



ARIZONA STATE UNIVERSITY

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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 January 15, 2008

1. ACADEMIC UNIT: SHESC
2. COURSE PROPOSED: ASB 294 Migration and Society 3
3. CONTACT PERSON: Name: Takeyuki Tsuda Phone: 5-7887
Mail Code: 2402 E-Mail: takeyuki.tsuda@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

Awareness Areas

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

- 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.

Social and Behavioral Sciences: The class is a broadly interdisciplinary social science course that examines how migration impacts social relationships between migrants and between migrants and the majority host society. It draws from anthropological perspectives but also includes readings/perspectives from sociology, political science, and economics.

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 immigrants/immigrant minorities, as well as immigrants and minorities from Asia.

CROSS-LISTED COURSES: No Yes; Please identify courses: TCL 294, SOC 294, APA 294, JUS 294

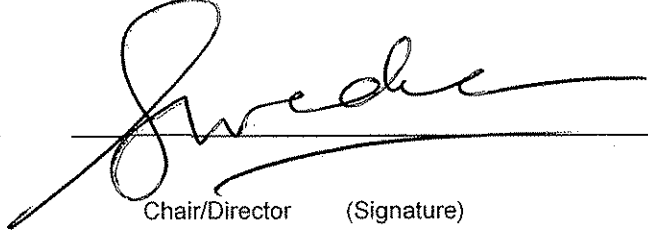


ARIZONA STATE UNIVERSITY

Is this amultisection course?:  No  Yes; Is it governed by a common syllabus? \_\_\_\_\_

\_\_\_\_\_

Chair/Director (Print or Type)

A handwritten signature in black ink, appearing to read 'J. W. ...', written over a horizontal line.

Chair/Director (Signature)

Date: \_\_\_\_\_

February 26, 2009

Dear General Studies Committee,

We are respectfully asking for a general studies designation for this course. We will be requesting a permanent course number for **ASB 294 Migration and Society** in the semesters to come. We are planning for this course to be a large lecture course and we will be teaching the course every semester. The first time we will teach this course is Fall of 2009. We appreciate your consideration of this request.

Cordially,



Sander van der Leeuw  
Director SHESC

Arizona State University Criteria Checklist for

**CULTURAL DIVERSITY IN THE UNITED STATES [C]**

**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.

<b>ASU--[C] CRITERIA</b>			
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>			
YES	NO		Identify Documentation Submitted
		<b>1. A Cultural Diversity course must meet the following general criteria:</b>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.	syllabus
		<b>2. A Cultural Diversity course must then meet at least one of the following specific criteria:</b>	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> 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 women, racial minority groups, and/or ethnic minority groups within the United States.	syllabus
<input type="checkbox"/>	<input type="checkbox"/>	<b>b.</b> The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more ethnic or racial minority groups in the U.S.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>c.</b> The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among racial, ethnic, and gender groups in the U.S.	syllabus

Course Prefix	Number	Title	Designation
ASB	294	Migration and Society	<b>CULTURAL</b>

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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
1	The course focuses primarily on immigrants in the U.S., which is the predominant source of contemporary cultural/ethnic diversity in the country.	Most of the readings and course lectures, except for the case study on Japan, focus on immigration to the U.S. and immigrants/immigrant minorities in the U.S.
2a and c	<p>2a: The course has extensive coverage of both Mexican and other Latin American immigrants/immigrant minorities, as well as immigrants and minorities from Asia.</p> <p>2c: The course looks at the social relationship between these immigrants/immigrant minorities and majority US society</p>	<p>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</p> <p>2c: Units on Immigration Policy and Control, Economics of Immigration, Public Opinion toward Immigrants, Second Generation Immigrant Minorities, Case Study on US</p>

**ASB 294: Migration and Society**  
**Fall Semester 2009**  
**Monday and Wednesday 3:30 – 4:45pm**

**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 fundamentally reshaping the economic, ethnic, and political dynamics of various host societies while having a profound impact on the 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?

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 be briefly considered. It will include case studies of immigration in the United States, Japan, and Europe.

Although this course focuses on anthropological approaches to the study of immigration, it is broadly interdisciplinary and will incorporate topics and perspectives from sociology, political science, and even economics.

Classes will be mainly lecture format, but I will always actively encourage students to ask questions during lecture.

**Arizona State University**  
**School of Human Evolution and Social Change**  
**ASB 294: Migration and Society**  
**Fall Semester 2009**  
**Monday and Wednesday 3:30 – 4:45pm**  
**???????**

**Instructor:** Gaku Tsuda (Associate Professor, SHESC)

**Office:** Matthews Center 203K

**Office Hours:** Monday 1:30-3:00pm

Wednesday 10:30-12:00pm (or by appointment)

**Office Phone:** (480) 965-7887

**E-mail:** takeyuki.tsuda@asu.edu

**Home Phone:** (480) 794-1837

(call before 10pm)

**Description:**

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## Requirements:

Two midterm take home exams and a final take home exam will be assigned. These exams will test you on some factual knowledge and basic concepts, but they will mainly consist of short answer questions designed to assess your understanding and ability to analyze readings and course lecture material. All exams must be submitted both as a printed hardcopy and through Blackboard (under the *Assignments* link).

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).

All course materials will be posted on Blackboard, including announcements made in class, handouts, and grades. I will also digitally record all the lectures. If you miss a class for a legitimate reason and would like to listen to the lecture (or would like to re-listen to a lecture you attended for a paper, etc.), please let me know and I will allow you to download the audio file from Blackboard (click on Communication, then Group Pages, then the date of the lecture, then File Exchange). Such limited access to lecture recordings is to prevent students from ditching class and downloading the lectures later. You will also need to download the PC or Mac version of the Olympus DSS player to listen to the lecture audio files (go to <http://www.olympusamerica.com/>, click on Consumer, then Software Downloads, then Voice Recorders, then Digital Recorders, then DS-2).

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).

## Grades:

2 midterm papers	30% each
Final paper	40%

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.*

Although class participation will not technically be part of the grade, if you actively ask questions during the lectures (or come see me during office hours), I will take it into account when computing the final grades for borderline cases.

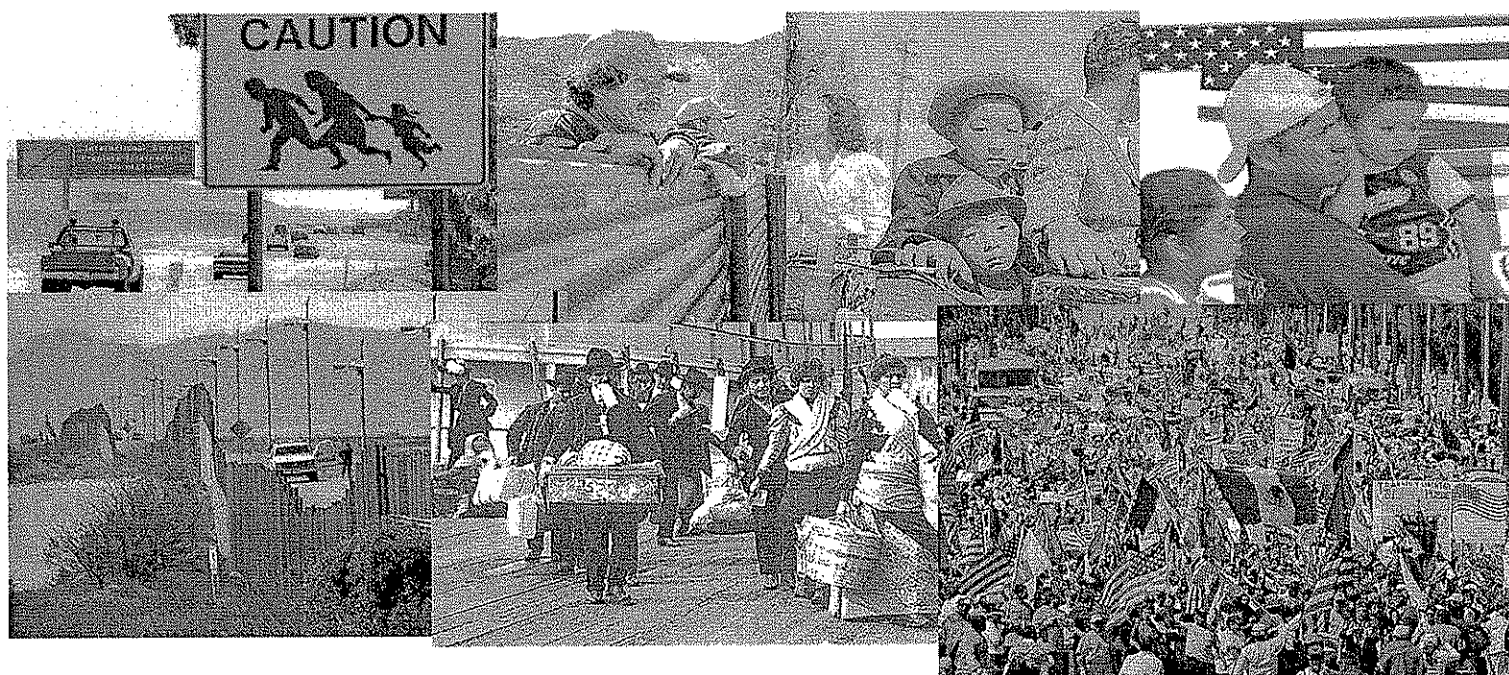
## Readings:

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: [alttempe@alternativecopy.com](mailto:alttempe@alternativecopy.com)).

### **Policy on Plagiarism:**

Plagiarism is the intentional use of material from someone else's written work without acknowledging the source. This includes turning in papers/exams 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 exams 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.



## Schedule of Topics and Readings:

### Week 1:

#### *Introduction to Course*

August 20: No readings assigned

#### *General Overview and Key Concepts*

August 22: 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)  
Cornelius and Tsuda, "Controlling Immigration: The Limits of Government Intervention," in *Controlling Immigration*, Second Edition, pp.3-15, 40-43 (15 pages)

### Week 3:

September 3: Labor Day (no class)

September 5: Cornelius, "Controlling 'Unwanted' Immigration: Lessons from the United States, 1993-2004," *Journal of Ethnic and Migration Studies* 31(4): 775-790 (15 pages)

### Week 4:

#### *Economics of Immigration*

September 10: Smith and Edmonston, "Immigration's Effects on Jobs and Wages" and "Do Immigrants Impose a New Fiscal Burden?" in *The New Americans*, pp.173-181, 196-202, 209-225, 254-257, 292-294 (35 pages)

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

### Week 5:

#### *Public Opinion toward Immigrants*

September 17: Espenshade and Hempstead, "Contemporary American Attitudes Toward U.S. Immigration," *International Migration Review* 30(2): 535-557 (22 pages)  
Chavez, "Discourses on Immigration and the Nation, 1986-1993," in *Covering Immigration*, pp.4, 128-131, 134-143 (13 pages)

*Public Opinion toward Immigrants (continued)*

- September 19: Chavez, "Discourses on Immigration and the Nation, 1986-1993," in *Covering Immigration*, pp.146-165 (19 pages)  
Huntington, "The Hispanic Challenge," *Foreign Policy* (03/04, 2004): 1-15 (14 pages)

**Week 6:**

- September 24: **First midterm exam 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*

- September 26: Vertovec, "Conceiving and Researching Transnationalism," *Ethnic and Racial Studies* 22(2): 447-456 (9 pages)  
Portes, Guarnizo, and Landolt, "Introduction: Pitfalls and Promise of an Emergent Research Field," *Ethnic and Racial Studies* 22(2): 217-219, 224-229 (7 pages)  
Tsuda, *Strangers in the Ethnic Homeland*, pp.ix-xv, 221-238, 243-250, 255-260 (35 pages)

**Week 7:**

*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)  
Tsuda, "Transnational Migration and the Nationalization of Ethnic Identity among Japanese Brazilian Return Migrants," *Ethos* 27(2): 145-171 (26 pages)

*Gender and Migration*

- October 3: Pessar, "Engendering Migration Studies: The Case of New Immigrants in the United States," *American Behavioral Scientist* 42(4): 577-594 (17 pages)  
Hondagneu-Sotelo, "Families on the Frontier: From Braceros in the Fields to Braceras in the Home," in *Latinos Remaking America*, pp.259-272 (13 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)  
Espiritu, Yen, "Gender and Labor in Asian Immigrant Families," *American Behavioral Scientist* 42(4): 628-643 (15 pages)

## *Refugees and Asylum Seekers*

- October 10: Castles and Miller, *The Age of Migration*, pp.102-109, 135-138, 172-175 (13 pages)  
Zolberg, "From Invitation to Interdiction: U.S. Foreign Policy and Immigration since 1945," in *Threatened Peoples, Threatened Borders*, pp.122-158 (36 pages)

### **Week 9:**

## *Diasporas*

- October 15: Tölölyan, "Rethinking Diaspora(s): Stateless Power in the Transnational Moment," *Diaspora* 5(1): 3, 10-19 (10 pages)  
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)  
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)

### **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)  
Espiritu and Wolf, "The Paradox of Assimilation: Children of Filipino Immigrants in San Diego," in *Ethnicities*, pp.157-183 (26 pages)