CONN 377 Migration and the Global City

Class Time:  M/W 2:00 - 3:20
Class Location: McIntyre 305

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Course Description

This course explores the political, cultural, historical, and social footprint of urban life in the contemporary era of unprecedented mobility. Offered in the spring semester, students explore the scholarly frameworks by which we understand contemporary migration and mobility, and the foundational scholarship that shapes our conceptualization of urban space and the urban landscape. Putting theories regarding state formation of immigration regimes into conversation with the lived experiences of immigrants in particular locales provides a multidimensional look into the patterns and consequences of migration. All of this will be achieved through a series of series of lectures, class discussions, conversations with a number of experts, specialists, practitioners, and via field excursions in three different worlding cities. Students will focus on cities’ history of migration, the legal framework governing contemporary admittance, the lived experience of foreigners’ place-making in the city, the interactions between migration flows and the built landscape of the city, and the cultural web through which the foreign presence is framed. This course includes substantial time via faculty-led excursions to Seattle/Tacoma, Doha, and Amsterdam.
Course Objectives

Through a combination of coursework, guest speakers, and individual research, students will:

- Achieve a working knowledge of multidisciplinary scholarship on contemporary urbanization, urban planning, and the built landscape of the contemporary global city
- Develop a local, experiential-based, and practical understanding of the interaction between policy and migration, and do so in conversation with practitioners and with the lived experiences of diverse urban residents
- Establish an experiential, ethnographic, and empirical grasp of how migration shapes our urban space and urban experience through a comparative framework

Assessment:

- Participation in seminar: 10%
- Participation in travel experiences: 10%
- Tacoma/Seattle Visual Essay: 10%
- Doha Visual Essay: 20%
- Amsterdam Visual Essay: 20%
- Final essay: 30%

Classroom Policies and Procedures:

Plagiarism is using someone else's words or ideas without properly giving them credit. Knowing what constitutes plagiarism can be complicated. For plagiarism to have taken place does not require that someone intended to cheat. I strongly encourage you to look at our library’s information on the topic, which can be found online under “academic integrity”. If after looking through their material you have any questions as to what constitutes plagiarism, please ask as I take plagiarism very seriously. Incidents of plagiarism will result, at a minimum, in a failing grade for the assignment. Additionally, all instances of academic dishonesty will be reported to the University.

Tech in the classroom: Cell phones and laptops should be turned off and remain stored throughout the class, unless explicitly invited take out computers to assist in group work. I understand that there some people believe there are possible benefits associated with laptop use during class, however after a careful weighing of the evidence, I have decided that computers take away from the learning.

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environment and hinder student performance. Therefore, if there is a reading online that we are
discussing, you need to print out a copy to bring with you to class.

Attendance

Please arrive on time and stay with us for the duration of the class. We only have an hour and 20
minutes so please take care of anything else you might need to do before or after class time.

Canvas

All students will need to be able to access the course’s Canvas page, as many readings and all
assignments will be delivered there. Again: many of our readings, your assignments, and additional
materials will be available only through Canvas. You can find instructions for accessing our Canvas page
on the Puget Sound website, but you probably already know how to make this happen. In fact, all of you
should be pre-registered for the course’s Canvas website.

Classroom Emergency Response Guidance

Please review university emergency preparedness, response procedures and a training video posted at
www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with
hall exit doors and the designated gathering area for your class and laboratory buildings.
If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated
gathering area so she/he can account for your presence. Then wait for further instructions. Do not return
to the building or classroom until advised by a university emergency response representative.
If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the
area by running away from the source of danger if you can safely do so. If this is not possible, shelter in
place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on
the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that
you can receive messages quietly. Wait for further instructions. And ask yourself: why are you carrying a
pager in this day and age?

Office of Accessibility and Accommodations

If you have a physical, psychological, medical or learning disability that may impact your course work,
please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth,
253.879.3395. She will help determine what accommodations are necessary and appropriate. All
information and documentation is confidential.

Copyright and Fair Use

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are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or
changed in any way.
Course Map

W  Jan 23  Introduction to the Course
  
  Objective  Convey the basic plan for the course and the expectations of students. Review the syllabus and touch base about both trips.
  
  Readings  none

M  Jan 28th  Migration and Mobility [Gardner]
  
  Objective  Provide students with an anthropologically informed overview of migration, mobility and interconnection in the global era. In more detail, this reading frames migration as one of numerous conduits and interconnections that have ensued in our era of mobility and interconnection.
  

  

W  Jan 30  Citizenship, belonging, and the challenge of globalization [Jacobson]
  
  Objective:  Explore the post war consensus on citizenship, the relationship between formal citizenship and equality, and the ways new global migration patterns are disrupting the centrality of the nation-state and understanding of membership.
  
  Reading:  Excerpt from TH Marshall’s “Citizenship and Social Class”


M  Feb 4  Contesting Citizenship in the City [Jacobson]
Objective: With the nation-state decentered, we explore how immigrants use the city as a site for political contestation for inclusion.


W Feb 6 Global Cities and Urban Space [Gardner]

Objective: Ensure that students have a foundational understanding of the city as a space that both shapes and is shaped by the inhabitants therein, and to attune students to some of the ideological regimes and paradigmatic frames that have shaped the urban landscapes of the present.


M Feb 11 The Indian Ocean Migration System

Objective: To convey to students the basic structure of the migration system that shuttles tens of millions of labor migrants to the Arabian Peninsula, and to discuss the historical linkages that are oftentimes elided in our apprehension contemporary migration in Arabia.


W Feb 13 Resource Curse [Jacobson]

Objective: We will become familiar with the concepts of the rentier state, tribal authoritarianism, and the resource curse. Exploring these models of governance and understanding some of the challenges and causes, provides insight into the political context in which the city is nested.
Readings

M Feb 18 City and Society in Arabia
Objective For students to develop a nuanced and multifaceted understanding of the urban agglomerations in Arabia and for how those cities interlock with the societies that built, build, and inhabit them.

W Feb 20 City and Society in Arabia
Objective For students to focus more precisely on the interface between the migrant experience(s) and the urban landscape as a built environment.

M Feb 25 Methods for Engaging the City
Objective To familiarize students with the visual essay format, and to begin to comprehend the dérive, or urban drift, a method of engaging the city that traces its roots to the Situationists and mid-century Paris. Several students will also present visual essays compiled last semester. Students will also read Clifford and begin to think about museums and the analysis of the content presented therein.
Readings Visual Essay Example 01
Visual Essay Example 02
Feb 27  
**History Museum Field Trip**

**Objective**  
We’ll journey to the History museum here in Tacoma, and students will begin to think about how migrants and migration are incorporated into the narratives presented there. If time permits, we can look at urban space and planning in Tacoma afterwards, and begin to grapple with how the analysis of urban space might feature in our conversations.

**Readings**  
none

Mar 2  
**Urban Dérive to the ID in Seattle**

**Objective**  
Via a guided urban drift to Seattle, students gain a basic comprehension of how to assemble qualitative data for a visual essay. For this particular urban drift, we start at Sea-Tac, take light rail to the International District, look at the diasporic footprint and built space there, drop in on the Panama City Hotel, and look a bit at urban space. Students use this experience, or their experience from the History Museum, or some combination thereof, to craft a visual essay for brief presentation on either March 11 or 13.

**Readings**  
None

Mar 4  
**Qatar’s Roadmap to the Future**

**Objective**  
To convey to students a basic understanding of Qatar’s national intentions, and provide a substantial background to the strategies behind much of the urban growth that students will soon encounter.

**Readings**  
Qatar National Vision 2030

Mar 6  
**Visual Essay Presentations and Preparations**

**Objective**  
In addition to presentations, we’ll navigate any last minute issues and challenges with planning the Qatar trip.

**Readings**  
none

Mar 11  
**Visual Essay Presentations and Preparations**

**Objective**  
In addition to presentations, we’ll navigate any last minute issues and challenges with planning the Qatar trip.
Readings none

W Mar 13 No Class: Preparations for Travel
Due Today Visual Essay #1 [Seattle/Tacoma]

M Mar 18 Field Trip to Qatar
W Mar 20 Field Trip to Qatar
M Mar 25 No class
W Mar 27 Andrew’s Current Interventions

Objective To apprise students of the issues and topics that are of current interest to me [Andrew] in my field-based research in Qatar, and to foster a critical conversation about those topics and research agendas.

Readings Gardner, Andrew (n.d.) On Cosmopolitanism and Urbanity in Doha, Qatar
Gardner, Andrew (n.d.) Interstitial Space and the Urban Landscape in Qatar
Gardner, Andrew (n.d.) Imperial Diversity

M Apr 1 Visual Essay Presentations

Objective Approximately half of the students in class present and discuss their visual essays in class.

Readings none.

W Apr 3 Visual Essay Presentations

Objective The other half of the students present and discuss their visual essays in class.

Readings none

M Apr 8 No Class
Due Today Visual Essay #2
<table>
<thead>
<tr>
<th>Date</th>
<th>Objective</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>W Apr 10</td>
<td>Historical context</td>
<td>In this class, we ask what influence historical movements of people has on the current the immigrant experience in Amsterdam today.</td>
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<tr>
<td>M Apr 22</td>
<td>Political Representation</td>
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Objective
What are avenues in city politics for the voice of immigrants? How do immigrants organize effectively or not? What is the impact on equality and incorporation of political involvement?

Readings


W Apr 24 Housing and Amsterdam immigrants

Objective
We will explore how housing policy impacts the integration of immigrants in Amsterdam including the high rates of social housing as well as the particular design and location of housing.

Readings


M Apr 29 Claiming Culture

Objective

Readings
Excerpt from Multiculturalism and the Arts in European Cities


Delhaye et al “Immigrant Youth’s Contribution to Urban Culture in Amsterdam”

W May 1 Inclusion and neighborhoods

Objective
We will reconsider the scale of inclusion and exclusion again, going from the city to the neighborhood. We will ask what kinds of evidence might be look for to distinguish the reception of immigrants in different neighborhoods.
Readings: Sezer, Ceren “Public Life, immigrant, amenities and socio cultural inclusion: the presence and changes of Turkish amenities in Amsterdam”


M May 6 Trip planning
W May 8 Trip planning
M May 20 Amsterdam
W May 22 Amsterdam
M May 27 Amsterdam
M June 3 Third visual essay is due via Canvas
M July 1 Final Essay Due via Canvas