

# Im/Migration & Culture

Department of Social & Behavioral Sciences

ASB 340 Migration & Culture; SOC 331 Migration; SBS 450 Topics in Local/Global

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Weds 6:30-9:15, CLCC 154

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**Description/Objectives:** This interdisciplinary course examines im/migration and culture embedded in a transnational field of social, economic, and political processes. We follow current approaches in social sciences that view (im)migration as the effect of a patterned process of globalization of capital and culture. This process builds objective and subjective “bridges” that historically link migrants’ homelands to their “host” societies, both in the U.S. and around the world. Drawing on empirical research and theoretical analyses, topics we study include:

- how options to migrate are socially constituted, and examine the recent emergence of “transmigrants” whose lives cut across national boundaries.
- how both long-standing and recent structural processes and international connections underlie contemporary migrations: colonialism, war and military occupation/intervention, development, globalization of labor recruitment and economic interactions, global flows of technology, information, media, and culture.
- major cities as strategic sites in the postcolonial global economy where a multiplicity of migrants, cultures, and identities that have been deteriorialized from local settings all over the world are reterritorialized in urban centers.
- how migrants are situated in and navigate through social processes of migration.
- how migrants negotiate their contradictory experience of being caught between the nation and the globe, and manipulate their diasporic identities to adjust to their shifting positioning.
- how migrants resist their devaluation as Other within nations of settlement, and their subordination within a transnational capitalist system that increasingly depends on their labor even as this contribution appears devalued
- discourses about im/migration, by policy makers, citizens, and migrants in public and popular culture
- local, national, and global immigration debates, with an eye to how the cultural hybridity of diasporic communities has challenged native citizens worldwide to re-imagine their own national communities in this transnational era.

The historical focus of the course is on migration since the late 20th century (early 1970s), an era of new migration pressures ushered in by current global restructuring. Historical precedents provide comparative scope, and aid in identifying key conditions that make possible shifts in relations between migration and culture today.

## EXPECTED LEARNING OUTCOMES

- Describe migration as a **patterned process** for migrants and refugees
- Explain how migration is embedded in a **transnational field**
- Familiarity with **key approaches to migration** current in social sciences (at macrostructural, intermediate institutional, and individual subject levels)
- Explain **why people migrate**, and why they go to specific destinations
- Explain **impact of migration** on home and host communities (contributions & problems)
- Intelligently interpret and intervene in contemporary **im/migration debates**
- **Be able to “unpack” the meaning behind the phrase, “in search of a better life”**

**BorderLinks Field Trip February 23:** A required educational field trip to Nogales, Sonora, Mexico with the non-profit educational organization BorderLinks will add an innovative and exciting dimension to this course. This full-day excursion will be tailored to our course topic and may include activities such as: orientation in Tucson at BorderLinks; interview with the US Border Patrol or Grupo Beta (Mexican Border Patrol); visit to a migrant shelter/community center; lunch with families in a colonia squatters' settlement; visit to a maquiladora; exercises such as a market basket survey comparing cost of living on both sides of the border; discussions with migrants and US and Mexican experts and officials about migration issues. The opportunity for this trip undoubtedly will enable us to bring home through an immersion experience many of the topics studied in the course. As indicated on the ASUW Course Schedule, a fee of \$75.00 per student is required (check or money order made out to "BorderLinks," to be collected in class by Feb. 9). A hired bus will transport us to and from Tucson, about \$15-25 extra.

**Please arrange your schedule and obligations  
to enable you to attend this important part of the course!**

#### REQUIRED TEXTS

All texts available in the bookstore and at Fletcher Library Reserve Desk.

Cathy A. Small, Voyages: From Tongan Villages to American Suburbs. Cornell UP 1997  
 Jo Ann Koltyk, New Pioneers in the Heartland: Hmong Life in Wisconsin. Allyn & Bacon 1998  
 Warren Lehrer & Judith Sloan, Crossing the BLVD: Strangers, Neighbors, Aliens in a New America. WW Norton 2003. <http://www.crossingtheblvd.org/>  
 David A. McMurray, In and Out of Morocco: Smuggling and Migration in a Frontier Boomtown. U Minnesota P 2001  
 Grace Chang, Disposable Domestics: Immigrant Women Workers in the Global Economy. South End Press 2000  
 Borderlinks Reading Packet—to be distributed in class  
 Additional required articles will be made available, mostly on electronic reserves.

#### COURSE REQUIREMENTS

All assignments typed, double spaced please, submitted in hard copy and on BB or Web when required.  
 Attendance/Participation: Lose two points for each absence; lose one point for being unprepared for active participation (e.g. no assignment on due date)

Im/migrant Agency Report.....	5%	Assigned agency annotated response
Two Mini-Presentations and 1/2-1 page "brief" .....	10%	Demonstrate preparation and understanding of course materials
(5 points for presentation, 5 points for "brief")		
Discussion Points.....	10%	Three assignments, 5 points each
Quizzes .....	20%	Best 3 out of 4 (no make-up quizzes)
BorderLinks Trip Report (2-3 pp).....	10%	If unable to attend, see Dr. K. for alternative 7-10 pp field-based topic
"Why Migration" Country Project.....	10%	Powerpoint poster team project
Multimedia Ethnography for "Crossing the Valley" .....	20%	Web page based on your interview with an immigrant or refugee; plus observational and informational supplements. (7-10 pages)
<b>Note: To qualify for an 'A' in this course you must receive at least a 'B' on this project;</b>		
<b>Cannot interview class members</b>		
Open Letter to Valley residents.....	5%	Final letter (1 p) reflecting on key migration issues you've learned
Web Portfolio.....	10%	Integrating all your assignments.
	100%	Total

**IMPORTANT: ALL WRITTEN ASSIGNMENTS MUST BE TYPED, DOUBLE SPACED, and turned in in HARD COPY, and SUBMITTED TO BLACKBOARD when required!**

**ASSIGNMENTS:** Students are responsible for all assigned readings. Read PRIOR to the assigned class time. Class lectures and discussions will cover material supplemental to the readings, in addition to guiding you through them, so please come to class--even if you are unprepared! Assignments are due on the date scheduled. You are encouraged to consult with instructor at any time for assistance and ideas on improving your performance. **YOUR RESPONSIBILITY TO CHECK BLACKBOARD CONFERENCE.**

**LATE ASSIGNMENTS:** Unexcused late assignments will automatically have **10 %** deducted from the grade, and must be turned in by the end of the week they were due (an additional 10 % will be deducted each week thereafter). Absence from class does not excuse you from delivering your assignments on time.

**CAUTION: Harmful to your grade!**

**ABSENCES:** If you miss three or more classes you are encouraged to drop the course. Since class meets only once a week (15 times), you'll have missed some 20% of the course. Absence is at times unavoidable; nonetheless your grade is likely to suffer. Your final grade will be reduced 2 points for each absence (1 point for 1/2 class absence). Do not schedule other appointments or obligations during class!

**CLASS PARTICIPATION** is expected to be energetic and will be considered in the assignment of final grades (especially in borderline cases). This includes discussing the readings as well as your own and your classmates' assignments. If you are not present in class, you cannot participate--don't deprive the class of your valuable contributions! Fieldtrips are part of class participation, as are Blackboard postings.

**WRITING GUIDELINES** All work for this course should be at a level appropriate to college students. **Mechanics and grammar DO count.** Please type and proofread carefully. Everyone can improve writing skills--even great writers. **ASU West Learning Resource Center** can assist in improving your written work.

**ACADEMIC INTEGRITY:** Students are responsible for knowing and observing the ASU West Student Life *Academic Integrity Code*. The introduction to this code states the following:

“The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Provost and Academic Affairs and from the deans of the individual academic units.”

For the rest of the code see <http://www.asu.edu/studentlife/judicial/integrity.html>. Academic dishonesty will result in a **failing grade of XE**. NO EXCEPTIONS, NO SECOND CHANCE! *NOT WORTH IT!!!*

**CAVEAT:** If necessary or appropriate, the instructor reserves the option to change scheduled class topics, assignments, or due dates. Fieldtrips & guest speakers may be added. Quizzes may be given if deemed necessary. If no time for videos in class, you should view them on your own from library.

**DISABILITY ACCOMMODATIONS FOR STUDENTS:** Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (DRC; UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. Note: The fieldtrip to Nogales may present special problems. Please consult with instructor.



**WARNING: NO INCOMPLETES !!**

Withdrawal deadlines: unrestricted—2/11/05, restricted—4/1/05. This is your responsibility!

## ASSIGNMENT OVERVIEW

More details in weekly syllabus below

**ASSIGNMENTS** are meant to be concise, varied, and interesting. They are designed to keep you sharply engaged as an active participant in our course (hopefully!). They are not “busywork” and you will not impress Dr. K. by exceeding the time limit on presentations or length of text for written materials. Go for quality, not quantity. Be sharp, creative, think critically, and engage with concepts and controversies in our study of im/migration for your assignments. The due dates are indicated in the weekly syllabus. **THINK MINI!**

**IM/MIGRANT AGENCY REPORT**—5%, Week 3. A “brief” responding to questions about the perspectives of your assigned im/migrant agency or organization, based on your Internet research. Each student contributes one brief annotation to compile a resource list on our course web site.

**QUIZZES**—best three out of four, 20% total, Week 2, 8, 11, 14. Based on “big picture” points from the readings, films, class lectures and discussions. If you’re coming to class and “reading around” in the assigned books and articles, you should do well on the quizzes. *No make-up quizzes.*

**MINI-PRESENTATIONS**—two @ 5% each—five points for in-class *one-minute* presentation, five points for **1/2-1 page “brief”** describing your presentation and concisely summarizing its highlights. The “brief” is due during the same class as your presentation, and must be typed, double-spaced. You will receive full points unless lack of effort is evident, writing is excessively careless or unclear, or presentation lacks preparation. These mini-presentations should be a **lot of fun, a great learning experience, and help to prepare for your final project.**

- **PREPARE!!** Only one minute to present your best stuff! Don’t come to class cold and try to wing it. Cut right to the heart of the matter; leave out all the fluff, qualifications, etc.
- Writing up your “brief” should prepare you to crystallize and sharpen your presentation.
- **WARNING:** *one minute goes by really fast!* A timer will be used to cut you off in order to allow time for everyone else. Make sure you’re ready to be succinct! Plan ahead! *Be Creative!*
- We can use technology to display your artifact or photo/image on the “big screen.”
- **WK 2 1/26 Mini-presentation #1: FAMILY MIGRATION OBJECT.** Based on an object from home that represents *your own family’s* legacy of im/migration (e.g. photo, documents, household article, recipe, artifact—ask family members for help!). Your “brief” should explain the meaning this object holds for you and/or your family. Don’t forget your “brief.”
- **WK 12 4/26 Mini-presentation #2: MIGRANTS IN THE CITY.** Take yourself on a fieldtrip to the ‘border’ inside metro Phoenix. Fieldwork may be done in pairs, small teams, or individually. Each person writes up their own “brief” taking a different angle on the site. Don’t forget your “brief.”

**DISCUSSION POINTS**—three assignments @ 5 points each, 10% total. Week 4 (based on *Voyages*), Week 10 (based on *Crossing the BLVD*), Week 15 (based on “Make your own reading assignment,” to help you along with your final project).

**BORDERLINKS FIELDTRIP REPORT**—10%, Week 7, 2-3 pages. Report on one or two key aspects that impressed you most about the field trip and *explain why*. Incorporate at least two articles from the BorderLinks Reading Packet into your discussion.

**“WHY MIGRATION” COMPARATIVE COUNTRY TEAM PROJECT**—10%, Week 13. Powerpoint-based poster for display at campus student research poster session Thursday 4/14.

**CROSSING THE VALLEY PROJECT**—20%, Week 16. Multimedia Ethnography based on your individual interview with an immigrant or refugee. Designed as web pages as the centerpiece of your Web Portfolio.

**WEB PORTFOLIO**—10%, Week 17. We will teach you how to make web pages! It’s easy and fun. Your portfolio will include most of your written assignments. Includes final Open Letter (5%).

## WEEKLY SYLLABUS

Articles are either on Blackboard (BB) or online or will be handed out in class previous week.

- |                  |  |
|------------------|--|
| <b>WK 1 1/19</b> | <b>INTRODUCTION TO THE COURSE</b> <ul style="list-style-type: none"> <li>• Intro, syllabus explained, video; first assignments made</li> <li>• <b>ASSIGNMENT:</b> im/migrant agency to research and write up “brief” report (due 2/2)</li> <li>• <b>VIDEO:</b> <i>The Unwanted</i>, 1975 (50 min)</li> <li>• Get informed about local immigration issues: <i>Arizona Republic</i>, recent articles on the Border and Immigration <a href="http://www.azcentral.com/news/border/">http://www.azcentral.com/news/border/</a></li> </ul>  |
| <b>WK 2 1/26</b> | <b>MIGRATION AS A PATTERNED PROCESS OF GLOBALIZATION OF CAPITAL &amp; CULTURE</b> (all readings on BB) <ul style="list-style-type: none"> <li>• Charles S. Clark, “The New Immigrants,” <i>Congressional Quarterly Researcher</i> Jan 24, 1997:49-72 (reprint in <i>Annual Editions: Race &amp; Ethnic Relations 2000</i>)</li> <li>• Saskia Sassen, “Why Migration?” <i>Report on the Americas</i> 25(1)1992: 14-19. <b>IMPORTANT!</b></li> <li>• Nina Schiller, et al, “Transnationalism: A New Analytic Framework for Understanding Migration,” in <i>Towards a Transnational Perspective on Migration: Race, Class, Ethnicity, and Nationalism Reconsidered</i>. Ed. Schiller et al. New York: Annals of the New York Academy of Sciences, 1992: 1-24.</li> <li>• Amitava Kumar, “Language.” From his <i>Passport Photos</i>, U Calif P 2000: 16-25, 30-34</li> </ul> <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>• <b>QUIZ #1 ON TODAY’S READINGS—Big-picture issues</b></li> <li>• <b>DUE: MINI PRESENTATION #1: FAMILY MIGRATION OBJECT AND “BRIEF ”</b><br/>           Bring in an <b>object or item from home that represents your own family’s legacy of im/migration</b> (e.g. photo, documents, household article, recipe, artifact—ask family members for help!). Give a one-minute show-and-tell mini-presentation. To prepare, <b>write up a “brief” explaining the meaning this object holds for you and/or your family</b>.<br/> <b>Include: where</b> did they come from, <b>when</b> did they come, and <b>why</b> did they emigrate here. This will go on your Web Portfolio, along with a <b>scan or photo</b> of your object and a <b>map</b> of your family’s homeland(s) showing their path to the US (begin gathering these materials for your web page). <b>1/2 to 1 page max, double spaced. Required, not graded</b> </li> </ul> </div> |
| <b>WK 3 2/2</b>  | <b>VOYAGES HERE &amp; THERE / ETHNOGRAPHY OF MIGRATION</b> <ul style="list-style-type: none"> <li>• <b>Cathy Small, Voyages: From Tongan Villages to American Suburbs. (parts I &amp; II)</b></li> <li>• Frances Moore Lappé and Joseph Collins, “Why Can’t People Feed Themselves?” From <i>Food First: Beyond the Myth of Scarcity</i>, Institute for Food &amp; Development 1977, reprinted in <i>Annual Editions in Anthro 99/00</i>, Dushkin Pub Group. <i>A classic!</i> (BB)</li> <li>• <b>VIDEO:</b> <i>New Faces on Main Street</i>, 1998 (60 min)</li> </ul> <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>• <b>DUE: YOUR ASSIGNED IM/MIGRANT AGENCY REPORT(see instructions)</b></li> </ul> </div>   |
| <b>WK 4 2/9</b>  | <b>VOYAGES HERE AND THERE / FIGURES OF AN ALIEN NATION</b> <ul style="list-style-type: none"> <li>• <b>Cathy Small, Voyages: From Tongan Villages to American Suburbs. (parts III &amp; IV)</b></li> <li>• Jeffrey H. Cohen “The Oaxaca-US Connection and Remittances” MPI 2005<br/> <a href="http://www.migrationinformation.org/Feature/display.cfm?id=280">http://www.migrationinformation.org/Feature/display.cfm?id=280</a> </li> </ul> <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>• <b>DUE: DISCUSSION POINTS #1:</b> Write up three points or questions you wish to raise for discussion based on <i>Voyages</i>. <b>Be sure to explicitly ground your points in the readings; explain</b> what you mean by referring to the author’s arguments and give a supporting example. The idea is to show that you’ve thoughtfully done your homework (!) and to generate informed discussion. <b>Be brief! One page max, double spaced. Worth 5 points.</b></li> </ul> </div> <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p style="text-align: center;"><b>***DUE: Check or money order to “Borderlinks” \$75.00 and bus fee (to be arranged)</b></p> </div>   |

**WK 5 2/16 THE US/MEX BORDER & ANTI-MEXICAN IMMIGRATION DISCOURSE**

- Leo R. Chavez, "Manufacturing Consensus on an Anti-Mexican Immigration Discourse," from his *Covering Immigration: Popular Images and the Politics of the Nation*. U Cal P, 2001: 215-262. **Read carefully—we'll use this as model for in-class activity. (handout)**
- Jenn Allen, "Justice on the Line" *Border Action Network* 2003  
<http://www.borderaction.org/campaigns3.php?articleID=15> (download pdf)
- Bob Moser, "Open Season" *Intelligence Report* Issue 109, Spring 2003, p. 6-23  
<http://www.splcenter.org/intel/intelreport/article.jsp?aid=19> (paste to browser)
- US-Mexico Migration—Special Source Issue, *Migration Information Source* 2004,  
[http://www.migrationinformation.org/issue\\_mar04.cfm](http://www.migrationinformation.org/issue_mar04.cfm) (paste to browser)
- Thunderbird School of International Management, "The Economic Impact of the Mexico-Arizona Relationship," special report 2003 (read executive summary and skim around online) [http://www.thunderbird.edu/faculty\\_research/research\\_centers/econ\\_impact/](http://www.thunderbird.edu/faculty_research/research_centers/econ_impact/)
- *Guia del Migrante Mexicano* (Guide for the Mexican Migrant)  
<http://www.sre.gob.mx/tramites/consulares/guiamigrante/default.htm>
- **MUSIC VIDEO:** Molotov, "Frijolero" from cd *Dance and Dense Denso*, Surco Records, 2003 <http://www.proteuserp.com/molotov/vip/video.html>
- **VIDEO:** *Death on a Friendly Border*, 2001 (26 min); *Men in Black* and *The Arrival* (clips)

**WK 6 2/23****BORDERLINKS FIELDTRIP TO NOGALES, SONORA, MEXICO**

- Bus to Tucson leaves at 6:30 am in parking lot south of library; return around 9 pm  
**DON'T BE LATE OR YOU'LL MISS THE TRIP!**
- **BorderLinks Reading Packet**—read these articles to prepare for the trip!
- <http://www.borderlinks.org> check out the organization leading our trip

**WK 7 3/2****WEB WORKSHOP:** (mobile laptops in class)

- **COURSE WEB SITE:** <http://www.west.asu.edu/ClassWeb/koptiuch/Migration/index.html>
- **WEB WORKSHOP:** instructions on how to create web pages for your final Web Portfolio using FrontPage and Photoshop Elements.
- **BRING: on disk (or in digital drop box) your Family Migration Object "brief" (corrected!), map, and scan/photo of object, to create a web page with these items.**
- **DUE: BorderLinks Fieldtrip Report** (2-3 pp) Report on one or two key aspects that impressed you most about the field trip and *explain why*. **Incorporate at least two articles from the BorderLinks Reading Packet into your discussion.** *Explain* how insights from each article helps you to more effectively analyze your impressions in relation to the migration issues we've studied in this course so far. *Please push your discussion beyond the tendency to simply state how much more you will now appreciate your life in the US!* NOTE: Failure to include citations from the readings will result in a maximum grade of "C."

**WK 8 3/9****REFUGEES IN GLOBAL MIGRATIONS**

- **Jo Ann Koltyk, *New Pioneers in the Heartland: Hmong Life in Wisconsin*.** (all)
- Marc Cooper, "The Heartland's Raw Deal: How Meatpacking is Creating a New Immigrant Underclass," *The Nation* Feb 3, 1997: 11-17 (BB)
- Susan Forbes Martin, from her *Refugee Women*, Zed Books 1992: 1-6, 16-31 (BB)
- "Worldwide Refugee Info" <http://www.refugees.org/world/worldmain.htm>
- "Evolution of the Term Refugee" [http://www.refugees.org/news/fact\\_sheets/refugee\\_definition.htm](http://www.refugees.org/news/fact_sheets/refugee_definition.htm)
- Jennifer Yau, "The Foreign-Born Hmong in the United States"  
<http://www.migrationinformation.org/Feature/display.cfm?ID=281>

**GUESTS: International Rescue Committee—Cara Winters & guest refugee**

**VIDEO: Bui doi: Life Like Dust, 1995 (28 min) (if time)**

- **QUIZ # 2 ON TODAY'S READINGS—Big-picture issues**

# WK 9    3/16 SPRING BREAK!

## Read *Crossing the BLVD!*



WK 10 3/23

## CROSSING THE VALLEY / GLOBALIZING THE LOCAL

- Warren Lehrer & Judith Sloan, Crossing the BLVD: Strangers, Neighbors, Aliens in a New America. READ AS MUCH AS YOU CAN, AT LEAST 50% OF THE BOOK—SKIP AROUND! Read at least three interviews in each of the 5 chapters.
  - See also the web site for the book, listen to interview segments, get ideas for your own Multimedia Ethnography for our Crossing the Valley class web project <http://www.crossingtheblvd.org/>
  - **DUE: DISCUSSION POINTS #2.** To get inspired for our **Crossing the Valley** class web project, write up a list of 5 key ideas that you found to be most effective or insightful in the immigrant narratives that you read in *Crossing the BLVD*. These five ideas should be aspects that may help us to create our own web pages about immigrants here in the valley. You may want to consider modes of presentation as well as questions to ask interviewees to elicit a rich understanding of their “voyages here and there.” **Be brief! 1 p max. 5 points.**

## **ASSIGN: "WHY MIGRATION" COMPARATIVE COUNTRY TEAM PROJECT**

- See instruction sheet for preparing poster
  - Teams and countries will be assigned today
  - Develop key research questions today in class
  - DUE Weds April 13

**Reread:** Saskia Sassen, "Why Migration?" *Report on the Americas* 25(1)1992: 14-19 (WK 2)

For help with this project, please read and use as resources

- Stephen Castles & Mark J. Miller, “New Ethnic Minorities and Society,” in *The Age of Migration: International Population Movements in the Modern World*. Macmillan Press 1998 (2nd edition), 212-252 (handout--important comparative global discussion) (BB)
  - US v Wong Kim Ark (1889)—US Supreme Court established citizenship by birth (BB)
  - ASUW Library Migration web page: <http://library.west.asu.edu/subjects/SOC/soc331.html>
  - US Citizenship and Immigration Service <http://uscis.gov/graphics/index.htm>

WK 11 3/30

**“MOROCCANS ARE THE MEXICANS OF WESTERN EUROPE”**

- **David McMurray, *In & Out of Morocco: Smuggling & Migration in a Frontier Boomtown*(all)**
  - Philippe Fargues, “Migration & Mobility in the Euro-Mediterranean Area: A Problem for Governments, a Solution for Populations?” (2004 manuscript) (BB)
  - **AUDIO:** NPR, on Africans in France 4/26/02 (do a search on npr.org to find more shows on similar topics) <http://www.npr.org/templates/story/story.php?storyId=1142391>
  - **VIDEO:** *The Sixth Section*, 2003 (27 min) on transnational Mexicans; *La Ciudad* (clip?)
    - **Recs:** *Sammy and Rosie Get Laid* (Frears 1987), *La Saison des Hommes* (Tlatli, 1999)
  - **QUIZ # 3 ON TODAY’S READINGS—Big-picture issues**
  - **Time will be allotted to work on group poster project due in two weeks (laptops in class)**

WK 12 4/6

## MIGRATING BORDERS: THE TRANSNATIONAL EDGE IN THE CITY

- **DUE: MINI-PRESENTATION #2: MIGRANTS IN THE CITY AND “BRIEF.”** Take yourself on a fieldtrip to the ‘border’ inside metro Phoenix. The border is zone of interaction where the US and another country come together, intersect, butt up against or bleed into each other, whether in an easy blend or a contentious edginess. Social/geographical “border” spaces like this can readily be found throughout the Phoenix metro area. Go to one such “border” zone. Immerse yourself there for a while. Observe, interact, chat with people. Take notes, take a photo, and record the location. In your “brief,” swiftly describe and analyze what you see at this “border” in light of what we’ve studied about immigration. Use your photo or a representative object as the basis for your show-and-tell one-minute mini-presentation. Fieldwork may be done in pairs, small teams, or individually. Each person writes up their own “brief” taking a different angle on the site. **One page max.**

**WK 13 4/13 “WHY MIGRATION” COMPARATIVE COUNTRY TEAM PROJECT**

- **DUE: TEAM PROJECT—POWERPOINT-BASED POSTER FOR DISPLAY AT CAMPUS STUDENT RESEARCH POSTER SESSION ON Thursday 4/14**
- Show powerpoint in class today; bring poster version too.
- See Instruction Sheet for this assignment
- Prepare your poster using Powerpoint slides so that later you will be able to convert the posters/slide shows to web pages for your web portfolios.

**WK 14 4/20 GENDERED DISLOCATIONS / TRAFFICKING IN WOMEN**

- Grace Chang, *Disposable Domestics: Immigrant Women Workers in the Global Economy*
- Peter Kwong, “Forbidden Workers and the US Labor Movement: Fuzhouiese in New York City,” *Critical Asian Studies* 34(1)2002:69-88 (BB)
- **VIDEO:** *Modern Heroes, Modern Slaves*, 1997 (45 min)
  - Recc: *Bend it Like Beckham* (Gurinder Chadha 2002)
- **QUIZ 4 ON TODAY’S READINGS—Big-picture issues**

**WK 15 4/27 CROSSING THE VALLEY MULTIMEDIA ETHNOGRAPHY PROJECT**

- **SPECIAL GUEST! JUDITH SLOAN**, co-author of *Crossing the BLVD*, presentation!
- **DUE: DISCUSSION POINTS #3: MAKE YOUR OWN READING ASSIGNMENT!**  
Select a book or two articles about migration that deals specifically with your interviewee’s homeland. “Read around” in them for background information useful for Crossing the Valley web project. **Write up five key insights** drawn from these readings that you can use in your project. Be ready to share them with your classmates & hand in a hard copy. **Worth 5 points.**
- **PROGRESS REPORTS:** Brief presentation of your project *today*. Your project is due next week, so you don’t need to be entirely done yet—tell us how you are doing so far, what’s still left to do, ask questions, get advice and input from Dr K and your classmates. Guest author Sloan will give us pointers and advice about interviewing and writing up our reports!

**WK 16 5/4 CLCC 170 DUE: CROSSING THE VALLEY MULTIMEDIA PROJECT**

- See instruction sheet. Project should be based on your own fieldwork observations, *Analyze your case by grounding your discussion in our study of migration concepts, patterns, processes*. Your web presentation must include a **minimum of five relevant references from our course readings** in addition to whatever other sources you incorporate. 7-10 pages!
- **NOTE:** To qualify for an A in the course, must receive at least a B on this project.

**WK 17 5/11 CLCC 170 FINAL CLASS IN LAB—WEB WORKSHOP TO FINALIZE AND SHOW YOUR WEB PORTFOLIO TO CLASS**

- **DUE: FINAL WEB PORTFOLIO (see instruction sheet)**
  - You need to have all your written assignments **WEB READY: polished, proofed, and FINISHED!** Bring them either on disk or CD or in your Blackboard digital dropbox or via email attachments. Note: convert all text to Word .doc or .txt format (not .wps or .wpd)

## RUBRIC FOR GRADING

Instructor will use the following rubric to guide and facilitate grading of all assignments.

<b>A</b>	<p>Meets all requirements of the assignment, or exceeds them (in quality, not quantity; if one page maximum is required, turning in 2 pages simply misses the point of the assignment, which includes writing sharply and succinctly). Sophisticated writing and composition; few errors in grammar, spelling. Mastery of material demonstrated by an active and critical expression of strengths and limitations; demonstrated understanding of interrelationships among the various ideas and approaches. Skilled analysis and precise argument; incorporates vocabulary and concepts relevant to the course. Original insights, critical thinking, creative applications and syntheses of course content to assigned material.</p>
<b>B</b>	<p>Meets all requirements of the assignment (e.g. if 5 citations of references are required, must have all five). Solid and adequate writing and composition; few errors in grammar, spelling. Active and critical discussion of ideas; may be more descriptive than analytical. Demonstrates critical thinking, good grasp of concepts relevant to the course. Intellectual creativity and willingness to attempt unique applications of concepts.</p>
<b>C</b>	<p>Does not meet all requirements of the assignment, incomplete tasks (e.g. only cites 3 out of 5 references required). Weak or careless writing and composition skills; many errors in grammar, spelling. Basic grasp of the substance of course concepts and materials; while essentially correct, comprehension and arguments do not stretch beyond the superficial application of concepts and ideas. Imprecise language in presentation of ideas.</p>
<b>D</b>	<p>Ignores requirements (e.g. no citations supplied when required). Writing and composition skills not at college level. Incomplete grasp of the substance of the course material; insufficient awareness of interrelationships between various concepts. Failure to address the topic of assignment; misreading or misunderstandings. Lack of effort.</p>

Note: There will be some variation and flexibility in grading, in accordance with uneven strengths and weaknesses. Pluses and minuses in the grade also will reflect this.

