

## GENERAL STUDIES COURSE PROPOSAL COVER FORM

### Course information:

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

College/School: College of Liberal Arts and Sciences      Department/School: Humanities Lab

Prefix: **HUL**      Number: **355**      Title: Global Challenges I      Units: **3**

Course description: **This course merges the empirical inquiry of the social-behavioral sciences with the epistemological exploration and historical consciousness of the humanities to develop students' cultural and disciplinary literacies. Students are introduced to a variety of disciplinary theoretical methodological tools to address a special topic of global awareness under consideration. This course recognizes the need to balance regional, national concerns with global challenges to generate solutions that understand the values, social processes, and needs of other cultures. Students will learn to identify contemporary issues with the topic area and develop a collaborative research project that merges humanistic methodology with other disciplinary methodological and theoretical tools.**

**This topic course is currently under permanency consideration. To date, the proposed course has focused on immigration and food (Fall 2018).**

Is this a cross-listed course?      No      If yes, please identify course(s):

Is this a shared course?      No      If so, list all academic units offering this course:

*Note- For courses that are crosslisted and or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics?      Yes (under review)

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.      Chair/Director Initials  
*JK* (Required)

**Requested designation:** Global Awareness - G

**Mandatory Review:** No

*Note- a separate proposal is required for each designation.*

**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](mailto:Phyllis.Lucie@asu.edu).

### Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

### 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 course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description

- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Monica Boyd E-mail Mboyd2@asu.edu Phone 727-7220

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Sally Kitch Date: 5 April 2018

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.

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

Course Prefix	Number	Title	Designation
HUL	355	Global Challenges I	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 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)
<p><b>SAMPLE:</b></p> <p>2d: study the cultural significance of a non-U.S. centered global issue</p>	<p><b>SAMPLE:</b></p> <p>The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p><b>SAMPLE:</b></p> <p>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 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</p>
<p>1. Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>Challenges (“topics”) within this course focus on critical global issues we face today like climate change, immigration and the refugee crisis, human trafficking, food systems, etc.</p>	<p>Syllabus: course description and beginning inquiry questions (7-8), learning outcomes (8), required materials (8), “Bringing the Archive to Life” assignment description (9), guided reading selections (12-13).</p>
<p>2d. 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>Using the immigration challenge (syllabus below) as an example, the focus of the Lab is on the larger questions driving migration – war, genocide, climate change, poverty, etc. The database Border and Migration Studies covers areas from Indonesia and Malaysia to Sierra Leone and Liberia to the European Union and its Borders to Dominican Republic and Haiti to Indigenous Peoples and the Americas. The selection of suggested</p>	<p>Syllabus: course description and beginning inquiry questions (7-8), learning outcomes (8), required materials (8), “Bringing the Archive to Life” assignment description (9), guided reading selections (12-13).</p>

	readings for students covers a similar range.	

# HUL 355 Global Challenges I (Topic Course)

## Topic: Immigration Lab I

### Fall 2018 Class Meeting Information

Monday and Wednesday 11:00am-12:15pm  
RBHL 171

### Instructional Team Contact Information

**Sujej Vega**

*School of Social Transformation*  
Wilson Hall 303  
480-727-6173  
Sujej.Vega@asu.edu  
Fall, 9:30-10:30am  
Spring, by appt. only

**Christiane Reves**

*School of International Letters and Cultures*  
Language and Literature Bldg. 440  
480-965-6281  
Christiane.Reves@asu.edu  
Fall, 12:30-1:30pm  
Spring, by appt. only

**Alexander Avina**

*School of Historical, Philosophical and Religious Studies*  
Coor Hall 4500  
480-965-5162  
Alexander.Avina@asu.edu  
Fall, by appt. only  
Spring, tba

**Emir Estrada**

*School of Human Evolution and Social Change*  
SHESC 268  
480-965-3156  
Emir.Estrada@asu.edu  
Fall, by appt. only  
Spring, tba

Edward Oetting  
ASU Librarian  
Hayden Library, C1T  
edding@asu.edu

Alexandra Humphreys  
ASU Librarian  
UCENT: Lower Level, Room L1-33  
(Downtown campus)  
Alexandra.Humphreys@asu.edu

### Course Description

Many of our greatest challenges today require solutions that exhibit an understanding of multiple positions along with their underlying principles in addition to the willingness to cooperate for the greater good of all. This course merges the empirical inquiry of the social-behavioral sciences with the epistemological exploration and historical consciousness of the humanities to develop students' cultural and disciplinary literacies through in-depth studies of a social challenge with a global scope. Students are introduced to a variety of disciplinary theoretical methodological tools. This course recognizes the need to balance national and global concerns to generate workable solutions that understand the values, social processes, and needs of other cultures. Students will learn to identify contemporary issues with the topic area and develop a collaborative research project that merges humanistic methodology with other disciplinary methodological and theoretical tools.

- Why are there im/migrants?
- Why is immigration controversial?
- How do labels shape the debate?
- What's the purpose of borders, walls, and boundaries?
- Does immigration → innovation?
- How does migration define your identity?
- How have humans participated in global migration across time and space?

### Learning Outcomes:

- Identify and analyze elements of global movement – immigration, migration, and refugee movement - including
  - the perspective, background, and concerns of multiple global cultures
  - how those concerns are interrelated as well as how and why the problem or the proposed solutions to the problem may be contested
- Learn how a variety of disciplines approach the problem, with an emphasis on the humanities that address culture-specific elements (ex. history, values, beliefs), and to synthesize research across disciplines.
- Identify key questions of and values underlying the problem.
- Improve upon developing research questions.
- Strengthen student research skills and learn to determine how to select the appropriate research methods for addressing and understanding a problem (the general critical thought process and the application of that thinking to this particular problem).
- Improve upon their ability to do collaborative research with a variety of people (i.e. peers, graduate students, faculty).
- Design and complete a collaborative research project that investigates the problem.
- Improve upon the ability to present research findings to an audience beyond the classroom.

### Required Materials

#### Required Textbooks

1. Lassiter, Luke Eric. *The Chicago Guide to Collaborative Ethnography*. University of Chicago Press, 2005.
2. Castles, Stephen, Hein de Haas, and Mark J. Miller. *The Age of Migration: International Population Movements in the Modern World*. 5<sup>th</sup> Edition. The Guildford Press, 2014.

More required and supplemental reading will be made available on Blackboard.

### Absence, Excused and Make-up Work Policies

Attendance and participation are an integral part of the learning experience; therefore, attendance is expected in all class meetings. At the beginning of each class we will distribute an attendance sheet. It is your responsibility to sign the attendance sheet each day—if you do not sign the attendance sheet,



you will be marked absent. You may not sign in for another student; this will result in both students receiving a zero for their participation grade. **You will not succeed in this course if you are absent.**

## Course Overview and Assignments Descriptions

Since this class is designed to enable collaborative student work and research, the face-to-face class time will be divided into two sections:

- On Mondays the group engages in larger and overarching questions surrounding migration including but not limited to research methods, recent and historical trends, available resources, various aspects of migration, etc.
- On Wednesdays, the students will have time to work in their teams and develop their own questions under the guidance of the faculty and librarians and with feedback from the other teams. Resources will be provided on a need basis depending on the projects developed by the teams. Teams are encouraged to original research and will receive support and feedback from the instructional team on a regular basis in order to help successfully develop the projects.

**Discussion/Participation.** In class participation and contribution to the topics is one major aspect of the class. Students are expected to come prepared to class and contribute regularly in a meaningful way to class discussions based on readings, experiences, and projects. Students will also be expected to work collaboratively in small groups and with responsibilities for the class as a whole.

**Creative Reflections.** There will be several ways the students will prepare or do follow up work on the classroom activities. There will be weekly readings assigned where a reflection is expected by Wednesdays. In addition, the student will engage with the topic in a personal and creative way that can be but is not limited to video discussion contributions on “Flip grid,” outside class encounters that require taking pictures or videos and other creative avenues.

**Bring the Archive to Life.** The librarians have gotten us access to the Border and Migration Studies Online database. This database contains primary source documents (personal and institutional), films and ephemera related to significant border areas and events from the 19<sup>th</sup> to 21<sup>st</sup> centuries. For this assignment teams will explore different global areas – examine events through interactions of personal documents (firsthand accounts) and institutional sources (from governments and organizations), changing borders (ex. treaties, environment disruptions), outsider influence (ex. colonialism), etc. – and collaboratively build a narrative that conveys the complexity of this region’s situation that needs to be considered in discussing migration in this area. Teams will share their narratives with the class. This assignment is about putting human values into a conversation that tends to focus on numbers and policy.

**Developing Research Questions.** Taking what you’ve learned from the database, develop a research question with your team members. What sub-questions of the course’s guiding questions can you pursue based on the data base? How are your sub-questions related to one another? What answers or possible answers can you present to those questions? What more information would you need? Posit questions that students in the second semester might want to pursue as they work with immigrant community organizations.

**Learning Map.** As your team develops and pursues your sub-questions, develop a learning map that traces the way your group moves from idea to idea and leads to additional questions and/or answers. What old information did team members bring with them to the archival research? How did the archive change or supplement that old information? What kind of information changed your thinking? What additional information did you need to gather to pursue your questions? These maps will be shared with a public audience.

**Presentation and Reflection Paper.** After sharing your learning maps with an audience, for which you will receive a team grade, write a 5-page paper explaining what have you learned about immigration since you began this class. Reassess the questions from the beginning and developed throughout the semester. Review the course objectives, your notes, reflections, look over the graded assignments and feedback you've received. How did the concept map assist you in learning? Which course objectives do you think you made the most progress on? What was your biggest challenge and have you found a method to help you address it in the future?

### Grading Polices and Percentages

Be sure to check your grades and attendance points on Blackboard throughout the semester, as we will not make changes to grades after the last day of class. You will always receive written feedback in addition to the number score.

POINTS FOR THE COURSE WILL BE ALLOCATED AS FOLLOWS:

Discussion/Participation	100 points
Creative Reflections	100 points
Bringing the Data to Life	150 points
Learning Map	100 points
Developing Research Questions	50 points
Presentation and Reflection Paper	100 points
TOTAL	600 points

GRADES WILL BE CALCULATED USING THE FOLLOWING SCALE:

90-100%	A	60-69%	D
80-89%	B	<60%	E
70-79%	C		

### Technology

This should go without saying, but let's say it anyway: you should silence (no vibrate) your phone and other devices before class and keep them stored in your bags unless otherwise directed. We will let you know ahead of time if laptops/tablets/phones will be required for class activities. Use of electronic devices during class will be permitted only during specified class activities. Your use of the electronic equipment should be reserved to only class-pertinent activity. Outside activities (ex. social media, messaging, email, shopping, streaming media, etc.) not only distract you from participating meaningfully in class activities it also distracts those around you.

## **Expected Classroom Behavior**

To ensure the classroom remains an open forum for the expression of ideas, your behavior should be conducive to learning for both yourself and others: sharing thoughts, ideas, observations; developing those thoughts with empirical data and theoretical arguments; and, fostering a positive Lab experience by actively listening to others and treating them with respect and dignity, assisting and supporting each other in developing your interdisciplinary research skills, and helping with questions or challenges that arise. If you disagree with an opinion expressed in this course, we will be sure that you are given adequate time to express your disagreement in a civil manner. You should respond with courtesy, relying on empirical data and theoretical arguments rather than personal assumptions to buttress your arguments.

## **ASU Academic Integrity Statement**

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>

## **ASU Accommodations for Disabilities Statement**

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc).

## **ASU Policy on Disruptive, Threatening or Violent Behavior on Campus**

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

## **Title IX Violations**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or

sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

## Schedule

**This is an exploratory learning course. For that reason there is no structured schedule included so that we can follow where our research takes us rather than a pre-mapped plan. This also means students will be collaborating with instructors and librarians to plot the trajectory, select readings and activities, and contribute to setting up the research for the following semester. BE SURE TO CHECK BLACKBOARD REGULARLY FOR AN UPDATED SCHEDULE.**

A selection of readings students can select from appear below though students are free to bring in materials off list that better apply to the direction the course is going. This is not an exhaustive list. Merely suggestions to get you started. If you find a reading that was particular useful, mine it! That is, go through its reference list to see if you can find any of their sources that might be helpful to you and the class. Similarly, if you find a journal that is particular helpful, go through its table of contents to find more articles.

- Mertus. "War's Offensive on Women: The Humanitarian Challenge in Bosnia, Kosovo, and Afghanistan." *Refugee Survey Quarterly*. 20.1 (2001): 234
- Patrick. "Intent to Destroy: The Genocidal Impact of Forced Migration in Darfur, Sudan." *Journal of Refugee Studies* 18.4 (2005): 410-429.
- Baurer. "Unknown and Unaddressed: The Educational Needs of Afghan Refugee Children in Urban Areas of Pakistan." *Georgetown Immigration Law Journal* 26.3&4 (2012): 571-602.
- Menjivar. "Immigrant Kinship Networks and the Impact of the Receiving Context: Salvadorans in San Francisco in the Early 1990s." *Social Problems* 44.1 (1997): 104-123.
- Vlase and Voicu. "Romanian Roma Migration: The Interplay between Structures and Agency." *Ethnic and Racial Studies*. 37.13 (2014):2418-2437.
- Kaeding. "Identity Formation in Taiwan and Hong Kong: How Much Difference, How Many Similarities?" *Taiwanese Identity in the Twenty-first Century*, 2011.
- Alba. "Bright vs. Blurred Boundaries: Second-Generation Assimilation and Exclusion in France, Germany, and the United States." *Ethnic and Racial Studies* 28.1 (2005): 20-49.
- Bradley et al. "Researching the Resolution of Post-Disaster Displacement: Reflections from Haiti and the Philippines." *Journal of Refugee Studies* 30.3 (2017): 363-386.
- Panayi. "Migration to Britain" and "Xenophobia and Racism." *An Immigration History of Britain: Multicultural Racism Since 1800*, 2010.
- Finkelpearl, Tom. "Crossing Borders." *What We Made*.
- Gemiganani, Marco and Yolanda Hernandez-Albujar. "Hate Groups Targeting Unauthorized Immigrants: Discourses, Narratives, and Subjectivation Practices on Their Websites." *Ethnic and Racial Studies*, 8 Dec 2015, vol.38, iss.15, pp.2754-2770.
- Maletzky, Martina. "Changing Labour Migration Politics in Germany: An Organizational Perspective." *Immigration Migration* 55.s1 (2017): 11-21.
- Finotelli, Claudia and Gabriel Echeverria. "So Close But Yet So Far? Labour Migration Governance in Italy and Spain." *Immigration Migration* 55.s1 (2017): 39-51.
- Weiler, Anelyse M. et. al. "Food Security at Whose Expense? A Critique of the Canadian Temporary Farm Labour Migration Regime and Proposals for Change." *Immigration Migration* 55.4 (2017): 48-63.

- Crush, Jonathan and Godfrey Tawodzera. "South-South Migration and Urban Food Security: Zimbabwean Migrants in South African Cities." *Immigration Migration* 55.4 (2017): 88-102.
- Joireman, Sandra F. "Ethnic Violence, Local Security and Return Migration: Enclave Communities in Kosovo." *Immigration Migration* 55.5 (2017): 122-135.
- Stefanovic, Djordje, and Neophytos Loizides. "Peaceful Returns: Reversing Ethnic Cleansing after the Bosnian War." *Immigration Migration* 55.5 (2017): 217-234.
- Nava, Angeles et. al. "Characteristics of Abused Immigrant Women with Children Who Obtain Legal Immigrant Status: Implications for Frontline Intervention Strategies." *Journal of Immigrant & Refugee Studies* 16.1-2 (2018).
- Bhimji, Fazila. "The Nexus of Political Violence and Economic Deprivation: Pakistani Migrants Disrupt the Refugee/Migrant Dichotomy." *Journal of Immigrant & Refugee Studies* 16.1-2 (2018).
- Rheindorf, Markus and Ruth Wodak. "Borders, Fences, and Limits-Protecting Austria From Refugees: Metadiscursive Negotiation of Meaning in the Current Refugee Crisis." *Journal of Immigrant & Refugee Studies* 16.1-2 (2018).
- Krzyzanowski, Michal et. al. "The Mediatization and the Politicization of the 'Refugee Crisis' in Europe." *Journal of Immigrant & Refugee Studies* 16.1-2 (2018).
- Kieran, Oberman. "Immigration, Global Poverty and the Right to Stay." *Political Studies* 59.2 (2011): 253-268.
- Seyla, Benhabib. "Birthright citizenship, Immigration, and Global Poverty." *University of Toronto Law Journal* 63.3 (2013): 496-510.
- Hatton, Timothy and Jeffrey Williamson. "The Impact of Immigration: Comparing Two Global Eras." *World Development* 36.3 (2008): 345-361.
- Thomas, Alice. "Rising Waters, Broken Lives: Experience from Pakistan and Colombia Floods Suggests New Approaches Are Needed." in *Humanitarian Crises and Migration: Causes, Consequences and Responses*. Routledge, 2014.
- Edelstein, Michael et. al. "Health Crises and Migration." in *Humanitarian Crises and Migration: Causes, Consequences and Responses*. Routledge, 2014.
- Albuja, Sebastian. "Criminal Violence, Displacement and Migration in Mexico and Central America." in *Humanitarian Crises and Migration: Causes, Consequences and Responses*. Routledge, 2014.

1. Lassiter, Luke Eric. *The Chicago Guide to Collaborative Ethnography*. University of Chicago Press, 2005.

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2. Castles, Stephen, Hein de Haas, and Mark J. Miller. *The Age of Migration: International Population Movements in the Modern World*. 5<sup>th</sup> Edition. The Guildford Press, 2014.

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