

ANTH 5300
MIGRANTS AND REFUGEES

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Office Hours: Mondays 1-3pm, or by appointment (as this is an online class, we can also schedule 'virtual' appointments via skype)

“...the novelty of our era, which threatens the very foundations of the nation-state, is that growing portions of humanity can no longer be represented within it. For this reason – that is, inasmuch as the refugee unhinges the old trinity of state/nation/territory – this apparently marginal figure deserves rather to be considered the central figure of our political history.”

- Giorgio Agamben

SEMESTER INSTRUCTOR NOTE:

This is a course written, designed, and organized by Dr. Alicia Re Cruz. She is responsible for 75% of the content. As the semester instructor, it's my (Andrew Nelson's) job to create a syllabus, guide you through the course, clarify anything I can, and stimulate your thinking anyhow I can through the course discussion.

Course Description

“*Displacement*” has become a central concept in the discussion of current world events. Globalization, border control, violence, asylum, climate change, xenophobia, genocide, “illegal” immigration - all of these hot-button issues have movement at their core. This course offers an anthropological perspective into the structures and narratives of “uprooted” migrants and refugees who have to leave their home country and culture. We analyze worldwide political, economic and social issues in order to look at the phenomenon of displacement holistically.

This syllabus is a work in progress, and a guideline for how the class will operate. I reserve the right to make changes to it during the course of the semester!

Learning Objectives

1. Students will gain a foundational understanding of key terms of migration and studies.
2. Students will appreciate the larger structural causes of dislocation.
3. Students will be able to apply migration social theory.

4. Students will become experts about a contemporary dislocated population.
5. Students will become aware of that population's position in their own community.
6. Students will share their findings with the class.

Materials

1. Students will be expected to attain one of the following (not both) two books:
 - a. Mahler, Sarah (1995) *American Dreaming: Immigrant Life on the Margins*. Princeton University Press.
 - b. Fadiman, Ann (1998) *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures*. Farrar Straus & Giroux.
2. Students will be expected to obtain a copy of at least one key text that pertains to their independent project.

Technical Requirements

The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm>

Hardware and software necessary to use Bb Learn:

<http://www.unt.edu/helpdesk/bblearn/>

Browser requirements:

<http://kb.blackboard.com/pages/viewpage.action?pageId=84639794>

Computer and Internet Literacy:

http://clt.odu.edu/oso/index.php?src=pe_comp_lit

Necessary plug-ins: <http://goo.gl/1lsVF>

Internet Access with [compatible web browser](#)

Microsoft Word Processor

Access & Navigation

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Blackboard Learn. To get started with the course, please go to: <https://learn.unt.edu>.

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to:

<http://ams.unt.edu>.

Student Resources

As a student, you have access to:

- Student Orientation via Blackboard Learn. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course. Browser requirements: <http://kb.blackboard.com/pages/viewpage.action?pageId=84639794>
- Blackboard's On Demand Learning Center for Students: It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course: <http://www.unt.edu/helpdesk/bblearn/>
- From within Blackboard, you will have access to the "UNT Helpdesk" tab which provides student resources and Help Desk Information: <http://www.unt.edu/helpdesk/index.htm> or find email assistance at: helpdesk@unt.edu; Phone: 940.565-2324; In Person: Sage Hall, Room 130; Regular hours are maintained to provide support to students. Please refer to the website (<http://www.unt.edu/helpdesk/hours.htm>) for updated hours.
- Other Help: The Anthropology Graduate Programs Coordinator is Kelly Lauderdale. If you have any problems or questions, please email her at: kelly.lauderdale@unt.edu

How the Course is Organized

This class is organized into two sections. In the first half of the class (weeks 1-9), we will cover 7 foundational lessons together. Each lesson will be available from Monday through Sunday (with the exception of week one which starts on a Tuesday). At midnight (CST) of each Thursday, the first discussion posts will be due. Then, by midnight (CST) of each Sunday, you will be expected to have responded to your classmates with at least two follow-up comments. Discussion questions can be found both in the lesson and in the Discussions tab on the left margin. In addition to weekly discussions, you will have a midterm assignment due on April 5th.

In the second half of the class (weeks 10-14), you will select individual case studies to research. Each week, you will be expected to address the week's theme in relation to your selected case. You will post your findings in a wiki that you will build on each week. At the end of the course, you will turn your wiki findings into a final research paper (due May 11).

What Should I Do First?

Upon entering the Blackboard course website for the first time, you should:

1. Click on the Learning Modules tab in the left margin
2. Click on Welcome and Week 1 Introductions
3. Read about the Designer and Course Instructor
4. Watch the Introduction webcam
5. Click on projects signup for your midterm book and final project case study (first come first served).
6. Read the Recommendations page
7. Read Liisa Malkki's article 'National Geographic'
8. Watch *Which Way Home*
9. Complete Discussion #1

Upon entering the Blackboard course website in later weeks (after week 1), you should:

1. Read any announcements (announcements will be emailed to you, too)
2. Watch the update webcam (posted by Monday afternoon)
3. Click on Learning Modules/Course Content to see what is required for the week.
4. See comments on discussion/wiki posts from previous week.

Grading

Grades will be determined according to the following weighted categories:

Category	% of final grade
8 Discussions	25
Midterm Paper	25
5 wiki posts	20
Final Paper	30

Grading:

1. Weekly Discussion & Follow-Up comments (25%)

First Post: As mentioned, for weeks 1-8, you are expected to post your weekly discussion post to the discussion board by midnight Thursday. These should be (roughly) equivalent to two double spaced pages, or one single spaced page! Make sure to put a subject heading on your post. **Note:** These initial posts will each receive a grade of some number out of 15 and will be converted to 15% of your final grade at the end of the semester.

Follow-Up: Web-based classes need good, thoughtful discussion, and so active participation from each of you is required. Each week, by midnight Sunday,

you'll have to respond to two of your classmates' posts with constructive and substantial comments/analyses. Just make sure that these are more detailed than "Good point!" or "I TOTALLY AGREE." I expect each response to be at least five sentences long. (Hint: It's fine and very productive to ask questions of your classmate). From there I hope more comments will flow and you each will make further comments. Added together, your responses will be worth 10 points and will go towards 10% of your final grade.

2. Midterm Assignment (25%)

By the middle of the semester, you will already have a background on the major definitions, issues, cultural processes, approaches and theoretical models associated with 'displacement;' in addition, you will have read a specific case study of either Hmong in California or Salvadorans in New York. For this assignment, I want you to apply the theories, models, and processes learned in the first half of the class (weeks 1-7) to the specific case. What does the particular case tell us about migrants and refugees? What does it teach us about the structural forces of dislocation? About the process of relocation? What kind of theoretical model does the author take? Think 5-7 pages (double-spaced) for this. It is due **Sunday, March 29th at midnight.**

3. Wiki Posts (20%)

As stated above, for weeks 10-14, you will be working on your independent project. Each week you will be expected to have published a short blog on how your particular case speaks to a particular theme in the analysis of dislocation. Although some material will be provided to you within the course, as this is a graduate course, it will be your responsibility to find the bulk of materials needed for this project.

Week 10: Cultural history of the state, migration in the region (e.g. – East Africa, South Asia)

Week 11: Causes of dislocation

Week 12: Description of Migration event

Week 13: Processes of resettlement or repatriation

Week 14: Case Comparisons

As this is a wiki, you can use a blog-like format in which you intermix textual writing with video or audio clips, website links, and any type of media. (The more creative the better!) There is no required length, but I would expect each entry to have at least 750 words of original text.

Independent Project Case Studies

1. Cuba
2. Guatemala
3. Sudan

4. Ethiopia/Somalia/East Africa
5. Congo/Central Africa
6. Yugoslavia
7. Iran
8. Palestine
9. Bhutan
10. Burma
11. Afghanistan

4. Research Paper (30% of grade)

Building on your wiki, you will produce a 10-15 page (double-spaced) paper in which you articulate your new-found expertise on your particular case of dislocated people. In order to earn a good grade, you will be expected to:

1. Focus your findings. Do not summarize everything you wrote in the wiki! Rather, emphasize a particular theme and make an argument that no one else has ever made about this case.
2. Explain what makes this case unique. In order to pinpoint what is special about your case, you will be expected to study your classmate's wikis and become familiar with other famous cases of dislocation.

Due: Monday, May 11th by midnight

Course Policies

1. Discussion Guidelines: This is a graduate seminar and participation is essential. Read each article/chapter and the week's lesson and then participate in the online discussion. Discussion topics will be posted by me for each week; read the topic and then type up your response in a word processing program (this will ensure you don't lose your work, and allow you to check your grammar before posting). Remember when preparing your Follow-Up Comments and subsequent continued dialogue that this is a discussion, not a collection of isolated monologues—this is the most interactive element of the course and an opportunity for us to come together as a supportive learning community. This is not to say that you can't disagree with others or post ideas radically different from those being expressed by others; but respect and courtesy are important aspects of any fruitful discussion, and no one should ever feel attacked or cornered in a discussion. Realize that sometimes people say things and think twice about them later- **that's OK**, it's part of learning. As this interaction does not take place face to face, body language and other commonly relied upon non-verbal cues are not available to us. So be thoughtful and careful in the tone of the comments you do post. Persuasive writing makes use of evidence, supports all generalizations (or at least owns opinions that are not supported) and demonstrates a desire to truly understand the points others are making before deciding on how to respond.

2. Copyright Notice

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies.

3. Administrative Withdrawal

If the student is unable to complete this course, the student must officially withdraw by the University-designated date (for a “W” with instructor approval) or contact the instructor in request of an incomplete. Withdrawing from a course is a formal procedure that the student must initiate. I cannot do it for you. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an “F.”

4. Policy on Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

5. Academic Honesty Policy

The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Students suspected of any of these will be provided the opportunity for a hearing; a guilty finding will merit an automatic “F” in the course. For information on the University’s policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

6. ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain

a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/>. You may also contact them by phone at 940.565.4323.

7. Important Notice for F-1 Students taking Distance Education Courses:

For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance: To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.