

MIGRATION & CULTURE 2018

ASB 340 Migration & Culture (18557), SOC 328 Migration (18986)
Prof: Dr Kristin Koptiuch Arizona State University West, Spring 2018
Course web: <http://migration2018.jimdo.com/> Weds 6:00-8:45, CLCC 244
Office Hrs (FAB S123): W 4:00-5:30p, T 3:00-4:00 & by appt General Studies G, SB
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COURSE DESCRIPTION

Migration is a defining issue of the 21st century. United Nations data shows that the total number of *international* migrants increased from 75 million in 1960 to 258 million in 2017. Adding over 740 m *internal* migrants, the total number of migrants is just under 1 billion worldwide today (out of 7.4 billion total). 60 m of these are IDPs or refugees. In 2017, 49 million international migrants are in the US—*Where are the others 949 million migrants?* Asia hosted the most (80 m; 43 m of these are in the Middle East), followed by Europe (78 m), North America (58 m), Africa (21 m), Latin America and the Caribbean (10 m) and Oceania (8 m). 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 transnational 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 get 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 4: 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 Grupos Beta (Mexico's border patrol); lunch with families in a *colonia* squatters' settlement; visit to a *maquiladora* industrial factory; 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 **\$40** per student is required payable by check or money orders to be **collected in class by March 1st: \$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 is happy to 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 ([available electronically](#))
David A. McMurray, *In and Out of Morocco: Smuggling and Migration in a Frontier Boomtown*. U Minnesota P 2001 ([available electronically](#))
Warren Lehrer & Judith Sloan, *Crossing the BLVD: Strangers, Neighbors, Aliens in a New America*. WW Norton 2003.
The web site for the book is *not* a substitute for the book, <http://www.crossingtheblvd.org/> Buy it!
Miriam Davidson, *Lives on the Line: Dispatches from the US-Mexico Border*. U Arizona P 2000
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.*

Three Mini-Presentations <i>and</i> 1/2-1 page "brief"	12%	4% each. Demonstrate preparation and understanding of course materials.
(10% off for no presentation)		
Three Discussion Points/One Worksheet	20%	5% each. Engage with the readings.
Four Quizzes	28%	7% each. Assess critical understanding.
BorderLinks Trip Report (3-4 pp).....	10%	If unable to attend, see Dr. K. for alternative 7-10 pp field-based topic
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 & background supplements. (7-10 pp)
•Cannot interview class members or previous interviewees		
•Signed Release Form 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 several 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

Final grade scale: A+ 98-100 (*very rare!*); A 93-97; A- 90-92; B+ 88-89; B 83-87; B- 80-82; C+ 78-79; C 70-77; D 60-69; E <60

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. **PLEASE CHECK BLACKBOARD REGULARLY.**

LATE ASSIGNMENTS: Late assignments will 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. Missed assignments receive a zero. **Must submit ALL assignments to qualify for an 'A-' or better on final grade!**

ATTENDANCE and CLASS PARTICIPATION are expected to be energetic and will be considered in assignment of final grades (esp borderline cases). Active, prepared, and informed participation in class includes readiness to discuss the readings as well as your own and your classmates' assignments. Absentees deprive the class of their valuable contributions and also miss the chance to learn from colleagues. Absence is at times unavoidable; nonetheless your grade is likely to suffer. If childcare is a problem, ask dr k if you can bring your child to class. **Do not schedule appointments or obligations during class, including presentation days! Forfeit 10% grade for no in-class participation on due date.**

WRITING GUIDELINES All work for this course should be at a level appropriate to advanced college students. **Mechanics and grammar DO count.** Please type and *proofread* carefully—SpellCheck *rules!* Everyone can improve writing skills—even terrific writers. Writing Centers located at all ASU campuses offer free tutoring <https://tutoring.asu.edu/writing-centers>. Visit the Writing Center to: explore, plan, and develop ideas; organize and structure a paper; integrate and cite sources; write, revise, edit, and proofread. The **Grading Rubric** (p. 4) 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 <https://libguides.asu.edu/citing/AcadIntegrity>. 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!**

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: The Disability Resource Centers (DRC) provide information and services to ASU students with any documented disability (<https://eoss.asu.edu/drc>). Individualized program strategies and recommendations are available for each student as is current info regarding community resources. Students may also access specialized equipment and support services. Please consult with instructor for any necessary accommodations.

SEXUAL VIOLENCE AWARENESS & RESPONSE: Title IX, a federal law, provides that no person based on sex may be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and ASU policy clearly prohibit sexual violence and harassment based on sex. An individual who believes they have been subjected to sexual violence or harassed based on sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed based on sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

Caution: Professors are *mandated reporters*, obligated to report any information we learn about regarding alleged acts of sexual discrimination, including sexual violence and dating violence. If you wish discuss any concerns *confidentially* and privately, contact ASU Counseling Services, <https://eoss.asu.edu/counseling>.

COURSE/INSTRUCTOR EVALUATION: You will receive an email with subject "NCIAS Course/Instructor Evaluation" w/instructions for online course/instructor evaluation 7-10 days before last class day. Responses 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: 4/1/18. Graduation filing deadline 2/15/18.

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	Fuggeddaboutit. <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. Late papers 10% off. Not accepted after 2 wks.**

You should attend even if unprepared with the assignment, to benefit from your colleagues perspectives!

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 final Crossing the Valley Migrant Interview Project to qualify for any ‘A’ for final grade.



WK 1 1/10 INTRODUCTION TO COURSE Articles & links accessible via Blackboard (BB)Intro, syllabus explained, video; first assignments made; HELPFUL RESOURCE REFERENCES:

FOR REFERENCE

- Migration Policy Institute, “[Top 10 Migration Issues of 2017](#)”
- International Organization for Migration, [World Migration Report 2018](#) (free pdf download)
- Migration Policy Institute, “[US in Focus: Frequently Requested Statistics on Immigrants and Immigration in the US](#)”
- Pew Research Ctr, “[Arizona's Population Growth Parallels America's](#)” 2008
- [Immigration Explorer](#) (NYT 2009). Interactive map of US immig 1880-2000 by state, county, country
- **VIDEO:** *The Unwanted*, 1975 (50 min); Filmclip: Reagan/Bush1980 GOP debate on immigration

DUE 1/16 11:59 pm: QUIZ #1 ONLINE ON BB (available 1/13 to start). Big-picture issues on 1/18 readings. May take quiz twice, timed 35 minutes; highest score counts. Read *before* you take the quiz!

WK 2 1/17 MIGRATION AS A PATTERNED PROCESS OF GLOBALIZATION OF CAPITAL & CULTURE

(all readings on BB this week to give you time to obtain the books for our course)

- Charles S. Clark, “The New Immigrants,” *Congressional Quarterly Researcher* Jan 24, 1997:49-72 (reprint from *Annual Editions: Race & Ethnic Relations 2000*) EASY! Take note of the chart on citizenship.
- MPI, “Fifty Years On, the 1965 Immigration and Nationality Act Continues to Reshape the US,” Oct 2015 **IMPORTANT!**
- Douglas S. Massey-“Five Myths About Immigration: Common Misconceptions Underlying US Border-Enforcement Policy” *Immig Policy Ctr*, 2005. **VERY IMPORTANT! (note: Myth #5 is no longer true)**
- 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!
- Pew Research Ctr, “[5 Facts About Illegal Immigration in the US](#).” Nov 2017 GET THE FACTS, Note charts & map!
- Kelly Lytle Hernandez, “[How Crossing the US-Mex Border Became a Crime](#)” (2017)
- 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>

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 1/24**

WK 3 1/24 VOYAGES HERE & THERE / ETHNOGRAPHY OF MIGRATION

- **Cathy Small, *Voyages: From Tongan Villages to American Suburbs*. (parts I & II) MUST READ!!!**
- **VIDEO: *The Sixth Section* (Rivera 2003 27 min)**

DUE: GLOBAL MIGRATION SNAPSHOT WORKSHEET handout due; based on: International Organization for Migration’s interactive *Migration Data Portal* <http://migrationdataportal.org>

WK 4 1/31 VOYAGES HERE AND THERE / FIGURES OF AN ALIEN NATION

- **Cathy Small, *Voyages: From Tongan Villages to American Suburbs*. (parts III & IV)**
- Mary K Good, [Responsibility and Adventure: Tongan Youth and Circular Migration](#). Youth Circulations 2018
- **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 three points *about Tongan migration* that you wish to raise for discussion. Okay to ask questions, but answer them too! **Be sure to explicitly root your points in the book.** Integrate author & title in your sentences. *Explain* your points by *explicitly* referring to the author’s discussion and give a supporting example from the book. Aim: show that you’ve done your homework thoughtfully & generate informed discussion *about migration (focus!)*. **A juicy paragraph each point.** 1.5 page max, double-spaced.

WK 5 2/7 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 3pp **READ THIS ONE FIRST! Then read ALL!**
- Price & Benton-Short, “[Counting Immigrants in Cities across the Globe](#)” 2007
- IOM, chapter 10 on [Migrants & Cities](#), *World Migration Report 2018*
- KJZZ, [Arrowhead Ranch Past: Arizona Undocumented Workers Went On Strike 39 Years Ago](#). 10-3-16
- Chenyu Liang, “[Maid in Hong Kong: Protecting Foreign Domestic Workers](#),” MPI 10-20-16
- 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.
- Kristin Koptiuch, “[Cruzando Fronteras/Crossing Phoenix](#),” Urban Vignettes 2012
- Jen Kinney, “[Meet the New Immigrants Reviving a Philadelphia Neighborhood](#),” Next City 2017
- My Ngoc To, “[Inequality & Opportunity in America: The Hidden Lives of Nail Artists](#),” 2017
- *Spanish for Your Nanny*, 2007 (2 min) http://www.youtube.com/watch?v=5fda4_wo6JI
- [The Migrant Kitchen](#) (LinkTV series) Cool series on ways that migrants bring culinary traditions to Los Angeles.
- 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; “taquerias conversas” in Phoenix?
- **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 **DRAW ON ONE ARTICLE FROM TODAY’S READINGS IN YOUR ‘BRIEF’ TO HELP SHAPE YOUR ANALYSIS; MUST EXPLICITLY CITE AUTHOR/TITLE in your text.** Use **ONE photo or an artifact** to anchor your show-and-tell one-minute mini-presentation. Fieldwork may be done in pairs, teams, individually, or take a friend; each person writes their own “brief” taking their own angle on the site/sight/cite. **Hand in “brief”:** ½-1 p max, double-spaced. Will go in your Web Portfolio.

WK 6 2/14 “MOROCCANS ARE THE MEXICANS OF WESTERN EUROPE”

- David McMurray, *In & Out of Morocco: Smuggling & Migration in a Frontier Boomtown* (all!)
- Selection of news items on immigration controversies in Europe (on BB)
- Recc: de Haas & Vezzoli, “[Comparing the Migration & Development Experiences of Mexico & Morocco](#)”
- **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). To prepare: formulate 2 questions about Moroccan migration based on the book: can ask author, and one will be answer on quiz.

WK 7 2/21 REFUGEES: MOBILE BORDERS AND THE MEDITERRANEAN MIGRANT CRISIS

- “Evolution of the Term Refugee” (BB)—quickly learn the genealogy of ‘refugee’!
- MPI, “Ten Facts About US Refugee Resettlement” (Oct 2015)
- Sassen, “[Migration is Exclusion by Another Name in World of Foreign Land Deals](#)” (May 2013)
- A selection of recent news reports on the refugee crisis in the Mediterranean and beyond will be posted on BB.
- RECC: Lambert & Clochard, “Mobile and Fatal: The EU Borders” in Szary & Giraut, *Borderities and the Politics of Contemporary Mobile Borders*. Palgrave Macmillan 2015: 119-137 (BB)

GUESTS: International Rescue Committee—hopefully! &/or screening of Ai Wei Wei’s *Human Flow* 2017

DUE: DISCUSSION POINTS #2: Write up three points for discussion, grounded in today’s readings. Please review as many of the news reports as you can, also maps, interactive and refugee agency sites. Write your discussion points based on what you learn in these materials as follows: **Point 1:** a broad point related to your overall observations of what’s going on in the Mediterranean refugee crisis. **Points 2 & 3:** should be more specific points on particular issues that grab your interest. **Be sure to explicitly ground your points in the articles (integrate author & title, at least one per point). Be brief!** A juicy paragraph each point. 1.5 page max, double-spaced.

WK 8 2/28 INTERNAL MIGRATION: CHINA'S FLOATING POPULATION: 200+ Million "Illegals"

- *****DUE: Check or money order: \$40.00 made out to "ASU" (for bus fee) for Nogales fieldtrip**
- Myerson et al, "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 nearly three times more than the 258 million who move transnationally! For individual migrants, internal migration happens for much the same reasons as international movements, and can mostly be boiled down to a "search for a better life"—but as we know, this doesn't explain *why now*. 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." China is trying to address this problem. How does China's treatment of these internal migrants offer comparative insights about the US treatment of unauthorized migrants?
- **VIDEO:** *Last Train Home*, Lixin Fan (2009) or *Made in China: Migrants in Rural China*, Cauchard (2007)

WK 9 3/7 SPRING BREAK! Do something different, educational, activist, *and* fun! Do the extra credit below. Jump ahead a little and start reading *Crossing the BLVD* for 3/21, it's one of everybody's favorite books!

- **EXTRA CREDIT ACTIVITY:** Attend a Naturalization Ceremony at the Sandra Day O'Connor US Courthouse in downtown Phoenix (most Fridays at 10 am & 1:30 pm); submit a one-page brief of your observations, incorporating course concepts. Take photos—put project on your website. **MUST SUBMIT WITHIN 48 HOURS OF ACTIVITY.** Earn 2% for final grade (could be critical in borderline grades).

WK 10 3/14 WEBMASTER WORKSHOP TODAY: Learn to create web pages for your final Web Portfolio We will use the free format of [Jimdo.com](http://www.jimdo.com) to create our websites.

- **BRING: on cd/flash drive (or in digital dropbox, or email to yourself):** the following materials from mini-presentations 1 & 2 to create and finish your first web pages:
 - **Family Migration Artifact** "brief" (corrected!), a scan/photo of your artifact, a map image
 - **Migrants in the City** "brief" (corrected!), photos from your mini-presentation web page

You will all be webmasters after tonight's class! **DON'T MISS IT!!!**

VIDEO: preview video about next weeks book!

WK 11 3/21 MIGRANT INTERVIEWS: CROSSING THE BOULEVARD, 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, FUN to read!*
 - 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!*
- Today we will workshop questions for our migrant interview project, 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 about migration** that you found to be most effective or insightful in the immigrant stories that you read in *Crossing the BLVD*. Explain each idea briefly with supporting examples from the book. Then, turn each idea into a concise general question that can guide our interviews with immigrants here in the Valley of the Sun and help design our web pages. You may consider the book's creative presentation strategies (images, font, layout) as well as questions to ask our potential interviewees to elicit a rich understanding of their "voyages here and there." Note the creative ways the book presents migrants' first-person narratives and supplementary explanations and images—INSPIRING! **Be brief!** 1½-2pp

- **VIDEO:** *I Learn America* (Dissard & Peng 2013) powerful film tracks NY high school students who are immigrants or refugees; Also recommended: *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 12 3/28 **FINAL PREPARATION FOR FIELDTRIP IN TWO WEEKS** *Did you pay the fees?? Got passport??*
Crossing the Valley Interview instructions and Release Forms to be handed out today.

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.)
- De León, “Intro” & “Prevention Through Deterrence” from his book on AZ, *The Land of Open Graves* 2015
- 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)
- MPI, “New Era in Immigration Enforcement at the U.S. Southwest Border,” 12/14
- Massey, “The Counterproductive Consequences of Border Enforcement” (2017)
- Todd Miller interview, *Border Patrol Nation: How US Creates War Zones at Mexico, Canada Borders*, 2014
- Wheatley & Gomberg-Muñoz, “Keep moving: collective agency along the migrant trail,” March 2016
- *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: on Nogales historic postcards; & 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: <https://www.youtube.com/watch?v=FuATtqTjI2M&index=3&list=PLOFkdDwHXcPSC7McFTX3KORi9145OLDg>
- **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 13 4/4 **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 Fieldtrip Report! PLEASE also review these two topics to be fully prepared for the fieldtrip (see BB folder)
 - Mark Binelli, *NY Times*, “[10 Shots Across the Border: The killing of a Mexican 16-year-old raises troubling questions about the United States Border Patrol](#)” (2016)
 - Pew Research Center, “[Hispanics and Arizona's New Immigration Law \[SB 1070\]](#),” 2010 & BB
- **Bus to Tucson leaves at 6:30 am from West campus** (location TBD); return around 10:30 pm
 See parking instructions to provided, and Fieldtrip Reminder Notes on what to wear, bring etc.
DON'T BE LATE OR YOU'LL MISS THE TRIP! It's happed before! (no refund)
- Check out the organization leading our trip <http://www.borderlinks.org>

WK 14 4/11 DUE: BORDERLINKS FIELDTRIP REPORT (3-4 pp) Describe two or three 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 integrate explicit points from the book will result in a max grade of “C.” See Grading Rubric.
Discussion and Debriefing of Our Field Trip Experiences!

ALSO BRING: Your PHOTOS from our Nogales fieldtrip. Bring them on a flash drive, Dr K can copy them in class and then post them to the **PHOTOGALLERY** on our website for everyone to access for their web pages.

Post-fieldtrip discussion, share topics from fieldtrip reports, and work on websites if time.

WK 15 4/18 WORK ON WEB PORTFOLIO IN CLASS**DUE: ORAL PROGRESS REPORT ON *CROSSING THE VALLEY* INTERVIEW PROJECT**

Who are you interviewing? When are you doing the interview? Don't forget your *signed* Release Form!

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 flash drive, digital dropbox, or email to yourself.
- **Note: convert all your text to .doc or .rtf format (not .wps or .wpd etc), and all photos to .jpg!**
- *******LAST DAY TO TURN IN ANY MISSING BACK ASSIGNMENTS!!! AVOID A ZERO!*******

WK 16 4/25 CONTINUE WEB PORTFOLIO WORK IN CLASS—optional class for those who want web help

- You should be creating your **migrant interview** web pages today! Show progress on web site in class.
- **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 to share with your web readers. 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 (no need to turn in a hard copy).

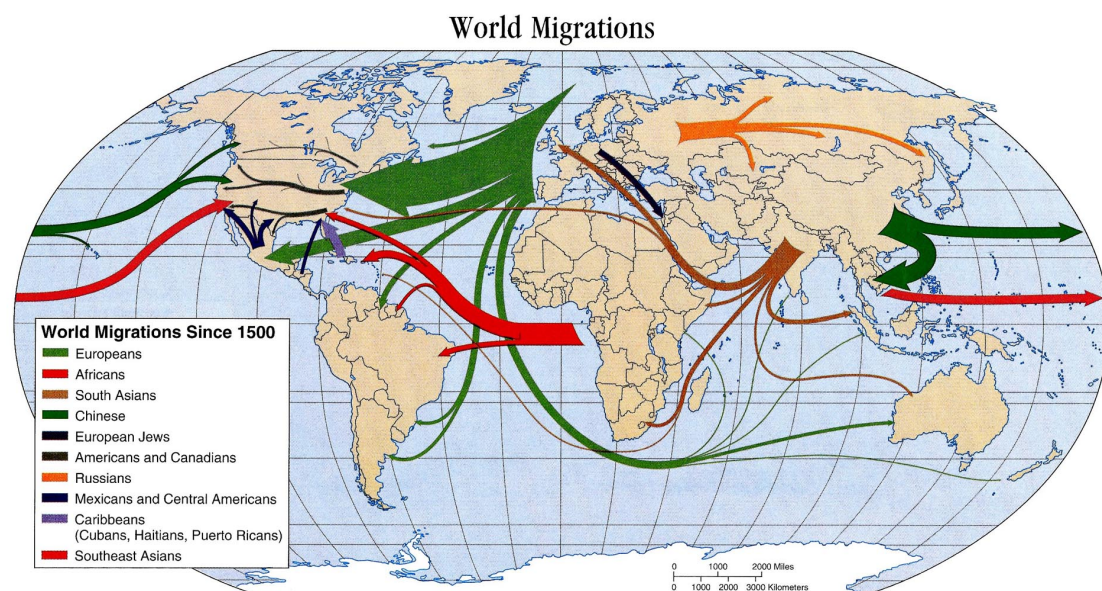
WK 17 5/2 FINAL EXAM DAY CLASS 6:00-7:50 pm FINAL *PECHA KUCHA* PRESENTATIONS**DUE: MINI-PRESENTATION #3: BRIEF *PECHA KUCHA* PRESENTATION ON YOUR INTERVIEW**

- Instead of "brief," prepare **only five** PowerPoint slides about your interview project, and plan to speak about it for **only about five minutes**. (see instruction sheet)
- Did you submit your *signed* Release Form? (10% of paper grade)
- ALL STUDENTS ARE EXPECTED TO REMAIN PRESENT FOR THE FULL EXAM PERIOD!

DUE: FINAL WEB PORTFOLIO (see instruction sheet)

- Make final touches on your web pages during class. **Please test all links!**

**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: <http://itsallaboutculture.com/great-migrations-lecture-and-maps/> (see in color on BB syllabus, more migration maps on website)