

Department: Anthropology

Course number: 3150/W [215/W]

Title: Migration

Credits: 3

Contact Person: John Manning, Jr.

Content Area: CA4 Diversity and Multiculturalism

Diversity: CA4 Non-International

Competency Group: W

Catalog Copy: 3150 Migration

Either semester. Three credits. Recommended preparation: ANTH 1000 or ANTH 1006.

The social, cultural and economic causes and consequences of internal and international migration in the modern era. Topics include migrant selection, social adaptation, effects on home and host societies, and cultural identity. CA 4.

3150W. Migration

(215W) Prerequisite: ENGL 1010 or 1011 or 3800. CA 4.

Meets Goals of Gen Ed.: 1) The course requires a variety of in-class and take-home writing assignments, pertaining to discussion themes. 2) The topic of migration is explored from a variety of theoretical and disciplinary perspectives, challenging students always to compare and assess one method or theory versus another. 3) Much of the course material leads students to question preconceptions, whether these preconceptions correspond to a pro- or anti-immigration standpoint. 4) The human cost of geographical displacement is a recurrent course theme. Also, 2 weeks are devoted to the theme of the human rights of immigrants and refugees. 5) Few more pressing issues confront us. Migration has attained never before seen dimensions as a demographic, economic and cultural force and a global security issue; the United States is presently undergoing one of its greatest ever waves of immigration. 6) Coping with the cultural diversity created by immigration is a major course concern. Divergences in priorities and experience between men and women, old and young, migrants and stay-at-homes is highlighted. It is even so vital to underscore how much migrants worldwide share in motivations and means of adaptation.

CA4 Criteria: 1) Both diversity and commonality are given emphasis (see response to 2.6 above). 2) The migration experience throws particular light on the principle that identity is not a fixed inheritance but a construct subject to change over time and contextual redefinition. 3) The major theories of migration have cross-cultural validity (see also response to 2.6 above). 4) relevance to migration is obvious; Re human rights, see response to 2.4 above).

W Criteria: Current controversies about government policies regarding immigration and their economic and cultural consequences are a natural starting point for students to gain experience in distinguishing knowledge from opinion and presenting information and ideas cogently in the two required three-page issue papers. Revision opportunities: These will be two-stage writing exercises, in which students will first define what is at stake in an immigration-related issue, based on readings and lecture, and later reconsider and revise their essays after learning more about the issue and considering others' perspectives, through in-class discussions. These writing and revision exercises will also be a channel for eliciting students' background knowledge/assumptions and promoting active learning of the issues, findings, and theories of migration studies.

Teaching this course as a "W" will also fit well with the pedagogical aim of helping students link their own experiences and family histories of migration with theoretical and case study material, presented in readings, lecture and discussion across the course as a whole. While students have been encouraged in prior offerings of this course to collect histories or recount personal experiences of migration, or gather secondary source information that relates directly to their own backgrounds, their term papers have generally fallen short in the area of making connections with theories of human migration and the cross-cultural generalizations drawn from case studies. Revision opportunities: Taking writing instruction as a central focus of the course will provide an opportunity for the instructor to work with the students at various points in the term paper preparation process with the added aim of helping them rise to the challenge of developing better-elaborated and justified

**Role of Grad Students:
Supplementary Information:**