

MIGRATION & CULTURE

ASB 340 Migration & Culture (26419), SOC 328 Migration (27904)

Prof: Dr Kristin Koptiuch

Arizona State University West, Spring 2015

Course web: <http://migration2015.jimdo.com/>

Weds 6:00-8:45, CLCC 228

Office Hrs (FAB S123): Tu 3:00-4:00p, W 4:30-5:30p & by appt

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COURSE DESCRIPTION

By all accounts, migration is a defining issue of the 21st century. United Nations data shows that the number of *international* migrants increased from 75 million in 1960 to 214 million in 2010. Adding 740 million *internal* migrants, the total number of migrants is just under 1 billion worldwide today (out of 6.9 billion total). By 2010 Europe hosted the largest number of international migrants (69 million), followed by Asia (61 million), Northern America (50 million; about 40 million of which are in the US), Africa (19 million), Latin America and the Caribbean (7 million) and Oceania (6 million). In this context of accelerated migration, this course explores im/migration and culture, embedded in a transnational field of social, economic, and political relations. We follow current approaches in social sciences that understand international migration as the effect of a patterned process of global restructuring of capital and culture, which has ushered in an era of new migration pressures since the early 1970s. Both long-standing and recent structural processes and transnational connections underlie contemporary migrations: colonialism, war and military occupation/intervention, economic development, globalization of trade, labor recruitment by transnational corporations, global flows of technology, information, media, and culture. This global integration builds objective and subjective “bridges” that link migrants’ homelands to their “host” societies, creating “transmigrants” whose lives cut across national boundaries. Migrants are now a chief “export” of many countries, and migrants’ wage remittances are a chief resource for many national economies. Nations on both ends of the migrant stream now seek to “manage” migration, and migration has become a lightning rod for controversy worldwide, as well as cause célèbre for migrant social justice and human rights.

Within a global migration framework and from a social justice perspective, this course explores empirical research about migration patterns and migrant receiving and sending countries around the world. Questions we consider include: Why and under what social conditions do people migrate? What has been the impact of out-migration on the migrants’ home countries? How are individual migrants and their communities situated in the social process of global migration? How do migrants negotiate their contradictory experience of being caught between the nation and the globe, and manage their diasporic identities to adjust to their shifting positioning? How do experiences vary for different types of migrants (economic migrants, political or environmental refugees, trafficked or internally displaced people)? How do migrants resist their devaluation as Other within nations of settlement, and their subordination within a transnational economy that increasingly depends on their labor even as this contribution is devalued? With half the world’s migrants currently female, how has migration affected gender relations in countries of origin and settlement? How have the ethnic diversity and cultural hybridity of migrant diasporas challenged native citizens worldwide to re-imagine their own national communities?

EXPECTED LEARNING OUTCOMES

- Understand relationship between **globalization and inter/national migration** since 1970s
- Grasp migration as a **patterned process** embedded in a **transnational field**
- Acquire familiarity with **key approaches to migration** current in social sciences at macrostructural, intermediate institutional, and individual subject levels of analysis
- Explain **reasons why specific peoples from different world regions leave or have been displaced** from their homelands (whether as “economic migrants” or refugees)
- Explain what **historical connections** lead migrants to cross “**bridges**” linking them to specific destinations
- Explain the economic and social **impact of migration** on home and host communities
- Prepare students to intelligently engage in US & global **im/migration debates** as informed citizens
- “**Unpack**” the meaning behind the favorite American phrase, “**in search of a better life**”

Beyond the Classroom This course takes us beyond the classroom and book work to integrate experiential learning through conducting migrant interviews, a field trip to the US/Mexico border, guest speakers, sharing of our own migrant stories, and creating dynamic web portfolios of key assignments to communicate what we've learned about global migration to a broader community audience.

BorderLinks Field Trip Weds. April 1: An educational field trip to Nogales, Sonora, Mexico with the non-profit educational organization BorderLinks will add an exciting dimension to this course. This full-day excursion will be tailored to our course topic and may include activities such as: orientation in Tucson at BorderLinks; walk on desert migrant trails; interviews with migrants at Grupo Beta (Mexico's border patrol); lunch with families in a *colonia* squatters' settlement; visit to a *maquiladora* industrial zone; market basket survey exercise to compare cost of living on both sides of the border; visit to a migrant shelter/community center; discussions with migrants and US & Mexican experts and officials about migration issues. This educational immersion experience will bring home many of the topics studied in the course. As indicated on the ASU Course Schedule, a fee of **\$140** per student is required. Two checks or money orders will be collected in class by March 4: 1) **\$100.00 made out to "BorderLinks,"** 2) **\$40 made out to "ASU,"** for the charter bus to/from Tucson. Everyone is expected to attend the field trip!

YOU WILL NEED A PASSPORT BOOK or CARD—APPLY RIGHT AWAY TO RECEIVE IN TIME!

**Please arrange your schedule and obligations
to enable you to attend this important part of the course!
Dr K will provide letters to request that you be excused from other classes or work**

REQUIRED TEXTS

All texts available in the bookstore and at Fletcher Library Reserve Desk.

Cathy A. Small, *Voyages: From Tongan Villages to American Suburbs*. Cornell UP 1997

David A. McMurray, *In and Out of Morocco: Smuggling and Migration in a Frontier Boomtown*. U Minnesota P 2001
(also available electronically: <http://library.lib.asu.edu/record=b5227413~S3>)

Miriam Davidson, *Lives on the Line: Dispatches from the US-Mexico Border*. U Arizona P 2000

Ann Fadiman, *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. Farrar, Straus & Girou 1998

Warren Lehrer & Judith Sloan, *Crossing the BLVD: Strangers, Neighbors, Aliens in a New America*. WW Norton 2003.

See also the web site with the book, <http://www.crossingtheblvd.org/>

Additional required articles will be made available through our course Blackboard (BB) site.

COURSE REQUIREMENTS

All assignments typed, double-spaced please, submitted in hard copy and on BB or Web when required.

Attendance and active participation is expected to make this course successful. *Lose 2 points for each absence.*

Two Mini-Presentations <i>and</i> 1/2-1 page "brief".....	8%	4% each. Demonstrate preparation and understanding of course materials.
(10% off for no presentation)		
Three Discussion Points/One Worksheet.....	16%	4% each
Four Quizzes.....	28%	7% each
BorderLinks Trip Report (2-3 pp).....	10%	If unable to attend, see Dr. K. for alternative 7-10 pp field-based topic
Team Poster Project.....	8%	PowerPoint poster team project (<i>possibly; may change</i>)
Multimedia Interview <i>Crossing the Valley</i> Project.....	20%	Web project based on your interview with an immigrant or refugee in metro Phoenix; plus observational and informational supplements. (7-10 pages)
•Cannot interview class members or previous interviewees		
•Final presentation is 10% of paper grade		
• <i>Must get at least a B on project to qualify for any A in course</i>		
Web Portfolio.....	10%	Web site integrating all assignments
•Reflective Letter on migration issues=10% of portfolio		
	100%	Total

MUST COMPLETE ALL GRADED & UNGRADED ASSIGNMENTS TO QUALIFY FOR FINAL GRADE OF 'A-' & UP

RULES & REGS

IMPORTANT: ALL WRITTEN ASSIGNMENTS MUST BE TYPED, DOUBLE-SPACED, and turned in in HARD COPY, and SUBMITTED TO BLACKBOARD when required!

ASSIGNMENTS: Students are responsible for all assigned readings. Read PRIOR to the assigned class time. Class lectures and discussions will cover material supplemental to the readings, in addition to guiding you through them, so please come to class--**come even if you are late or unprepared!** Assignments are due on the date scheduled regardless of absence. Consult with instructor at any time for assistance and ideas on improving your performance. **IT IS YOUR RESPONSIBILITY TO CHECK BLACKBOARD REGULARLY.**

LATE ASSIGNMENTS: Late assignments will automatically have 10 % deducted from the grade. To encourage you to keep up, **LATE PAPERS WILL NOT BE ACCEPTED BEYOND TWO WEEKS OF THE DUE DATE.** Absence from class does not excuse you from delivering your assignments on time; consult with instructor if this is not possible. Advise instructor of anticipated scheduling difficulties. Missing assignments receive a grade of zero. **Must submit ALL assignments to qualify for an 'A-' or better on final grade!**

ATTENDANCE: If you miss three or more classes you are encouraged to drop the course. Since class meets only once a week, you'll have missed some 20% of the course. Absence is at times unavoidable; nonetheless your grade is likely to suffer. Do not schedule other appointments or obligations during class!

CLASS PARTICIPATION is expected to be energetic and will be considered in the assignment of final grades (especially in borderline cases). This includes readiness to discuss the readings as well as your own and your classmates' assignments. If you are not present, you deprive the class of your valuable contributions and also miss the chance to learn from your colleagues. Fieldtrips are part of class participation, as are Blackboard postings.

WRITING GUIDELINES All work for this course should be at a level appropriate to college students. **Mechanics and grammar DO count.** Please type and *proofread* carefully—*SpellCheck rules!* Everyone can improve writing skills--even terrific writers. Check out the **Student Success Center** (<http://studentsuccess.asu.edu/>) for coaching to improve your work. The **Grading Rubric** will be used as the assessment tool for all written work. Please review often!

ACADEMIC INTEGRITY: The absolute highest standard of integrity and ethical conduct is expected. Deviations from this principle on any graded activity will not be tolerated. Academic misconduct includes cheating on assignments and exams, and plagiarizing (using any work other than your own without proper acknowledgment). Ignorance of proper methods of citation is no excuse for plagiarism. See <http://libguides.asu.edu/integrity>. Academic dishonesty will result in a permanent failing grade. See the **ASU Academic Integrity Policy** <http://provost.asu.edu/academicintegrity>. **NO EXCEPTIONS, NO SECOND CHANCE! NOT WORTH IT!!!**

CAVEAT: If necessary or appropriate, the instructor reserves the option to change scheduled class topics, assignments, or due dates. Quizzes may be given if deemed necessary. Fieldtrips & guest speakers may be added. If no time for videos in class, you should view them on your own from library.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (DRC; UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible. Note: The fieldtrip to Nogales may present special mobility problems. Please consult with instructor.

COURSE/INSTRUCTOR EVALUATION You will receive an email with subject "ASU Course/Instructor Evaluation" w/instructions for online course/instructor evaluation 7-10 days before last class day. Response(s) are anonymous and will not be delivered to instructor until after grades have been submitted. This evaluation is an important process that allows our college to (1) help faculty improve instruction, (2) to help administrators evaluate instructional quality, (3) ensure high standards of teaching, (4) improve instruction and student learning over time.

WARNING: NO INCOMPLETES !! Course withdrawal deadline: 4/5/15. Graduation filing deadline 2/16/15.

GRADING RUBRIC

Instructor will use this rubric to guide and facilitate grading of all assignments, including the “briefs” and discussion points. Please read often! Use this rubric to guide your writing, and refer to it to interpret instructor’s grading. Do not expect to receive full credit on assignments if you have not fully completed all that the assignment requires. (e.g. blanks left on Global Migration Snapshot Worksheet, cites only 3 out of 5 required references...)

A	<ol style="list-style-type: none"> 1. Meets all requirements of the assignment, or exceeds them (in quality, not quantity; if one page maximum is required, turning in 2 pages simply misses the point of the assignment, which includes writing sharply and succinctly). 2. Sophisticated writing and composition; few errors in grammar, spelling. 3. Skilled analysis and precise argument; meaningful incorporation of vocabulary and concepts relevant to the course. 4. Demonstrates original insights, critical thinking, synthesis of course content, creatively applied to assigned material. 5. <i>Explicit</i> integration of insights, concepts, understandings from <i>the specific readings for this assignment</i> as specified, to shape and sharpen analysis.
B	<ol style="list-style-type: none"> 1. Meets all requirements of the assignment (e.g. if five citations of references are required, must have all five). 2. Solid and articulate writing and composition; few errors in grammar, spelling. 3. Active and critical discussion of ideas; may be more descriptive than analytical. 4. Demonstrates critical thinking, good grasp of concepts relevant to the course, intellectual creativity and willingness to attempt original applications of concepts. 5. <i>Explicit</i> integration of insights, concepts, understandings from <i>the specific readings for this assignment</i> as specified, to shape and sharpen analysis.
C	<ol style="list-style-type: none"> 1. Does not meet all requirements of the assignment, incomplete tasks (e.g. cites only 3 out of 5 required references). 2. Weak or careless writing and composition skills; many errors in grammar, spelling. 3. Imprecise language and presentation of ideas, unclear communication. 4. Demonstrates basic grasp of the substance of course concepts and materials; while essentially correct, comprehension and arguments do not stretch beyond the superficial application of concepts and ideas. 5. <i>Implicit</i> (rather than <i>explicit</i>) integration of insights, concepts, understandings from <i>the specific readings for this assignment</i> as specified, to shape and sharpen analysis.
D	<ol style="list-style-type: none"> 1. Ignores requirements (e.g. no citations supplied when required). 2. Writing and composition skills not at college level. 3. Failure to address the topic of assignment; unclear communication; misreadings or misunderstandings. 4. Incomplete grasp of the basic substance of the course concepts and materials. 5. Lacks any apparent integration of insights, concepts, understandings from <i>the specific readings for this assignment</i> as specified, to shape and sharpen analysis.
E	Fugeddaboutit. <i>Do over and resubmit!</i>

100 point scale used for all assignments. Presentations and group participations are part of the assignment grade; lack of presentation or absence on discussion days will result in **10% deduction of points from grade.**

You should attend even if unprepared with the assignment!

NOTE: Pluses and minuses reflect variation and flexibility in grading, in accordance with uneven strengths and weaknesses.

**Must complete all graded & ungraded assignments to qualify for final grade of ‘A-’ & up.
Must earn at least a ‘B’ on Crossing the Valley Interview Project to qualify for any ‘A’ for final grade.**



WK 1 1/14 INTRODUCTION TO COURSE Articles & links accessible via Blackboard (BB)Intro, syllabus explained, video; first assignments made; HELPFUL RESOURCE REFERENCES:

FOR REFERENCE

- International Organization for Migration, *World Migration Report 2013*
http://publications.iom.int/bookstore/index.php?main_page=redirect&action=url&goto=publications.iom.int%2Fbookstore%2Ffree%2FWMR2013_EN.pdf
- Migration Policy Institute, “US in Focus: Frequently Requested Statistics on Immigrants and Immigration in the United States,” <http://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>
- Pew Research Ctr, “Arizona's Population Growth Parallels America's” 2008
<http://pewresearch.org/pubs/702/arizona-population>
- Immigration Explorer (NYT 2009). Interactive map of US immig 1880-2000 by state, county, country
<http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html?h>
- **VIDEO:** *The Unwanted*, 1975 (50 min)

WK 2 1/21 MIGRATION AS A PATTERNED PROCESS OF GLOBALIZATION OF CAPITAL & CULTURE

(all readings on BB)

- Charles S. Clark, “The New Immigrants,” *Congressional Quarterly Researcher* Jan 24, 1997:49-72 (reprint from *Annual Editions: Race & Ethnic Relations 2000*) EASY!
- Pew Research Ctr, “5 Facts About Illegal Immigration in the US. Nov 2014 GET THE FACTS
- Douglas S. Massey-“Five Myths About Immigration: Common Misconceptions Underlying US Border-Enforcement Policy” *Immig Policy Ctr*, 2005. **VERY IMPORTANT!**
- Saskia Sassen, “Why Migration?” *Report on the Americas* 25(1)1992: 14-19. **VERY IMPORTANT!**
- Nina Schiller, et al, “Transnationalism: A New Analytic Framework for Understanding Migration,” in *Towards a Transnational Perspective on Migration: Race, Class, Ethnicity, and Nationalism Reconsidered*. NY: Annals of NY Academy of Sciences, 1992 (clip) GET THE BIG PICTURE!
- Amitava Kumar, “Language.” From his *Passport Photos*, U Calif P 2000: 16-25, 30-34 FUN!
- Read Kumar’s piece, then listen to NPR audio piece by an Indian immigrant who just became a US citizen, 1-23-07
<http://www.npr.org/templates/story/story.php?storyId=16572433>

QUIZ #1 ON TODAY’S READINGS—Big-picture issues

ALSO DUE: MINI PRESENTATION #1: FAMILY MIGRATION ARTIFACT & BRIEF Bring in an **object or item from home that represents your own family’s legacy of im/migration** (e.g. photo, document, household article, recipe, artifact—ask family members for help!). Give a one-minute show-and-tell mini-presentation. To prepare, **write up a “brief”** explaining the meaning this object holds for you and/or your family. **Include: where** did they come from, **when** did they come, **why** did they emigrate here. This will go on your Web Portfolio, along with a **scan or photo** of your object and a **map** of your family’s homeland(s) showing their path to the US (save these materials for your web site). **1/2 to 1 page max, double-spaced.**

- **HANDOUT WORKSHEET: GLOBAL MIGRATION SNAPSHOT due next week**

WK 3 1/28 VOYAGES HERE & THERE / ETHNOGRAPHY OF MIGRATION

- **Cathy Small, *Voyages: From Tongan Villages to American Suburbs*. (parts I & II)**
- Frances Moore Lappé and Joseph Collins, “Why Can't People Feed Themselves?” From *Food First: Beyond the Myth of Scarcity*, Institute for Food & Development 1977. *An important classic!*
- **VIDEO: *The Sixth Section*** (Rivera 2003 27 min)

DUE: GLOBAL MIGRATION SNAPSHOT—worksheet handout due; based on:

http://www.nytimes.com/ref/world/20070622_CAPEVERDE_GRAPHIC.html

WK 4 2/4 VOYAGES HERE AND THERE / FIGURES OF AN ALIEN NATION

- **Cathy Small, *Voyages: From Tongan Villages to American Suburbs*. (parts III & IV)**
- **VIDEO: *Borders*** (Rivera 2003, 10 min); *Debunking Third-World Myths With Stats* (TED: Rosling 2006)

DUE: DISCUSSION POINTS #1: Based on your reading of *Voyages*, write up three points *about Tongan migration* that you wish to raise for discussion. Okay to ask questions, but answer them too! **Be sure to explicitly ground your points in the readings.** Explain what you mean by referring to the author’s arguments and give a supporting example from the book. *Explicitly* cite author/title in your sentences. The idea is to show that you’ve done your homework thoughtfully & to generate informed discussion *about migration*. **Be brief! About a paragraph each point.** 1.5 page max, double-spaced.

WK 5 2/11 “MOROCCANS ARE THE MEXICANS OF WESTERN EUROPE”

- David McMurray, *In & Out of Morocco: Smuggling & Migration in a Frontier Boomtown* (all!)
- de Haas & Vezzoli, “Comparing the Migration and Development Experiences of Mexico and Morocco” <http://www.migrationinformation.org/Feature/display.cfm?ID=791> (10 pp)
- **Selection of news items on immigration controversies in Europe (on BB)**
- **SLIDES:** comparing migration across Euro-Mediterranean & US-Mexico ‘borders’
- **VIDEO:** *Uprooted: Refugees of the Global Economy*, 2001 (30 min), or other film, and discussion

QUIZ # 2 ON MCMURRAY’S BOOK—Big-picture issues (essay format)**WK 6 2/18 IMMIGRANTS WITHOUT BORDERS: THE TRANSNATIONAL EDGE IN THE CITY**

- Saskia Sassen, “The City: Strategic Site/New Frontier,” in *Quaderns d’arquitectura i urbanisme: Frontera*, Barcelona: Col·legi d’Arquitectes de Catalunya, 2001 12-15
- Price & Benton-Short, “Counting Immigrants in Cities across the Globe” 2007 <http://www.migrationinformation.org/Feature/display.cfm?ID=567>
- Nicole Constable, Preface and “Pleasure & Power” (conclusion), of her *Maid to Order in Hong Kong: Stories of Filipina Workers*, Cornell 2007
- Vikki Valentine, “Economic Despair, Racism Drive French Riots” 2005 <http://www.npr.org/templates/story/story.php?storyId=5004897>, recc
- Marc Cooper, “The Heartland’s Raw Deal: How Meatpacking is Creating a New Immigrant Underclass,” *The Nation* Feb 3, 1997: 11-17 (BB) *terrific short article!*
- Deborah Sontag, “A Mexican Town that Transcends All Borders,” *NY Times* July 21, 1998. <http://www.nytimes.com/library/national/regional/072198immigration.html>
- Kristin Koptiuch, “Cruzando Fronteras/Crossing Phoenix,” 2012 <http://urbanvignettes.com/north-america/3930/>
- *Spanish for Your Nanny*, 2007 (2 min) http://www.youtube.com/watch?v=5fda4_w06JI
- Naturalization Self Test—would you pass it? Try it and tell us how it goes! (BB)
- **SLIDES:** Filipina domestic workers in the city of Hong Kong in 2006
- **VIDEO:** *Modern Heroes, Modern Slaves*, 1997 on Filipina domestic workers (clip)

DUE: MINI-PRESENTATION #2: MIGRANTS IN THE CITY AND “BRIEF.” Take yourself on a fieldtrip to the 'border' inside metro Phoenix. The border is zone of interaction where the US and another country come together, intersect, butt up against or bleed into each other, whether in an easy blend or a contentious edginess. Migrants have created social/geographical “border” spaces like this throughout the Phoenix metro area. Go to such a “border” zone. Immerse yourself there for a while. Observe, interact, chat with people. **Take notes, take a photo, and record the location.** In your “brief,” swiftly describe and analyze what you see at this “border” in light of what we’ve studied about immigration. Be sure to explain how your site relates to this assignment, and you **MUST EXPLICITLY CITE AUTHOR/TITLE AND DRAW ON ONE ARTICLE FROM TODAY’S READINGS IN YOUR ‘BRIEF’ TO HELP SHAPE YOUR ANALYSIS.** Use *ONE* photo or an artifact to illustrate your show-and-tell one-minute mini-presentation. Fieldwork may be done in pairs, small teams, or individually; each person writes their own “brief” taking their own angle on the site. **Brief to turn in: one half to one page max, double-spaced.**

WK 7 2/25 REFUGEES IN GLOBAL MIGRATIONS

- **Ann Fadiman, *The Spirit Catches You and You Fall Down*, 1998.** Great book, reads like a novel; try to read all, but *at least* half the book, stretched throughout. **Don’t miss these important chapters for understanding refugees and migration of the Hmong**, where they come from, their long history of migration in Asia, why they became refugees to the US, their resettlement in this country, etc: **2, 6, 8, 10, 12, 14, 16, 17, 19**
 - “Evolution of the Term Refugee” (BB)—quickly learn the genealogy of ‘refugee’!
 - See recommended supplements on BB—excellent pieces, if you have time
- VIDEO:** *A brief history of the Hmong & the secret war in Laos*, 2004 (see preview on BB)
- GUESTS: International Rescue Committee—hopefully!**
- RECC:** *Gran Torino* (Clint Eastwood 2008)—story of Hmong refugees in Michigan

DUE: DISCUSSION POINTS #2: Three points for discussion, grounded in the book; focus on migration themes! **(review instructions for Disc Pts #1, Wk 4) 1.5 page max, double-spaced.**

WK 8 3/4 INTERNAL MIGRATION: CHINA'S FLOATING POPULATION: 200+ Million "Illegals"

- *****DUE: Checks or money orders: \$100.00 to "Borderlinks" and bus fee \$40.00 to "ASU"**
- Myerson, "Home and Away: Chinese Migrant Workers Between Two Worlds," *Sociological Review* 2010
- Selection of *required* internet articles on internal migration in China (click links in **BB folder** for WK 8 readings)

• QUIZ #3 ON THE CHINA MATERIALS

- *Internal migration* is a very important form of migration. The UN estimates that 740 million people are migrants *within* their own countries; that's four times more than the number of people who move from one country to another! For individual migrants, internal migration happens for much the same reasons as international movements that can mostly be boiled down to a "search for a better life." In China alone, 210+ million people have moved from countryside to city in the last 20 years, quite astonishing. You'll be intrigued that most of these migrants are considered to have 'illegal' status, even though they remain in their own country, due to the regional residential status requirement known as a "hukou." How does China's treatment of these internal migrants offer insights for the US treatment of unauthorized migrants?
- **VIDEO:** *Last Train Home*, Lixin Fan (2009) clips

IF WE DECIDE TO DO TEAM POSTERS: IN-CLASS RESEARCH WORKSHOP**Team Project: Unauthorized Immigration in Global Comparative Perspective:**

(likely countries): Greece, Italy, South Africa, Mexico, China; OR Comparative Refugees?

- See instruction sheet for poster preparation. Teams and countries will be assigned today. Develop key research questions *today* in class—don't miss it!
 - Social science research Librarian Dr Lisa Kammerlocher will guide us on necessary research skills
 - Library Globalization LibGuide: <http://libguides.asu.edu/content.php?pid=5176&sid=34688>
- DUE Weds 4/15** (poster board to be provided); BUT poster session may be 4/15, so may have to be due sooner.

WK 9 3/11 SPRING BREAK! Do something different *and* fun! Check out No More Deaths' "Alternative Spring Break" for college students! <http://forms.nomoredeaths.org/volunteer-in-the-desert-in-march/> (app due Jan 27)

WK 10 3/18 CROSSING THE VALLEY

- Lehrer & Sloan, *CROSSING THE BLVD: Strangers, Neighbors, Aliens in a New America*
- READ AS MUCH AS YOU CAN, AT LEAST 50% OF THE BOOK—SKIP AROUND! Read *at least* three interviews in *each* of the 5 chapters. *This is a GREAT book!*
- See also the web site for the book, listen to interview segments, get ideas for your own Multimedia Ethnography for our Crossing the Valley class web project <http://www.crossingtheblvd.org/>
- Berger, "Queens Libraries Speak the Mother Tongue" NYTimes 1-2-12 (BB) *fascinating!*

We will workshop questions for our migrant interview project today based on this book.

DUE: DISCUSSION POINTS #3. To get inspired for our **Crossing the Valley** final class web project, **write up a list of 5 key ideas** that you found to be most effective or insightful in the immigrant narratives that you read in *Crossing the BLVD*. Explain each idea briefly with supporting examples from the book. Then **turn each idea into a concise question** that can guide our interviews with immigrants here in the valley and help design our web pages. You may consider the book's creative presentation strategies (images, font, layout) as well as questions to ask interviewees to elicit a rich understanding of their "voyages here and there." **Be brief!** 1½-2p

VIDEO: *Caminata: The Journey* (Meltzer 2009 15 min)—theme park in Mexico simulates border crossing! or *We Don't Play Golf Here* (Landau 2007) 33 min

WK 11 3/25 **FINAL PREPARATION FOR FIELDTRIP NEXT WEEK** *Did you pay the fees?? Got passport??*
Crossing the Valley Interview instructions to be handed out today too.

QUIZ # 4 ON THE FOLLOWING READINGS AZ migration issues (may change readings):

- Bacon, “Displaced, Unequal & Criminalized: Fighting for the Rights of Migrants in the US” 2012 excerpt
- Witness for Peace, “Forced From Home: US Trade Policy & Immigration” 2007
- No More Deaths, “A Culture of Cruelty: Abuse and Impunity in Short-Term U.S. Border Patrol Custody” (Executive Summary for quiz, 8 pp; full report provided on BB as well.)
- Ross, “Viva Los Suns,” chapter 6 on immigration of his book on Phoenix, *Bird on Fire* (selection on BB)
- Lenz, “Death in the Desert” *Intelligence Report* Issue 147, Winter 2012: 24-29
- Wold, “Beyond ‘Free’ or ‘Fair’ Trade: Mexican Farmers Go Local” 2012 (on Oaxaca)
<http://www.yesmagazine.org/peace-justice/beyond-free-or-fair-trade-mexican-farmers-go-local>
- *Guia del Migrante Mexicano* (Guide for the Mexican Migrant) –English/Spanish +commentary
- See also supplemental news items & a set of short readings on AZ immigration bills in this week’s BB folder
- SLIDES: from dr k’s trips to Veracruz and Oaxaca with Witness for Peace
- **MUSIC VIDEO:** Molotov, “Frijolero” from cd *Dance and Dense Denso*, Surco Records, 2003 YouTube:
<http://www.youtube.com/watch?v=qcwaDYcIIWY>
- **VIDEO:** *Rights on the Line: Vigilantes at the Border* (Ray Ybarra 2005) on the Minutemen, or *The Other Side of Immigration* (Roy Germano 2010) on impact of emigration on Mexico; **RECC:** sci-fi feature film by Alex Rivera, *Sleep Dealer* (watch trailer in class)

WK 12 4/1 **BORDERLINKS FIELDTRIP TO NOGALES, SONORA, MEXICO**

- **Miriam Davidson, *Lives on the Line: Dispatches from the US-Mexico Border*.** 2000. We go to many places in this book on Nogales—read it this week to prepare for Fieldtrip and your Report!
- Pew Ctr, “Hispanics and Arizona’s New Immigration Law [SB 1070],” 2010
<http://pewresearch.org/pubs/1579/arizona-immigration-law-fact-sheet-hispanic-population-opinion-discrimination>
- Bus to Tucson leaves at 6:30 am in parking lot southwest of library; return around 10:00 pm
 Parking instructions to be provided
DON’T BE LATE OR YOU’LL MISS THE TRIP! It’s happed before!
- Please leave your iPods & mp3s at home!! Talk to your colleagues!
- Check out the organization leading our trip <http://www.borderlinks.org>

WK 13 4/8 **TEAM POSTER PROJECT RESEARCH.** Dr K is presenting a paper at the Urban Affairs Assoc Conference in Miami. BUT teams should take this chance to meet during class time and in our classroom. You need not remain for the full three hours, but PLEASE try to wrap up your poster/PPT project during this class period so that it will be done in time for the New College EXPO event. Adjustments will be made if EXPO date changes or if our time is too compressed.

- **Work on Fieldtrip Reports (due next week); Did you select a migrant to interview yet?**

WK 14 4/15 **WEB WORKSHOP: instructions on how to create web pages for your final Web Portfolio.**
 We will use [Jimdo.com](http://www.jimdo.com) to create our web pages. ***DON’T MISS IT!!!***

- **BRING: on cd/flash drive (or in digital drop box) your Family Migration Artifact** “brief” (corrected!), a map, and scan/photo of your artifact, to create your first web page! You can also bring materials for your **Migrants in the City** web page and finish that one too!

DUE: BorderLinks Fieldtrip Report (2-3 pp) Describe one or two key aspects that impressed you most about the field trip and *explain why*. **You must explicitly incorporate at least three points from Miriam Davidson’s book *Lives on the Line*.** *Explain* how insights from these points help you to more effectively analyze your observations and impressions in relation to our study of migration. *Please push your discussion beyond the tendency to simply state how much more you will now appreciate your life in the US!* NOTE: Failure to include citations from the readings will result in a max grade of “C.” Reread Grading Rubric.

Discussion and Debriefing of Our Field Trip Experiences!

WK 15 4/22 TEAM POSTERS: Unauthorized Immigration in Global Comparative Perspective

DUE: TEAM PROJECT—PowerPoint-based poster for display at the New College EXPO Student Research Poster Session on April 15 (tentative date) in UCB LaSala. NOTE: We may have to arrange to turn in the posters earlier, depending on actual date of EXPO.

- Teams present PowerPoint in class today; poster version too.
- See Instruction Sheet for this assignment; Use BB team discussion board
- Prepare your poster using PowerPoint slides; later Dr K will convert the team posters/slide shows into web pages to link to your individual web portfolios.

Note: we may have to change this assignment.

WK 16 4/29 WORK ON WEB PAGES IN CLASS.**DUE: ORAL PROGRESS REPORT ON *CROSSING THE VALLEY* INTERVIEW PROJECT**

By the end of today's class you should be done with *all* your web pages *except* your interview project!

- **PREPARE:** Have all your written assignments **WEB READY: polished, proofed, and FINISHED!** Select *in advance* photos, maps and save in a folder. Use our Course Photo Gallery! Bring text and images either on disk, CD, flash drive, or in your BB digital dropbox.
- **Note: convert all text to .doc or .rtf format (not .wps or .wpd etc), and all photos to .jpg!**
- **REFLECTIVE LETTER:** 10% of Web Portfolio grade. Don't forget it! Reflective Letter should be your final reflections on what you learned about global migration in our course. Address it to a group of your choice (e.g. Dear Arizonans, people of the world, all migrants, anti-immigrant groups, migrant youth, college students, etc). Talk about two or three key ideas/issues/insights that you feel you gained understanding into through our course, and pass on those insights to your readers. This is an important piece of your Web Portfolio, so give it some thought. The letter should be **at least one full page** (double-spaced). Due on the final exam day in Web Portfolio.

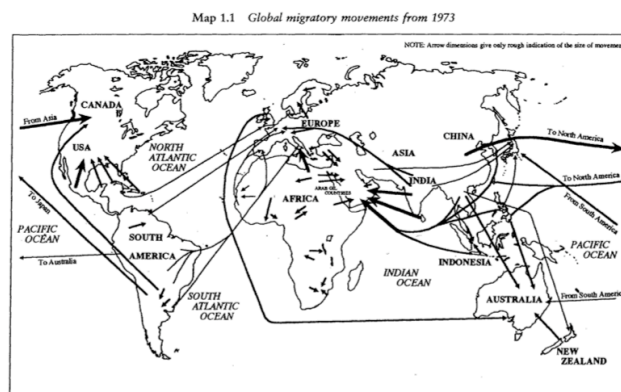
WK 17 5/6 FINAL EXAM DAY CLASS 6:00-7:50 pm

WEB WORKSHOP TO FINALIZE YOUR WEB PORTFOLIO AND GIVE A BRIEF *PECHA KUCHA* PRESENTATION ON YOUR MIGRANT INTERVIEW (prepare five PowerPoint slides on key points—see instruction sheet)

DUE: FINAL WEB PORTFOLIO (see instruction sheet)

You can use today's class to finish your web pages, test all links, and show them when done

**Must complete *all* graded & ungraded assignments to qualify for final grade of 'A-' & up.
Must earn at least a 'B' on crossing the valley interview project to qualify for final grade of 'A-' & up.**



Source: Castles & Miller, *The Age of Migration*, 3rd Ed. 2003