

SYLLABUS
ANTH 4300.200/300
MIGRANTS AND REFUGEES
Spring 2022

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Instructor: Dr. Carrie Perkins

Email: carrie.perkins@unt.edu

Office Hours: Zoom or phone by appointment

Instructional Assistants (IA): TBA

Office Hours: Zoom or phone by appointment

The Instructor and the Instructional Assistant (IA) are available by appointment via voice or videoconference. Please email at least 48 hours in advance to schedule an appointment.

To contact the Instructor or the Instructional Assistant, please email us at our email addresses. Please do not send through Canvas! In the subject line of your email, please include the course name or number. We will do our best to respond to your emails in a timely manner. Please allow up to 48 hours for response to your email inquiries.

COURSE DESCRIPTION

Welcome! I hope that you will find this course both challenging and rewarding. International migration is a powerful global phenomenon that affects millions of peoples 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.

We begin by developing an anthropological approach to migration, one that takes into consideration both macro level processes and the micro, lived experience of reality on the ground in both sending and receiving countries. We will learn about the international structures of migration as well as those within the United States, 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. Throughout, we will also engage with various online and news media sources to learn about contemporary issues related to displacement in the United States and around the world.

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

REQUIRED READINGS/READING ASSIGNMENTS

See below for Book Review assignment for more details on required textbooks.

All required article and chapter readings for the course will be linked in each module. If you are trying to access a reading that is in an academic journal and the link does not work, know that 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 or your IA for help.

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!

EXTRA CREDIT

Extra credit may be offered at any point during the semester. I will suggest opportunities on our course webpage, and I am relatively open to creative ideas from you. Options to earn extra credit include: critical analysis of relevant movie/documentary, viewing/attending a related talk, lecture, or demonstration and writing a summary and response, or developing a creative piece such as poetry or artwork. Any of these options must make use of at least one concept or theme from the course to earn credit. You must get approval from me ahead of time for your choice, so check with me before you do the work.

ACADEMIC HONESTY

The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. For this class, writing assignments will be submitted through Turnitin, a Web based

resource that compares the text of student papers to an extensive electronic database. Writing assignments will be assessed by Turnitin for textual similarity review.

- Cheating includes the physical or electronic **distribution or use** of answers for graded components, such as discussion posts, writing assignments, and exams.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own.
- Plagiarism may be inadvertent or intentional. **That is, plagiarism is still plagiarism even if you “didn’t mean to do it.”** Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited.
- Students suspected of any of these will be provided the opportunity for a hearing; if found guilty they can receive an automatic “F” in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in your dismissal from the university.
- For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. 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/>.

Two more points about this: A) Just don’t do it. It is likely that we will be able to tell if the writing is not yours. It is better to talk with me about why the assignment is not complete, or asking for (even late) help on in-text citations, rather than passing off someone else’s work as your own. B) This is also an issue of a politics of citation. When you represent someone else’s thoughts/writing as your own, you are denying them credit for their intellectual work. Actions have meaning. Please cite your sources.

ACADEMIC ACCOMMODATIONS

The University of North Texas is committed to providing accommodation for all students with disabilities. If you have or acquire a disability that may affect your participation in class, I will strive to accommodate your needs. To ensure that the necessary accommodations are made, be sure to contact the Office of Disability Accommodation (located in Sage Hall) as soon as possible to ensure your needs are met in a timely manner. They will work with both of us to ensure proper accommodations are made. If you need accommodations, please remember that reasonable prior notice needs to be given to the Office of Disability Accommodation. Note that students need to obtain a new letter of accommodation for every semester and meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Resources

UNT Food Pantry: Any current UNT student in need can visit the Food Pantry 8am-6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM-6PM, Monday-Thursday. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The

Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. In addition, there is a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center, as well as a Food Pantry located at UNT's Frisco campus, which can be accessed by visiting the information desk. **YOU CAN'T LEARN IF YOU ARE HUNGRY!**

NEED TECHNICAL HELP/TECHNICAL ASSISTANCE? Contact the UNT IT Helpdesk!

Phone: 940-565-2324

E-Mail: helpdesk@unt.edu

Location: Sage Hall, Room 130

TECHNOLOGY RESOURCES

<http://it.unt.edu/helpdesk>

NEED ACADEMIC HELP/ASSISTANCE? UNT IS HERE FOR YOU!

UNT Learning Center

The UNT Learning Center provides a variety of tutoring services that are open to you—including online tutoring for distance students. Check out their website for more information here: <https://learningcenter.unt.edu/tutoring>

UNT Writing Center

Also, the UNT Writing Center provides assistance with any academic writing needs. Find more about their services here: <https://writingcenter.unt.edu>

Canvas Privacy Policy: <https://www.instructure.com/policies/privacy>

Canvas Accessibility Policy: <https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas>

NAVIGATING THE COURSE

Note that because this is an introductory-level course, there are no prerequisites for knowledge in this field.

Some students find online courses daunting or confusing, but this course is designed to be straightforward and user-friendly. Everything that you turn in is through Canvas.

EVERY WEEK:

1. Look for any new announcements daily
2. Open the Lesson that corresponds with the week of class
3. Read through the Lesson as well as work through any links to online content, including websites, videos, or other files
4. Complete the Reading Assignment
5. Complete the Assignments due for that week

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 use two skills important to anthropologists—reading and writing. Students can earn up to 1000 points for the semester. All grades will be assigned based on the following grading scale:

900-1000 Points	=90-100%	= A
800-899 Points	=80-89%	= B
700-799 Points	=70-79%	= C
600-699 Points	=60-69%	= D
0-599 Points	=59% and less	= F

Calculating Your Grade

A total of 1000 points are available in this class. To calculate your grade at any given moment, you divide the number of points you have received by the number of points possible to that moment.

Grade Breakdown

Weekly Discussions	(12 weeks x 25 points)	= 300 points
Contemporary Issues Journals	(5 journals x 40 points)	= 200 points
Film Review		= 200 points
<u>Ethnographic Book Review/Synthesis Paper</u>		<u>= 300 points</u>
Total points	1000 points	

I. WEEKLY READINGS DISCUSSION POSTS AND RESPONSES- 25 POINTS EACH

Throughout the course, there will be 12 Discussion Posts/Responses in which you are required to participate. Upon completion of the assigned readings, lectures, and other supplemental sources, you will have the opportunity to engage in an ongoing discussion with your classmates. A discussion prompt will be provided.

Students will a) respond to the discussion prompt with one original response (250-350 words) and b) also respond to at least one original post from another student in a substantive manner (100-150 words). By substantive, I mean more than "I agree" or "that's interesting." I want you to elaborate: what do you agree with, and why? What specifically is

interesting, and why do you think that?

The two responses will be due by **11:59 pm on Sundays**. Discussion posts will be graded for originality and thoughtfulness. Out of the 25 points possible for each Discussion, the original post is worth a total of 15 points, and the response is worth a total of 10 points.

When writing discussion posts, keep courtesy in mind: Please be considerate of other students in the class. You might find it helpful to read your post out loud before you submit it: the "tone" is a very important part of electronic communication. When you read your message out loud does it sound the way you would speak to another student in the classroom? If not, you should rewrite it.

II. CONTEMPORARY ISSUES JOURNALS- 40 POINTS EACH

To give you an opportunity to put the concepts and ideas we are learning in class in conversation with events and issues in our society today, each student will complete 5 "Contemporary Issues" journal entries throughout the course, worth 40 points each.

Journal entries will identify a "contemporary issue" and analyze it using concepts from class. Over the course of the semester you will create a collection of 5 journal entries

Journal topics can include anything related to displacement. While current news stories or notable events make especially good "Contemporary Issues" other options include identifying and analyzing activist efforts/groups (history of organizations and/or coalitions, organizational brochures, manifestos, protest and mobilization, etc), artistic works (poems, music lyrics, artwork, performance art, etc), academic or intellectual work (articles, books, etc), or any other sites of analysis that you think are relevant. Be creative!

Each journal entry should be at least 250 words. In each entry, you will want to:

- Offer a summary of the topic
- Identify and describe the course principles, ideas, or concepts that the topic reflects/raises (you need to define and use at least one principle, idea, or concept from the course content or readings in your analysis)
- Offer your very insightful and critical analysis of the topic/materials (FYI: "I thought it was interesting" is neither insightful nor critical)
- Include any questions you may have about the event, if relevant
- Include a weblink, if relevant

Try to select topics that raise your curiosity or interest—it will make it much more relevant for you!

III. FILM ANALYSIS/RESPONSE- 200 POINTS

At a point of your choosing during the semester (final deadline 5/5), you will watch and respond to a film about some aspect of displacement/migration. You will write a 700-800 word response to the film **defining and using at least one concept** from the course

content and/or readings. In particular, you will want to focus on how different cultures are portrayed, as well as how the film discusses and portrays processes of migration.

In your assignment, you will a) summarize the film and its premise or major argument and b) analyze the subject matter of the film using ideas and concepts from class. As you watch the film, you may want to consider the following dynamics/representations:

- Gender and gender relations
- 'Race' and race relations
- Socioeconomic class
- Ethnicity and cultural identity
- Sexuality and sexual orientation
- Normalcy and deviance
- Nonhuman nature (animals, specific landscapes and places) and human-nature relations
- What is represented as 'natural' and/or 'unnatural'
- What capacities for action are portrayed, and how are they distributed between different actors

You can choose any film that you like, but I do want it to be a "film"—that is, not a TedTalks, TV show, or some other form of media. You can submit this paper at any point during the semester that works with your schedule, however, all papers must be turned in by the end of Lesson 14, on **THURSDAY 5/5 at 11:59 PM**. You will submit your paper on Canvas, and it will go through Turnitin. Your paper should be double-spaced, with 12-point font and 1-inch margins on all sides.

IV. ETHNOGRAPHIC BOOK REVIEW/SYNTHESIS PAPER- 300 POINTS (Due 5/9)

This assignment will enable you to read an entire "ethnography" about a migration process, and to put the topics and ideas presented in it in conversation with other course materials. (An ethnography is the written account produced by an anthropologist about cultural processes.) To give you a sense for how an anthropologist might approach a particular issue in displacement, you will select one of the ethnographies below, and complete a book review that will incorporate ideas and concepts from the class. This will demonstrate your ability to put together ideas and information from multiple sources.

For the paper, you should address the following:

- Brief, overall summary of the book- main topic and main argument(s) being made by the author
- More specific discussions of chapters if necessary, supporting points being made by author and how they connect to the main argument, evidence used to support the argument
- Respond to the book and synthesize its ideas with lesson content and other readings. You should define and make substantive use of at least two concepts from lesson content and/or other required readings.

- Do you find the arguments/evidence to be compelling, and why/why not?
- Do you agree, disagree, and why?
- What was your big take-away after reading this book?
- How do the themes, ideas, or concepts in this book relate to themes, concepts, or ideas in lesson content and/or lesson readings?

I encourage you to work together with classmates who are using the same text, and to collaborate on thinking through the analysis and synthesis aspects of the paper. However, each student will need to turn in their own paper, and the papers will go through Turnitin for similarity review. In other words, please do your own work on the final paper.

The book review should be 1000 -1200 words.

Select one of the following ethnographies for the book review (some of these may be available through the library, others may need to be ordered):

Besteman, Catherine. 2016. "Making Refuge: Somali Bantu Refugees and Lewiston, Maine." Durham: Duke University Press.

Castañeda, Heide. 2019. "Borders of Belonging: Struggle and Solidarity in Mixed-Status Immigrant Families." Stanford: Stanford University Press.

DeLeón, Jason. 2015. "The Land of Open Graves: Living and Dying on the Migrant Trail." Oakland: University of California Press.

Holmes, Seth. 2013. "Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States." Berkeley: University of California Press.

Stuesse, Angela. 2016. "Scratching Out a Living: Latinos, Race, and Work in the Deep South." Oakland: University of California Press.

You will be graded on the following:

- Content: The extent to which you summarized the text and the main points/arguments being made in the text, your use of relevant sources from the lessons to support your discussion (readings, course content, web pages), and the clarity and coherence of your response
- Mechanics/Form: This includes writing organization, and use of correct grammar, spelling and punctuation (Spell check is your friend!)
- Critical Thinking: Includes demonstrating creative and innovative thinking, inquiry, and analysis, and ability to synthesize information

NOTE: The instructor reserves the right to add, delete, or revise segments of the syllabus. Any changes in the course schedule will be announced on the course webpage and via email.

COURSE SCHEDULE

<p><i>UNIT 1: Contextualizing Global Migration Processes</i></p>		
<p>1/18- 1/23 Lesson 1: Introduction to the Course/ Danger of a Single Story</p>	<p>To Read: Syllabus and schedule, familiarize yourself with our course webpage</p>	<p>To Turn In: DUE 1/23 1. Lesson 1 Discussion and Response Posts</p>
<p>1/24- 1/30 Lesson 2: Introduction to Anthropology of Migration</p>	<p>To Read: (links on Canvas) 1. AAA Statement on Immigration 2. Migration Policy Institute “Top 10 Migration Issues of 2019” 3. International Organization for Migration: Key Migration Terms</p>	<p>To Turn In: DUE 1/30 1. Lesson 2 Discussion and Response Posts</p>
<p>1/31- 2/6 Lesson 3: Structures of Migration</p>	<p>To Read: 1. UN 1951 Refugee Convention 2. Yarris and Castañeda, “Discourses of Displacement and Deservingness”</p>	<p>To Turn In: DUE 2/6 1. Lesson 3 Discussion and Response Posts 2. Contemporary Issues Journal 1</p>

	3. Besteman, "The Humanitarian Condition"	
2/7- 2/13 Lesson 4: Rethinking Borders in a Globalizing World	To Read: 1. Castañeda "Estamos Encerrados: Im/mobilities in the Borderlands" 2. DeLeón, "Undocumented Migration, Use Wear, and the Materiality of Habitual Suffering in the Sonoran Desert" 3. Muehlmann, "Spread Your Ass Cheeks: And Other Things that Should Not Be Said in Indigenous Languages"	To Turn In: DUE 2/13 1. Lesson 4 Discussion and Response Posts

2/14- 2/20 Lesson 5: Theorizing Migration: Theoretical Approaches to Migration	To Read: 1. Massey, "Why Does Immigration Occur?" 2. Smith, "National Obligations and Noncitizens" 3. Levitt and Glick-Schiller, "Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society"	To Turn In: DUE 2/20 1. Lesson 5 Reflection Discussion and Response Posts 2. Contemporary Issues Journal 2 Due
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2/21 - 2/27 Lesson 6: Root Causes: The Interplay Between Politics, Economics, and	To Read: 1. Castles, "Why Migration Policies	To Turn In: DUE 2/27 1. Lesson 6 Discussion and Response Posts
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<p>Social Belonging</p>	<p>Fail” 2. Boswell, “Theorizing Migration Policy: Is there a Third Way?” 3. Massey and Pren, “Unintended Consequences of US Immigration Policy”</p>	
<p><i>Unit 2: Regulating Immigration/Constructing the U.S. Nation</i></p>		
<p>2/28- 3/6 Lesson 7: US Immigration Law and the Construction of the Undocumented Immigrant</p>	<p>To Read: 1. De Genova, “Migrant ‘Illegality’ and Deportability in Everyday Life” 2. Ngai, “Illegal Aliens: A Problem of Law and History” 3. Camacho, “Hailing the 12 Million”</p>	<p>To Turn In: DUE 3/6 1. Lesson 7 Discussion and Response Posts</p>
<p>3/7- 3/13 Lesson 8: Regulating Immigration/Constructing the Nation</p>	<p>To Read: Chavez, Leo. 2008. "The Latino Threat Narrative" in <i>The Latino Threat: Constructing Immigrants, Citizens, and the Nation.</i> Chavez, Leo. 2001. "Toward a Framework for Reading Magazine Covers" <i>Press</i>. download Luibhéid, Eithne. 2002. "A Blueprint for</p>	<p>To Turn In: DUE 3/13 1. Lesson 8 Discussion and Response Posts 2. Contemporary Issues Journal 3 Due</p>

	Exclusion: The Page Law, Prostitution, and Discrimination Against Chinese Women"	
3/14- 3/20 NO CLASS	SPRING BREAK	
3/21- 3/27 Lesson 9: Immigration and the Nation: Race, Gender, and Sexuality	To Read: 1. Stanley et al, "Addressing the Indigenous-Immigration Parallax Gap" 2. Donato et al, "A Glass Half Full? Gender in Migration Studies" 3. Luibhéid, "Queer/Migration: An Unruly Body of Scholarship"	To Turn In: DUE 3/27 1. Lesson 9 Discussion and Response Posts
<i>Unit 3: Displacement Around the Globe</i>		
3/28- 4/3 Lesson 10: Displacement in Europe	To Read: Your selected book for the Book review assignment	To Turn In: DUE 4/3 1. Lesson 10 Discussion Posts and Response Posts 2. Contemporary Issues Journal 4 Due
4/4- 4/10 Lesson 11: Displacement in Africa	To Read: Your selected book for the Book review assignment	To Turn In: DUE 4/10 1. Lesson 11 Discussion Posts and Response Posts
4/11- 4/17 Lesson 12: Displacement in Asia	To Read: Your selected book for the Book review	To Turn In: DUE 4/17 1. Lesson 12 Discussion and Response Posts

	assignment	2. Contemporary Issues Journal 5 Due
4/18- 4/24 Lesson 13: Displacement in Latin America	To Read: Your selected book for the Book review assignment Watch Film: <u>Which Way Home</u>	Nothing to turn in- work on book review assignment

4/25-5/5 Lesson 14: Refugee Resettlement	To Read: No Required Readings	To Turn In: Film Analysis Due 5/5 if you haven't already completed it!
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MONDAY 5/9 BOOK REVIEW PAPER DUE!