



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit CLAS/SST Department JSI
Subject JUS Number 347 Title Immigration, Education and the Family Units: 3
Is this a cross-listed course? Yes
If yes, please identify course(s) APA 347
Is this a shared course? No If so, list all academic units offering this course
Course description:

Requested designation: Literacy and Critical Inquiry-L
Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Submission deadlines dates are as follow:

For Fall 2014 Effective Date: October 10, 2013 For Spring 2015 Effective Date: March 13, 2014

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.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Fine Arts and Design core courses (HU)
Social and Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Global Awareness courses (G)
Historical Awareness courses (H)
Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Catalog description
Course Syllabus
Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Frank A. Pina Phone 480-965-9800
Mail code 6403 E-mail: frank.pina@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Mary Fonow Date: 4/1/14

Chair/Director (Signature):

JUS 347 - Immigration, Education and the Family

Fall 2014

Course description: Cultural processes related to immigration and their impact on the social construction of the immigrant family and the education of other children. Immigration theories, immigration debates and discourses, the immigration landscape of the 21st century, conceptualizations of the family, and the methodological challenges family researchers face. Topics include issues pertaining to education and the family and globalization.

Units: 3

Repeatable for credit: No

General Studies: No

Offered by: College of Liberal Arts and Sciences

Pre-requisite: ENG 102, 105 or 108 with C or better; Minimum 24 hours; Credit is allowed for only APA 347, JUS 347, APA 394 (Immigration, Education & Family) or JUS 394 (Immigration, Edu. & Family)

JUS 347 Immigration, Education and the Family 3- 2147: Fall 2014 | Cl: Add APA 347

919/2013

JUS 347 Immigration, Education and the Family

[C] [L]

Instructor: A. Arzubiaga

Course Description: This course is for students interested in the cultural processes related to immigration and their impact on the social construction of the immigrant family and the education of other children. It is designed to spark interest in students for immigration theories, immigration debates and discourses, the immigration landscape of the 21st century, conceptualizations of the family, and the methodological challenges family researchers face. Topics are broad and shall include issues pertaining to education and the family and globalization.

Criterion 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.

Evidence: A total of 65% of the final grade is based on written assignments. Two papers, worth 10% each, are critical discussions of a reading assignment. There are two written reports, each worth 15%. The first is a field note observation and the second is a report of an interview. A reflection paper of 10 pages, worth 15% of the total grade, is the final assignment.

Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.

1. Evidence: For the critical discussion papers, students are expected to address the following question. Are there similarities, contradictions, or tensions between key ideas included in this reading and readings covered in previous weeks? (syllabus page 2). For the observation and interview written assignments, students are expected to gather information and make arguments based on their readings. The final reflection paper is an integration of readings and class exercises, which requires that students consider several sources to present their evaluation of arguments.

Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

Evidence: There are two critical discussion papers and one reflection written assignment. Students are required to defend their papers in class presentations. The reflection paper is 10 pages in length.

Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.

Evidence: The writing assignments are spread out over the course of the semester so that feedback can be given to students to improve their writing ability over the course of the semester. (See syllabus descriptions of dates due, pages 2-3).

JUS/APA 347
Immigration, Education and the Family
Spring, 2012

Prof. Angela E. Arzubiaga
Email: angela.arzubiaga@asu.edu
Farmer Bldng. Room 244B

On-line
Off. Hrs.: by appointment

TA: Sultan Kilinc
Email: skilinc@asu.edu
Room 244B

On-line
Off. Hrs.: Friday

This course is for students interested in the cultural processes related to immigration and their impact on the social construction of the im/migrant family and the education of *other*^{*1} children. It is designed to spark interest in students for immigration theories, immigration debates and discourses, the immigration landscape of the 21st century, conceptualizations of the family, and the methodological challenges family researchers face. Topics are broad and shall include issues pertaining to education and the family and globalization.

Course Objectives

To become familiar with some of the theoretical understandings of immigration as a cultural process; to understand and question research on immigration, immigrant and family constructs.

Accommodations

If you need accommodations due to a disability, if you have emergency medical

¹ BONUS POINTS 5

The word "other" is italicized as a reference to Said or Lisa Delpit's use of the term. For 5 bonus points explain this intertextual reference. The first person to post a clear explanation to this reference earns 5 bonus points. There will be a board open for you to upload your response.

information to share with me, or if you need special arrangements, please let me know as soon as possible.

Course Requirements

READING DISCUSSIONS (20%)

Evidence for C 3 here and below in reflection paper

Reading discussions have to be posted by Monday midnight. Students select 2 readings from the syllabus during the semester. The selection is made from the readings that have an asterisk (*). The written discussions will be shared with course participants. Analytic discussions of each reading should not exceed 500 words, and should address the following three issues:

1. How did the reading enrich your understanding of the cultural processes related to immigration, research on immigration, and/or the social construction of family?
2. Are there similarities, contradictions, or tensions between key ideas included in this reading and readings covered in previous weeks?
3. Identify a theoretical or methodological issue or question for the group to discuss.

COMMENTS TO READING DISCUSSIONS, EXERCISE AND QUESTIONS (20%)

Students can post a comment and reply to the reading discussions, exercise and questions by Thursday midnight following the posting of the week's reading discussion or question. Post your insightful comment related to the reading discussion posted by one of your classmates or instructor question posted for the week by posting replies to the ensuing discussions and follow up posts.

OBSERVATION FIELDNOTE (15%)

Evidence for C 2: Collect data and interpret following fieldnote criteria

Complete a 30-minute to one-hour observation in a public space or private space using the field note that can be found under "Additional Information" under the "Guides" tab. You may observe in pairs and compare notes. Choose a location where you think you can observe families. For example, go to Lee Lee's Market, a park, or the Arizona Mills mall. Observe families at your site for approximately 30 minutes. Complete the written fieldnote within 24 hours of the actual observation.

INTERVIEW (15%)

Evidence for C 2: Gather and collect data and interpret based on immigration theories

In the discussion board there is an open forum for you to post the interview. And here are some suggestions and topics for the immigrant interview,

Ask about immigration experience...

Obtain perspectives on how or why they or family or other chose or did not choose to move...

Ask about networks in sending country...

Ask about current contact with sending community(ies).

Ask about changes in life due to migration...

Ask about how their life might be different today if they did not move...

REFLECTION PAPER (15%)

Here is evidence for C 3 (paper)

The final paper will be a student reflection based on the Reading Discussions, Discussion Boards and Online Participation Activities. Use citations of readings and format the paper with one inch margins and 12 point font. The maximum number of pages is 10 in a double space text format. You can use the editorial guidelines of the American Psychological Association's (APA) Publication Manual (6th edition), Chicago Manual Style (15th edition) or MLA. Due date is April 26, by 12:00pm. (Noon).

EXERCISES (15%)

You will be asked to watch video clips or explore websites on immigration and share the experiences with comments.

Grades

here the syllabus reflects C1 (Reading discussions, Fieldnote, interview report, reflection papers, and excercises are written assignments)

Written Reading Discussion (2)	20 points (10 points each)	20 %
Student Observation Fieldnote	15 points	15 %
Interview Report	15 points	15 %
Participation: Discussion Board (comments & replies)	20 points (2 points per class)	20 %
Reflection Paper	15 points	15 %
Exercises	15 points	15 %

Grading Scale

A+	100 - 92 points
A	91 - 83 points
A-	82 - 74 points
B +	73 - 65 points
B	64 - 56 points
B-	55 - 47 points
C	46 - 38 points

<p>D</p> <p>E Miss more than 4 classes without permission from the instructor</p>	<p>37 – 29 points</p>
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Fieldwork assignments and due dates follow:

Evidence of C 4 (tasks are distributed over time)

- 1) Reading Discussions need to be posted by Thursday at midnight.
- 2) Observation exercise fieldnote is due during Week Three: Use fieldnote template under Guides in additional information.
- 3) Interview of family member on immigration experience is due Week Five:
- 4) **EVERY WEEK:** Post an insightful comment related to the reading discussion posted by one of your classmates and the instructor question posted each week. Your participation in class includes your original postings or replies to the ensuing discussions or follow up posts.
- 5) **Reflection** paper is due by 12:00 (noon) [date].

Evaluation and Grades

Students are expected to submit the course assignments on the due dates. Unless extraordinary circumstances are documented, late assignments will be deducted five percentage points per day. Students are expected to comply with ASU's regulations on student conduct and academic integrity. Please review carefully these rules, procedures, and sanctions in the following web pages:

Student Conduct Code: <<http://www.asu.edu/aad/manuals/sta/sta104-01.html>>

Academic Integrity: <http://provost.asu.edu/academicintegrity>

Required Readings:

Readings assigned are listed by topics each week. These readings, in addition to recommended readings, are on Blackboard.

How the class works

Class activities are designed so that students participate on a weekly basis. The week runs from Thursday to Thursday. The two main activities, during the semester, which you will be engaging in for the class are "Reading Discussions" and "Posts or

Comments". Each week you are expected to post a "Comment" based on the readings assigned for that week and in response to your classmates "Reading Discussions". Your post in response to a "Reading Discussion" has to be on the DISCUSSION BOARD BY THE END OF THE WEEK, in other words, BY THURSDAY before the next week begins. However, WHEN YOU ARE POSTING A "READING DISCUSSION" YOU ARE REQUIRED TO PLACE IT IN THE DISCUSSION BOARD BY MONDAY AT MIDNIGHT so that your peers can respond to it by Thursday of that week. Everyone is expected to complete two (2) "Reading Discussions"(for the whole semester) and required to post comments every week.

Date	Theme	Readings	Exercises	Due
Week 1		Read the syllabus	Introduce yourself on Blackboard Discussion Board	
Week 2	Why does immigration occur?	<p>* Massey, D. S. (2005, December 7). Five myths about immigration: common misconceptions underlying U.S. border-enforcement policy. <i>Immigration Daily</i>. Retrieved December 8, 2005, from: http://www.ilw.com/articles/2005,1207-massey.shtm</p> <p>* Massey, D. S. (1999). Why does immigration occur? A theoretical synthesis. In <i>The handbook of international migration: The American experience</i>. New York: Russell Sage Foundation.</p>		
Week 3	Challenges for family researchers	<p>* Copeland, A. P., & White, K. M. (1991). Introduction. In <i>Studying families</i>. Newbury Park, CA: SAGE Publications, Inc.</p> <p>* Caldwell, C. (2006, February 26). A family or a crowd? <i>New York Times</i>. Retrieved June 15, 2006, from:</p>	Observation	

		http://www.nytimes.com/2006/02/26/magazine/26wwln_lead.html?ex=1298610000&en=4419abb98a33d377&ei=5090&partner=rssuserland&emc=rss		
Week 4	Globalization	* Suarez-Orozco, M. M. (2001). Globalization, immigration, and education: The research agenda. <i>Harvard Educational Review</i> , 71 (3), 345-365. Retrieved April 4, 2006, from http://gseweb.harvard.edu/~hepg/fa01msuar.htm		
Week 5	Globalization	* Arzubiaga, A., Noguerón, S. & Sullivan, A. (2009). The education of children in im/migrant families. <i>Review of Research in Education</i> 33, 246-271.	Interview	
Week 6	Social Construction of Im/migration /family	* McDermott, R., & Varenne, H. (2003, December). Culture as disabilities. Retrieved July 5, 2006, from: http://serendip.brynmawr.edu/sci_cult/culturedisability.html . * Murillo, E. G., Jr. (2002). How does it feel to be a problem? "Disciplining" the transnational subject in the American South. In S. Wortham, E. G. Jr. Murillo, & E. T. Hamann (Eds.) <i>Education in the new Latino diaspora</i> (pp. 215-240). Westport, CT: Greenwood Publishing Group, Inc.		
Week 7	Whose knowledge counts?	* Gonzalez, N., Andrade, R., Civil, M., & Moll, L. (2001). Bridging funds of knowledge: Creating zones of practices in mathematics. <i>Journal of Education for Students Placed at Risk</i> , 6, 115-132.	Visit website-ICA	
Week 8	Adaptation Models	*Kibria, N. (1997). The concept of "Bicultural Families" and its		

		<p>implications for research on immigrant and ethnic families. In A. Booth, A. C. Crouter, & N. Landale (Eds.), <i>Immigration and the family: Research and policy on U.S. immigrants</i> (pp. 205-210). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.</p> <p>* Acculturation or Negotiation? What Japanese Academic migrants teach us about family processes and gendered experiences of cultural adaptation - Izumt Sakamoto</p> <p>*Foner, N. (1997). The immigrant family: Cultural legacies and cultural changes. <i>International Migration Review</i>, 31(4), 961-974. Retrieved December 8, 2005, from: http://www.jstor.org/view/01979183/di009796/00p03117/0</p>		
Week 9	Adaptati on Models	<p>Gibson, M. A. (2001). Immigrant adaptation and patterns of acculturation. <i>Human Development</i>, 44, 19-23. Retrieved December 8, 2005, from: http://sas.epnet.com.ezproxy1.lib.asu.edu/externalframe.asp?tb=0&_ug=sid+11245E3F%2DC0BF%2D43C6%2D850A%2D9140EB3C3FFC%40sessionmgr3+CF96&_us=SLsrc+ext+or+Date+034D&_usmtl=ftv+True+137E&_uso=hd+False+db%5B0+%2Daph+1BEE&fi=aph_11375768_AN&lpdf=true&pdfs=&tntn=&tp=PC&es=cs%5Fclient%2Easp%3FT%3DP%26P%3DAN%26K%3D11375768%26rn%3D1%26db%3Daph%26is%3D0018%2D716X%26sc%3D%26S%3D%26D%3Daph%26title%3DHuman%2BDevelopment%2B%2528Karger%2BAG%2529%26year%3D2001%26bk%3DS&fn=1&rn=1&bk=S&EBSCOContent=ZWJjY</p>		

		<p>8Pe9HePprVruevra6Gmr4GPprKFoKi5gKGWxpjDpeC94urrtNHprbjQ3+151N7uvuMA&an=11375768&db=aph&</p> <p>Zhou, M. (1997, Winter). Segmented Assimilation: Issues, controversies, and recent research on the new second generation. <i>International Migration Review</i>, 31 (4), 975-1008. Retrieved December 8, 2005, from: http://www.jstor.org/view/01979183/di009796/00p03127/0</p>		
Week 10	Immigrant Families and Policy	<p>* Fix, M., & Zimmermann, W. (1997). Immigrant Families and Public Policy: A Deepening Divide. . In A. Booth, A. C. Crouter, & N. Landale (Eds.), <i>Immigration and the family: Research and policy on U.S. immigrants</i> (pp. 237-262). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.</p> <p>*Archibold, R. C. (2006, April 25). For Latinos in the Midwest, A time to be heard. <i>New York Times</i>. Retrieved April 25, 2006, from http://www.nytimes.com/2006/04/25/us/25kansas.html?pagewanted=1&r=1</p>	Visit MIPEx website – Research Policy effects	
Week 11	Special Topics	Model Minority and Marital Violence: South Asian immigrants in the United States- Margaret Abraham		
Week 12	Special Topics	<p>On the Development of Identity: Perspectives from Immigrant Families- Karen Kistel Dion</p> <p>Tiger Mothers: Raising Children the Chinese Way- by Maureen Corrigan http://www.npr.org/2011/01/11/132833376/tiger-mothers-raising-children-the-chinese-way</p>		
Week 13	Special	* Orellana, M. F., Thorne, B., Chee, A., &		

	Topics	Eva Lam, W. S. (2001). Transnational childhoods: The participation of children in processes of family migration. <i>Social Problems</i> , 48 (4), 572-591.		
Week 14		TBD		
Week 15		Reflection Paper		

Student Learning Outcomes

Upon completion of the course, students will be able to:

- Understand immigration theories and some of their limitations.
- Describe dimensions involved in definitions of the family.
- Produce a working definition of the family.
- Define the term *transnational* and explain its relation to the family of im/migrants.
- Define the term *bicultural* and explain its limitations.
- Explain adaptation/acculturation models.
- Identify issues related to migration and processes of *identity*.
- Discuss popular discourse issues associated with im/migrants including “model minority”, “Tiger Mothers”.
- Explain researcher deficit perspectives and understand impact of such perspectives on research on the immigrant family.

Students desiring accommodation under the *Americans with Disabilities Act* must contact the instructor immediately and are encouraged to seek assistance at the Disability Resources Center (DRC). For more information, go to <http://www.asu.edu/studentaffairs/ed/drc/>. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). Disability information is confidential.