

**SYLLABUS**  
**ANTH 4300 MIGRANTS AND REFUGEES**  
**FALL 2023**  
**Gateway 137**

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\*Some content of this course was created and designed by Dr. Jara Carrington.

### **COURSE DESCRIPTION**

Welcome to Migrants and Refugees! I hope that you will find this course both challenging and rewarding. International migration is a powerful global phenomenon that affects millions of people around the world. The term displacement, which refers to the forced movement of individuals or groups, is an important concept in the discussion of international migration. In this course, we will learn about and critically evaluate the multiple, intersecting institutions and processes that shape forms of displacement across the globe. We will consider how international and national law defines and differently treats migrants based on distinctions between “forced” and “voluntary” migration. In addition, we will examine how political, legal, and social processes influence the lived experience of migrants across the globe.

This reading-intensive seminar is framed from the anthropological perspective, although it welcomes the contributions of a broad variety of disciplines. Topics cover the building of an anthropological approach to migration, one that takes into consideration both macro level processes and the everyday, lived experience on the ground in both sending and receiving countries. We will learn about international and national structures, policies, and practices of migration; we will consider the construction and maintenance of national borders; and we will survey a variety of theoretical approaches to understanding migration. In the second part of the course, we will turn our focus to the U.S. migration system specifically and analyze how immigration law and policy shapes the experience of migrants and citizens alike. In the final section, we will move outside the U.S. to examine specific regional and thematic topics that are relevant to displacement. In addition, this course has a community-engaged learning component that will be conducted in partnership with **ODIS** (Opening Doors International Services), which will help students learn about the different programs the organization provides to assist the local migrant, refugee, and asylum seeker community.

### **Community-engaged learning**

Service/experiential learning or community-engaged learning is a pedagogy that integrates meaningful community-engaged service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Community-engaged learning gives students the opportunity to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs aim to give back to the community as a valuable goal in and of itself based on the idea that working with community partners is good preparation for citizenship, work, and life.

Thinking globally and acting locally, participants in this course will have the opportunity to carry on a project in partnership with Opening Doors International Services, Inc. (ODIS) located in Denton, TX. ODIS is a US Department of Justice recognized agency that has been providing immigration assistance and humanitarian services for families and individuals in North Texas since 2003.

We will join Dr. Altiok's class, WGST 5800 Gender & Globalization for this community engaged class project. Students in both classes will receive an orientation from our community partner and will have the opportunity to assist their staff in conducting technical reviews of immigrant applications. They will also have the chance to showcase the knowledge they gained and the service they provided to the community through their presentations in class. This community-engaged learning project goes beyond "volunteer work" in that it is designed to support the academic goals of this course (see learning outcomes below). Students who are interested in committing more hours than those required for this class may also have the chance to formalize this as an **internship** with ODIS.

Community Partner: Opening Doors International Services (ODIS)

- On average, each student should spend about 2-4 hours per week on their service-learning project for at least 20 hours during the semester. In most cases, the service-learning component will require students to go to ODIS outside of class time.
- We will have a meeting with ODIS staff on **September 6** in their offices on 2200 Bell Avenue, Denton, TX to learn about the work they do. Note: ODIS is located right next to Trinity Presbyterian Church. We will record the meeting, in case your schedule does not allow you to join in person.
- At our first two class meetings, we will talk about service-learning, and discuss ideas – your professor's, our community partners', and yours!

## **COURSE OBJECTIVES**

- Assess and evaluate key concepts about migration, such as displacement, migrant, refugee, and borders
- Apply a cultural anthropological approach to understand migration processes
- Develop and exercise critical thinking skills in the analysis of displacement
- Develop an awareness of the complexity and diversity of cultures and societies within the United States and around the world.
- Reflect of their own place and social responsibility in our deeply inter-connected world.

## **REQUIRED READINGS/READING ASSIGNMENTS**

All required article and chapter readings for the course will be accessible electronically through Canvas and/or the UNT Libraries for your reading and downloading pleasure.

If you are trying to access a reading that is in an academic journal and the link does not work, all citation information is provided so that you can go through the library search and find it yourself. If that doesn't work, please contact me.

## EVALUATION AND EXPECTATIONS

**COURSE EXPECTATIONS** This course requires significant engagement with new and sometimes academically rigorous materials. Further, we may cover content in this course that challenges your personal beliefs and opinions. I do not expect you to agree with course materials in order to do well in this class (I don't agree with everything our authors might say!) but I do expect you to a) approach these topics in an open, anthropological, and intellectual fashion and b) use course content and the provided resources to complete assignments, exams, and your final paper. Comments that are disrespectful to your classmates and/or myself will not be tolerated.

**GRADES** There are no exams in this course. However, this course does require you to develop and practice two skills important to anthropologists—reading and writing.

### GRADING AND ASSIGNMENTS:

1. **Weekly Analytical Summary of readings**
2. **Mid-semester reflections on your community work** or other project
3. **Reflection essay on community work** or other project
4. **Presentation of community-engaged research** or project
5. **Critical Analysis of Ethnography on Displacement**

**1. Weekly Analytical Summary of Readings** (13 lessons x 30 points = **390 points**) Analytical summaries should consist of approximately 1000 words essay of the required readings for that week to be posted by noon on Tuesday, i.e. on the day of our class meeting using the *Discussion* tab on Canvas. At the end of your summary, you must pose at least 2 critical questions or issues that the reading raises for us as a class. **These critical questions will be discussed collectively during the first part of our class/seminar.**

Every Tuesday by noon, I expect everyone to have more or less completed the readings and reflected on them. You may also include in your essay what you do not understand or find confusing in the reading.

**Your analytical summary** must be analytical in the sense that it **should**

- i) demonstrate that you engaged with the arguments presented in the material, and that you can talk intelligently about the strengths and weaknesses of those arguments; and
- ii) tie back to previous readings and class discussions.

Last, but certainly not least, these analytical summaries should use proper English, and be free of spelling and grammar errors. They *can* have a personal tone. In fact, I encourage you to reflect on your personal experiences of displacement as you complete this assignment. You can imagine and compare your experiences with those of your grandparents or parents, for e.g. Where relevant, you could link the concepts or examples discussed in the reading to your own life experiences, work, daily practices, habits, etc.

### **2. Mid-semester reflections on community project (50 points, October 10)**

This will be a short reflection paper where you discuss what work you did, who you worked with and how, and how you felt about it. This shorter writing assignment (750 words, i.e. 1-2 pages) is designed as a way for you to pause and reflect on what you have done, and what you have

learned in the process (and also what challenges and feelings you had). It is meant to help you as you craft your reflection essay due in November).

**3. Reflection essay on community work or research project (150 points, Nov. 14)**

These will be reflective essays on your service-learning / community-engaged learning experience. The suggested length for these is 1500 words (around 3 single spaced pages). Guidelines for these will be posted.

**4. Presentations of community-engaged work (150 points, Nov 28)**

This will be a presentation on what you learned in working with our community partner or other/research project. This could be a poster presentation, a video or a slide show or a creative work (e.g. a piece of artwork) to be shared in class. Your oral presentations will be 15 minutes long.

**5. Critical Analysis of Ethnographies on Displacement (250 points, December 5).**

Students will be assigned one ethnography (book) in the second week of class. Students will write a 3 pages critical analysis of the ethnography articulating it with class's material and discussions.

**REQUIRED ETHNOGRAPHIES ON DISPLACEMENT** (Students MUST choose ONE of the following ethnographies (books) related to displacement)

Alexander-Nathani, Isabelle (2021) *Burning at Europe's Borders: An Ethnography of the African Migration Experience in Marocco*. London: Oxford University Press

Anderson, Ruben (2014) *Illegality Inc: Clandestine Migration and the Business of Bordering Europe*. Berkeley: University of California Press.

Estevez, Ariadna (2022) *The Necropolitical Production and Management of Forced Migration*. London: Rowman & Littlefield

Khosravi, Shahram (2010) *Illegal Traveler; An Auto-Ethnography of Borders*. New York: Palgrave MacWilliams

## Our Course Plan

Week	Date	Topics	Readings & Activities
1	Aug 22	Review Syllabus Lesson 1: Introduction to the Course/Danger of a Single Story	General introductions
2	Aug 29	Lesson 2: Introduction to Anthropology of Migration	Readings in CANVAS
3	Sept 5	Lesson 3: Structures of Migration	Readings in CANVAS
4	Sept 12	Lesson 4: Rethinking Borders in a Globalizing World	Readings in canvas
5	Sept 19	Lesson 5: Theorizing Migration: Theoretical Approaches to Migration	Readings in CANVAS
6	Sept 26	Lesson 6: Root Causes: The Interplay Between Politics, Economics, and Social Belonging	Readings in CANVAS
7	Oct 3	Lesson 7: US Immigration Law and the Construction of the Undocumented Immigrant	Readings in CANVAS
8	Oct 10	Lesson 8: Regulating Immigration/Constructing the Nation	<b>Mid-semester Reflection</b>
9	Oct 17	Lesson 9: Immigration and the Nation: Race, Gender, and Sexuality	Readings in CANVAS
10	Oct 24	Lesson 10: Displacement in Europe	Readings in CANVAS
11	Oct 31	Lesson 11: Displacement in Africa	Readings in CANVAS
12	Nov 7	Lesson 12: Displacement in Asia	Readings in CANVAS Class Discussion
13	Nov 14	Lesson 13: Displacement in Latin America	Readings in CANVAS Class Discussion <b>Reflection essay on community work</b>
14	Nov 21	<i>Thanksgiving Break</i>	
15	Nov 28	General Summary	<b>Presentations of community-engaged work</b>
16	Dec 5	Lessons from the course....so what?	<b>Critical Analysis of Ethnographies on Displacement</b>

## **Important Information**

### **LATE WORK**

As a general rule, I do not accept late assignments or exams unless you have made specific arrangements with me in advance, have a doctor's note, and/or otherwise have received my approval. However, if you think you will miss a grade for a reason other than a medical excuse, please get in touch with me prior to the deadline and we may be able to work something out. Even if it only gets you partial credit, that is better than no credit at all!

### **POLICIES**

#### **Basic Needs Policy**

Your basic safety and well-being are more important than anything in this class. If you are experiencing any food or housing insecurity or personal adversity, please contact the Dean of Students <https://deanofstudents.unt.edu>. If you want to talk or need help with making contacts, please feel free to reach out. I will help as best as I can.

#### **Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my goal as well to present materials and activities that are respectful of diversity: gender identity, sexuality, ability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Discussion is fundamental for your and everyone's success in this class; there will be diverse points of view, which is a very important aspect of the overall understanding and learning process. Therefore, it is imperative that there be an atmosphere of trust and safety in the classroom for learning to occur. To nurture this atmosphere of trust and safety in this classroom:

- ✓ I will do my best, and continually try to improve, to foster an environment in which each class member is able to talk, listen and respect each other.
- ✓ It is critical that each class member show respect for the diversity and value of worldviews expressed in class.
- ✓ It is expected that some of the material in this course may evoke strong emotions; please be respectful of others' emotions and be mindful of your own.

Please let me know if something is said or done in the classroom, by either myself or other students, that is particularly troubling or causes discomfort or offense. While our intention may not be to do so, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

- Discuss the situation privately with me. I try to be open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
- Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
- If for any reason you do not feel comfortable discussing the issue directly with me, or with your TA for this class, I encourage you to seek out another, more comfortable avenue to address the issue. This might include your academic advisor, a trusted faculty member, or a peer.

### **Rules of Engagement**

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using "text-talk" unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

### **Attendance**

Students are expected to attend class meetings regularly. It is important that you communicate with the professor prior to being absent, so you, and the professor can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

### **Assignment Policy**

All due dates are specified on the class schedule. If for some reason you fall behind, you can talk to the instructor for alternative and remedial activities to regain the points and master the material.

### **Syllabus Change Policy**

Any syllabus changes and updates will be posted on canvas and you will receive an email notifying you of the change.

### **Class Cancellation and Other Emergencies**

If class is cancelled in an emergency, you will be notified through our Canvas website and a message will be sent to the email that you have used for Canvas. Make sure you check it and consult it before class.

### **Laptops and Cell phones in Class**

I discourage the use of a computer for taking notes – your grade depends far more on your active participation in the class than on remembering details and specifics from our discussions and the lectures. Some of you have made arrangements with the Office for Students with Disabilities – so I do not forbid the use of laptops in class. However, **any use of computers for other purposes will lead to a ban on all computers in the classroom.** Please turn off all electronic devices in class. **You may not receive or send text messages during class.**

### **My contact with you**

I will post notices for the class on Canvas. In the event I need to contact you personally, I will use your UNT email account. It is critical that the email account associated with your UNT courses and Canvas is your UNT email account (not other personal email accounts.) Please be sure that your current phone number is on your UNT record/account. In the event of emergency, the university may contact you by text (using your phone number) and through your UNT email account. For emergency notification, see UNT's InHouse and <http://emergency.unt.edu/>.

### **Course Evaluation**

Student Perceptions of Teaching (**SPOT**) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. These evaluations will become available toward the end of our semester, and you will receive a notification that invites you to complete them.

### **University Policy on Student Academic Integrity:**

#### **(Policy and Procedures number 06.003)**

Academic Misconduct: "Academic Misconduct," in this policy, means the intentional or unintentional action by a student to engage in behavior in the academic setting including, but not limited to: cheating, fabrication, facilitating academic misconduct, forgery, plagiarism, and sabotage.

- A. **Cheating:** "Cheating," in this policy, means the use of unauthorized assistance in an academic exercise, including but not limited to: 1. use of any unauthorized assistance to take exams, tests, quizzes, or other assessments; 2. use of sources beyond those



authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; 3. use, without permission, of tests, notes, or other academic materials belonging to instructors, staff members, or other students of the University; 4. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor; 5. any other act designed to give a student an unfair advantage on an academic assignment.

- B. **Fabrication**: “Fabrication,” in this policy, means falsifying or inventing any information, data, or research outside of a defined academic exercise.
- C. **Facilitating Academic Dishonesty** (*i.e. collusion*): “Facilitating academic dishonesty,” in this policy, means helping or assisting another in the commission of academic dishonesty.
- D. **Forgery**: “Forgery,” in this policy, means intentionally falsifying or altering a score, grade, or official academic University record or the signature of another.
- E. **Plagiarism**: “Plagiarism,” in this policy, means use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to: 1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment or citation, or 2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.
- F. **Sabotage**: “Sabotage,” in this policy, means acting to prevent others from completing their work or willfully disrupting the academic work of others.

#### **Department Policy on Student Academic Integrity:**

The Department of Anthropology expects its students to abide by the high ethical standards of practicing professionals within the field of anthropology. The Department does not tolerate cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, or sabotage. This includes the use of unauthorized professional writing/editing services and generative AI for assignments. Students are expected to follow the [American Anthropological Association’s code of ethics](#): “In their capacity as researchers, anthropologists are subject to the ethical principles guiding all scientific and scholarly conduct. They must not plagiarize, nor fabricate or falsify evidence, or knowingly misrepresent information or its source” (<http://ethics.americananthro.org/category/statement/>).

Students are encouraged to use the [UNT Writing Center](#). For additional resources to help with paper writing, including how to avoid plagiarism and how to use citations, see the [Department of Anthropology Writing Guide](#). For information on the University’s policies and procedures regarding academic integrity and dishonesty, see the UNT [Student Academic Integrity policy](#).

#### **Course Policy and Procedures on Student Academic Integrity:**

- First-time student offenders who commit academic dishonesty will receive a zero on the assignment in which academic dishonesty was found. Students suspected of multiple academic dishonesty offenses will be provided the opportunity for a hearing; a guilty finding will merit an automatic “F” in the course.
- If a student is suspected of using generative IA, the burden of proof to show originally sourced material is on the student.

### **Americans with Disabilities Act (ADA) Policy**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time. However, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access website](http://www.unt.edu/oda) at <http://www.unt.edu/oda>. You may also contact ODA by phone at (940) 565-4323.

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence).

### **Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a students impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.