Services Office (Voskuyl Library, rooms 310A, 311) as early in the semester as possible. Please visit http://www.westmont.edu/_offices/disability/ or call 565-6186 or 565-6135 for additional information.

LIBRARY RESOURCES:

Westmont librarians are available to help you. You can go to the Research Help Desk in the library for help with research for your assignments. You can also set up an appointment with the librarian who serves your academic department. To identify a specific librarian and to find subject-specific resources, consult the library's research guides at libguides.westmont.edu.