

## Term Information

Effective Term Autumn 2015  
*Previous Value* Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We want to change the course title and are requesting GE status in the Social Science (Organizations and Politics) category.

### What is the rationale for the proposed change(s)?

The old course title uses antiquated terms. This course meets the rationale and learning outcomes for the GE category or categories we are requesting, as outlined in the Curriculum and Assessment handbook.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Anthropology  
Fiscal Unit/Academic Org Anthropology - D0711  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3419  
Course Title Latin American Migration  
*Previous Value* *Regional Survey of Latin American Cultures and Migration in Global Perspectives*  
Transcript Abbreviation Latin Am Migration  
Course Description An intensive ethnographic investigation of Latin American and Caribbean migration (Mexico, Ecuador, The Dominican Republic) including the history of migration; contemporary movement; and transnationalism.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 7 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

Not open to students with credit for 421.06.

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

45.0204

### Subsidy Level

Baccalaureate Course

### Intended Rank

Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

### General Education course:

Organizations and Politics

The course is an elective (for this or other units) or is a service course for other units

### *Previous Value*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

### Course goals or learning objectives/outcomes

- This courses will review the history of Latin American migration.
- This course will investigate the contemporary movement.
- This course will discuss the costs and benefits of "transnational" movement.

### *Previous Value*

### Content Topic List

- Ethnographic
- Caribbean
- Migration
- Gender
- Remittances
- Legality
- History
- Contemporary movement
- United States
- Mexico
- Brazil

**COURSE CHANGE REQUEST**  
3419 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
11/14/2014

**Attachments**

- Dr Larsen letter 10 07 14.doc: Chair's Letter  
*(Cover Letter. Owner: Freeman,Elizabeth A.)*
- 3149 GE Rational.docx: 3149 GE Rational  
*(GEC Model Curriculum Compliance Stmt. Owner: Freeman,Elizabeth A.)*
- 3419 Syllabus.docx: 3419 Syllabus  
*(Syllabus. Owner: Freeman,Elizabeth A.)*
- 3419 GE Assessment.docx: 3419 GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Freeman,Elizabeth A.)*

**Comments**

- The correct GE Assessment Plan has be uploaded. *(by Freeman,Elizabeth A. on 11/13/2014 02:08 PM)*
- GE assessment plan for wrong course was uploaded (3416 instead of 3419--actually for other GE category). Panel asks that correct plan be uploaded before they review this course. *(by Vankeerbergen,Bernadette Chantal on 11/13/2014 10:49 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Freeman,Elizabeth A.	10/22/2014 03:43 PM	Submitted for Approval
Approved	McGraw,William Scott	10/23/2014 08:53 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/23/2014 12:07 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/13/2014 10:50 AM	ASCCAO Approval
Submitted	Freeman,Elizabeth A.	11/13/2014 02:08 PM	Submitted for Approval
Approved	McGraw,William Scott	11/13/2014 04:13 PM	Unit Approval
Approved	Haddad,Deborah Moore	11/14/2014 09:26 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	11/14/2014 09:26 AM	ASCCAO Approval



**Department of Anthropology**

4034 Smith Laboratory  
174 West 18th Avenue  
Columbus, OH 43210-1106

Phone (614) 292-4149  
Fax (614) 292-4155  
<http://anthropology.ohio-state.edu>

7 October 2014

Dear Curriculum Panel Members,

I am pleased to submit this curricular bundle for your review. This bundle includes a number of new courses, courses for General Education consideration, and several course changes. These submissions reflect the evolving profile of our teaching mission and what we have to offer our students and the institution generally. The Department of Anthropology has taken on one of its biggest curriculum revisions, involving both undergraduate majors (Anthropological Sciences, Anthropology) and graduate program, in its recent history. I am excited to endorse all of these submissions, and look forward to implementing the revisions to the Anthropology curriculum.

Best regards,

A handwritten signature in blue ink that reads "Clark S. Larsen".

Clark Spencer Larsen  
Distinguished Professor of Social and Behavioral Sciences and Chair



**ANTHROP 3419: Latin American Migration**  
**Jeffrey H. Cohen**  
**TBA**  
**Office Hours: TBA**

This is a comprehensive investigation of Latin American and Caribbean migration. Our goals include 1) a review of the history of Latin American migration; 2) the investigation of contemporary movement; 3) the discussion of the costs and benefits of “transnational” movement; and 4) the outcomes of movement for Latino migrants settled in the US. From this course you will learn how anthropologists study migration and the cultural and social meaning of transnational movement.

**GE LEARNING OUTCOMES WILL BE ADDED IF APPROVED**

Readings:

Jeffrey H. Cohen, *The Culture of Migration in Southern Mexico*

Patricia Pessar, *A Visa for a Dream: Dominicans in the United States*.

Additional Readings are available on Carmen and noted on the syllabus

Classroom mechanics: Please remember that instructors do not give grades, grades are earned. Your grade will reflect your complete fulfillment of the required work in this class. Attendance is mandatory and I expect you to participate in discussions. We are going to cover a lot of ground and your attention to detail, presence in class and commitment to the content is critical. Your failure to attend this class will result in a reduced final grade. Understand that even with a clear and valid excuse, it can be hard to make up for lost time. If you will be attending a conference, if you are gravely ill it is your duty to let me know in a timely fashion and together we will try to find a solution. Failure to complete assignments in a timely fashion will result in lost points.

Assignments: This class includes 5 short assignments (described below), a midterm and a final.

**Short assignments:**

1. IOM (International Organization for Migration). Go to the IOM web site and click on the activities button. You should find yourself here: <http://www.iom.int/jahia/Jahia/activities/americas/lang/en>
  - a. Select a region, and then a country in Latin America or the Caribbean.
  - b. Using the facts and figures box, as well as the “overview” tell me about the country and note the net migration rate as well as when it was determined.
  - c. Use our discussion of migration models in the social sciences and suggest how at least one model can be applied to your example and respond to the following queries.
    - i. How does the model address individual and group migration outcomes?
    - ii. How does the model address social organization?

- iii. Assess the value of the model as a policymaking tool.
- 2. Return to the IOM (<http://www.iom.int/jahia/Jahia/activities/americas/lang/en>) site and go to the region section.
  - a. Summarize one of the projects that the IOM notes. You access projects by clicking on the “overview” section of their web page.
  - b. Review your project and answer the following questions:
    - i. Is the program applicable to other regions, cultures?
    - ii. What are some of the trade-offs (advantages, costs) reflected in the program’s implementation?
    - iii. What are some of the physical, social and economic costs or benefits of the program?
- 3. World Bank review: Go to the World Bank (<http://data.worldbank.org/country>) and find information about a country in Latin America.
  - a. Reference your report and describe the factors you believe may influence migration outcomes.
- 4. Pew Center: Go to Pew Hispanic Research Center (<http://www.pewhispanic.org/>). Select a report that you find interesting on an aspect of Hispanic immigration to the US.
  - a. Summarize the report’s recommendation and/or findings.
  - b. Answer the following:
    - i. How does the report address individual and group values and how they are applied to problem solving and policymaking?
    - ii. How are group values framed as policy by the Pew Center and the Hispanic community in the US?
    - iii. Access the sustainability of the Pew’s report. What is the value of the findings for the future of the Hispanic community in the US?
- 1. Migration Policy Institute: go to MPI (<http://www.migrationpolicy.org/>) once there, go to the *Migration Information Source*, at (<http://www.migrationinformation.org/index.cfm>).
  - a. Find an article on a country in Latin America or the Caribbean that you are interested in learning about that is not part of our Carmen reading list and is not by your instructor) and summarize it in about two pages.
  - b. Your summary should begin with a complete reference to the article you have selected and should follow this template:
    - i. Author (last name, first name), Year of Publication. Title. Web address.
  - c. In your summary note
    - i. the theme of the article
    - ii. the country in question.
    - iii. Review the findings and recommendations of the author(s).
    - iv. What is your critical opinion, do you believe the author is correct?
    - v. What are your disagreements if any?
    - vi. What would you add if you were writing a follow-up to your piece?

**Exams:**

There is one midterm and a final, each will include multiple choice questions, short answers and definitions-identifications.

I have organized this class with time for discussion. You should have the readings completed before class time. Your failure to prepare, to miss class and to participate can have a detrimental effect on your final grade.

Assignments 1-5	20 points
Midterm	40 points
Final exam	40 points
<b>Total</b>	<b>100 points</b>

Final grades are based on a standardized distribution, using the number of points for the course. A general guide to grades:  
 A- 90-91; B+ 88-89; B 82-87; B- 80-81; C+ 78-79; C 72-77; C- 70-68-69; D 60-67; F < 60.



total  
 A 92;  
 71; D+

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult with the course instructor.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact me to arrange an appointment as soon as the quarter begins. At the appointment we can discuss the course format, anticipate your needs and explore potential adaptations to meet your needs. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. You are responsible for seeking available assistance from ODS at 292-3307, prior to or at the beginning of the quarter.

In case of a dispute concerning a grade, the student must first meet with the instructor to reconcile the matter. This should be done within a week after the grade has been received. At that time, the student should be able to submit materials used in creating the paper, drafts, and other supporting material. If reconciliation proves impossible, the matter goes to the Office of Student Advocacy.

Tentative schedule			
Weeks	Topic	Readings	Assignments
Week 1	Intro to class		
Week 2	Anthropology and migration		
Week 3	Basic terms and history	Pizzaro and Villa (on Carmen) González Alvarado and Sánchez (on Carmen)	Assignment #1: IOM summary
Week 4	Internal migration	Recommended: IOM Glossary (on Carmen)	
Week 5	Migration in Oaxaca	Start reading Cohen	
Week 6	Migration in Mexico		Assignment #2: IOM project summary

Week 7	Is indigenous migration unique?	Finish reading Cohen	
Week 8	Review and Midterm		MIDTERM
Week 9	Gender and migration	Boehm (on Carmen)	
Week 10	Central American migration	Taylor (on Carmen)	Assignment #3: World Bank country review
Week 11	Refugees	Fagen (on Carmen)	
Week 12	Violence and Security	Going North (on Carmen)	
Week 13	Caribbean migration	Start Pessar	Assignment #5: Migration Policy Institute
Week 14	Transnational migration	(Thanksgiving)	
Week 15	Migration and the future	Finish Pessar	
Week 16	Wrap up and prep for final		



Rationale for *Latin American Migration* (ANTHROP 3419) as a Social Science GE course.

### **Why does this course qualify for GE status in Social Science?**

ANTH3419 is a comprehensive introduction to migration in Latin America. The course takes an anthropological and ethnographic approach to migration and explores the challenges that confront Latin American migrants as they travel within and across the region as well as to locations around the world. Migration examples come from throughout the region and explore how migration is modeled, the economics of mobility; culture and identity for migrants and non-migrants; as well as development, health, and gender. The structure of the course challenges students develop critical understanding and use their skills as social scientists as they explore and debate topics through in-class discussions, assignments and exams. Students from across the university likely have a some familiarity with migration and Latin America (perhaps through popular representations of Mexican immigrants living in the US), this class uses that background as a foundation to examine core themes in the anthropological study of migration in the region.

The class is organized around examples of migration from throughout Latin America to explore central issues including:

- Migration and anthropology
- Migration in Mexico
- Indigenous migration
- Gender and migration
- Central American migration
- Refugees
- Violence and security
- Caribbean migration

The topics covered allow students to develop a critical framework to understand migration in Latin America and what are the unique qualities that anthropology brings to the analysis of mobility. Through the class students will meet the goals of the Social Science GE course as they systematically study human behavior in Latin America migration; understand the structure of migration as it fits into Latin American society and culture; as well as the economic challenge migration poses for migrants from the region.

The class is focused on a specific topic and around specific readings. Students are expected to come to class prepared to discuss assigned reading materials.

### **Specific Learning outcomes:**

ANTH3419 introduces students to the anthropology of Latin America migration and focuses on eight areas of critical concern to researchers. Weekly themes are organized themes and tied to the three Social Science GE Learning Outcomes.

Each week includes a discussion of the perspective that anthropology brings to the study of Latin American migration and then uses ethnographic examples to explore specific issues, opportunities and challenges. In this way, students are introduced to anthropological research as well as general issues in Latin American studies.

### **Meeting Social Science GE Learning Outcomes**

**Organizations and Polities:** In weeks 1 and 2 students will discover and understand the theories and methods of social scientific inquiry (outcome 1.1); understand individual and organizational behaviors in a cross-cultural contexts (outcome 1.2); and learn to assess the importance of cultural and political values in social problem solving and policy making (outcome 1.3) as we discuss how to study and model migration for both the individual (migrant) and group (community) using anthropology. In weeks 4 through 7 the class is focused on Internal and international migration in Mexico as well as the unique qualities of indigenous migration. Throughout students will apply the theories and methods of anthropological inquiry and ethnography to the study of migration as part of a complex socio-cultural system (outcome 2.1); to understand the formation of political, economic, and social organizing principles around migration (outcome 2.2); and assess the nature and values of local community based organizations as they confront the opportunities and challenges posed by migration (outcome 2.3). Over second half of the course (weeks 9-16) we explore how the process of migration engages with opportunities and challenges around human and economic resources. Our discussion of gender and Central American migration (weeks 9 and 10) emphasize the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources (outcome 3.1). In weeks 11 and 12, our discussion of refugees, violence and security defines the political, economic, and social trade-offs that are reflected in decisions making and policymaking around migration (outcome 3.2). Finally, in weeks 14 and 15 we look to the future and assess the physical, social, economic, and political opportunities and challenges that surround the analysis of migration in Latin America with respect to resource use (outcome 3.3).

Readings and lectures use ethnographic examples and anthropologists to facilitate learning and for students to better understand the importance of migration in Latin America. Our discussions are an opportunity for students to develop their skills as independent, critical thinkers and access the important challenges that face Latin American communities. Debates around the opportunities and challenges that come with migration are a setting where students begin to build upon the anthropology they learn in the classroom to confront and assess “real world” outcomes.

### **GE ASSESSMENT Latin American Migration (ANTHROP 3419)**

Assessment of GE learning outcomes is fully integrated with assessment of objectives and expected learning outcomes of the course itself. Questions for the exams (a midterm and a final) included at least one that is specifically focused on GE related themes.

#### **Midterm questions include:**

Define the push-pull model of migration (outcomes 1.1).

Describe how indigenous migration builds upon a groups shared social beliefs (outcomes 2.1).

Explain the costs and benefits of internal versus international migration (outcome 3.1).

How do Oaxacan migrants differ from Mexican movers (outcome 2.2)?

#### **Final questions include:**

What are the unique challenges that confront Latin American women as they migrate to the US (outcome 1.2, 3.2)?

Define transnational migration (outcome 2.2, 3.3).

Why are refugees a unique population (outcome 2.3 3.1)?

The instructor will use the responses of students to these questions as well as the assignments students write to evaluate whether they have gained mastery. The instructor will revisit the themes and use in-class discussion to further develop student skills. The instructor can also meet with students during office hours and use the time to review, train students in a one-on-one setting and build toward mastery.

Success (mastery) is indicated by the ability of the student to effectively define and describe the central themes of the class including what is unique to the Latin America migration.

The instructor will use the student responses to revise learning outcomes to better meet GE goals. These outcomes will be archived by the instructor.

The instructor assesses students in ANTH3419 through written assignments as well as questions on the course's three exams. There are five assignments that ask students to go to the web and using resources from the International Organization for Migration (IOM) World Bank, Pew Research Center and the Migration Policy Institute that address questions around the central themes of the course. The assignments are uploaded to CARMEN to allow the instructor to evaluate learning and comprehension throughout the semester. The assessments ask students to apply what they learn from readings, lectures and course discussions to central concerns that focus on migration in Latin America, Individuals and Groups, Social Organization and finally, Human, Natural and Economic Resources.

#### **Short assignments:**

1. IOM (International Organization for Migration). Go to the IOM web site and click on the activities button. You should find yourself here:  
<http://www.iom.int/jahia/Jahia/activities/americas/lang/en>
  - a. Select a region, and then a country in Latin America or the Caribbean.
  - b. Using the facts and figures box, as well as the "overview" tell me about the country and note the net migration rate as well as when it was determined.

- c. Use our discussion of migration models in the social sciences and suggest how at least one model can be applied to your example and respond to the following queries.
      - i. How does the model address individual and group migration outcomes (Outcome 1.1)?
      - ii. How does the model address social organization (Outcome 2.1)?
      - iii. Assess the value of the model as a policymaking tool (Outcome 3.1).
2. Return to the IOM (<http://www.iom.int/jahia/Jahia/activities/americas/lang/en>) site and go to the region section.
  - a. Summarize one of the projects that the IOM notes. You access projects by clicking on the “overview” section of their web page.
  - b. Review your project and answer the following questions:
    - i. Is the program applicable to other regions, cultures (outcome 1.2)?
    - ii. What are some of the trade-offs (advantages, costs) reflected in the program’s implementation (outcome 2.2)?
    - iii. What are some of the physical, social and economic costs or benefits of the program (outcome 3.3)?
3. World Bank review: Go to the World Bank (<http://data.worldbank.org/country>) and find information about a country in Latin America.
  - a. Reference your report and describe the factors you believe may influence migration outcomes.
4. Pew Center: Go to Pew Hispanic Research Center (<http://www.pewhispanic.org/>). Select a report that you find interesting on an aspect of Hispanic immigration to the US.
  - a. Summarize the report’s recommendation and/or findings.
  - b. Answer the following:
    - i. How does the report address individual and group values and how they are applied to problem solving and policymaking (outcome 1.3)?
    - ii. How are group values framed as policy by the Pew Center and the Hispanic community in the US (outcome 2.3)?
    - iii. Assess the sustainability of the Pew’s report. What is the value of the findings for the future of the Hispanic community in the US (outcome 3.3)?
1. Migration Policy Institute: go to MPI (<http://www.migrationpolicy.org/>) once there, go to the *Migration Information Source*, at (<http://www.migrationinformation.org/index.cfm>).
  - a. Find an article on a country in Latin America or the Caribbean that you are interested in learning about that is not part of our Carmen reading list and is not by your instructor) and summarize it in about two pages.
  - b. Your summary should begin with a complete reference to the article you have selected and should follow this template:
    - i. Author (last name, first name), Year of Publication. Title. Web address.
  - c. In your summary note
    - i. the theme of the article
    - ii. the country in question.
    - iii. Review the findings and recommendations of the author(s).
    - iv. What is your critical opinion, do you believe the author is correct?

- v. What are your disagreements if any?
- vi. What would you add if you were writing a follow-up to your piece?