

## Term Information

Effective Term Spring 2018  
*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 Cultures and Migration in Global Perspective  
*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, 12 Week, 8 Week, 7 Week, 6 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.

#### Electronically Enforced

Yes

#### [Previous Value](#)

No

## 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 contemporary movement of peoples and their cultures.
- 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

### Sought Concurrence

No

**Attachments**

- Dr Larsen letter 10 07 14.doc: Chair's Letter  
*(Cover Letter. Owner: Freeman,Elizabeth A.)*
- 3419 Syllabus 3.docx: 3419 Syllabus  
*(Syllabus. Owner: Freeman,Elizabeth A.)*
- 3149 GE Rational.docx: GE Rational  
*(Other Supporting Documentation. Owner: Freeman,Elizabeth A.)*
- Anthrop 3419 GE Assessment Plan.docx: GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Freeman,Elizabeth A.)*

**Comments**

- See 12-5-14 feedback e-mail to S McGraw and E Freeman. *(by Vankeerbergen,Bernadette Chantal on 12/05/2014 10:21 AM)*
- The correct GE Assessment Plan has be uploaded. *(by Freeman,Elizabeth A. on 11/13/2014 02:08 PM)*

**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
Revision Requested	Vankeerbergen,Bernadette Chantal	12/05/2014 10:22 AM	ASCCAO Approval
Submitted	Freeman,Elizabeth A.	09/21/2017 02:59 PM	Submitted for Approval
Approved	McGraw,William Scott	09/21/2017 03:02 PM	Unit Approval
Approved	Haddad,Deborah Moore	09/21/2017 03:42 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	09/21/2017 03:42 PM	ASCCAO Approval



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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



## Latin American cultures and migration in global perspective.

ANTHROP 3419

Jeffrey H. Cohen, [cohen.319@osu.edu](mailto:cohen.319@osu.edu), 247-7872

This is a comprehensive investigation of Latin American and Caribbean migration. Our goals include 1) a review 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.

Contact hours: 45 hours (3 hours per week, 15 weeks).

(GE Statements to be added pending approval)

This class is a course option within the GE category **Social Sciences, Organization and Politics**. The general goals of social science courses are to gain understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

The **Expected Learning Outcomes** of courses in the **Organization and Politics** category are:

- 1) Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
- 2) Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
- 3) Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

### Readings:

Jeffrey H. Cohen, 2005. *The Culture of Migration in Southern Mexico*. Austin: University of Texas Press.

Ruth Gomberg-Muñoz, 2010. *Labor and Legality: An Ethnography of a Mexican Immigrant Network*. Oxford: Oxford University Press.

Additional Readings are available on line at our new canvas site and noted on the syllabus by the author’s last name.

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 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 will result in lost points.

**Assignments and exams:** This class includes 5 assignments (described at the end of the syllabus), a midterm and a final.

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	50 points
Midterm	20 points
Final exam	20 points
Engagement	5 points
<u>Map</u>	<u>5 points</u>
Total	100 points

Final grades are based on a standardized distribution, using the total number of points for the course: A 92; A- 90-91; B+ 88-89; B 82-87; B- 80-81; C+ 78-79; C 72-77; C- 70-71; D+ 68-69; D 60-67; E < 60.

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. See [https://ascas.osu.edu/files/ASC\\_CurrAssess\\_Operations\\_Manual.pdf](https://ascas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf)

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 semester 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 semester.

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.

Triggers: While I do my best to create a welcoming classroom, there may be occasions when class materials discussions and so forth are triggers for you. Please let me know if this is the case so that together we can find a solution and you can help me to improve the quality of the course and my awareness of the issues.

Tentative schedule				
	Dates:	Topic	Readings	Assignments
1		Intro to class		
2		Anthropology and migration		Geography quiz
3		Basic terms and history	Pizzaro and Villa González Alvarado and Sánchez	Assignment #1: IOM summary
4		Internal migration versus international migration	Recommended: IOM Glossary	
5		Migration in Oaxaca	Start reading Cohen	
6		Migration in Mexico	Continue reading Cohen	Assignment #2: IOM project summary
7		Is indigenous migration unique?	Finish reading Cohen	
8				MIDTERM
9		Refugees	Fagen	
10		Gender and migration	Boehm	Assignment #3: World Bank country review
11		Latinos in the US	Start reading Gomberg-Muñoz	
12		The meaning of transnational migration Talking with Gomberg-Muñoz	Finish reading Gomberg-Muñoz	Assignment #4: Pew Research Center
13		TBA	American anthropological association meetings	
14		Movers celebrate		

15		Central American migration	Taylor	
16		Completing our journey		Assignment #5: Migration Policy Institute

Assignment details:

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.
  - b. Is this model defined around outcomes for a country, community or for the individual migrant?
    - i. Why does the perspective on country, community or individual matter?
  - c. How does the example link to ideas of security and insecurity in migration decision making?



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. 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?
  
5. 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. How does the author approach migration (what model does he or she use)
    - v. Be critical and think about whether the author is correct. Might there be an approach that is different that you would recommend?
    - vi. What would you add if you were writing a follow-up to your piece?

Rationale for *Latin American Cultures and Migration in Global Perspective* (ANTHROP 3419) as a Social Science: Organization and Politics 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 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 Politics:** 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. Our assessment plan is designed to specifically evaluate each of the 3 expected learning outcomes associated with the Organization and Politics subcategory within the Social Sciences.

GE Assessment Plan

This class is a course option within the **Social Sciences, Organization and Politics** GE category. I will evaluate the specific expected learning outcomes of the **Organizations and Politics** category using questions embedded on the final exam. All data will be archived with the instructors with a second copy deposited in the department's main office.

**ELO #1: Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.**

Question 1: Identify 3 ways that anthropologists and social scientists define migration

<i>Evaluation:</i>	<i>three correct answer</i>	<i>100%</i>
	<i>two correct answer</i>	<i>80%</i>
	<i>one correct</i>	<i>60%</i>
	<i>none correct</i>	<i>0%</i>

Question 2: How does the UNHCR define migration?

<i>Evaluation:</i>	<i>correct response</i>	<i>100%</i>
	<i>Partial correct</i>	<i>70%</i>
	<i>Incorrect</i>	<i>0%</i>

**ELO # 2: Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.**

Question 3: Identify three migration challenges in Latin America.

<i>Evaluation:</i>	<i>three correct answer</i>	<i>100%</i>
	<i>two correct answer</i>	<i>80%</i>
	<i>one correct</i>	<i>60%</i>
	<i>none correct</i>	<i>0%</i>

Question # 4: Identify three refugee challenges in Latin America.

<i>Evaluation:</i>	<i>three correct answer</i>	<i>100%</i>
	<i>two correct answer</i>	<i>80%</i>
	<i>one correct</i>	<i>60%</i>
	<i>none correct</i>	<i>0%</i>

**ELO # 3: Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.**

Questions 5: List three groups that are working to resolve migration and refugee crises in Latin America.

<i>Evaluation:</i>	<i>three correct answer</i>	<i>100%</i>
	<i>two correct answer</i>	<i>80%</i>
	<i>one correct</i>	<i>60%</i>
	<i>none correct</i>	<i>0%</i>

Question 6: List three programs that focus on resolving migration or refugee crises in Latin America.

<i>Evaluation:</i>	<i>three correct answer</i>	<i>100%</i>
	<i>two correct answer</i>	<i>80%</i>
	<i>one correct</i>	<i>60%</i>
	<i>none correct</i>	<i>0%</i>