

Migration Studies Minor Proposal

[MIGR]

CIP Code: 45.0501 - Demography and Population Studies

Proposal Coordinator

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Signed Nov 7, 2017

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A. Minor Objectives

With over 250 million people living somewhere other than their home community, the interdisciplinary study of patterns of human migration and movement across territorial borders is a burgeoning field of study. Migration in this framework is defined as, “movement for longer visits or tourism and may involve either short-term/temporary or long-term/permanent relocations” (King 2012: 3). “Territory” may refer to national borders, but also localized residential areas, municipal borders, and regions *within* a state or nation. The **interdisciplinary** study of migration is expanding and transforming, addressing critical gaps in the existing scholarship on human mobility--including demography and population studies (Partes & DeWind 2007). In particular, the field has grown considerably in its response to environmental changes, identifying patterns of "forced migration," recognizing internally displaced people (within the borders of a home country), developing inclusive policies and emergency plans, and focusing on different experiences of migration.

Traditionally, the field of migration studies focused on “refugee studies” and forced migration (Hathaway 2007). Scholars now recognize a larger range of geopolitical factors leading to forced migration (Chimni 2009), including refugee status and trafficking patterns of individuals. This has translated to a new focus on in-country (domestic) mechanisms of displacement. We envision a broad conception of migration and propose a minor program that expands study beyond the traditional focus on international migrants, and, instead, *focuses on the nexus of pathways of movement, mechanisms of displacement, policies addressing human movement, cultural adaptation (both of migrants and receiving communities), and expressions of migrant experience*. The proposed curriculum turns attention to a new level of geographic breadth, spanning localized displacement (e.g., urban gentrification) to those that result in large-scale migration (e.g. natural disasters or conflict).

The field of migration studies is inherently interdisciplinary (Bommes 2010, Brettell & Hollifield 2014, Favell 2007). Economists, for example, examine the role of remittances or local, national, and global labor markets. Historians have contributed to the analysis of processes such as the transatlantic slave trade. Scholars in tourism and hospitality have provided insight into the seasonal movement of tourists and laborers. Artists and writers have provided different modes of understanding the narratives of humans as they move and adapt. Biologists provide insight on the adaptive strategies of human populations as they move to different ecosystems. Law enforcement and security practitioners develop policy that impact not only the facilitation of migration, but the well-being of migrants once they reach a new destination. A focus on sustainability, environmental change, and climate are also increasingly of concern in the study of migration (Reuveny 2007). For instance, many have speculated about the links between the Syrian civil war and resulting refugee crisis and a massive drought (Gleick 2014). Water shortages in rural India have led to a massive migration of rural peasants to urban centers, and Hurricane Katrina resulted in massive internal displacement of New Orleans residents to cities now impacted by Hurricane Harvey (Brodie et al. 2007; McIntosh, 2008). Faculty designing the Migration Studies minor anticipate a holistic, interdisciplinary approach to the study of mechanisms of displacement and development of inclusive policy will contribute to the present lacunae in the field. **Courses in the program are not intended to provide students with a view of migration from only one perspective**

or disciplinary framework; instead, the minor is specifically designed to introduce students to a multiplicity of perspectives. In the design of the curriculum, we draw faculty from across Stockton, including the social sciences, humanities, business, and the biological and environmental sciences.

The Steering Committee aligned the aims of the program to reflect Stockton’s **Essential Learning Objectives**. After completing the Migration Studies minor, students will be able to:

- Aim 1: Identify local, national, and transnational political, social, cultural, legal, and policy implications of human migration as a global megatrend. [ELOs: Creativity and Innovation; Critical Thinking; Global Awareness]
- Aim 2: Evaluate the broad context of human migration by critiquing social myths, stereotypes, and conventional discursive practices that inhibit community building by combining interdisciplinary frameworks. [ELOs: Critical Thinking; Creativity and Innovation; Ethical Reasoning]
- Aim 3: Expand understanding and empathy for various populations through informed examination and thoughtful reflection on the diversity of the migration experience. [ELOs: Ethical Reasoning; Global Awareness; Critical Thinking]
- Aim 4: Apply the minor’s interdisciplinary, intellectual, and empirical foundations to occupational field practices and/or post-graduate education. [ELOs: Critical Thinking; Creativity and Innovation; Program Competence]

B. Evaluation and Learning Outcomes Assessment Plan

Program Learning Objective	Assessment Mechanism
Use key vocabulary and theoretical concepts in the analysis of human movement and displacement [Program Aims: 1, 4] [ELO: Program Competence]	<ul style="list-style-type: none"> ● Student completion of capstone project with grade of B or higher (target 50%) [direct; quantitative; annual] ● Panel evaluation of student work at Capstone Project Showcase [direct; quantitative; annual]
Foster the capacity to analyze how discourses regarding migration are structured in terms of the underlying assumptions and the explicit/implicit implications of migration both globally and domestically [Program Aims: 2, 3] [ELO: Critical Thinking, Global Awareness]	<ul style="list-style-type: none"> ● Administer Critical Thinking rubric in an introductory minor course to assess competence in 2 of 3 objectives (target 50%) [direct; quantitative; annual] ● Administer Critical Thinking rubric to a sample of introductory and capstone papers from a cohort of students to assess increased proficiency in 2 of 3 objectives [direct; quantitative; biannual] ● Percentage student rating core courses (introductory and/or capstone) 4 or 5 using IDEA goal, “Learning to analyze and critically evaluate ideas, arguments, ad points of view” (target 50%) [indirect; quantitative; annual]

<p>Recognize the physical, emotional, cultural, and historical experiences of displaced humans and the construction of national borders, social institutions, and/or environmental interventions [Program Aims: 2, 3] [ELO: Program Competence, Ethical Reasoning]</p>	<ul style="list-style-type: none"> ● Student completion of core courses (introductory and capstone) with a C or higher (target 50%) [direct; quantitative; annual] ● Thematic analysis of a short writing assignment tasking students to identify personal accountability (delivered during capstone) [direct; qualitative; biannual]
<p>Demonstrate understanding of personal accountability or responsibility for participating in a cultural, structural, or ecological system that results in human displacement [Program Aims: 3, 4] [ELO: Ethical Reasoning, Critical Thinking]</p>	<ul style="list-style-type: none"> ● Percentage student rating core courses (introductory and/or capstone) 4 or 5 using IDEA goal, “Developing ethical reasoning and/or ethical decision making” (target 50%) [indirect; quantitative; annual] ● Thematic analysis of a short writing assignment tasking students to identify personal accountability (delivered during capstone) [direct; qualitative; biannual]
<p>Recognize how artistic expression (e.g., art-making, literature, film, music) relate to past or current episodes of human displacement in popular culture, propaganda, or public and political art. [Program Aims: 1, 4] [ELO: Creativity and Innovation, Critical Thinking]</p>	<ul style="list-style-type: none"> ● Content analysis of students’ written reflections of artistic works or projects [direct; qualitative / biannual] ● Percentage student rating core courses (introductory and/or capstone) 4 or 5 using IDEA goal, “Learning to analyze and critically evaluate ideas, arguments, ad points of view” (target 50%) [indirect; quantitative; annual] ● Panel evaluation of student work at Capstone Project Showcase [direct; quantitative; annual]
<p>Develop a comparative understanding of how specific patterns of migration (e.g., natural disaster and conflict displacement, undocumented immigration, labor market migration, human trafficking) impact civil society and governance in varied national, regional, and local contexts. [Program Aims: 1, 3] [ELO: Global Awareness, Program Competence]</p>	<ul style="list-style-type: none"> ● Panel evaluation of student work at Capstone Project Showcase [direct; quantitative; annual] ● Percentage student rating core courses (introductory and/or capstone) 4 or 5 using IDEA goal, “Gaining a broader understanding and appreciation of intellectual/cultural activity” (target 50%) [indirect; quantitative; annual]
<p>Analyze how specific patterns of migration find similar and divergent expression in the cultural, intellectual, aesthetic, and artistic institutions within and across varied national contexts. [Program Aims: 1, 2]</p>	<ul style="list-style-type: none"> ● Panel evaluation of student work at Capstone Project Showcase [direct; quantitative; annual] ● Percentage student rating core courses (introductory and/or capstone) 4 or 5 using IDEA goal, “Gaining a broader understanding and appreciation of

[ELO: Global Awareness, Creativity and Innovation]	intellectual/cultural activity” (target 50%) [indirect; quantitative; annual]
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The assessment plan presented above represents a combination of evaluation strategies to be employed at different times in the lifecycle of the program. Learning outcomes have been aligned with Essential Learning Outcomes (ELOs). Options for measurement are followed in brackets by the proposed timeline collection of data. The outline presented below may be subject to change based on a review of the efficacy of the measurement by a program committee.

C. Justification of the Need for This Minor

Whereas the study of migration generally entails the study of the “movement of people from one place or country to another,” (King 2012: 3), Stockton’s program will have a more narrowly-tailored focus on the mechanisms and consequences of different migration processes, including dynamics of nation-building, contested community borders, and changing regional demographics. This particular methodological framing distinguishes the proposed minor from others at Stockton, and offers a unique academic specialization in migration studies that is not offered at other New Jersey colleges or universities. Indeed, Stockton University will be among a very small cohort of institutions, in the US and abroad, that offer undergraduate and/or graduate, academic programs in migration studies.

a. National/Regional Trends

Migration to and within nations, including the U.S., has distinct cultural and political impacts. With Latinos set to outnumber Caucasians in the U.S. in the coming decades (Gonzalez 2000), the rise of racial nativism and xenophobia are of increasing significance to U.S. migration scholars. In New Jersey, it has been calculated that 1 in 5 residents was born outside of the US (Matthau, 2017). Human migration is not a new topic - what differs today is that there is a growing recognition that as the global community is built, there are broader ramifications for human movement at political, social, psychological, emotional, and environmental levels. According to a 2017 Pew Research Center study, 56% of polled Americans see demographic diversity as a positive addition to their society, as compared to 49% and 22% of polled Australians and Europeans, respectively. Another Pew Research Center 2016 poll reports mixed views on the impact of immigrants on the US labor market. Only 32% of white Americans believing immigration “helps” American workers. In contrast, 42% and 74% of polled Blacks and Hispanics, respectively, see immigration as a positive factor. Of the factors presented in a third Pew Research poll (2016), polled Americans were most concerned that two issues be prioritized in any immigration reform: preventing undocumented immigrants from receiving government benefits and establishing stricter sanctions for those who overstay legal visas. Over 50% of these polled Americans indicated providing refuge from war and violence should be a priority.

These combined results indicate that although Americans, in theory, are positive about the benefits of cultural diversity, fears focus on the impact new Americans will have on the labor market and the mechanisms of immigration enforcement. Given the mixed results of these polls that indicate

both support for and fear of migrating populations, it seems prudent to offer Stockton University students a curriculum that holistically examines the mechanisms and impact of human displacement in the United States and around the world. As a minor program, students will be challenged to apply their speciality in Migration Studies to their primary major program and career goals.

At the undergraduate level there are only four minor programs in the U.S. that specifically focus on migration studies. The first minor program in the United States was established in 2004 at Roosevelt College (UC San Diego). Catholic University, George Mason University, and California State University Long Beach also have minors in migration studies. Two institutions embed migration studies in programs that are framed more broadly to also include the study of race and ethnicity. Colorado College offers both a major and a minor in Race, Ethnicity, and Migration Studies while undergraduates at Harvard University can take a secondary field in Ethnicity, Migration, Rights. Internationally, four institutions offer undergraduate certificates or minors (York University, Urije Universiteit Amsterdam, the University of British Columbia, and the University of Southampton). The CUNY Graduate Center recently established the first MA program in migration studies in the east coast; the first cohort of graduate students will commence their studies in Fall 2018.

Distinction from Existing Minors

The ongoing salience of human displacement at a number of levels – **local, regional, domestic, and international** – underscores the educational value of adding an *interdisciplinary* Migration Studies Minor to Stockton University’s curriculum. **Our focus on displacement mechanisms, rather than the traditional international refugee focus, is demonstrated by our choice of CIP code: Demographics and Population Studies.** The program complements, without conflicting with, related programs at Stockton, including Global Studies and Latin American and Caribbean Studies. The university’s ELOs and strategic initiatives prepare our students for educated citizenship and careers that place a high premium on acquiring proficiency and competence in understanding and serving migrant populations in the US (e.g., in public health, law, criminal justice, business, social work, education, environmental sciences, and public policy, to name but a few). Students will also benefit from appreciating localized displacement events and pressures, including gentrification, economic migration, employment opportunities or losses, and municipal policies welcoming new Americans or displaced residents (from a natural disaster, for example). The proposed minor will contribute to new opportunities to forge educational, research, community-development, and cultural ties with diverse local populations. In Atlantic County alone, the US Census Bureau (2015) estimates 45,372 (~16%) residents are foreign-born, with approximately 20,000 non-citizens. The percentage of foreign-born residents in municipalities that host Stockton University’s instructional sites also reflects the diversity of local demographic patterns [Hammonton (12%), Manahawkin (18%), Atlantic City (32%), and Galloway (14%)].

b. Student Interest

In November of 2016, the Steering Committee administered a campus-wide survey to all undergraduates. The Qualtrics survey instrument was conveyed to the Dean of Student Affairs, Dr. Pedro Santana, who emailed the survey to all undergraduates at Stockton University. Of the 339

responses received (representing 13% of the student population), 305 surveys were completed and included for analysis. To measure interest in the minor respondents were asked to score their level of interest on a 1-10 scale (1=Not Interested at All; 10=Extremely Interested). Three-fourths (75.5%) of all respondents indicated they were moderately to extremely interested, with 23.3% of all respondents noting they were extremely interested. Participants indicated topical interest in the US-Mexico border (43.4%), global refugee crisis (41.2%), Western Hemisphere (8.2%), and European Union (7.2%).

The survey also sought to determine whether recognizing the value of a migration studies minor and interest in it translated into a willingness to enroll in the minor. The respondent population was almost evenly split between students who indicated they would indeed enroll in a migration studies minor, if offered, and those who would forego the option (50.4% and 49.6%, respectively). These data suggest that among students who expressed an interest in the minor a high percentage are also inclined to enroll. The raw number of respondents who indicated they were moderately to extremely interested is 253, whereas the raw number of students who would enroll in the minor if offered is 171. Thus, slightly more than two-thirds (67.6%) of respondents who expressed a positive interest in the minor indicated they would also be predisposed to enroll in the minor.

Though it is difficult to extrapolate from a non-randomized sample, the survey responses clearly indicate the proposed minor will generate broad participation across Stockton's demographically diverse student population. A notable feature of the survey responses is that the level of interest in the minor among students of color is not categorically distinct from white students; it is a difference in degree of participation not a difference in interest/non-interest. All racial/ethnic groups expressed remarkable levels of interest, though the breadth of support was higher for students of color. The proportion of each racial/ethnic group that would enroll if the minor is offered ranged from an impressively high level of 41.9% among white students to an extraordinarily high level of interest among Latino/Hispanic students (72.4%). The groups which fell within that range were African-Americans (44.4%); Asian/Pacific Islanders at 64.5%); approximately 46.2% of Multi-Racial Students and 50% of students who identified as Other indicated they would enroll. The significance of the different levels of interest among white students and students of color is that many in the latter group often have a more direct and intimate connection to immigration. In recent decades a significant level of immigration to the United States has been from non-European countries and regions (Mexico, Central/South America, the Caribbean, Asia, and Africa).

Currently a small percentage of Stockton's students are enrolled in a minor program (~15%). As such, the Steering Committee does not envision this minor as *competing with* other interdisciplinary minor programs, but as enhancing the opportunity for students to connect with a minor program offered at Stockton. Additionally, the proposed minor program has potential to act as a tool of retention, given that students may be able to explore topics of interest in their major program through completion of projects within the minor curriculum. The Steering Committee also believes the Migration Studies minor will be a localized recruitment tool, given the potential for study of the local trends of movement within Atlantic County, and the history of settlement and displacement in Atlantic City. The intention of the Steering Committee is to encourage development of new courses that not only provide context for

southern New Jersey movement patterns, but also provide students with service-learning opportunities to demonstrate application of key concepts addressed in the minor.

c. Target Groups

Qualitative and quantitative responses to the aforementioned survey indicated interest from and relevance to a variety of majors across Stockton's programs. The Steering Committee saw the opportunity for adding curricular depth to students enrolled in majors that would be potential targets for recruitment, including sociology, anthropology, economics, political science (particularly Pre-Law students), biology, environmental studies, and the health sciences (particularly Public Health and Pre-Med students). **In recognition of these recruitment areas, core introductory courses were proposed from each of these areas.** Of the core courses, some focus on the political, racial, structural/institutional, and policy implications of human movement through immigration, colonization, and human trafficking (CRIM 2219, POLS 2245, ANTH 2245). For example, the nexus of race/race relations and immigration law illustrates how immigrants are racialized as the foreign "Other" in public deliberations about immigration. Others focus on the expression of the migration experience through the arts and humanities (GAH 2XXX, GAH 2361, LITT 2305). One course in the biological studies (BIOL/ANTH 2200) was also included in recognition of the deep history of human migration and cultural adaptation to different environmental niches. Core courses were deliberately chosen so that enrolled students have at least one course where artistic, socio-cultural, biological, or political dimensions of human movement are addressed as a fundamental part of the course curriculum. Most of the core courses are also regularly offered in the current course rotation, with or without the MIGR program. The choice of core courses are also supported by qualitative answers provided by survey participants illustrating the linkages they recognize between their major and the proposed minor:

- "As a criminal justice major with a concentration in Homeland Security, it is a useful minor because it helps us understand how our job ties in with border control and other factors that relate with the major."
- "I think it will better help me relate to my future patients when I become a doctor one day. If I want to meet not only their physical needs but there [sic] emotional or psychological, I need to meet them where they're at and show empathy for the obstacles they face [as] immigrants..."
- "As an Econ major I would benefit from an immigration studies minor and the classes provided that would expand my knowledge on how immigration affects national and foreign policy."
- "I am a Language and Cultural Studies major with a concentration in Spanish and would love to add this minor to learn more about immigration and the culture of immigrants."

We envision the Migration Studies Minor as complementary to current minor programs.

According to Institutional Research, *only* 1262 (~15%) of 8275 undergraduates are enrolled in a minor program (interdisciplinary or program-based); thus, it is our intention not to view minor enrollment as zero-sum competition for the current 15% of students. The program will provide further engagement opportunities for students that may increase student retention or provide students with further incentive to explore *another* Stockton minor (for example, pairing Global Studies with Migration Studies). The structure of the minor deliberately avoids substantial overlap with other minor programs. In doing so, a student cannot complete a large proportion of two minor programs using similar coursework.

In terms of graduate study, there is opportunity for students enrolled in the Migration Studies minor to prepare for a variety of graduate fields including (but not restricted to), Law, Medicine and Nursing, Public Health, Political Science, Environmental Studies and Civic Planning, Criminal Justice and Security Studies, Sociology and Anthropology, History, Art and Literature, Language Studies, International Relations and Conflict Resolution, and Social Work. With its applicability to a number of professional and academic fields, we anticipate the Migration Studies minor will provide undergraduate students with an opportunity to explore an interest that may translate to focused graduate study. A number of community organizations have also previously made contact with Stockton through faculty-led projects and the Office of Service-Learning, and these serve as resources for maintaining and expanding community impact of the minor program (Appendix A).

The Steering Committee did reach out to other programs for comment, and received positive support from the Sociology and Anthropology, Political Science, Masters of Criminal Justice, and Masters of American Studies programs, as well as the Victimology, Global Studies, WGSS, and Latin American and Caribbean Studies minor programs (see Appendix B). The Africana Studies, and Holocaust and Genocide Studies programs were contacted numerous times, but did not provide comment (as of application date).

D. Students

The Steering Committee anticipates a regular enrollment of 5-10 students per year into the program, resulting in a 4-year cohort of 20-30 students. This number is equivalent to other interdisciplinary minors offered at Stockton, including Africana Studies (FL 2016: 21), Holocaust and Genocide Studies (FL2016: 41), Women's, Gender, and Sexuality Studies (FL2016: 30), and Gerontology (FL2016: 47). With a cohort of this size, the Steering Committee plans to offer the capstone course bi-annually during the Spring semester (starting the second year of the program); The capstone seminar (GAH 4XXX - Please see Appendix C for further information on the course) will *with the exception of the capstone, all other courses are currently offered in the Stockton catalog*. Given the breadth of offerings and the flexibility of student choice within the program, we do not anticipate the minor program will significantly impact the number of students in any one course included as a core or elective. In fact, we anticipate that minors may already enroll in the introductory courses, and use the minor as a framework to guide ASD and General Studies choices they would already be making to meet graduation requirements.

E. Program Resources

As of the date of application, 17 faculty members representing 14 different programs have agreed to contribute to the minor as instructors of core or elective courses, or with independent service:

Jess Bonnan-White** (SOBL, CRIM; Core / Elective)
Guia Calicdan-Apostle** (SOBL, SOWK; Elective)
Jessie K. Finch** (SOBL, SOAN; Elective)
Arleen Gonzalez** (SOBL, CRIM; Elective)
Maritza Jauregui (NAMS, SUST; Elective)
Emma Kluesner (GENS; Core / Elective)

Lauren Belasco** (SOBL, POLS)
Tait Chirenje (NAMS, ENVL; Elective)
Reza Ghorashi (SOBL, ECON; Elective)
Christina Jackson (SOBL, SOAN; Elective)
Nazia Kazi** (SOBL, SOAN; Core / Elective)
Jack Lewis (SOBL, SOWK; Elective)

Margaret Lewis** (NAMS, BIOL; Core / Elective)
Gorica Majstorovic (ARHU, LANG; Elective)
Gene Miller (EDUC, EDUC; Elective)
Anne Pomeroy (ARHU, PHIL; Elective)
Mariana Smith** (ARHU, ARTV; Core / Elective)

Adam Miyashiro (ARHU, LITT, Elective)
Dan Moscovici (NAMS, ENVL; Elective)
Anat Plocker (GENS; Elective)
Michael Rodriguez** (SOBL, POLS; Core / Elective)
Laura Zucconi (ARHU, HIST; Elective)

**Indicates faculty member has shared interest in serving minor program through program meeting attendance and additional service to the minor (i.e., committee membership).

To support the minor, we will request a budget of \$2000 to fund a variety of initiatives, including (but not limited to): 1) an annual Spring Capstone Showcase which will include presentation of student work, a featured guest speaker and/or panel of discussants (feature event), 2) graduation apparel in recognition of students' accomplishment, 3) purchase of films or viewing rights for extra-curricular events to support the minor curriculum (1/semester), 4) purchase of posters as recruitment material, and 5) individual membership to the International Association for the Study of Forced Migration for the program coordinator (\$80/2 years). Additional memberships will be explored if they offer benefits for faculty-student mentorship or potential funding opportunities.

In terms of required resources, the Steering Committee does not anticipate the need for additional computer or laboratory equipment, or additional technological infrastructure beyond what is already offered at Stockton. There is no anticipated need for additional personnel in support of the minor. Finally, institutional resources currently exist to immediately support teaching and research, including access to the following peer-reviewed journals: *Journal of International Migration and Integration*, *Comparative Migration Studies*, *Forced Migration Review*, *International Journal of Refugee Law*, *International Migration*, and *Migration Letters*.

F. Requirements for Achieving the Minor

Minor Structure (5 courses / 20 credits):

- **Core Content: Introductory Options (ONE COURSE)**

[Minors must complete at least *ONE* of the following before taking the Capstone course]

- ANTH 2245 - RACE, ETHNICITY, AND IMMIGRATION {I, Victimology, SL}
- BIOL/ANTH 2200 - HUMAN ADAPTATION AND VARIATION
- CRIM 2219 - HOMELAND SECURITY {SL}
- GAH 2XXX# - GLOBALIZATION, MIGRATION, AND ART {A}
- GAH 2361 - MIGRATION AND IMMIGRATION {H, Transfer Sem}
- LITT 2305 - INTRO TO POSTCOLONIAL LITERATURE
- POLS 2245 - RACE AND POLITICS

- **Disciplinary and Interdisciplinary Electives (THREE COURSES)**

- 1 Disciplinary/Program course from approved list (See List Below)*
- 1 General Studies course from approved list (See List Below)*
- 1 3000-level Disciplinary/Program or General Studies elective (See Full List Below)

- **Core Content: Capstone (ONE COURSE):** GAH 4XXX: Seminar in Migration Studies

Elective Options

Disciplinary/Program Courses*

- HIST 3608 - NATIONALISM IN ANTIQUITY {H, W2}

- LITT 2306 - CULTURES OF COLONIALISM {I, W2, Global Studies}
- LITT 2309 - LITERATURES OF ASIA-PACIFIC
- LITT 3206 - LITERATURE AFTER THE HOLOCAUST {Holocaust and Genocide Studies}
- LITT 3318 - LITERATURE AND GENOCIDE {W2, Holocaust and Genocide Studies}
- PHIL 2201 - AFRICAN-AMERICAN PHILOSOPHY {I, Africana Studies}
- POLS 2274 - US FOREIGN POLICY
- POLS 3345 - POLITICS OF IMMIGRATION
- SOCY 3628 - URBAN SOCIOLOGY {SL}
- SOCY 3650 - THE PATHS TO U.S. CITIZENSHIP {SL}
- SUST 2701 - INTERNATIONAL SUSTAINABLE DEVELOPMENT
- SUST 3100 - ENVIRONMENTAL RISK COMMUNICATION AND MANAGEMENT
- SUST 3300 - ENVIRONMENTAL POLICY AND LAW {V}

General Studies Courses

- GAH 2216 - PUERTO RICAN HIST & CULTURE {H, LACS, W2}
- GAH 2269 - MULTICULTURAL LATIN AMERICA {I, F}
- GAH 2406 - PHILIPPINE CULTURE & HISTORY {I}
- GSS 2128 - DIVERSITY ISSUES {I}
- GSS 2211 - HUMAN GEOGRAPHY {I}
- GSS 2321 - PEACE AND CONFLICT STUDIES {V, Victimology}
- GSS 2196 - RACE AND NATION THROUGH HISTORY
- GIS 3640 - US AND ISLAMIC WORLD {I, Global Studies}
- GIS 4800 - TOURISM AND DEVELOPMENT

*Students may take additional courses from the Introductory Options for Disciplinary/Program & General Studies requirements. #Denotes courses currently in process of being re-numbered; these are not new courses to the Stockton catalog.

The proposed minor requires a minimum of 20 credits, including a minimum of 8 credits at the 3000-4000 level. Students choose from a number of program and GENS elective courses, along with two types of specifically-designated courses (introductory core and capstone). As for pre-requisites, a number of options have been provided so that a variety of majors will meet introductory prerequisites for elective courses. GENS electives listed as options do not require prerequisites. The Steering Committee responded to survey participants' preferences that classes be based primarily in SOBL (43.9%) or GENS (43.6%), and, after ranked preferences were calculated, ARHU (55.6%). NAMS courses in biological evolution and environmental sciences were also added to provide additional interdisciplinary perspectives. Survey respondents also indicated a desire for minor courses to complete graduation requirements. One respondent wrote, "GENS courses are nice because other majors can fit it into their schedule without overloading on credits or courses, and they often are W2s or I's." Taking these concerns into account, the Steering Committee designed a course list with a diversity of classes from SOBL, GENS, NAMS, and ARHU. The minor curriculum also includes a number of courses that fit several different attribute categories (W2, A, H, V, I); additionally, with a spread of courses over different schools, students in different majors can meet cognate and at-some-distance (ASD) requirements through completion of the minor. Finally, there are also several Service Learning designated courses and the faculty involved with the Minor look forward to ongoing partnerships with other programs, such as nursing, for example, when the opportunities to do so arise.

Appendix A: Community Partner Collaborations

The Migration Studies minor is one designed to fulfill Stockton's mission to, "develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world." As a part of the Faculty Senate review process, it was requested the Steering Committee provide a list of community partners and organizations that would have a part in the delivery of the minor through Service-Learning, curriculum, or other forms of engagement collaboration. Below are organizations that seek to address aspects of human movement (migration, immigration, trafficking, artistic expression of migration, community support for new residents, engagement with government policy, etc.), and who previously have established a relationship with Stockton University or who are looking to strengthen their outreach through project development.

Allies in Caring, Hammonton, NJ
<http://www.alliesincaring.org/>

American Red Cross, New Jersey Region – Restoring Family Links Program

Atlantic County Family Success Centers
<http://www.atlantic-county.org/fsc/>

Atlantic County Office of Emergency Preparedness
<http://www.atlantic-county.org/oep/>

Atlantic County Women's Center
<http://www.acwc.org/>

Egg Harbor Community School – REACH program
<https://www.ehcs.k12.nj.us/Page/89>

HEAAT (Helping to Educate and Advocate Against Trafficking) Foundation
<http://theheatfoundation.org/>

Migrant Worker Outreach

Narenj Tree Foundation
<http://narenjtree.org/>

Noyes Museum of Art
<http://noyesmuseum.org/>

Stockton Center for Community Engagement
<https://stockton.edu/community-engagement/>

Subject: RE: Meeting Re: Migration Studies Minor
Date: Tuesday, October 24, 2017 at 12:56:04 PM Eastern Daylight Time
From: Kaus, Cheryl
To: Gregg, Robert, Bonnan-White, Jess
CC: Watkins, Dawn, Finch, Jessie, Rodriguez, Michael, Kazi, Nazia H., Smith, Mariana, Manuola, Shawn
Attachments: image001.png

I am happy to meet, but the scope and involved faculty seems like a GENS housing would be most appropriate.

CK

*Cheryl R. Kaus, Ph.D.
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609.652.4512
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From: Gregg, Robert
Sent: Tuesday, October 24, 2017 11:47 AM
To: Bonnan-White, Jess <Jess.Bonnan-White@stockton.edu>; Kaus, Cheryl <Cheryl.Kaus@stockton.edu>
Cc: Watkins, Dawn <Dawn.Watkins@stockton.edu>; Finch, Jessie <Jessie.Finch@stockton.edu>; Rodriguez, Michael <Michael.Rodriguez@stockton.edu>; Kazi, Nazia H. <Nazia.Kazi@stockton.edu>; Smith, Mariana <Mariana.Smith@stockton.edu>; Manuola, Shawn <Shawn.Manuola@stockton.edu>
Subject: Re: Meeting Re: Migration Studies Minor

That sounds great, Jess. Thanks for clarifying the relationship with Global Studies. That was really my only concern about the Minor, so please feel free to indicate that I am support of the proposal.

I can see arguments in favor of either schools housing the Minor, but I am happy to meet to discuss it further. I am cc'ing Shawn Manuola who oversees my calendar and she can perhaps work with Dawn Watkins to come up with some suggested times.

Thanks.

Rob

Robert Gregg
Dean, The School of General Studies
Stockton University

October 1, 2017

To Whom It May Concern:

This letter is to highlight the support of the Stockton University **Latin American and Caribbean Studies (LACS)** minor program with the development of the new minor in **Migration Studies (MIGR)**.

We understand that this new MIGR minor is an interdisciplinary program to help students gain a broad framework of understanding regarding *impact* and *mechanisms* of human movement. As such, there may be some overlap with our minor program courses, which are focused on specific histories and regions in Latin America and the Caribbean. However, the idea of increasing student interest on the topic of migration broadly seems to help expand Stockton's emphasis on international and regional concerns in a way that complements the LACS minor.

Unlike many other programs of its kind nationally, the new Migration Studies minor has created *a process-focused program design*, rather than one concentrating on one area of cultural or ethnic studies or solely on the experiences of immigration or migration. Many areas in Latin American and the Caribbean experience the mechanisms of displacement highlighted in the new Migration Studies minor, such as:

- environmental change
- natural disaster
- ecological adaptation
- humanitarian action
- economic development
- diaspora
- human trafficking
- post-conflict migration
- colonialism and imperialism
- creation of refugee policy
- immigration and naturalization
- forced migration
- tourism
- seasonal and permanent economic migration
- genocide and ethnic cleansing
- gentrification
- nation-building
- border creation

As such, we see an excellent opportunity to build and strengthen our own program through collaboration with this new minor. Especially because the Migration Studies minor will be requiring a seminar-style capstone course unlike our GIS (instead, they are doing a 4000-level GAH course), we see little direct negative impact on our minor.

Cordially,

Gorica Majstorovic, Ph.D.
Associate Professor, Spanish
Coordinator, Latin American and Caribbean Studies



101 Vera King Farris Drive | Galloway NJ 08205 9411
stockton.edu

October 26, 2017

To Whom It May Concern:

Please accept this letter in support of the Migration Studies minor proposal. As coordinator of the Women's, Gender, and Sexuality Studies minor, I was approached about the minor program over the summer. I have been able to review the proposal and courses for the minor, and I do not feel that there is much overlap in courses offered. There is little risk that any students who would normally choose a WGSS minor would not due to the Migration Studies minor. I am excited about the possibility of more interdisciplinary minors that we can collaborate with and cross-promote events. I hope that we can also work together to promote minors in general and increase enrollment across the board.

Please do not hesitate to contact me with any questions or concerns.

Sincerely,

Sara M. Martino, Ph.D., LPC, NCC
Associate Professor of Psychology
Coordinator, Women's, Gender, and Sexuality Studies minor

Subject: Response from the Global studies Minor Program

Date: Thursday, November 9, 2017 at 9:40:40 PM Eastern Standard Time

From: Joseph, Janice

To: Bonnan-White, Jess

CC: Spitzer, Lois, Joseph, Janice, Ghorashi, Reza, Cordero-Roman, Arnaldo, Vijaya, Ramya, Calicdan-Apostle, Guia, Majstorovic, Gorica, Zhou, Jiangyuan, Palugod, Nora

Dear Jess:

Below is the Global Studies Minor program's response to the committee members of the Migration Studies Minor Program:

The members of the Global Studies Minor program thank your committee for reaching out to us. We wish you good luck and we will offer further future exchanges and cooperation.

Sincerely

Janice Joseph

Subject: Migration Studies Minor

Date: Friday, November 3, 2017 at 10:26:22 PM Eastern Daylight Time

From: Tartaro, Christine

To: Bonnan-White, Jess

Hi Jess. I'm just writing to let you know that, as director of MACJ, I support the development of the Migration Studies Minor. I think that students who study this topic might then be interested in continuing their studies in MACJ. MACJ has a track in Homeland Security. As part of that track, the faculty are actually in the process of creating a course called "Borders" that would be perfect for the migration students.

Thanks for your work on proposing this minor.

Chris

Christine Tartaro, Ph.D.
Professor of Criminal Justice
Director, Master of Arts in Criminal Justice
Director, Stockton CSI camp
Stockton University
101 Vera King Farris Drive
Galloway, NJ 08205
P: 609-626-6035
Fax: 609-626-3560

Seminar in Migration Studies

Instructor: [TBA]

Instructor Office Phone: [TBA]

Instructor Email: [TBA]

Instructor Office Location: [TBA]

Course Description:

This is the capstone course for the Migration Studies Minor. Students in the minor must have completed one of the introductory courses required for the minor (ANTH 2245, BIOL/ANTH 2200, CRIM 2XXX, GAH 2XXX, LITT 2306) before enrolling in this course. Open to juniors and seniors only. The seminar discusses human migration and displacement in political, social, cultural, legal, psychological, and/or policy contexts. It requires students to develop a capstone project that demonstrates achievement of the minor aims and broader goals.

In this course, Migration Studies minors will be challenged to integrate perspectives from multiple fields of practice to the study of what mechanisms cause displacement, the impact of migration on individuals, and community responses to migration. Students will be leading discussions and working in small teams to analyze and present empirical research on migration to the group. Students will also be tasked with communicating results of their specialized research through artistic expression and creative projects (no worries, you do not have to be an artist!). At the end of the semester, students will be participating in a showcase event, celebrating the work they have completed in exploring the topic of human movement. Students can also expect faculty members to introduce their own research and expertise areas to the course curriculum.

Migration Studies Minor: Program Objectives

Welcome to the Seminar in Migration Studies, the capstone course for the Migration Studies minor. Throughout completion of your minor curriculum, you have been challenged to address the following minor program goals:

- Identify the national and transnational political, social, cultural, legal, and policy implications of human migration as a global megatrend.
- Evaluate the broad context of human migration by critiquing social myths, stereotypes, and conventional discursive practices that inhibit community building by combining interdisciplinary frameworks.
- Expand understanding and empathy for various global populations through informed examination and thoughtful reflection on the diversity of the migration experience.
- Apply the minor's interdisciplinary, intellectual, and empirical foundations to occupational field practices and/or post-graduate education.

General Studies Learning Goals

Objective 1: Commitment to lifelong learning, to the exploration of new ideas outside one's specialization, and to placing one's own knowledge in the context of other disciplines and of society as a whole.

Objective 2: Commitment to citizenship, through the ability to make informed decisions about public issues—while conscious of one's responsibility for doing so and of one's responsibility as an individual for the social whole.

Objective 11: Awareness of the achievements and perspectives of people of different nations and cultures, and of different races, genders and ethnicities.

Student Learning Objectives:

In this class, you will be expected to reflect on each of these minor program goals and demonstrate informed analysis of challenges facing human populations displaced by a number of political, environmental, and cultural mechanisms. This seminar is taught by a variety of faculty participating in the Migration Studies minor who are expecting you meet the following course learning objectives in any format of the seminar:

- Demonstrate understanding of environmental, political, social, economic, emotional, and physical mechanisms of human displacement (ELO – Program Competence);
- Examine symbolic representation of narratives of displacement in visual, literary, musical, dramatic, and/or other mediums of cultural expression (ELO – Critical Thinking, Creativity and Innovation);
- Apply Migration Minor key concepts to interdisciplinary policy domains in a student's chosen field of practice or study (ELO - Program Competence);
- Appraise psychological impact of displaced peoples as expressed in historical accounts and narratives (ELO – Critical Thinking);
- Develop personal relationship to international and domestic systems of human displacement (ELO – Ethical Reasoning)

To assess your development in these ELO areas, your faculty will be using three learning objectives on the IDEA survey instrument:

1. Learning to apply course material (to improve thinking, problem solving, and decisions) [Essential]
2. Learning to analyze and critically evaluate ideas, arguments, and points of view [Essential]
3. Developing a clearer understanding of, and commitment to, personal values [Important]

Students will be informed of how different activities are tied to these ELO areas through identification on instruction sheets provided throughout the semester, as well as verbal notification by the instructor. The Migration Studies Core Faculty Team encourage students to take note of these objectives and retain examples of successful work in these areas, as your work can potentially be used as you create your professional resumes or personal artistic portfolios.

Grading Structure

Class Attendance & Participation	= 28
Research Blog (Article Summary) (2)	= 8
Research Project (Portfolio component)	= 30
Art and Expression Project (Portfolio component)	= 30
Career Center Activity	= 4
Grading Elements Total:	= 100

Grading Scale:

100 – 93 =	A
90 – 92.9 =	A-
87 – 89.9 =	B+
83 – 86.9 =	B
80 – 82.9 =	B-
77 – 79.9 =	C+
73 – 76.9 =	C
70 – 72.9 =	C-
67 – 69.9 =	D+
63 – 66.9 =	D
60 – 62.9 =	D-
59.9 and Under =	F

Attendance Policy

1. Attendance and online participation is considered an integral part of the course. Mastery of the course information requires lecture attendance and timely online participation.

2. It is your responsibility for making up missed course material **from other classmates** in the case of an absence. If you send an email requesting information and/or questions about an individual absence, it will not be answered. This policy is designed to encourage students to build collaborative relationships with other student colleagues and to develop capacity for problem-solving with learning partners.

3. There will be NO make-ups for in-class activities or participation scores -- it is HIGHLY recommended that you make all effort to attend class and complete all online class work -- students get into trouble when they choose to skip activities early in the semester, then miss later ones due to a random incident.

4. If you have a continuous issue that may cause you to miss an in-class meeting or keeps you from participating online, you must have this documented by the University as set out in the Student Handbook *before* you come to try to request any consideration in class. **Please note that any documented issues are not retroactive - consideration will only be given from the point the instructor is informed AND documentation is provided.** At that point, the instructor will consult with you to plan what, if any, additional consideration may be given in regards to the requirements of class and what course of action will be taken. Please note that any action will be taken in accord with the overall intent of the syllabus and will reflect a concern for maintaining student equity.

5. The same regulations regarding absences presented in #4 also hold for absences due to military service or random training days for external jobs / responsibilities. You must provide documentation of these (including the dates you will be absent) BEFORE your absences, and the instructor will decide on the course of action to take. Again, please note that any action will be taken in accord with the overall intent of the syllabus and will reflect a concern for maintaining student equity.

6. Please be sure of all these policies BEFORE the withdrawal period ends. Ignorance of these policies does not constitute an emergency to the instructor nor does it mean that the syllabus policies will be set aside for you.

Academic Dishonesty

Stockton University has published a procedure for addressing academic dishonesty – it can be found at:

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=17>. Please be sure to read this statement carefully. Points to note in accordance with these new regulations:

- Students who have been charged with academic dishonesty will not be permitted to withdraw from the course
- Students who engage in behavior that could meet the definition of academic honesty will be required to meet IN-PERSON with the instructor. Failure to meet with the instructor will be reported to the Provost.
- Any student who engages in questionable behavior will be required to complete a project at the choice of the instructor to demonstrate their understanding of academic honesty.
- "Each student has the responsibility to learn the fundamentals of citation and what constitutes plagiarism; *unintentionally plagiarized work may carry the same penalty as an intentionally plagiarized work.*" – from the Division of Academic Affairs Academic Dishonesty Statement.

Procedures:

1st event: On suspicion of academic dishonesty, the instructor will inform the student via email (using their Stockton address) of the issue, and determine with the student a time to hold an in-person meeting within one week. At the meeting, the instructor will present the findings of their research into the incident and will explain the action to be taken. If no punitive action is taken, the student will still be required to complete an activity to demonstrate their understanding of academic honesty. If punitive action is taken, it will result in the loss of the points for the entire activity in question. In this case, the student will also be required to complete the academic honesty activity and a report detailing the event and the punitive action will be reported to the Office of the Provost.

2nd event: A second finding of academic dishonesty (either related to the first event or as a separate instance) will result in the assignment of an "F" for the semester. Again, the instructor will contact the student via email for an in-person meeting within one week's time. The result of the meeting and the "F" grade assignment will be reported to the Office of the Provost.

Take home message: Stockton University takes academic dishonesty VERY SERIOUSLY.

Learning Access Statement

In accordance with the Americans with Disabilities Act of 1990 as amended and Sections 504 and 508 of the Rehabilitation Act, students with a documented disability and a need for accommodations, are encouraged to register with the Learning Access Program (LAP). Registration for support services is strictly voluntary and on a confidential basis. Support services provided by LAP are meant to help students devise strategies for meeting the University's educational demands and to foster independence, responsibility, and self-advocacy. The Learning Access Program can be found on campus in room J-204 or online at www.stockton.edu/LAP. Please call 609-652-4988 or send an email to LAP@stockton.edu for more information.

Sample Readings:

Economic Impact of Forced Migration

Chaganti, S., Waddell, J. 2015. Employment change among Hurricane Katrina evacuees: impacts of race and place. *Journal of Public Management & Social Policy*. 22(2), Article 3.

Economic / Labor Migration; Political Migration

Chavex, L.R., Flores, ET., Lopez-Garza, M. 1989. Migrants and settlers: a comparison of undocumented Mexican and Central Americans in the United States. *Frontera Norte*. 1(1): 49-75.

Return Migration

DeWaard, J., Curtis, K.J., Fussell, E. 2016. Population recovery in New Orleans after Hurricane Katrina: exploring the potential role of stage migration in migration systems. *Population and Environment*. 37(4): 449-463.

Environmental Displacement

Ferris, E. 2015. Climate-induced resettlement: environmental change and the planned relocation of communities. *SAIS Review of International Affairs*. 35(1): 109-117.

Jayawardhan, S. 2017. Vulnerability and climate change induced human displacement. *Consilience: The Journal of Sustainable Development*. 17(1): 103-142.

Displacement Narrative

Ludwig, B. 2013. "Wiping the refugee dust from my feet": advantages and burdens of refugee status and the refugee label. *International Migration*. 54(1): 5-18.

Spence, P.R., Lachlan, K.A., Burke, J.M. 2007. Adjusting to uncertainty: coping strategies among the displaced after Hurricane Katrina. *Sociological Spectrum*. 27: 653-678.

Labor Policy & Migration

Moyce, S.C., Schenker, M. 2017. Migrant workers and their occupational health and safety. Annual Review of Public Health. 39: 13.1-13.15.

Migration & Health

Siriwardhana, C., Stewart, R. 2013. Forced migration and mental health: prolonged internal displacement, return migration and resilience. International Health. 5(1): 19-23.

Migration & Criminal Justice System

Varano, S.P., Schafer, J.A., Cancino, J.M., Decker, S.H., and Greene, J.R. 2010. A tale of three cities: crime and displacement after Hurricane Katrina. Journal of Criminal Justice. 38: 42-50

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