

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: 356 Title: Global Challenges II Units: 3

Course description: **This course continues the interdisciplinary scientific, social-behavior, and humanities theoretical and methodological work from Global Challenges I with greater emphasis on generating and sharing outcomes from collaborative research projects.**

This topic course is currently under permanency consideration. To date, the proposed course has focused on immigration and food (Spring 2019).

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 YK (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.Lueje@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 \(SQ/SC\)](#)

[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.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		2. 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. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<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>SAMPLE:</p> <p>2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE:</p> <p>The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE:</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 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
<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>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), the assignment description for “Community Outreach,” (9) and the guided reading selections (11-12).</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 course is designed to research the underlying elements that make migration a “crisis” and works towards generating outcomes that will move us towards a solution.</p>	<p>Syllabus: course description and beginning inquiry questions (7-8), learning outcomes (8), required materials (8), the assignment description for “Community Outreach,” (9) and the guided reading selections (11-12).</p>

HUL 356 Global Challenges II (Topic Course)

Topic: Immigration Lab II

Spring 2019 Class Meeting Information

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

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Course Description

Migration is producing significant changes globally. In Immigration Lab I, we began our inquiry asking “Why are there immigrants?” To help us answer that question we explored different global areas – examined 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. – to collaboratively build a narrative that conveyed the complexity of that region’s situation. We did this in order to gain a better understanding of the ideas, beliefs, assumptions, and confusions that underlie and perpetuate those challenges in our current climate. Through this process we developed more informed research questions.

In Immigration Lab II we continue this inquiry. (Don’t worry if you missed Immigration I. It is not a prerequisite for this class though we highly encourage students from the first semester to enroll in the second.) Below are several of the questions developed that we will begin the inquiry process with this

semester. To help us delve further into this grand social challenge this semester our work is organized between Lab teams and teams working with campus and community organizations that work with different global migrant communities. At the conclusion of the semester we will prepare a collective piece (ex. op-ed piece, performance, or TED talk) that presents the research question(s) we've pursued in relationship to our work with the community or campus organization.

- What purpose do immigration myths serve?
- How do migrants experience immigration policy?
- What are the greatest threats to migrants?
- Are there key points of variance between countries when deciding who gets in?
- Is there a need to re-define what is a refugee in light of environmental disasters/climate change?

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 immigration, 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).
- Develop a collective class outcome that addresses key questions raised by Lab research activities..
- Improve upon the ability to present research findings to an audience beyond the classroom.

Required Materials

Required Textbooks

1. Marfleet, Philip. *Refugees in a Global Era*. Palgrave Macmillian, 2006.
2. Castles, Stephen, Hein de Haas, and Mark J. Miller. *The Age of Migration: International Population Movements in the Modern World*. 5th 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.**

Assignments Descriptions

Decision-making. Students contemplate the research questions and project proposals from previous semester. Students write a one to two page narrative either advocating for pursuing one of the projects or suggesting a different project. Why should the class pursue this (new or already proposed) line of inquiry? What challenges do you foresee that we will need to address? Perhaps our introductory readings have generated new questions? As a class we will discuss our options and determine which direction to go. We may all conduct one large study or 2-3 smaller studies.

Community Outreach. This semester will be organized around work between Lab teams and campus and community organizations working with different global migrant communities – Sudan, Syria, Tibet, to name a few. You will meet with several of these organizations. Teams will be built to work with those organizations. Your team is to learn more about your assigned organization by engaging with administration and staff. Are they working on relief? Policy? Legal assistance? What challenges do they face? What can your group learn about immigration by interacting with this group? Do we have access to information that would be helpful to them in their work? This assignment is partly about collecting information but also about evaluation and designing a question-based research project proposal.

Community Action Journal. As you engage with the organization you're working with, teams should keep track of interactions and thought processes. Each week we will check the journals entries. We will provide feedback letting you know strengths and areas that could use more development.

Sharing Our Research Outcome(s). The goal for the semester is to prepare a collective op-ed piece, performance, or TED talk that presents the research question(s) your team has pursued in relationship to the community or campus organization you have worked with. In your presentation or performance, you want to make clear what you have learned about the guiding questions of this course from working with that organization.

Reflection Paper. As a culminating exercise, you will write a reflection of your learning over the semester. Review the course objectives, your notes, reflections, look over the graded assignments and feedback you've received. Can you retrace your learning using a concept map? synthesize what you've learned? 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 Policies 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:

Participation	100 points
Decision-making Narrative	40 points
Community Action Team Work	100 points
Research Journal	50 points
Sharing Research Outcome	200 points
Reflection Paper	50 points
TOTAL	540 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.

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, the schedule will follow the exploratory trajectory of team work. 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. These are 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.

Janmyr and Mourad. "Modes of Ordering: Labelling, Classification and Categorization in Lebanon's Refugee Response." *Journal of Refugee Studies*

Zetter. "Labelling Refugees: Forming and Transforming a Bureaucratic Identity." *Refugee Survey Quarterly*. 4.1 (1991): 39-62

- Kvittingen et al. "The Conditions and Migratory Aspirations of Syrian and Iraqi Refugees in Jordan." *Journal of Refugee Studies* 2018.
- Mackenzi et al. "Beyond 'Do No Harm': The Challenge of Constructing Ethical Relationships in Refugee Research." *Journal of Refugee Studies* 20.2 (2007): 299-319.
- Morantz et al. "The Divergent Experiences of Children and Adults in the Relocation Process: Perspectives of Child and Parent Refugee Claimants in Montreal." *Journal of Refugee Studies* 25.1 (2012): 71-92.
- Maxwell. "Caribbean and South Asian Identification with British Society: The Importance of Perceived Discrimination." *Ethnic and Racial Studies* 32.8 (2009): 1449-1469
- Jayaraman. "Inclusion and Exclusion: An Analysis of the Australian Immigration History and Ethnic Relations." *The Journal of Popular Culture* 34.1 (2004).
- Thomas-Hope, Elizabeth. "Migration, Small Farming and Food Security in the Caribbean: Jamaica and St. Vincent and the Grenadines." *Immigration Migration* 55.4 (2017): 35-47.
- Celik, Ayse Betul. "Gendered Aspects of Conflict, Displacement and Peace Process in Turkey." *Immigration Migration* 55.5 (2017): 136-149.
- Kutlay, Muzaffer. "The Turks of Bulgaria: An Outlier Case of Forced Migration and Voluntary Return." *Immigration Migration* 55.5 (2017): 162-179.
- Rock, Anna Ida R. "Perceptions of Returnees in Somaliland Politics: The Grounds for Legitimacy." *Immigration Migration* 55.5 (2017): 205-216.
- Sicurella, Federico Giulio. "The Language of Walls Along the Balkan Route." *Journal of Immigrant & Refugee Studies* 16.1-2 (2018).
- Krzyzanowski, Michal. "Discursive Shifts in Ethno-Nationalist Politics: On Politicization and Mediatization of the 'Refugee Crisis' in Poland." *Journal of Immigrant & Refugee Studies* 16.1-2 (2018).
- Beaverstock, Jonathan v. and Sarah Hall. "Competing for Talent: Global Mobility, Immigration and the City of London's Labour Market." *Cambridge Journal of Regions, economy and Society* 5.2 (2012): 271-288.
- Sandoval-Garcia, Carlos. "To Whom and to What Is Research on Migration a Contribution." *Ethnic and Racial Studies* 36.9 (2013): 1429-1445.
- McAdam, Jane. "Conceptualizing 'Crisis Migration': A Theoretical Perspective." in *Humanitarian Crises and Migration: Causes, Consequences and Responses*. Routledge, 2014.
- Warner, Koko and Tamer Afifi. "Enhancing Adaptation Options and Managing Human Mobility in the Context of Climate Change." in *Humanitarian Crises and Migration: Causes, Consequences and Responses*. Routledge, 2014.
- Oliver-Smith, Anthony and Alex de Sherbinin. "Something Old and Something New: Resettlement in the Twenty-first Century." in *Humanitarian Crises and Migration: Causes, Consequences and Responses*. Routledge, 2014.
- Koser, Khalid. "Protecting Non-Citizens in Situations of Conflict, Violence and Disaster." in *Humanitarian Crises and Migration: Causes, Consequences and Responses*. Routledge, 2014.
- Black, Richard and Michael Collyer. "'Trapped' Populations: Limits on Mobility at Times of Crisis." in *Humanitarian Crises and Migration: Causes, Consequences and Responses*. Routledge, 2014.
- Cerrutti, Marcela and Emilio Parrado. "Intra-regional Migration in South America: Trends and a Research Agenda." *Annual Review of Sociology* 41 (2015): 399-421.

1. Marfleet, Philip. *Refugees in a Global Era*. Palgrave Macmillan, 2006.

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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*. 5th Edition. The Guildford Press, 2014.

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