



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit	<u>CLAS</u>	Department	<u>SGSUP</u>
Subject	<u>GCU</u>	Number	<u>351</u>
Title	<u>Population Geography</u>		Units: <u>3</u>
Is this a cross-listed course? If yes, please identify course(s)	(Choose one) <u>NA</u>		
Is this a shared course? Course description:	<u>No</u>	If so, list all academic units offering this course	<u>SGSUP</u>

Requested designation: Global Awareness-G

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 Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

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, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of 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	<u>Elizabeth M Larson</u>	Phone	<u>965-7533 (main office)</u>
Mail code	<u>975 S Forest Mall, 5302</u>	E-mail:	<u>elizabeth.m.larson@asu.edu</u>

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Elizabeth Wentz Date: _____

Chair/Director (Signature): _____



Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>The syllabus has been color coded to best exemplify explicit linkages to the general studies criteria.</p> <p>Yellow highlights criterion 2.</p> <p>Red highlights other connections to G best viewed in terms of criterion 1.</p>
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	<p>The syllabus has been color coded to best exemplify explicit linkages to the general studies criteria.</p> <p>Yellow highlights criterion 2.</p> <p>Red highlights other connections to G best viewed in terms of criterion 1.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	<p>The syllabus has been color coded to best exemplify explicit linkages to the general studies criteria.</p> <p>Yellow highlights criterion 2.</p> <p>Red highlights other connections to G best viewed in terms of criterion 1.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	<p>The syllabus has been color coded to best exemplify explicit linkages to the general studies criteria.</p> <p>Yellow highlights criterion 2.</p> <p>Red highlights other connections to G best viewed in terms of criterion 1.</p>

Course Prefix	Number	Title	Designation
GCU	351	Population Geographhy	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
<p>1. GCU-351 - Population Geography, by its very nature, addresses issues outside of the United States. Population Geography compares and contrasts cultures & cultural practices with regard to population dynamics across the globe.</p>	<p>Population Geography examines the state of world population between developed and developing or primarily rural nations - births, deaths, migration, population growth and/or decline.</p> <p>Approximately XX percent of the grade explicitly articulates to the G general studies criteria.</p>	<p>In Unit 1 - Overview of World Population, students study about population distribution, composition, and change around the world. For example, European cultures tend to be low growth, or even negative growth countries / cultures, largely because of their industrialized status, and conversely, students examine how other cultures, for example, Latin America, Sub-Saharan Africa, and parts of Asia grapple with high population growth, in part based on certain cultural practices or belief systems.</p>
<p>2 a. Students examine geographic / cultural regions with culture-specific elements. Students gain a broad understanding of the contemporary world by studying population dynamics.</p>	<p>The course examines case studies of issues such as maternal mortality, and fertility patterns and trends around the world.</p>	<p>An example is in Unit 2 - where students learn why, for example, mothers/parents in South Asia have higher birth rates - a complex set of cultural factors, such as male primogenetor, old-age insturance for the parents, lack of contraceptives, or religious perspectives that do not condone the use of birth control. We compare and contrast these ideas with Western nations, the United States, Europe, and Japan for example, where the age of marriage is much older, and women have more of a choice with regards to childbearing, and also tend to have a higher level of educaiton. Examples from all over the world are discussed.</p>

<p>2 c. The course is a comparative cultural study.</p>	<p>Every chapter in every Unit compares and contrasts population around the world. While the United States is always used as a familiar place with which the students can identify, several examples are always drawn from other world cultures and places.</p>	<p>An example is in Unit 3 - Population, Food, and Agriculture, we study how China feeds a billion plus people. We contrast that with agricultural production in Sub-Saharan Africa, where population growth rates are much higher than in China, but so are the death rates, and life expectancy is much lower. We also look at Population Age-Structure around the world. For example, we look at the 'youth bulge' in certain Middle East and Northwest African countries, which illustrates how high birth rates and a large percentage of youth under the age of 15 will result in high growth rates when that cohort reaches child-bearing age.</p>
<p>1 and 2a and d. GCU-351 - Population Geography covers the theme of migration</p>	<p>Chapter 8 of our text book discussion migration - a global issue - which has a significant impact on the planet. What are the push/pull factors that cause people to move from place to place? What is the difference between 'economic' migration and 'refugee' migration? How do different world regions view and deal with immigration issues?</p>	<p>Students examine several types of 'migration' in this course. For example, we look at Human Trafficking, a gross violation of human rights worldwide. In addition, students look at the situation and circumstances of immigrants leaving Sub-Saharan Africa and moving into European countries. For their final evaluation, students are also required to read the book <i>The Devils Highway</i>, about Mexican immigrants and to write a final essay on immigration.</p>

GCU 351

Population Geography

3 SB & G

Demographic patterns; spatial, temporal, and structural investigation of the relationship of demographic variables to cultural, economic, and environmental factors.

Allow multiple enrollments: No

Primary course component: Lecture

Repeatable for credit: No

Grading method: Student Option

Offered by: College of Liberal Arts and Sciences -- School of Geographical Sciences and Urban Planning

Pre-requisites: MAT 117,119, 142, 170 or 210 with C or better; Credit is allowed for only GCU 351 or SBS 351

Population Geography: GCU 351 – fall 2014 – Online

- Please regularly monitor BB Announcements for any updates and where to find more documents, resources, and guidelines/deadlines for posts/essays.

Instructor: **Dr. Larson**

Email: Elizabeth.M.Larson@asu.edu

Office: **COOR Hall 5642**

Office Hours: By Appointment

Text: 2 Required Texts: 1) *Population Geography: Problems, Concepts, and Prospects*, 9th edition, by Gary L. Peters and Robert R. Larkin; and 2) *Devil's Highway*, by Luis Alberto Urrea

Grading

- **3 Exams** (50 points each) = **150 points**
- **Essay on Immigration Issues & The Devil's Highway (book)** = **50 points**
- **12 Original Posts / 10 Responses @ 10 points/set** = **120 points**

A = 90 – 100%; B = 80 – 91%; C = 70 – 81%; D = 60 – 69%; E = below 60%
do not give + or – grades.

Note: I

Please monitor your grades regularly. If you see any discrepancies, please let me know.

This online course is divided into four parts, or four units.

- 1) Overview of Population, Demography, Composition – Chapters 1-3; PowerPoints; Films
- 2) Selected Region's Population Issues: films & PPs on Arizona; Europe; SW Asia (Middle East); also, chapters 4, 5, 6, 7
- 3) Population and the Environment and Agriculture; Chapters 9-10 and films & PPs
- 4) Population & Immigration / Migration (Economic Migrants; Migration & Human Rights; Human Trafficking; Arizona Issues – The Devil's Highway)

Exams will be 50 questions, multiple choice, true/false, matching, short answer – and other types if announced on BB. Exams will be posted online and students will be timed when they log in to take the exam. A study guide or keyword list for each exam will be posted in advance. There is NO FINAL exam, only the last postings and a REFLECTIVE ESSAY on Devil's Highway

POST INSTRUCTIONS/GUIDELINES

- 1) For each post, students will write a 200-250 word ORIGINAL Post, and a 150-200 word RESPONSE to a classmate.
- 2) Each set of Posts (original and response) is worth 10 points
- 3) Your ORIGINAL posts should be a combination of summary (including examples) and reflection/opinion (agree, disagree, questions, observations...).
- 4) Your RESPONSE to a classmate should be 50 words. Agree, disagree, question, add thoughts... **ALWAYS KEEP YOUR POSTS CIVIL & CLEAN & IN THE SPIRIT OF LEARNING**, Please.

Reflective Essay Guidelines

3-4 pages (double-spaced) on The Devil's Highway, with incorporated thoughts/examples from the films that you've viewed, especially those in the 4th Unit - on Immigration. I will post study/writing prompts that will help you shape your thoughts and your essay. You will need quotes with page numbers from the book "The Devil's Highway" and cited examples from the films or PPs in that unit. More info to come. Please monitor BB for additional instructions.

To Access ASU On-Demand films that are required for this course:

- **Note:** You must sign-in with your **ASU ID to access online films** for this class.
- For example: To access and view the film *Explaining Globalization*, try this link: <http://digital.films.com.ezproxy1.lib.asu.edu/PortalViewVideo.aspx?xtid=37576>
- If you cannot access the film through the link above, go to the web page for ASU's library homepage and follow these steps:
 - On the left, see a menu. Click 'Books, CDs, and DVDs'.
 - Choose 'ASU's Library Catalog'.

- Select 'Advanced Search'.
- Then, at the top of the page, type in the Name of the Film.
- Then, also, where it asks for 'material type', select 'video/film' before clicking 'submit'.
- Click submit. You should see your film pop up. Click 'view online'. You should be good to go.
- You should be **able to access any assigned film this way**. You may also find other, quicker ways to access the films. Please let me know if you have any difficulties.

GCU 351 - Population Geography – Spring 2012

Week & Chapters Covered & PowerPoints and Films

UNIT ONE: OVERVIEW OF WORLD POPULATION & DEMOGRAPHY CHAPTERS 1-3; 2 FILMS

Week 1 - Jan -7-12 Read intro to text and **Chapter 1 - Pop Growth & Change**

POST #1 **NOTE:** for all films, you will need to sign in to ASU to access the library.
View Film on Demand through ASU Library: *The State of World Population Report. 2014*

Try this link: <https://www.youtube.com/watch?v=2LIcWMrjxVo>

The latest edition of the UN Population Fund's State of the World Population report focuses on the largest generation of young people in history. Investing in the health and education of the 1.8 billion future leaders between 10 and 24 years is not only a recognition of their rights, but an imperative for global development.

Healthy and empowered young people, especially girls, have the potential to enable a "demographic dividend" for some countries – economic growth that results from declines in mortality and fertility rates. It is this potential that must be harnessed and realized as the global Sustainable Development Goals are being defined.

See the film: *Global Civics: Social Ethics in an Interdependent World*

<http://digital.films.com.ezproxy1.lib.asu.edu/PortalViewVideo.aspx?xtid=53720>

We live in a world where an epidemic in Mexico affects lives in Europe, air pollution in China disturbs crops in Bangladesh, and financial disaster in the U.S. impacts economic growth everywhere. Given this high level of interdependence, isn't it more important than ever to be aware of the effect of our actions on the rest of the planet? Filmmaker Jian Yi and his team discussed this question with people from a variety of backgrounds on five different continents. The respondents' thoughts, offered in this documentary, represent the views of businesspeople and artists, students and theologians, as well as a Nobel laureate, a UN economist, and an Internet guru. Inspired by the work of Hakan Altınay (*Global Civics: Responsibilities and Rights in an Interdependent World*), the film calls for an increased sense of social responsibility. With Wikipedia cofounder Jimmy Wales, economist Kemal Dervis, and others. **(Portions with English subtitles, 56 minutes)**

Write 1 ORIGINAL Post & 1 RESPONSE to a Classmate's Post
Due Sat 12 – 11:59 PM--- **SEE POST GUIDELINES** in BB under *Discussion Board Post #1*

Week 2 - Jan 14-19 **Chapter 2: Population Data**

POST #2 View the film: *Life Expectancy – Geography as Destiny*

Give students a context in which to study the world's widely varying life expectancy statistics. Focusing discussion on economic and cultural factors, this program examines dramatic discrepancies between life spans in the United States, Japan, Russia, and the developing nation of Sierra Leone—where a high infant mortality rate creates the

lowest life expectancy in the world. The video presents alarming findings at the opposite end of the economic spectrum as well—in Okinawa and West Virginia, where links between obesity and mortality rates are growing, and in Moscow and its suburbs, where the pressures of rapid social change are lowering life expectancy. (31 minutes)

Try this link (or access through the ASU Library, Films on Demand):

<http://digital.films.com.ezproxy1.lib.asu.edu/PortalViewVideo.aspx?xtid=35280>

Due Sat 19 – 11:59 PM--- **SEE POST GUIDELINES** in BB under *Discussion Board Post #2*

Week 3 - Jan 21-26 **Chapter 3:** Population Distribution & Composition

POST #3 View Film: *Baby Crash: Causes and Consequences of Declining Birthrates*. 2002, 48 minutes –

As the world's population reaches staggering numbers, the populations of Europe, Japan, and Canada have fallen to unprecedented lows. This program analyzes why more and more young women and men from these regions are postponing or altogether skipping having children. But as many twenty-somethings opt to pursue career ambitions, enjoy the pleasures of leisure time, or seek the comfort of living with parents, these same regions are supporting huge senior citizen population segments whose benefits are consuming dwindling societal resources. With fewer employees-to-be in the demographic pipeline, can immigrant workers compensate for the baby shortfall? (46 minutes)

Try this link: <http://digital.films.com.ezproxy1.lib.asu.edu/PortalViewVideo.aspx?xtid=30758>

Write 1 ORIGINAL Post & 1 RESPONSE to a Classmate's Post

Due Sat – end of week – 11:59 PM

Week 4 - Jan 28-Feb.2 **EXAM 1** = 50 points = chapters 1- 3; key themes in films

UNIT TWO: SELECTED REGIONS' DEMOGRAPHIC ISSUES, AND FERTILITY & MORTALITY

Week 5 - Feb 4-9 Arizona's Changing Demography – PowerPoint
Demographic Trends in Southwest Asia – PowerPoint

Chapter 5: Mortality Patterns and Trends

POST #4 View Film: <https://www.youtube.com/watch?v=ezVklahRF78>

<http://www.ted.com> Hans Rosling had a question: Do some religions have a higher birth rate than others -- and how does this affect global population growth? Speaking at the TEDxSummit in Doha, Qatar, he graphs data over time and across religions. With his trademark humor and sharp insight, Hans reaches a surprising conclusion on world fertility rates.

TEDTalks is a daily video podcast of the best talks and performances from the TED Conference, where the world's leading thinkers and doers give the talk of their lives in 18 minutes. Featured speakers have included Al Gore on climate change, Philippe Starck on design, Jill Bolte Taylor on observing her own stroke, Nicholas Negroponte on One Laptop per Child, Jane Goodall on chimpanzees, Bill Gates on malaria and mosquitoes, Pattie Maes on the "Sixth Sense" wearable tech, and "Lost" producer JJ Abrams on the allure of mystery. TED stands for Technology, Entertainment, Design, and TEDTalks cover these topics as well as science, business, development and the arts. Closed captions and translated subtitles in a variety of languages are now available on TED.com, at <http://www.ted.com/translate>

Write 1 ORIGINAL Post & 1 RESPONSE to a Classmate's Post

Due Sat – end of week – 11:59 PM

Week 6 - Feb 11-16 Aspects of **Chapter 6** : Patterns & Trends; Fertility

POST #5 View Film on Demand through ASU Library: *Stop the Flow: Analyzing the Causes of E.U. Immigration*. 2007, 27 minutes –
Try this link: <http://digital.films.com.ezproxy1.lib.asu.edu/PortalViewVideo.aspx?xtid=37176>

Can Western aid to the developing world help to stem the tide of foreign workers into the EU? This program reports on European initiatives intended to improve conditions in Africa and the Middle East and thus reduce the number of job-seekers entering the European Union. With a spotlight on human rights, fair trade, the global war on poverty, the role of the private sector, and the frustrations of young unemployed foreigners, the program uses Morocco as a specific case study and also outlines the significance of the Middle East peace process. Additional insight comes from activists and businesspeople in developing countries and from Louis Michel, EU Commissioner of Development and Humanitarian Aid. (27 minutes)

Write 1 ORIGINAL Post & 1 RESPONSE to a Classmate's Post
Due Sat – end of week – 11:59 PM

Week 7 - Feb 18-23 **EXAM 2 – Chapters 5 & 6, films/PowerPoints**

UNIT THREE: POPULATION AND THE ENVIRONMENT & AGRICULTURE

Week 8 - Feb 25 – Mar 2 **Chapter 9:** Population & the Environment

POST #6 2 FILMS TO VIEW:
View Film on Demand through ASU Library: *Changing Nature: Population and Environment at a Crossroads*. 2001, 58 minutes
Try this link: <http://digital.films.com.ezproxy1.lib.asu.edu/PortalViewVideo.aspx?xtid=34210>

This program examines how urbanization, industrialization, and overreaching agriculture are depleting the Earth of its natural resources. Citing environmental changes in Morocco, Ghana, Ukraine, Mexico, and Vietnam, the program studies the impact of population growth and profiles organizations that respond to ecological crises stemming from such growth. With a focus on educational outreach efforts, particularly those for women and children, and the promotion of sustainable development in environmentally compromised regions, *Changing Nature* concludes that all ecological problems are essentially global and require global solutions. (58 minutes)

Also view the film: *The Omnivore's Next Dilemma*, 17 minutes, 2008.
Try this link: <http://digital.films.com.ezproxy1.lib.asu.edu/PortalViewVideo.aspx?xtid=48341>
Write 1 ORIGINAL Post & 1 RESPONSE to a Classmate's Post
Due Saturday – end of week – 11:59 PM

Week 9 – Mar 4 – 9 **Chapter 10:** Population & the Food Supply

POST #7 2 FILMS TO VIEW:
View Film on Demand through ASU Library: *China: Food for a Billion Plus*, 2002, 25 minutes –
Try this link: <http://digital.films.com.ezproxy1.lib.asu.edu/PortalViewVideo.aspx?xtid=35174>

Despite its huge population and expanding industrial economy, most of China's inhabitants are farmers. This program journeys to Hong Kong, Guangzhou, and Beijing, exploring the relationship between Chinese agriculture and the urban centers of the country. Featuring visits to large-scale and family-operated farms, a walk along the Great Wall, and an interview with the U.S. embassy's agricultural attaché, the program illuminates China's efforts to improve crop yields, food distribution, and environmental conditions. A viewable/printable instructor's guide—including geographical

background information, extension activities, vocabulary handouts, and more—is available online. **Correlates to National Geography Standards. (25 minutes)**

Also view the film: *Pollution in China*, 2008, 32 minutes

Try this link: <http://flon.alexanderstreet.com.ezproxy1.lib.asu.edu/View/1650473>

Write 1 ORIGINAL Post & 1 RESPONSE to a Classmate's Post

Due Sat – end of week – 11:59 PM

Week 10 – Mar 9 – 17 == **Spring Break**

Note: there is an EXAM the week following Spring Break, as well as two films to view. Feel free to work ahead – start reading *The Devil's Highway*, or viewing and posting some of the films for next week.

UNIT FOUR: POPULATION AND IMMIGRATION / MIGRATION

Week 11 - March 18-23 -- **Exam 3 = Chapters 9, 10, and films**

AND READ **Chapter 8: Migration & Mobility**

Start READING *The Devil's Highway*

POST # 8 2 FILMS TO VIEW FOR POST #7

- 1) View Film on Demand through ASU Library: *Ellis Island Immigration Museum: Face of America*. 2002, 27 minutes. <http://digital.films.com.ezproxy1.lib.asu.edu/PortalViewVideo.aspx?xtid=35208>
- 2) View Film on Demand through ASU Library: *Angel Island: A Story of Chinese Immigration*. 2000, 12 minutes; <http://digital.films.com.ezproxy1.lib.asu.edu/PortalViewVideo.aspx?xtid=29444>
1 ORIGINAL Post & 1 RESPONSE to a Classmate's Post -- Due Sat – 11:59 PM

Week 12 - Mar25-30 **Immigration Issues & Refugees & Human Rights**

See PowerPoint on **Human Trafficking** on Blackboard under 'Course Information'

POST #9 2 FILMS TO VIEW FOR POST #8

- 1) View Film on Demand through ASU Library: *Citizenship and Civic Responsibilities*. 2010, 24 minutes; <http://digital.films.com.ezproxy1.lib.asu.edu/PortalViewVideo.aspx?xtid=39966>
- 2) View Film on Demand through ASU Library: *Dying to Leave: The Dark Business of Human Trafficking*. 2004, 57 minutes; <http://digital.films.com.ezproxy1.lib.asu.edu/PortalViewVideo.aspx?xtid=36138>
1 ORIGINAL Post & 1 RESPONSE to a Classmate's Post -- Due Sat – 11:59 PM

Week 13 - Apr 1-6

POST # 10 2 FILMS TO VIEW FOR POST #9

- 1) View Film on Demand through ASU Library: *Illegal Immigration: A Dangerous Journey*. 2006, 12 minutes; <http://digital.films.com.ezproxy1.lib.asu.edu/PortalViewVideo.aspx?xtid=36257>
- 2) View Film on Demand through ASU Library: *Escape to the E.U.? Human Rights and Immigration Policy in Conflict*. 2001, 60 minutes; <http://digital.films.com.ezproxy1.lib.asu.edu/PortalViewVideo.aspx?xtid=30547>
1 ORIGINAL Post & 1 RESPONSE to a Classmate's Post -- Due Sat – 11:59 PM

Week 14 - April 8-14 Catch Up with Reading for Devils Highway

POST #11 Your thoughts, observations, opinions, and questions about the book -- *The Devils Highway*
MORE Direction to come – monitor BB

1 ORIGINAL Post & 1 RESPONSE to a Classmate's Post -- Due Sat – 11:59 PM

Week 15 - April 15-20 **DUE: 3-4 page essay (summary & reflection)** on Immigration Issues in World & Arizona; book Devil's Highway – Due Tues. April 24 at 11:59 PM

Week 16 – April 22 – 27 – Catch up! Wrap-up!

POST #12 Your thoughts, observations, opinions, and questions about the course – Topics you enjoyed learning about; topics maybe you didn't enjoy so much; any insights gained? Is this relevant to your field in any way, or better stated, can you see how you might use some of the concepts in Population Geography in your field or career or personal life. **How does understanding more about Population Trends and Patterns Worldwide help you makes sense of the world?** Give specific examples. Write 1 ORIGINAL Post & 1 RESPONSE to a Classmate's Post -- Due Sat – 11:59 PM

Week 17 TUESDAY, April 30th == **Final Exam – Not cumulative. Based on Chapter 8, the films in this last unit, and the book, The Devils Highway.**

Ninth Edition

POPULATION GEOGRAPHY

PROBLEMS, CONCEPTS, AND PROSPECTS



Gary L. Peters

Robert P. Larkin

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LUIS ALBERTO URREA is the recipient of a Lannan Literary Award, an American Book Award, a Western States Book Award, and a Colorado Book Award, and he has been inducted into the Latino Literary Hall of Fame. *The Devil's Highway* was a finalist for the 2005 Pulitzer Prize for general nonfiction. Urrea's most recent book is the novel *The Hummingbird's Daughter*.

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AUTHOR'S NOTE



This account was based on many sources. Interviews and travel, of course, provided many insights and testimonies. I was granted unusually generous access to documents and governmental reports from both Mexico and the United States; these were central to the collection of stories. Border Patrol reports, sheriff's department reports, Mexican consular reports, Justice Department reports, legal documents, testimonies and trial documents, correspondence, and many hours of taped interrogations and confessions went into the research. Due to concerns about the personal safety of the survivors, their actual depositions were sealed. I spent hours in federal defenders' offices, in various consulates, in Border Patrol stations, with Samaritan groups, in diners over cups of coffee, in Migra trucks, and on the Devil's Highway itself. At the time of this investigation, the survivors were material witnesses in a criminal case, and were also clients in the notorious civil suit against the United States; because of this, they were shielded