ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE December 20, 2011

1. ACADEMIC UNIT: School of Human Evolution and Social Change

2. COURSE PROPOSED: ASB  478 Migration and Society 3
   (prefix )  (number) (title)  (semester hours)

3. CONTACT PERSON: Name: Alissa Ruth  Phone: 5-4628
   Mail Code: 2402  E-Mail: alissa.ruth@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965–0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

- Literacy and Critical Inquiry–L
- Mathematical Studies–MA
- Humanities, Fine Arts and Design–HU
- Social and Behavioral Sciences–SB
- Natural Sciences–SQ

Awareness Areas

- Global Awareness–G
- Historical Awareness–H
- Cultural Diversity in the United States–C

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

Cultural Diversity in the U.S.: The course focuses primarily on immigrants in the U.S., which is the predominant source of contemporary cultural/ethnic diversity in the country. It has extensive coverage of both Mexican and other Latin American and Asian immigrants.

CROSS-LISTED COURSES:  ❑ No  ❑ Yes; Please identify courses:  SOC/TCL 478

Is this an amultisection course?:  ❑ No  ❑ Yes; Is it governed by a common syllabus?  

Alexandra Brewis Slade  
Chair/Director (Print or Type)  Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
MEMO
To: University General Studies Council
From: Alexandra Brewis Slade, Executive Director SHESC
Re: Summer 2012 General Studies Effective Date
Date: December 20, 2011

Dear General Studies Council,

We would like to respectfully request that, if approved, the general studies designation of SB and C for ASB/SOC/TCL 478: Migration and Society be effective for Summer 2012.

Cordially,

Alexandra Brewis Slade, PhD
Executive Director
Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans—all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[C] CRITERIA

#### CULTURAL DIVERSITY IN THE UNITED STATES

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>1. A Cultural Diversity course must meet the following general criteria:</strong></td>
</tr>
<tr>
<td>✗</td>
<td>☐</td>
<td>The course must contribute to an understanding of cultural diversity in <strong>contemporary</strong> U.S. Society.</td>
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<td><strong>2. A Cultural Diversity course must then meet at least one of the following specific criteria:</strong></td>
</tr>
<tr>
<td>✗</td>
<td>☐</td>
<td>a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.</td>
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</table>

*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.

**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example-See 2b. Compares 2 U.S. cultures</td>
<td>Example-Compares Latino &amp; African American Music</td>
<td>Example-See Syllabus Pg. 5</td>
</tr>
<tr>
<td>1</td>
<td>The course focuses primarily on immigrants in the U.S., which is the predominant source of contemporary cultural/ethnic diversity in the country.</td>
<td>Most of the readings and course lectures focus on immigration to the U.S. and immigrants/immigrant minorities in the U.S.</td>
</tr>
<tr>
<td>2A and c</td>
<td>2a: The course has extensive coverage of both Mexican and other Latin American and Asian immigrants/immigrant minorities. 2c: The course looks at the social relationship between these immigrants/immigrant minorities and majority US society</td>
<td>2a: Most specifically units on Public Opinion, Transnational Migration, Migration and Identity, Gender and Migration, Refugees, Second Gen. Immigr. Minorities, and the second half of the case study on the US 2c: Units on Immigration Policy and Control, Economics of Immigration, Public Opinion toward Immigrants, Second Generation Immigrant Minorities, Case Study on US</td>
</tr>
</tbody>
</table>
Arizona State University
School of Human Evolution and Social Change
ASB 478: Migration and Society
Fall Semester 2007
Monday and Wednesday 3:15 – 4:30pm
College of Design South 13
73666

Instructor: Gaku Tsuda (Associate Professor, SHESC) Office Phone: (480) 965-7887
Office: Matthews Center 203K E-mail: takeyuki.tsuda@asu.edu
Office Hours: Wednesday 10:30-12:00pm Home Phone: (480) 794-1837
Thursday 2:00-3:30pm (or by appointment) (call before 10pm)

Description:
International migration has become an important global force reshaping societies throughout the world. According to United Nations estimates, the total volume of international migration increased 60 percent from 120 million in 1990 to 191 million in 2005 and is expected to continue growing at a rapid pace as global demographic and economic inequalities between nations widen while they become increasingly interconnected through globalization. In response, governments have attempted to control and manage these migration flows and contain anti-immigrant public backlashes, while dealing with increasing demands for immigrant rights, services, and political representation. Global migration is not just impacting local economies, but also fundamentally reshaping the ethnic, racial, and cultural composition of host societies as well as the identities, families, and communities of the migrants themselves.

This course will examine the social and ethnic consequences of international migration from a comparative perspective with a focus on the United States. Some of the fundamental questions we will address in this course include: What causes people to migrate across national borders and settle in foreign countries? What kind of ethnic experiences do migrants have and how does it affect their identities? How does the majority host society react ethnically to immigrants and what kind of citizenship rights does it grant to immigrants? In what ways do men and women experience migration differently? How do migrants maintain social relationships with those back in their home countries and how does this affect their sense of national allegiance and social integration into the host society? What happens to the second generation descendants of immigrants?

Course Goals:
After discussing the causes of international migration and the policies governments have adopted to control it, this course will examine the impact of immigration on ethnic and gender relations and identities. We will also consider immigrant attachments to their homelands, the formation of transnational ethnic communities and diasporas across national borders, and majority public and ethnic opinion toward immigrants. Then, we will study the long-term status of immigrants in the host society. This includes the permanent settlement of immigrants, the conferral of basic rights, social services, and citizenship to immigrants, and the experiences of second generation immigrant minorities. The course focuses mainly on labor migrants, but refugees and asylum seekers will also

Yellow= Direct link to U.S. culture and its diversity although the other readings not highlighted often compare U.S. to other countries/cultures
be briefly considered. It will focus mainly on case studies of immigration in the United States, but will also look at Japan, and Europe.

**Prerequisites/Anti-requisites:**
56 hours or more of coursework. Students who have credit for SOC 378 or TCL 378 may not enroll in ASB 378.

**Learning Outcomes:**
Upon completion of his course, students will have been exposed to various perspectives on immigration from sociology, political science, and even economics. Though readings and class discussion, students will learn to discuss and debate various issues related to immigration by the use of evidence from the readings and relate these issues to their own immigration-related experience. Through writing essays, students will learn how to apply social scientific theories and principles to the understanding of immigration processes and support their arguments with evidence and information from readings and class discussion/lecture.

**Required Readings:**
Students will be required to buy a course reader from the Alternative Copy Shop at 715 South Forest Ave., right north of campus (tel.#: (480) 829-7992, e-mail: altempe@alternativecopy.com).

**Course Format and Requirements:**
Classes will be mainly lecture format, but at times, I will open up certain issues for discussion and always actively encourage students to ask questions during lecture. This is a demanding course that requires serious reading and writing.

Two midterm papers (about 4 pages each) and a final paper (6-8 pages) will be assigned. All papers must be submitted both as a printed hardcopy and through Blackboard (under the Assignments link). The midterm papers will focus on specific course topics (indicated by italicized subheadings in the Schedule of Topics and Readings below) and cover a more limited amount of readings/lectures. The final paper topics will be conceptually broader (and more difficult) and cover a wider range of course material. Midterm and final paper topics will be distributed (and posted on Blackboard under the Assignments link) a couple weeks before the due dates (you will choose from a number of topics).

The average amount of reading per class for undergraduate students is 33.5 pages or 67 pages/week (944 pages total for the entire semester).

You are always strongly encouraged to see the instructor in his office. I try to make myself available to students as much as possible. If you cannot make it during office hours, please make an appointment with me. You can also e-mail me or call me at my office or home (as long as it is before 10pm).
Coursework:
Final grades for the course will be assigned on basis of the following:

2 midterm papers 30% each
Final paper 40%

Each paper will be graded as follows:
20%=thesis (in introductory paragraph) and general analysis
20%=proper use of class materials to support thesis
20%=organization and logical flow of argument
10%=writing style and grammar
10%=conclusion (effectiveness of thesis recap and additional concluding insights)

Late papers will be marked down one grade per day late (e.g., a B+ paper becomes a B if turned in
one day late, etc.). No excuses will be accepted except health/medical reasons and dire emergencies.
I will grant extensions for papers, but only if you have a legitimate reason (i.e., lots of work due for
other classes at the same time) and only if you notify me well in advance of the paper due date.

For your own protection, you should keep a copy of everything you hand in, and you should keep
your graded assignments at least until grades are finalized at the end of the semester, and in the event
you wish to contest any grades.

Grading Scale:
Grades will be based on the following scale:

- A+ = 97-100
- A  = 94-96.99
- A- = 90-93.99
- B+ = 87-89.99
- B  = 84-86.99
- B- = 80-83.99
- C+ = 77-79.99
- C  = 70-76.99
- D  = 60-69.99
- E  = 59.99 and below
- XE = Failure due to Academic Dishonesty

Incompletes:
A mark of "I" (incomplete) is given by the instructor when you are otherwise doing acceptable work
but are unable to complete the course because of illness or other conditions beyond your control.
You are required to arrange with the instructor for the completion of the course requirements. The
arrangement must be recorded on the Request for Grade of Incomplete form
(http://students.asu.edu/forms/incomplete-grade-request).

Grade Appeals:
ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading
decisions, please see http://catalog.asu.edu/appeal.
Student Standards:
Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308:
http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf

Email Communications:
All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to:

Academic Integrity:
Plagiarism is the intentional use of material from someone else’s written work without acknowledging the source. This includes turning in papers written by someone else or copying passages from someone else’s written work in your paper without properly citing it. It does not matter whether the material you are copying is from a published or unpublished text or manuscript, from the internet, or the written work of other students. If you use someone else’s written work and misrepresent it as your own, it is plagiarism, among the most serious types of academic cheating.

By taking this class, you are promising that you will not plagiarize. If you think there is any chance you might plagiarize for whatever reason (academic dishonesty, to avoid doing the work for the class, being too busy with other classes or a job, etc.), please withdraw from the class. All undergraduate papers will be scanned using SafeAssignment on Blackboard, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted in previous years by ASU students. If you are caught plagiarizing, you will automatically receive an “E” for the course.

See also http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Student Support and Disability Accommodations:
ASU offers support services through Counseling (www.asu.edu/counseling_center), the Learning Resources Center (www.asu.edu/lrc), and the Disability Resource Center (www.asu.edu/drc). If you are a disabled student in need of special arrangements for exams and/or homework, we will do all we can to help. But you will first need to bring a letter from the Disability Resources Center: 480-965-1234 (Voice) 480-965-9000 (TTY).

Yellow= Direct link to U.S. culture and its diversity although the other readings not highlighted often compare U.S. to other countries/cultures
Schedule of Topics and Readings:

**Week 1:**

**Introduction to Course**

August 20: No readings assigned

**General Overview and Key Concepts**

August 22: Castles and Miller, *The Age of Migration*, pp.1-16 (15 pages)
Stalker, “A Shifting Landscape” and “Ancient Paths,” in *The Work of Strangers*, pp.3-16 (13 pages)
Castles and Miller, *The Age of Migration*, pp.68-93 (25 pages)

**Week 2:**

**Causes of Migration**

August 27: Castles and Miller, *The Age of Migration*, pp.21-29 (8 pages)
Massey, Arango, Hugo, et. al., “Contemporary Theories of International Migration,” in *Worlds in Motion*, pp.17-20, 28, 32-38, 40-50 (20 pages)
Chavez, “Separation,” in *Shadowed Lives*, pp.25-43 (18 pages)

**Immigration Policy and Control**

August 29: Castles and Miller, *The Age of Migration*, pp.94-102, 114-120, 282-284 (16 pages)

**Week 3:**

September 3: Labor Day (no class)


**Week 4:**

**Economics of Immigration**


September 12: Castles and Miller, *The Age of Migration*, pp.178-188, 191-197 (16 pages)

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Week 5:

Public Opinion toward Immigrants


Week 6:

September 24: **First midterm paper due in class** (also submit through Blackboard under the *Assignments* link)
Screening of documentary, *Crossing Arizona* (77 minutes)
No readings assigned

Transnational Migration and Communities


Migration and Identity

October 1: Basch, Glick Schiller, and Blanc, “Not What We Had in Mind: Hegemonic Agendas, Haitian Transnational Practices, and Emergent Identities,” in *Nations Unbound*, pp.181-210, 221-222 (31 pages)
Gender and Migration

October 3: Oishi, “Introduction,” in Women in Motion, pp.1-19 (18 pages)

Week 8:

October 8: Grasmuck and Pessar, “Households and International Migration: Dynamics of Generation and Gender,” in Between Two Islands, pp.148-161 (13 pages)

Refugees and Asylum Seekers

October 10: Castles and Miller, The Age of Migration, pp.102-109, 135-138, 172-175 (13 pages)
Ong, “Keeping the House from Burning Down,” in Buddha is Hiding, pp.122-141 (19 pages)

Week 9:

Diasporas

Cohen, “Conclusion: Diasporas, Their Types and Their Future,” in Global Diasporas, pp.180-187 (10 pages)
McKeown, “Chinese Diasporas,” in Chinese Migrant Networks and Cultural Change, pp.61-80, 86-97 (30 pages)

Immigrant Settlement, Rights, and Citizenship

October 17: Castles and Miller, The Age of Migration, pp.30-32 (2 pages)
Piore, “The Migrants,” in Birds of Passage, pp.52-57, 59-65 (11 pages)
Castles and Davidson, “Becoming a Citizen,” in Citizenship and Migration, pp.84-97 (13 pages)
Castles and Davidson, “Being a Citizen,” in Citizenship and Migration, pp.100-101, 103, 105-111, 121-126 (13 pages)
Soysal, “Toward a Postnational Model of Membership,” in Limits of Citizenship, pp.139-156 (17 pages)

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Week 10:

October 22: No class (instructor at conference in Japan)

October 24: No class

Week 11:

Second Generation Immigrant Minorities

October 29: Portes and Rumbaut, “The New Americans” and “Not Everyone is Chosen,” in *Legacies*, pp.17-22, 44-69 (30 pages)

López and Stanton-Salazar, “Mexican Americans: A Second Generation at Risk,” in *Ethnicities*, pp.57-62 (5 pages)

October 31: López and Stanton-Salazar, “Mexican Americans: A Second Generation at Risk,” in *Ethnicities*, pp.66-86 (20 pages)


Week 12:

November 5: Second midterm paper due in class (also submit through Blackboard under the Assignments link)

Screening of documentary, *Taking Root*

No readings assigned

Case Study #1: The United States

History of Immigration to the United States


Week 13:

Contemporary Immigration and Immigrant Minorities in the United States

November 12: Veterans Day (no class)


Portes and Rumbaut, “Who They are and Why They Come,” in *Immigrant America*, pp.1-8 (7 pages)

Rumbaut, “Origins and Destinies: Immigration, Race, and Ethnicity in Contemporary America,” in *Origins and Destinies: Immigration, Race, and Ethnicity in America*, pp.33-40 (7 pages)
Week 14:


Case Study #2: Japan

Immigration to Japan


Week 15:

November 26: Pak, “Foreigners are Local Citizens Too: Local Governments Respond to International Migration in Japan,” in *Japan and Global Migration*, pp.244-270 (26 pages)

Immigrant Minorities in Japan

Wagatsuma, “Problems of Self-Identity Among Korean Youth in Japan,” in *Koreans in Japan*, pp.304-333 (29 pages)

Case Study #3: Europe

Immigration to Europe

Collinson, “Immigrant Minorities in Europe Today,” *Europe and International Migration*, pp.81-119 (38 pages)

Final papers are due the last day of final exams (Wednesday, December 12) at 5pm at my office (undergraduates should also submit their papers through Blackboard under the Assignments link)

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