

Term Information

Effective Term Spring 2024
Previous Value Autumn 2022

Course Change Information

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

Incorporate into GE Theme Citizenship and Migration/Mobility

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

Course content aligns well with themes of Citizenship and Mobility

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

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|---|--|
| 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 |
| 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

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| 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, Lima, Mansfield, Marion, Newark, Wooster |

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced 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; Citizenship for a Diverse and Just World; Migration, Mobility, and Immobility

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

Previous Value

General Education course:

Organizations and Politics; Social and Behavioral Sciences

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.

Content Topic List

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

Sought Concurrence

No

Previous Value

Attachments

- 3419 Syllabus 3_29_23.docx: Syllabus 3/29/23
(Syllabus. Owner: Palazzo, Sarah Rose)
- ANTH 3419 submission-doc-citizenship 2023.pdf: Citizenship theme doc
(Other Supporting Documentation. Owner: Palazzo, Sarah Rose)
- ANTH3419 submission-migration-mobility-immobility 2023.pdf: Mobility theme doc
(Other Supporting Documentation. Owner: Palazzo, Sarah Rose)

Comments

- Edited to remove GE Foundations *(by Palazzo, Sarah Rose on 03/29/2023 12:28 PM)*
- Please remember that a course cannot be both a GE Foundation and a GE Theme. Your dept asked that this course be grandfathered into the GE Foundations. Has this changed? If so, the panel may wonder how a course that was deemed "foundational" by the department is now "advanced." (Not saying it's impossible, but the panel may have that conversation.) But at any rate, if indeed the course needs to shift from the Foundations to the Themes, the previously requested GEN Foundation Social and Behavioral Sciences checkbox needs to be unchecked on the form (to remove the course from the Foundations). Thanks. *(by Vankeerbergen, Bernadette Chantal on 03/29/2023 12:07 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|--|---------------------|------------------------|
| Submitted | Palazzo, Sarah Rose | 03/29/2023 10:57 AM | Submitted for Approval |
| Approved | Guatelli-Steinberg, Debra | 03/29/2023 11:39 AM | Unit Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 03/29/2023 12:07 PM | College Approval |
| Submitted | Palazzo, Sarah Rose | 03/29/2023 12:31 PM | Submitted for Approval |
| Approved | Guatelli-Steinberg, Debra | 03/29/2023 01:30 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 03/31/2023 02:24 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 03/31/2023 02:24 PM | ASCCAO Approval |



ANTHROP 3419: Regional Survey of Latin American Cultures and Migration in Global Perspective

Jeffrey H. Cohen
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247-7872

TIME: TBA
PLACE: TBA
OFFICE HOURS: TBA

Our class is a comprehensive investigation of Latin American and Caribbean migration and includes: 1) the history and theoretical models of migration; 2) the analysis of contemporary movement; 3) the discussion of transnational movement; and 4) the outcomes of settlement for Latino migrants in the US.

The course fulfills two GE categories: **Migration, Mobility, and Immobility (MMI)** and **Citizenship for a Just & Diverse World (CJDW)**

General GE goals:

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

ELO 1.1 Engage in critical and logical thinking.

Our course is organized around readings, lectures, quizzes, in-class discussions, and assignments that support students as they develop skills as critical thinkers. Assignments 1-4 ask students to apply their increasing knowledge of Latin American migration to NGOs and programming, policy making and settlement patterns. To become skilled experts, each week is focused on a specific aspect of Latin American migration. We study transnationalism to gain a critical perspective on the dynamic ways that sending and destination communities (and the movers and non-movers who live in them) make connections, how migration is changing. In addition, we define and model citizenship and belonging and respond to tensions within and between different groups including the xenophobic reactions of natives to new immigrant groups.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

Assignments 1-4 as students to apply course materials (including readings and in-class discussions) to the in-depth analysis of anthropology, Latin American migration and migration policy making as it relates to citizenship and social justice.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

Throughout the semester we will use discussions and assignments to focus on Latin American migration, the history of movement and the dynamic nature of contemporary migration. A focus on programming by the different groups, including the International Organization for Migration (IOM), Pew Research Foundation and Migration Policy International (MPI) to understand and synthesize how migration and policy making develop from ideas of citizenship and social justice. Evaluating programs from these organizations, we develop our strengths as critical thinkers, engaged learners and experts on migration, mobility and immobility as well as citizenship and social justice.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Through readings-including readings from my work with Zapotec migrants now settled in the US, we analyze programming and policymaking and put ourselves into the role of new arrivals from Latin America and the Caribbean so that we can reflect on the changing nature of migration as well as the meaning of citizenship and social justice. Understanding the challenges that face new arrivals to the US as well as how non-movers in sending communities must rethink and reinvent belonging for their changing home cultures fosters reflection and challenges assumptions concerning the immigrant. Critical to this ELO is to understand how transnational ties between sending and destination communities can maintain engagement across great distances and competing citizenships (for example, being a member of a small, indigenous community in Mexico while settled and having children in the US).

Migration, Mobility, and Immobility, GE Goals:

Goal 3: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

ELO 3.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.

Lecture and readings address how environmental, political economic and socio-cultural factors drive migration, refugee movement and mobility in Latin America. Assignments explore the impact of these factors on policy making. The reading list illuminates different approaches to Latin American migration and brings a global perspective to understanding how migration, mobility and immobility engages people throughout the hemisphere. Quizzes include questions that connect the factors driving mobility with real world examples. In assignment 1-3 you will evaluate how different groups (IOM, Pew and MPI) develop programming and policies to address Latin American migration, its causes and how it effects social life.

ELO 3.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.

Assignments, quizzes, lectures and in class activities focus on understanding different portrayals of Latin American migration, mobility and immobility and will support understanding the dynamic differences that characterize movers from South America from Mexican and Central American movers, for example. In Assignment 1-3 you will visit different groups (the IOM, The Pew research center and MPI) select a population in Latin America that is the focus of programing, summarizing and evaluating the program. In addition to anthropological, demographic and policy work on migration. With voices from anthropology, sociology, legal scholars and fiction writers from throughout Latin America will expose use to diverse voices and possibilities.

Goal 4: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

ELO 4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.

Through readings, in-class activities and assignments we understand the complex effects that mobility has on attitudes, beliefs, behaviors, and values (including xenophobia) in Latin America. In assignments 1-3 you will evaluate ongoing studies of Latinos. Each week of class lectures, readings and assignments, responses and in-class discussions capture how Latin American migration, mobility and immobility shape attitudes, beliefs, behaviors, and values as well as policies. Through quizzes, assignments, and in-class responses we critique the conventions, theories and identities that influence how we think, talk about and make policy around migration. Assignment 4) is an opportunity to evaluate policy efforts, and review work and ask how the work they've summarized meets the GE goals of the class.

ELO 4.2 Describe how people (e.g., scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations and represent migration, mobility and immobility.

Each week highlights a specific issue, unique voices, and different approaches to the study of mobility and immobility. To capture the dynamics of mobility and immobility, readings come from anthropology, sociology, policy, and literature. Assignment 4 is the final evaluations of programming and allows students to critique the conventions, theories and identities that influence how we think, talk about, and make policy around Latin American migration.

Citizenship for a Just & Diverse World

Goal 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

Course materials, assignments and discussions focus on understanding the complex and diverse socio-cultural forces that impact citizenship, and how it differs across states and nations, cultural traditions, and histories. The first section of the course examines the history of Latin American migration, while later sections build from diverse examples to illustrate how different peoples in different states and as members of different groups negotiate their citizenship and belong through space and time. In Assignment 1 we apply what we have learned as student select and summarize how migration influences citizenship, justice and diversity for movers and non-movers in different settings. The forces that confront citizenship are multifaceted, and through class students will understand how mobility influences belonging, justice and diversity.

ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Assignments, quizzes, lectures and in class activities focus on developing the tools necessary to understand competing models of citizenship in a world defined by mobility and immobility. The classroom is a critical, safe setting to support understanding the complex impacts of mobility on individuals, groups and institutions as well as indigeneity, citizenship, justice and belonging in a diverse world. Though our readings are focused on migration, they address citizenship and belong in a global perspective using a range of examples that are focused on the individual migrant, the non-mover, the household, communities and new destinations. Understanding how migrants and

non-migrants negotiate belonging and citizenship allows students to develop their skills and become experts on the relationship of migration to citizenship.

Goal 4: Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.

Each week, we address how mobility and immobility have shaped attitudes, beliefs, behaviors and values toward citizenship and justice in the world through readings, assignments, quizzes, lectures and in class activities. Through these activities we understand the complex effects that mobility has on citizenship, individual values and how xenophobic institutions can influence diversity and belonging. In assignment 2 you will evaluate how citizenship emerges in IOM (International Organization for Migration) reports on migration, programming and policy making. Assignment 4) asks you to identify, select and evaluate policy efforts that are organized by state programs and/or NGOs to support migrant and refugee integration.

4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Each week highlights a specific issue, unique voices, and different approaches to the study of citizenship and mobility. To capture the dynamics of citizenship around mobility and immobility, readings come from anthropology, sociology, policy, and literature. Our focus on policy in assignments allows students to critique the idea of citizenship, theories of justice and global diversity that influences how we think, talk about mobility and immobility. Assignment 3 asks you to evaluate how the MPI models citizenship and places expectations on hosts as well as movers as they respond to the arrival of migrants and refugees globally.

There are no prerequisites for taking the class.

Readings: There is no core text for the semester. Rather, there are a selection of articles and resources from academic and non-academic sources that we will use. Articles are available on Carmen as PDFs and listed under the author's last name. Web sites are also noted. I have included the most recent live links to each site; however, please remember that these links may change during the semester. I will do my best to update you if this happens.



Classroom mechanics: Please remember that instructors do not give grades, grades are earned. Your attendance is expected every class period. If you will miss classes (regardless of the reason), it is incumbent upon you to let me know and together we can work out a solution.

Bring your tech to class, as regularly, I will ask you to find resources to support ongoing discussions. Finally, please understand that your absence, even with a clear and valid excuse, can be disruptive to effectively completing our class and it can be hard to make up for lost time. If you will be attending a conference, if you are ill or if you have been exposed, it is your duty to let me know so that together we can find a solution.

Assignments, discussions, and exams: Our class includes four assignments (described at the end of the syllabus), weekly discussions, a midterm and a final.

The midterm and final include a series of short essay-based questions. Exams will be available on Carmen, and you will complete the work outside of the classroom.

Most Fridays will be organized around discussions of our readings and sharing assignments. We will also use Fridays for following and debating headlines and events. I have organized this class with time for discussion. You should have the readings completed before class time and be ready to earn discussion points.



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|---------------------|------------------|
| Assignments 1- 4 | 40 points |
| In-Class Discussion | 10 points |
| Midterm | 25 points |
| <u>Final exam</u> | <u>25 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.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org.



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.

Reading list: All articles are available as PDF files and are located on Carmen

1. Antoni Esteveordal, June 14, 2019. Latin America: The opportunity of migration. Global Americans, <https://theglobalamericans.org/2019/06/latin-america-the-opportunity-of-migration/>
2. Robert Muggah, Maiara Folly and Adriana Erthal Abdenur, June 19, 2018. The Stunning Scale of Latin America's Migration Crisis. *America's Quarterly*, <https://www.americasquarterly.org/article/the-stunning-scale-of-latin-americas-migration-crisis/>
3. Judith Adler Hellman, 2021. Ask an "open" question and you'll get a surprising answer: counterintuitive findings on Mexican migration to the United States. In *Culture and Migration Handbook*. J. Cohen and I. Sirkeci, editors. Cheltham: Edward Elgar, Publishers.
4. Jeffrey H. Cohen, 2004. Excerpt from *The Culture of Migration in Southern Mexico*. Austin: University of Texas Press.
5. Iván González Alvarado and Hilda Sánchez. 2002. Migration in Latin American and the Caribbean. *ILO working Paper*, #129. https://www.ilo.org/wcmsp5/groups/public/@ed_dialogue/@actrav/documents/publication/wcms_111462.pdf
6. Marta Tienda and Susana M. Sánchez, 2013. Latin American immigration to the United States. *Dædalus*, 48-64.
7. Gisela P. Zapata And Victoria Prieto Rosas, 2020. Structural and Contingent Inequalities: The Impact of COVID-19 on Migrant and Refugee Populations in South America. *Bulletin of Latin American Research*, Vol. 39, No. S1: 16–22.
8. Andres Maiorana, Sophia Zamudio-Haas, John Saucedo, Carlos E. Rodriguez-Díaz, Ronald A. Brook, Edda Santiago-Rodríguez, Janet J. Myers, 2020. "Holidays Come, Sundays Come. It is Very Sad to be Alone": Transnational Practices and the Importance of Family for Mexican and Puerto Rican Latinxs Living with HIV in the Continental U.S. *Journal of Immigrant and Minority Health*
9. Luisa F. Freier, and Marcia Vera Espinoza, 2021. COVID-19 and Immigrants' Increased Exclusion: The Politics of Immigrant Integration in Chile and Peru. *Frontiers in Human Dynamics*, 3(6).
10. Jeffrey H. Cohen and Bernardo Ramirez Rios, 2016. Internal migration in Oaxaca: its role and value to rural movers. *International Journal of Sociology*, 46(3), 223-235.
11. Matías Busso, Juan Pablo Chauvin, and Nicolás Herrera. 2021 What Drives Rural Migration in Latin American and the Caribbean? IDB, Ideas Matter. <https://blogs.iadb.org/ideas-matter/en/what-drives-rural-migration-in-latin-american-and-the-caribbean/>
12. Ana Gonzalez-Barrera, 2015. More Mexicans Leaving Than Coming to the U.S. Pew Report.
13. Ana Gonzalez-Barrera, 2021. Pew Reports. Before COVID-19, more Mexicans came to the U.S. than left for Mexico for the first time in years. Pew Report.
14. Martha Luz Rojas Wiesner and Ailsa Winton, 2018. Precarious mobility in Central American and Southern Mexico. Cecilia Menjivar, Marie Ruiz, and Immanuel Ness, editors. *The Oxford Handbook of Migration Crises*. Oxford University Press.

15. Emily Yates-Doerr, 2018. Why are so many Guatemalans migrating to the U.S.? Sapiens. <https://www.sapiens.org/culture/guatemala-migrants-united-states/>
16. Nicolas De Genova, 2014. The 'native's point of view' in the anthropology of migration. *Anthropological Theory*, v 16 (2-3): 227-240.
17. Lynn Stephen, 2017. Bearing Witness: Testimony in Latin American Anthropology and Related Fields. *The Journal of Latin American and Caribbean Anthropology*, 22(1), 85-109.
18. Sergio Meneses-Navarro, Maria Graciela Freyermuth-Enciso, Blanca Estela Pelcastre-Villafuerte, Roberto Campos-Navarro, David Mariano Meléndez-Navarro and Liliana Gómez Flores-Ramos, L. (2020). The challenges facing indigenous communities in Latin America as they confront the COVID-19 pandemic. *International journal for equity in health*, 19(1).
19. Kevin Edmonds, 2017. Haiti: Pushed Out and Pulled Away. *NACLA Report on the Americas*, 2017, vol. 49(4): 398-401.
20. Georges E. Fournon, 2013. Race, blood, disease and citizenship: the making of the Haitian-Americans and the Haitian immigrants into 'the others' during the 1980s–1990s AIDS crisis. *Identities*, v. 20 (6): 705-719.
21. Karsten Paerregaard, 2010. The Show Must Go On: The Role of Fiestas in Andean Transnational Migration. *Latin American Perspectives*, 37(5), 50-66.
22. Anastasia Bermudez and Laura Oso, 2019. "Kites" and "anchors": The (im)mobility strategies of transnational Latin American families against the crisis in Spain. *Population, Space and Place*, 25(6).
23. Jeffrey H. Cohen, 2010. Oaxacan Migration and Remittances as they Relate to Mexican Migration Patterns. *Journal of Ethnic and Migration Studies*, 36(1), 149-161.
24. Jorge Duany, 1998. Reconstructing Racial Identity: Ethnicity, Color, and Class among Dominicans in the United States and Puerto Rico. *Latin American Perspectives*, v. 25 (3):147-172.
25. Simone Castellani and Emma Martín-Díaz, 2019. Re-writing the domestic role: transnational migrants' households between informal and formal social protection in Ecuador and in Spain. *Comparative Migration Studies*, 7(1), 7
26. Ana López Ricoy, Abigail Andrews and Alejandra Medina, 2021. Exit as Care: How Motherhood Mediates Women's Exodus from Violence in Mexico and Central America. *Violence Against Women*, 28(1), 211-231.
27. Michelle J. Moran-Taylor and Matthew J. Taylor, 2010. Land and leña: linking transnational migration, natural resources, and the environment in Guatemala. *Population and Environment*, 32(2/3), 198-215.
28. Ivette Perfecto, M. Esteli Jiménez-Soto and John Vandermeer, 2019. Coffee Landscapes Shaping the Anthropocene: Forced Simplification on a Complex Agroecological Landscape. *Current Anthropology*, 60(S20), S236-S250.
29. Huon Wardle and Laura Obermuller, 2019. "Windrush Generation" and "Hostile Environment": Symbols and Lived Experiences in Caribbean Migration to the UK. *Migration and Society*, 2(1), 81-89.

30. Justin Schon and David Leblang, 2021. Why Physical Barriers Backfire: How Immigration Enforcement Deters Return and Increases Asylum Applications. *Comparative Political Studies*, 54(14), 2611-2652.
31. J. Thomas Ordóñez. The State of Confusion: Reflections on Central American Asylum Seekers in the Bay Area. *Ethnography* 2008, 9 (1), 35–60.

Tentative Schedule:

Week 1: Introduction to our class, goals, themes, and GE.

- Reading:
 - Estevadeordal-Latin America: The opportunity of migration.
 - Muggah et al.- The Stunning Scale of Latin America's Migration Crisis.

Week 2:

- Anthropology and migration-some general rules for framing our discussion.
- Readings:
 - Hellman-Ask an "open" question and you'll get a surprising answer.
 - Cohen-excerpt from *The Culture of Migration in Southern Mexico*

Week 3: Latin American migration, some history and background.

- Readings:
 - Alvarado and Sanchez-Migration in Latin American and the Caribbean.
 - Tienda and Sanchez-Latin American immigration to the United States.

Week 4: Migration, the pandemic and health

- Readings:
 - Zapata-Structural and Contingent Inequalities: The Impact of COVID-19 on Migrant and Refugee Populations in South America
 - Maiorana, et al.- "Holidays Come, Sundays Come. It is Very Sad to be Alone": Transnational Practices and the Importance of Family for Mexican and Puerto Rican Latinxs Living with HIV in the Continental U.S.
 - Freier-COVID-19 and Immigrants' Increased Exclusion: The Politics of Immigrant Integration in Chile and Peru. *Frontiers in Human Dynamics*, 3(6).
- **Assignment #1: IOM**

Week 5: Internal and regional migration

- Reading:
 - Cohen and Rios-Internal Migration in Oaxaca: Its Role and Value to Rural Movers.
 - Busso, et al.- What drives rural migration in Latin America and the Caribbean?

Week 6: Migration from Mexico to the US

- Readings:
 - Gonzalez-Barerra- More Mexicans Leaving Than Coming to the U.S.
 - Gonzalez-Barerra-Before COVID-19, more Mexicans came to the U.S. than left for Mexico for the first time in years.
- Midterm will go “live” on Carmen Saturday, Feb. 12 and is due by midnight on Sunday, February 20.

Week 7: Central American migration and the caravans

- Readings:
 - Rojas, Wiesner and Winton-Precarious mobility in Central American and Southern Mexico.
 - Yates-Doerr-Why are so many Guatemalans migrating to the US?

Week 8: Is indigenous migration unique?

- Readings:
 - De Genova-The ‘native’s point of view’ in the anthropology of migration.
 - Stephen-Bearing witness: Testimony in Latin American anthropology.
 - Meneses-Navarro- The challenges facing indigenous communities in Latin America as they confront the COVID-19 pandemic.
- **Assignment #2:** Pew Research Center

Week 9: Refugees and Asylum seekers

- Readings:
 - Edmonds-Haiti: Pushed Out and Pulled Away.
 - Fouron-Race, blood, disease and citizenship: the making of the Haitian-Americans and the Haitian immigrants into ‘the others’ during the 1980s–1990s AIDS crisis.
 - Ordóñez-The state of confusion: Reflections on Central American asylum seekers in the Bay Area

Week 10: Catch up and Midterm (TBA)

Week 11: Transnational migration

- Readings:
 - Paerregaard-The show must go on the role of fiestas in Andean Transnational migration.
 - Anastasia Bermudez and Laura Oso 2019. “Kites” and “anchors”: The (im)mobility strategies of transnational Latin American families against the crisis in Spain. *Population, Space and Place*, 25(6), e2221.
- **Assignment #3:** Migration Policy Institute.

Week 12: Transnationalism, celebration and remittances

- Readings:

- Cohen-Oaxacan Migration and Remittances as they Relate to Mexican Migration Patterns.
- Duany-Reconstructing Racial Identity

Week 13: Gender and migration in Latin America

- Readings:
 - Castellani-Re-writing the domestic role.
 - López Ricoy, Andrews and Medina-Exit as Care: How motherhood mediates women’s exodus from violence in Mexico and Central America.

Week 14: Ecology, mobility and climate change

- Reading:
 - Moran-Taylor and Taylor-Land and leña.
 - Perfecto, Jiménez-Soto and Vandermeer- Coffee landscapes shaping the Anthropocene
 -
- Week 15: Reception
- Readings:
 - Wardle- “Windrush Generation” and “Hostile Environment”.
 - Schon-Why Physical Barriers Backfire.
- **Assignment #4:** What it means for the GE

Week 16: Migration futures

- Final will go “live” on carmen (TBA)

Assignment details:

Assignment #1: IOM (International Organization for Migration).

Due Week 4

1. Go to the IOM web site and click on the activities button. You should find yourself here: <https://www.iom.int/> and from the menu, click Data and Research: <https://www.iom.int/data-and-research>
2. On the left of the screen, find the box labeled: World Migration Report and click <https://worldmigrationreport.iom.int/wmr-2022-interactive/>. On the next screen, click on the World Migration Report and it will take you to publications: <https://publications.iom.int/books/world-migration-report-2022>
3. Scroll down and you will see a dropdown menu labeled: Topic, Region/Subregion, Country/Territory, Year *and* Publication Language. Using the menu select a Country/Territory that is in Latin America/Caribbean.

4. Once at the country page you will see another dropdown menu, labeled Type of Publication, followed by Topic. You can peruse the materials and select a piece to summarize and reflect upon. You can also select the language you would like to use (English, French or Spanish). Select a report, one of the best ways to find your report is to search on **Migration Research** under the topic of publication. There should be an assortment of resources. Review and select one you find of interest and that you can use to respond to the following prompts:
 - What is the research, group and region you've selected. Make sure to identify the place and issue you are reporting on and give a full reference (title, authors, and publication date) of the work.
 - What is the theme/problem/opportunity or challenge being addressed?
 - How are outcomes reported (was there success in a project for example)?
 - How does the report address social organization and the place of population (native, indigenous, otherwise) within the nation in questions?
 - Assess the report as a policymaking tool-this is an opportunity to be critical.

Assignment #2: Pew Center:

Go to Pew Hispanic Research Center at <http://www.pewhispanic.org/>. Explore the site and select a report that you find interesting on an aspect of Hispanic immigration to the US and respond to the following:

- Give details about the report, including its title, author(s) and theme (issue that the report addresses).
- What is the population reported on (all Latinos? Members of a particular nation? Foreign born? Gendered? Aged?)
- What is the value of the report to the US? You can look at the theme, this may be helpful in determining the value of the report?
- Comment on the sustainability of the report's recommendations. What value will the report hold for the nation and the Hispanic community?

Assignment #3 Migration Policy Institute:

Go to MPI (<http://www.migrationpolicy.org/>) and continue to *Migration Information Source* (<http://www.migrationinformation.org/index.cfm>).

- Find an article on a country in Latin America or the Caribbean. The article should not be part of our class reading list.
 - Give details about the report, including its title, author(s) and theme noting the country in question.
 - Review the findings and recommendations.
 - How is migration approached?
 - Evaluate the piece, what might you do different?

Assignment #4 GE outcomes

Our class is about Latin American migration, and it carries GE credit in both MMI and CJDW. In this final assignment, you will apply what you've learned in class and with the IOM, Pew and MPI to our GE goals in three parts:

1. Understanding the theories and methods of social scientific inquiry as they apply to the study of organizations and politics. Pick one of the reports you developed using IOM, Pew or MPI data.
 - a. How is migration approached and modeled?
 - b. Does the model have a goal or agenda?

2. Understanding the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts. We have considered several different approaches to the study of migration that include anthropology, history and economics among others.
 - a. Can you identify common principles or themes (they may be broadly defined and focus on what it means to be a migrant; or narrowly associated with a specific issue) that create a framework for analysis of mobility across the Americas?
 - b. Can you describe ways in which the approaches to mobility have changed (this may be a new theoretical interest founded in new theoretical models and/or technologies)?

3. Through the study of migration, we can also comprehend and assess the nature and values of citizenship and responses to social justice. The work of groups like the IOM, Pew and MPI are focused on the challenges created in relation to migration, refugee movement and issues of settlement among other things.
 - a. Assess the value of one these groups in responding to migration and in your assessment, make sure to identify your source material.
 - b. Does the project offer a pathway to understanding the changing nature of citizenship in the US, solving issues of xenophobia and establishing new policies?

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

| | Course activities and assignments to meet these ELOs |
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| ELO 1.1 Engage in critical and logical thinking. | |
| ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme. | |
| ELO 2.1 Identify, describe, and synthesize approaches or experiences. | |
| ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. | |

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

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| ELO 1.1 Engage in critical and logical thinking. | <i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i> |
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| | <p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p> |
| <p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p> | <p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p> |
| <p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p> | <p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p> |

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| | <p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p> |
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Goals and ELOs unique to Citizenship for a Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

| | Course activities and assignments to meet these ELOs |
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| ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities. | |
| ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. | |
| ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. | |
| ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. | |

Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

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| ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, | <i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i> |
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| <p><i>national, global, and/or historical communities.</i></p> | <p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p> |
| <p>ELO 3.2 <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p> | <p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p> |
| <p>ELO 4.1 <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p> | <p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p> |

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| | <p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p> |
| <p>ELO 4.2 <i>Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</i></p> | <p><i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i></p> |