



## 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.<sup>1</sup> I have decided that computers take away from the learning

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<sup>1</sup> Hembrooke, Helene and Geri Gay. (2003) "The Laptop and the Lecture: The effects of Multitasking in Learning Environments." *Journal of Computing in Higher Education*. 15:1, p. 46-64; Mueller, Pam and Daniel Oppenheimer. (2014) "The Pen is Mightier than the Keyboard: Advantages of Longhand Over Laptop Note Taking." *Psychological Science* 25:6, p. 1159-1168; Sana, Faria, Tina Weston, and Nicholas Cepeda. (2013) "Laptop Multitasking Hinders Classroom Learning for both Users and Nearby Peers." *Computers and Education* 62: 24-31.

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/](http://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

Course materials are for educational purposes only and limited to students enrolled in the course. They 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.
	Readings	Appadurai, Arjun (1996) Here and Now. In <u>Modernity at Large: Cultural Dimensions of Globalization</u> . Minneapolis: University of Minnesota Press.  Appadurai, Arjun (1996) Disjuncture and Difference in the Global Cultural Economy. In <u>Modernity at Large: Cultural Dimensions of Globalization</u> . Minneapolis: University of Minnesota Press.
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"  Yuval-Davis, Nira, et. al. "Introduction" in <u>The Situated Politics of Belonging</u> , edited by Nira Yuval-Davis, et al., SAGE Publications, 2006, p. 1-8. (Available as an ebook through the library)  Puwar, Nirmal. "Im/possible Inhabitations." in <u>The Situated Politics of Belonging</u> eds. Yuval-Davis, Nira, Kannabiran, Kalpana, and Vieten, Ulrike, 2006. London: SAGE Publications. Chapter 6. (available as an ebook in the library)
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.
	Readings	Ehrkamp, Patricia, and Helga Leitner. "Beyond National Citizenship: Turkish Immigrants and the (RE)Construction of Citizenship in Germany." <i>Urban Geography</i> 24, no. 2 (2003): 127-46.  Nicholls, Walter and Floris Vermeulen. "Rights <i>through</i> the City: The Urban Basis of Immigrant Rights Struggles in Amsterdam and Paris." in <u>Remaking Urban Citizenship</u> eds. Smith, Michael Peter and McQarrie, Michael. New Brunswick: Transaction Publisher, (2012) p. 79-96.
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.
	Readings	Scott, James (1997) <i>The High-Modernist City: An Experiment and a Critique</i> . In <u>Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed</u> . New Haven: Yale University Press.
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.
	Readings	Gardner, Andrew (2017) <i>Journey to Arabia</i> . Anthropology Now.  Gupta, Akhil (2008) <i>Globalisation and Difference: Cosmopolitanism Before the Nation-State</i> . <i>Transforming Cultures eJournal</i> 3(2).
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	Ross, Michael L. "Does Oil Hinder Democracy?" <i>World Politics</i> 53, no. 3 (2001): 325-61.
		Fish, M. Steven. "Islam and Authoritarianism." <i>World Politics</i> 55, no. 1 (2002): 4-37.
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.
	Readings	Khalaf, Sulayman (2005) The evolution of the Gulf city type, oil, and globalization. In <i>Globalization and the Gulf</i> , John Fox, Nada Mourtada-Sabbah, and Mohammed al-Mutawa, eds. London: Routledge.
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.
	Readings	Mohammad, Robina and James Sidaway (2016) Shards and Stages: Migrant Lives, Power, and Space Viewed from Doha, Qatar. <i>Annals of the American Association of Geographers</i> 106(6): 1397-1417.
M	Feb 25	Methods for Engaging the City
	Objective	To familiarize students with the visual essay format, and to begin to comprehend the <i>dérive</i> , 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
		Clifford James (1997) Four Northwest Coast Museums: Travel Reflections. In <i>Routes: Travel and Translation in the Late Twentieth Century</i> . Cambridge, MA: Harvard University Press.

W	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
S	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
M	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
W	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
M	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



W	Apr 10	Historical context
	Objective	In this class, we ask what influence historical movements of people has on the current the immigrant experience in Amsterdam today.
	Readings	<p>Excerpts from <u>Europe after Empire</u></p> <p>Lucassen L. (2014), 'To Amsterdam: migrations past and present'. In: Foner, N, J. Rath, J.W. Duyvendak, R. van Reekum (Eds.) <i>New York and Amsterdam: Immigration and the New Urban Landscape</i>. New York: New York University Press. 52-81.</p>
M	Apr 15	Political context Dutch Liberalism and immigration
	Objective	We explore both the institutional political and political cultural context of immigration the Amsterdam. We look at the EU and the Dutch policies and norms around immigration. The Dutch in general and Amsterdam in particular is known as a haven for liberal tolerance. How does this liberal tolerant identity impact the response to immigration today?
	Readings	<p>Lucassen, Leo, and Jan Lucassen. "The Strange Death of Dutch Tolerance: The Timing and Nature of the Pessimist Turn in the Dutch Migration Debate." <i>The Journal of Modern History</i> 87, no. 1 (2015): 72-101. doi:10.1086/681211.</p> <p>Myrte Hoekstra (2015) Diverse cities and good citizenship: how local governments in the Netherlands recast national integration discourse, <i>Ethnic and Racial Studies</i>, 38: 10, 1798- 1814, DOI: <a href="https://doi.org/10.1080/01419870.2015.1015585">10.1080/01419870.2015.1015585</a></p>
W	Apr 17	Labor and the economies of Immigrants in Amsterdam
	Objective	We look at the influence of economic structures on immigrant life and the force that immigrants have had on the economy of Amsterdam.
	Readings	Kloosterman, R.C. (2013), "The Amsterdam Economy and Its Impact on the Labor Market Position of Migrants, 1980-2010." In: N. Foner, J. Rath, J.W. Duyvendak, and Rogier van Reekum (eds.), <i>Immigration and the New Urban Landscape</i> , New York and Amsterdam. New York: NYU Press: 107- 121
M	Apr 22	Political Representation

	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	Els de Graauw & Floris Vermeulen (2016) Cities and the politics of immigrant integration: a comparison of Berlin, Amsterdam, New York City, and San Francisco, <i>Journal of Ethnic and Migration Studies</i> , 42:6, 989-1012, DOI: <a href="https://doi.org/10.1080/1369183X.2015.1126089">10.1080/1369183X.2015.1126089</a>  Vermeulen, Floris et al. (2014) "Immigrant Political Engagement and Incorporation in Amsterdam." in "Amsterdam and New York: Immigration and the New Urban Landscape" New York: New York University Press. Chapter 8.
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	[Listening]: "Bijlmeer," episode 296 of the podcast 99 Percent Invisible. <a href="https://99percentinvisible.org/episode/bijlmer-city-future-part-1/">https://99percentinvisible.org/episode/bijlmer-city-future-part-1/</a> .  "Blood Sweat and Tear" episode 297 of the podcast 99 Percent Invisible. <a href="https://99percentinvisible.org/episode/blood-sweat-tears-city-future-part-2/">https://99percentinvisible.org/episode/blood-sweat-tears-city-future-part-2/</a>
M	Apr 29	Claiming Culture
	Objective	
	Readings	Excerpt from <u>Multiculturalism and the Arts in European Cities</u>  Delhaye, Christine. "Immigrants' Artistic Practices in Amsterdam, 1970-2007: A Political Issue of Inclusion and Exclusion." <i>Journal of Ethnic and Migration Studies</i> 34, no. 8 (2008): 1301-321.  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"

Fenne M. Pinkster (2016) Narratives of neighbourhood change and loss of belonging in an urban garden village, *Social & Cultural Geography*, 17:7, 871-891, DOI: [10.1080/14649365.2016.1139169](https://doi.org/10.1080/14649365.2016.1139169)

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