


ANTH 444/544—Transnational Migrants

Instructor: Erin Gould, PhD

Course Description:

This course is designed to discuss the variability and multiplicity of understandings around migration in its various forms. Not only discussing ideas related to reasons why people want to migrate, we will discuss instances when people are forced to migrate—and cases in-between. Beginning our class, we will discuss concepts related to nationalism to frame the larger discussion of what IS transnationalism. Each week, we will discuss topics as they pertain to the complexity of human experience, including food, personal reflection/autoethnography, borders, embodiment, and precarity, among others. Throughout the course, we seek to start understanding answers to questions like the following: What are the complex elements that impact ideas of transnationalism, migration, and circulation in our globalized world?

 **Respect and inclusion:** This is meant to be a casual, friendly atmosphere where everyone feels welcome and invited to speak. We want healthy debates and academic deliberations; you are expected to remain courteous to others and to differing opinions. Please follow a mature and respectful moral guide in the discussions. If you leave section holding judgment over a classmate's input, you have missed an opportunity to learn a different point of view.

Course Description (from CSULB Course Catalog):

Prerequisites: ANTH 120 and upper-division/graduate standing or consent of instructor. Anthropological examination of the lives of immigrants and refugees. Explores the way studies of migration challenge our understanding of the local context of globalization and transnationalism. Focus on theories of culture, ethnicity, and identity as well as theories of incorporation, adaptation and nativism and the relevance of applied anthropology through research and advocacy.

Course Learning Objectives:

- Define and understand important nuances in course terms, including migrant/immigrant, immigration, nationalism, transnationalism, embodiment, and autoethnography
- Examine case studies from around the world to gain a critical understanding of how these terms are used to categorize and discriminate against people/groups
- Reflect on your understandings of course topics (whether from your experiences or experiences of friends, family, and acquaintances)
- Engage with these terms and theoretical considerations through analysis of current events and contemporary cultural discussions (news, music, media, etc)
- Present analyses, both orally and through written/visual assignments

Required Reading:

- Heidbrink, Lauren. 2020. *Migranthood: Youth in a New Era of Deportation*. Stanford: Stanford University Press. (**ISBN:** 9781503612075)
- Khosravi, Shahram. 2010. *'Illegal' Traveler: An Auto-Ethnography of Borders*. London: Palgrave Macmillan. (**ISBN:** 9780230019584)
- All other required materials will be posted to BeachBoard

Course Requirements--Total grade out of 500 points:

Note only Undergraduates complete OneNote Discussion Posts, while only Graduate Students complete the Immigration Syllabus Assignment. All other components are completed by both groups

1. **Brief Introduction Video (Due August 30th by 11:59 pm)** This introduction will be worth 4% (20 pts.) of the total course grade.
2. **(10) Undergraduate ONLY: OneNote Discussion Question Posts (Due on Wednesdays by 11:59 pm for Weeks 2-11):** Weekly on OneNote, you must post a discussion question that you've developed from the readings/lectures/videos for each topic that week. Each question will get a score out of 5 depending on how well it is formed and if it references course material**. This requirement is worth 10% (50 pts.) of your total course grade. (5 pts. per entry, 10 entries in the term=50 pts.)
 - i. **If you post one of the five best questions for a topic, it may be featured in our discussion on Thursday—if it does, you will receive 1 bonus point
3. **(10) Undergraduate ONLY: OneNote Discussion Answer Posts (Due on Wednesdays by 11:59 pm for Weeks 2-11):** Weekly on OneNote, you must develop an answer to someone else's discussion question (see previous course requirement) for the topic of that week based on what you've learned through course content; each answer will get a score out of 5 depending on how well it is formed and if it references course material. This requirement is worth 10% (50 pts.) of your total course grade. (5 pts. per entry, 10 entries in the term=50 pts.)
4. **(5) Reflection Assignments (Due online on Sundays by 11:59 p.m. as noted on the schedule below):** On Thursday afternoon of Weeks 4, 6, 8, 11, and 12, I will release a reflection assignment prompt focused on the material/activity covered that week. Answer prompt with a short (2-3 paragraph) analysis of the week's topics/themes by Sunday at 11:59 pm. For example, for the Week 4 Reflection prompt, the due date will be Sunday, September 20th (the day before starting Week 5 material). You should: **1) demonstrate your understanding of the week's topic(s)**, and **2) connect the week's discussion to larger themes in the course**. You can bring in pertinent information from the readings, our lecture class discussion, and any multimedia/visual materials from that week. These reflections will be worth 10% (50 pts.) of the total course grade. (10 points per reflection, 5 reflections in the term=50 points)
5. **Op-Ed Submission Assignment (Final Due Nov. 22):** You will be required to find a topic that you want to write an op-ed piece about that relates to our class materials. You will be responsible for finding both a topic and potential submission outlets. A handout will be posted on BeachBoard about explicit instructions for this activity (including potential submission outlets), and it will be reviewed in class. This assignment will be worth 20% (100 pts.) of the total course grade. This assignment includes **3 parts**:
 - i. **Submission of preliminary idea** to ON in Week 4 (September 16th): Worth 20 pts.
 - ii. **Draft 1** brought to class/uploaded to BB by 10:00 am Week 10 (October 29th): Worth 30 pts.
 - iii. **Final Op-Ed submission** in Week 13 (November 22nd) by 11:59 pm: Worth 50 pts.
6. **"Soundtrack" for Class Final Assignment (Write-up due December 8th):** This assignment will require you to use the information we've discussed in class to contribute **5** songs

that relate to course topics to our “class soundtrack” hosted on Microsoft OneNote. You will be required to write a 1-2 page analysis for each song, and the final will include an introduction and bibliography of at least 6 course readings. In association with this assignment, you will be required to do synchronous or pre-recorded presentation about your contributions to the soundtrack and discussion of one of the songs you’ve chosen for the entire class. A handout will be posted on BeachBoard about this project, and it will be discussed in class. This assignment will be worth **20% (100 pts.)** of the total course grade. This assignment includes **2 parts:**

- i. **Final write-up** for 5 songs with intro and bibliography due Week 15 (December 8th):
Worth 70 pts.
 - ii. **Class presentation** in Week 16 (December 10 or 12): Worth 30 pts.
7. **Graduate ONLY: Immigration Syllabus Assignment (Due December 17th):** To gain a stronger understanding of how topics related to our class could be taught or discussed with community groups, students, and other members of our global community, you will develop a syllabus (including readings, multimedia, and desired assignments) that focuses on a topic of your choosing. A handout will be posted on BeachBoard about this project, and we will talk about this in our small group meetings. No more than ¼ of this syllabus’s materials should be used in student final projects. This syllabus will be worth **20% (100 pts.)** of the total course grade.
8. **Participation:** You are expected to participate in every element of class, including Thursday discussion. For graduate students, this also includes attendance and participation at 4 Tuesday discussion meetings. However, if you are unable to attend synchronous discussions, there will be an alternative assignment to complete for participation points (this must be organized before the date you miss). This is worth **26% (130 pts)** of your total course grade.

Grade Breakdown: (Undergraduate level=UG; Graduate level=G)

Graded Item	UG Point Breakdown	G Point Breakdown
Introduction video on Discussion Board	20 pts.	20 pts.
10 OneNote Discussion Question Posts (5 pts. for each question)	50 pts.	N/A
10 OneNote Discussion Question Answer Posts (5 pts. each each answer)	50 pts.	N/A
Reflection Writings (5 @ 10 pts each)	50 pts.	50 pts
Assignment 1: Op-Ed Submission (includes: 1) Submission of preliminary idea to ON in Week 4 (20 pts.); 2) Draft 1 brought to class Week 10 (30 pts.); and 3) Final Op-Ed submission in Week 13 (50)	100 pts. (total)	100 pts. (total)
Final Project: “Soundtrack” for the Class (includes: 1) Final write-up for songs with intro and bibliography (70 pts); and 2) class presentation in Week 16 (30 pts)	100	100
Graduate Project: Immigration Syllabus	N/A	100 pts.
Participation	130 pts.	130 pts
Total Grade	500 pts.	500 pts.

Course Schedule: (subject to change throughout the semester)

Readings/other materials must be completed before their assigned class date

****General questions to consider while reading:** *What is the overarching theme of the chapter or article you are reading? What are its main points?*

*****(A) denotes asynchronous class; (S) denotes synchronous class**

Date	Topics for Class/Lectures to Watch	Readings/ Activities	Due
Week 1 Aug 25 (A)	<p>Introductions (topics/colleagues) Gould Lecture (GL)—Welcome! (BB main page) GL—Syllabus and Expectations GL—Microsoft OneNote</p>	<p>Hanson (2018)—“Criminal Alien Deportations...” Lopez (2018)—“When Border Patrol Rolls Up to Campus” Video: “What are office hours?”, Andrew Ishak Video: “Read the Syllabus”, Snoop Dogg</p>	
Week 1 Aug 27 (A)	<p>Introductions (topics/colleagues) GL—“Soundtrack for Class” Final Project Overview</p>	<p>Neilson (2018)—“The Currency of Migration” (pg. 375-396) Preemptive Love (2019)—“Migrant vs. Immigrant: What’s the Difference?”</p>	<p>Post Introduction Video—due Sunday, August 30th by 11:59 pm in BB Discussions. See Discussion instructions for necessary components to include.</p>
Week 2 Sept 1 (A)	<p>Nationalism, Migrants, Immigrants...oh my! GL—Week 2 Overview GL—Why Nationalism? GL—Op-ed Project Overview</p>	<p>Gellner (1983)—Ch. 1 (Definitions; pg. 1-7) & Ch. 5 (What is a Nation?; pg. 53-62) Anderson (1983)—Introduction (pg. 1-7) & Ch. 4 (Creole Pioneers; pg. 47-65) DeParle (2019)—“What Makes an American?” (NY Times) View your colleagues’ videos in the discussion board, and take notes on name, major, and year for at least 2 of your colleagues</p>	<p>Post your discussion question and answer in Week 2 folder on OneNote</p>
Week 2 Sept 3 (S)	<p>Nationalism, Migrants, Immigrants...oh my!</p>	<p>Mutual Introductions & Synchronous Discussion</p>	
Week 3 Sept 8 (A)	<p>Transnationalism GL—Week 3 Overview GL—Onto Transnationalism...</p>	<p>Smith (2005)—<i>Mexican New York</i>, “Introduction” (pg. 1-17) Coates (2019)—“The Cruel Optimism of Mobility...” (pg. 469-497)</p>	<p>Post your discussion question and answer in Week 3 folder on OneNote</p>
Week 3 Sept 10 (S)	<p>Transnationalism</p>	<p>Synchronous Discussion</p>	

<p>Week 4 Sept 15 (A)</p>	<p>Serial Migrants GL—Week 4 Overview GL—Citizenship and Movement</p>	<p>Ossman (2004)—“Studies in Serial Migration” (pg. 111-121) Ong (2008)—“Flexible Citizenship...” (pg. 446-454) Multimedia: “The Moving Matters Traveling Workshop: Interview with Susan Ossman,” Allegra Lab Video: “The Moving Matters Traveling Workshop: Amsterdam Rehearsals,” Susan Ossman</p>	<p>Post your discussion question and answer in Week 4 folder on OneNote Post to OneNote on preliminary topic for Op-Ed and 2 preliminary submission outlets by Wednesday, September 16th by 11:59 pm</p>
<p>Week 4 Sept 17 (S)</p>	<p>Serial Migrants</p>	<p>Synchronous Discussion and Peer Discussion for Op-Ed project</p>	<p>Bring topic of op-ed and ideas for 2 publication outlets to discussion for peer review Reflection #1: Write on your experiences, knowledge of migration, immigration, and/or transnationalism due September 20th by 11:59 pm on BB. See assignment page for details.</p>
<p>Week 5 Sept 22 (A)</p>	<p>Food/Gastronomy GL—Week 5 Overview GL—What Does Food Have to Do with It?</p>	<p>Barthes (1972)—<i>Mythologies</i>, “Wine and Milk” (pg 58-61) and “Steak and Chips” (pg. 62-64) Appadurai (1988)—“How to Make a National Cuisine...” (pg. 3-24) Multimedia: “How Korean Fried Chicken, AKA “Candy Chicken” Became a Transnational Comfort Food,” Smithsonian Magazine Online (video and associated article)</p>	<p>Post your discussion question and answer in Week 5 folder on OneNote</p>
<p>Week 5 Sept 24 (S)</p>	<p>Food/Gastronomy</p>	<p>Synchronous Discussion</p>	
<p>Week 6 Sept 29 (A)</p>	<p>Borders GL—Week 6 Overview GL—Finally...Borders!</p>	<p>De Léon (2015)—<i>In The Land of Open Graves</i>, “Introduction” (pg. 1-17) De Genova (2017)—“Introduction: The Borders of “Europe” and the European Question” (pg. 1-35) Installation: Hostile Terrain 94 from the Undocumented Migration Project (in coordination with Jason de Léon’s work from above reading)</p>	<p>Post your discussion question and answer in Week 6 folder on OneNote</p>

Week 6 Oct 1 (S)	Borders	Synchronous Discussion	Reflection #2: Write on Food and Borders due October 4 th by 11:59 pm on BB. See assignment page for details.
Week 7 Oct 6 (A)	Forced Migration: Deportation GL—Week 7 Overview GL—Deportation and Youth	Heidbrink (2019)— <i>Migranhood</i> , Introduction (pg. 1-29) and Ch. 1 (“Youth as Agents, Caregivers, and Migrants”; pg. 30-50) Caldwell (2019)— <i>Deported Americans</i> , “Introduction” (pg. 1-16) “Photobook: Walking a Tightrope—Unaccompanied migrant young people and futures” from Becoming Adult Project (OPTIONAL) Lost in Detention , PBS Frontline	Post your discussion question and answer in Week 7 folder on OneNote
Week 7 Oct 8 (S)	Forced Migration: Deportation	Synchronous Discussion	
Week 8 Oct 13 (A)	Displacement, Multimedia, Collaboration GL—Week 8 Overview Heidbrink Lecture (2020)—on BB	Heidbrink (2019)— <i>Migranhood</i> , Ch. 2 (“Widening the Frame”; pg. 51-75) and Ch. 3 (“The Making of a Crisis”; pg. 76-100) Link to Song Mentioned in Heidbrink chapter: La Bestia Norte Podcast: Entry Denied: Kids in Cages , Zolberg Institute on Migration and Mobility	Post your discussion question and answer in Week 8 folder on OneNote
Week 8 Oct 15 (S)	Displacement, Multimedia, Collaboration	Synchronous Discussion	Reflection #3: Write on Deportation, Displacement, and Multimedia Use due October 18 th by 11:59 pm on BB. See assignment page for details.
Week 9 Oct 20 (A)	Departures and Returns GL—Week 9 Overview GL—Returns and Elsewheres	Heidbrink (2019)— <i>Migranhood</i> , Ch. 4 (“¿Quédate y qué?”; pg. 101-116) and Ch. 5 (“Negotiating Returns”; pg. 117-140) Echeverri-Zuluaga (2015)—“Errrance and Elsewheres...” (pg. 589-610) Podcast: “A House Divided by Immigration Status,” NPR (audio and transcript available)	Post your discussion question and answer in Week 9 folder on OneNote
Week 9 Oct 22 (S)	Departures and Returns	Synchronous Discussion	

<p>Week 10 Oct 27 (A)</p>	<p>Embodiment and Precarity GL—Week 10 Overview GL—Embodiment and Precarity</p>	<p>Heidbrink (2019)—<i>Migranhood</i>, Ch. 6 (“Debt and Indebtedness”; pg. 141-169) and Ch. 7 (“El derecho a no migrar”; pg. 170-182) Holmes (2013)—<i>Fresh Fruit, Broken Bodies</i>, Ch. 4 (“How the Poor Suffer...”; pg. 88-110)</p>	<p>Post your discussion question and answer in Week 10 folder on OneNote</p>
<p>Week 10 Oct 29 (S)</p>	<p>Embodiment and Precarity</p>	<p>Synchronous Peer Review of Op-Ed project Draft 1</p>	<p>Bring First Draft of Op-Ed project and chosen place for submission</p>
<p>Week 11 Nov 3 (A)</p>	<p>Autoethnography, Authority, and Immigration GL—Week 11 Overview GL--Autoethnography</p>	<p>Khosravi (2010)—<i>‘Illegal’ Traveler</i>, Introduction (pg. 1-7); Ch. 1 (“Accustomed Soil”; pg. 8-15); Ch. 2 (“Border Guards and Border People”; pg. 16-45) Theodossopoulous (2020)—“Solidarity Dilemmas in Times of Austerity...” (pg. 134-166) Game: “The Waiting Game” (ProPublica)</p>	<p>Post your discussion question and answer in Week 11 folder on OneNote</p>
<p>Week 11 Nov 5 (S)</p>	<p>Autoethnography, Authority, and Immigration</p>	<p>Synchronous Discussion</p>	<p>Reflection #4: Write on “The Waiting Game” due Nov. 8 by 11:59 pm on BB. See assign. page for details.</p>
<p>Week 12 Nov 10 (A)</p>	<p>Displacement and Refugees GL—Week 12 Overview GL—Refugees</p>	<p>Khosravi (2010)—<i>‘Illegal’ Traveler</i>, Ch. 3 (“The Community of Displacement”; pg. 46-68); Ch. 4 (“The Invisible Border”; pg. 69-84); Ch. 5 (“Homelessness”; pg. 85-96) Ziindrilis & Dalakoglou (2019)—“Camps and Ruins...” Watch: 7 Free Short Films about Refugees Recommended by Human Rights Educators, Amnesty International (Choose 1 for Reflection Assignment #5)</p>	
<p>Week 12 Nov 12 (S)</p>	<p>Displacement and Refugees</p>	<p>Synchronous Discussion Set up Week 13, Week 14, and Week 15 Individual Meetings</p>	<p>Reflection #5: Write on film chosen from “7 free short films” due by Nov. 15th at 11:59 pm on BB. See Assignment page for details.</p>
<p>Week 13 Nov 17 (A)</p>	<p>Open Borders? GL—Week 13 Overview GL—Returning to Borders</p>	<p>Khosravi (2010)—<i>‘Illegal’ Traveler</i>, Ch. 6 (“We Borders”; pg. 97-120); Ch. 7 (“The Right to have Rights”; pg. 121-129); Coda (pg. 130-131) Rose (2012)—<i>Showdown in the Sonoran Desert</i>, Ch. 6 (“Fencing Arizona”; pg. 87-101) Hamid (2014)-- “Mohsin Hamid: why migration is a fundamental human right”</p>	

Week 13 Nov 19 (S)	Individual Meetings: Graduate Students	No readings —work on projects	Op-Ed project due November 22 nd by 11:59 pm on BB
Week 14 Nov 24 (A)	Individual Meetings: Undergraduate Students	No readings —work on projects	
Week 14 Nov 26	No Class (Thanksgiving Break)	None	
Week 15 Dec 1 (S)	Individual Meetings: Undergraduate Students	No readings —work on projects	
Week 15 Dec 3 (S)	Individual Meetings: Undergraduate Students	No readings —work on projects	Final “Soundtrack” Projects due December 8 th by 11:59 pm on BB (and uploaded to OneDrive Class Soundtrack Folder)
Week 16 Dec 8 (S)	Final Presentations for “Soundtrack” Projects	None	Presentations in class/previously recorded
Week 16 Dec 10 (S)	Final Presentations for “Soundtrack” Projects	None	Presentations in class/previously recorded
Finals Week	Finals	None	Grad Students Only: Final Syllabus Due December 17 th by 11:59 pm on BB