

Semester at Sea, Course Syllabus  
Colorado State University, Academic Partner

**Voyage:** Spring 2017  
**Discipline:** International Education  
**Course Number and Title:** IE 272 World Interdependence – Current Global Issues  
(Focus on Migration)  
**Division:** Lower  
**Faculty Name:** James C. Witte  
**Semester Credit Hours:** 3

**Prerequisites:** None

### **COURSE DESCRIPTION**

This course will emphasize two themes as the Semester at Sea Voyage moves from port to port. First, we will consider historical and contemporary patterns of migration to the US, particularly focusing on migrants from Japan, China, Vietnam, Myanmar/Burma, India, South Africa, Ghana, Morocco and England. The class will consider the causes of emigration, as well as the consequences of immigration—for immigrants, as well as American society. Second, the course will seek to identify differences and similarities between migration to the US and contemporary issues related to migrants and refugees around the world. Students will consider quantitative measures of the magnitude and impact of migration, as well as qualitative data giving voice to individual migration stories. Port visits will offer opportunities for students to speak with people around the world about the opportunities and risks associated with global migration. The primary objectives of the course are to enable individuals to recognize the social and individual factors associated with migration and to consider the costs and benefits of migration from the individual and social levels, including impacts of migration for countries of origin as well as countries of destination.

### **LEARNING OBJECTIVES**

- To develop a deeper understanding of migration and particularly immigration to the United States as issues of global significance.
- To gain an appreciation of the extent to which the significance of world interdependence and how the related complexities and relationships have intensified over time.
- To identify contributing factors and processes associated with migration and immigration and the consequences of specific interventions, actions, and/or inactions.
- To review and critique current media coverage of migration and immigration to the United States and this compare coverage with existing academic knowledge.
- To acquire an understanding of different disciplinary perspectives on migration and immigration to the United States.

## REQUIRED TEXTBOOKS

AUTHOR: Alejandro Portes and Ruben Rumbaut  
TITLE: *Immigrant America: A Portrait*  
PUBLISHER: University of California Press  
ISBN #: 9780520274020  
DATE/EDITION: 2014/4<sup>th</sup> Edition

AUTHOR: Tom Gjelten  
TITLE: *A Nation of Nations: A Great American Immigration Story*  
PUBLISHER: Simon & Schuster  
ISBN #: 978-1-4767-4385-1  
DATE/EDITION: 2015

## TOPICAL OUTLINE OF COURSE

Depart Ensenada – January 5

**B1 – January 8: Introduction to the course and its requirements**

Film: Golden Door <http://www.imdb.com/title/tt0465188/>

**B2 – January 10: *Immigrant America: A Portrait*, Chapters 1 – 3.**

Honolulu – January 12

**B3 – January 13: *Immigrant America: A Portrait*, Chapters 4 – 5.**

**B4 – January 15: *Immigrant America: A Portrait*, Chapters 6 – 7.**

**B5 – January 18: *Immigrant America: A Portrait*, Chapters 8 – 9.**

No class January 19

**B6 – January 21: *Immigrant America: A Portrait*, Chapter 10.**

**B7 – January 23: Immigrants to the United States from Japan**

Skrentny, John D., Micah Gell-Redman, and Jack Jin Gary Lee. "Japan, the United States, and the Philosophical Bases of Immigration Policy." *American Behavioral Scientist* 56.8 (2012): 995-1007. (On reserve)

Kobe – January 24-28

**B8 – January 30: Immigrants to the United States from China**

Gaulé, Patrick and Piacentini, Mario, Immigration and Innovation: Chinese Graduate Students in U.S. Universities (February 1, 2015). CERGE-EI Working Paper Series No. 529. Available at SSRN: <http://ssrn.com/abstract=2564667> or <http://dx.doi.org/10.2139/ssrn.2564667> (On reserve)

Shanghai – January 31 – February 5

**B9 – February 7: Immigrants to the United States from Vietnam**

Massey, Douglas S. "The New Immigration and Ethnicity in the United States". *Population and Development Review* 21.3 (1995): 631–652. (On reserve)

**B10 – February 9:**

Video presentation from Tom Gjelten, National Public Radio (NPR) correspondent

Ho Chi Minh City – February 10-14

**B11 – February 16: A Nation of Nations, Part 1**

No Class February 17

**B12 – February 19: Immigrants to the United States from Myanmar (Burma)**

Bishop, Ann Peterson, and Karen E. Fisher. "Using ICT design to learn about immigrant teens from Myanmar." *ICTD*. 2015. (On reserve)

Taylor, Robert H. "Do states make nations? The politics of identity in Myanmar revisited." *South East Asia Research* 13.3 (2005): 261-286. (On reserve)

Yangon – February 20-24

**B13 – February 26: A Nation of Nations, Part 2**

**B14 – February 28: Immigrants to the United States from India and Pakistan**

Taras, Vas, Julie Rowney, and Piers Steel. "Work-related acculturation: change in individual work-related cultural values following immigration." *The International Journal of Human Resource Management* 24.1 (2013): 130-151. (On reserve)

Cochin – March 1 – March 6

**B15 – March 8:**

Kerr, William R. *US high-skilled immigration, innovation, and entrepreneurship: empirical approaches and evidence*. No. w19377. National Bureau of Economic Research, 2013. (On reserve)

**B16 – March 11: A Nation of Nations, Part 3**

Mauritius – March 12

**B17 – March 14: A Nation of Nations, Part 4**

No Class March 15

**B18 – March 17: Immigrants to the United States from the continent of Africa**

Hvistendahl, Mara. "While emerging economies boom, equality goes bust." *Science* 344.6186 (2014): 832-835. (On reserve)

Cape Town – March 19-24

**B19 – March 25: Immigrants to the United States from Africa**

Williams, David R., et al. "Perceived discrimination and psychological well-being in the USA and South Africa." *Ethnicity & health* 17.1-2 (2012): 111-133. (On reserve)

**B20 – March 27: Catchup day**

No Class March 29

**B21 – March 30: Immigrants to the United States from Ghana**

Hainmueller, Jens, and Daniel J. Hopkins. "The hidden American immigration consensus: A conjoint analysis of attitudes toward immigrants." *American Journal of Political Science* 59.3 (2015): 529-548. (On reserve)

Tema – March 31-April 3

**B22 – April 5: In class presentation day I**

**B23 – April 7: In class presentation day II**

**B24 – April 9:**

Dekker, Rianne, Godfried Engbersen, and Marije Faber. "The Use of Online Media in Migration Networks." *Population, Space and Place* (2015).

Study Day April 10

Casablanca – April 11-April 14

**B25 Final – April 16:**

Arrive Hamburg – April 19

**FIELD WORK**

**Field Class proposals listed below are not finalized.** Confirmed ports, dates, and times will be posted to the [Spring 2017 Courses and Field Class](#) page when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and will be developed and led by the instructor.

## FIELD WORK

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.** Field Classes constitute at least 20% of the contact hours for each course, and will be developed and led by the instructor.

### Field Class and Assignment

*The Field Class for this course will take place on Wednesday, January 25, 2017 in Kobe*

**Field Class Title:** Interviewing Individuals on Emigration Stories

### Field Class Description

In Kobe we will meet with a group of older Japanese men and women and talk with them about friends and relatives they know who emigrated to the United States. We will then use this experience to develop an interview guide that students will use in interviews with residents in other ports. Each student will be assigned to one of the countries we are visiting after Japan and will conduct at least three interviews based on the interview guide. Students are expected to tailor the guide to the particular immigrant experience of their assigned country. At the end of the semester students will make an in-class presentation on immigration to the United States from their selected country. Presentations will be evaluated on the extent to which students show that their interview materials confirm or contradict the immigrant experience from that country as presented in course readings and disc

### Field Class Objectives

- To understand how personal stories can shed light on immigration to the United States as issues of global significance.
- To practice interviewing techniques to elicit sociologically relevant narratives.
- To identify contributing factors and processes associated with migration and immigration and the motivations and consequences of the actions of individuals.

### Field Class Assignment

Based on their experience interviewing older Japanese men and women students will come up with a proposed interview guide to be used in interviews in other ports. In their commentary on the proposed interview guide students should reflect on what questions worked or did not work during their interviews in Japan and how they may need to modify the interview guide for interviewees other countries.

## INDEPENDENT FIELD ASSIGNMENTS

Students are expected to conduct one or more interviews about immigration in two other cities. Students should provide a two page summary of each of these rounds of interviews. The summaries are due within 48 hours of returning to the ship. As with their final presentations each summary will be evaluated with regard to the extent to which it confirms or contradicts the immigrant experience from that country as presented in class.

## METHODS OF EVALUATION / GRADING SCALE

Field visit participation and draft interview guide:	25%
Country specific immigration presentation:	25%
Independent field assignment summaries	20% (2 each worth 10%)
Final exam	20%
Class participation	10%

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
94-96%: A	84-86%: B	70-76%: C	
90-93%: A-	80-83%: B-	60-69%: D	

## ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes is mandatory, but it is at the instructor's discretion to assign a grade to the participation and attendance requirement. Remember to include information concerning the evaluation of Field Assignments and the Field Classes, which must constitute at least 20% of the total grade in a course.

Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than November 19, 2016 to [academic@isevoyages.org](mailto:academic@isevoyages.org).

## STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

## RESERVE BOOKS AND FILMS FOR THE LIBRARY

Film: Golden Door <http://www.imdb.com/title/tt0465188/>

Skrentny, John D., Micah Gell-Redman, and Jack Jin Gary Lee. "Japan, the United States, and the Philosophical Bases of Immigration Policy." *American Behavioral Scientist* 56.8 (2012): 995-1007. (On reserve)

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