

HUMANE MIGRATION
ANTH 475 - WWU/Winter 2020

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Course Overview

Movement is core to our species, as evident in our bipedalism, but today also has become one of the greatest challenges of our time. Inequalities, misunderstandings, and climate catastrophe combine to accelerate displacement and its difficult circumstances, in ways unimaginable just a few years ago. Disturbing images and cruel responses to refugees and immigrants are evident at U.S. borders and around the world. At the same time, we see inspirational courage and compassion, sanctuary and solidarity, revealing broad underlying recognition that movement is both inevitable and shared commonality and concern. To understand something as central to being human as migration, applied anthropological perspective is essential.

For millennia, people have worked out cultural arrangements for social life and relationships, including about who belongs or who might be either free or forced to move. This has not always been harmonious, and especially not in the sliver of time (a mere hundred earth circulations around the sun) during which energy demands and concentrations of power over the earth's resources have generated alarming anthropogenic might, reflected in growing ecocidal peril and unprecedented disruptions and displacement. In such realities, current trends and migration policy responses appear as misinformed as they are draconian.

Human migration can and must be humane. The "e" matters. Otherwise even greater dispossession and backlash are likely. Fortunately, awareness of the benefits and inevitability of movement is also growing, along with social movements for positive change. These include people on the move, who are a vast, vocal, and valuable sector of humanity, representative of participants and potentials for a mobilized, youthful, and transcultural world.

The humanitarian potentials of anthropology, and the anthropological nature of humanitarianism, serve as primary bases for inquiry in our class, and for civic engagement and policy development thereafter. Focus on realities and rights of migration, evidence of its positive nature and inevitability, and lessons from lived experiences of refugees and immigrants are central to making connections about and beyond varied issues raised by migration, including concerns and questions of everyone in class. Complex and contentious issues will challenge us to ask: what is to be done? What are we to do? What am I to do? How might something so ubiquitous require interdisciplinary and comparative inquiry, as well as historical and contemporary evidence?

This is your class. Start by considering what you'd like to know, and why. Personal goals may extend to collective or evolutionary concerns. Just as people make connections during and after crossings, we can connect across issues, to our own stories, and to contexts and consequences these may entail. Look at maps, contents of books, and visuals. Follow contemporary events. Talk to other people. In short, there is no shortage, either of topics or sources through which to learn and engage in collaborative research, informative dialog, and advocacy.

Course Objectives

1. Gain applied anthropological understanding of roots, routes and rights of people on the move.
2. Appreciate how dreams as well as demands provoke changes in thinking about migration as well as its roles in society.
3. Become more civically engaged and adept in contributing to fair and sensible policies.
4. Convey what you are learning and resources you find useful, in class and through online discussions. Add to, and encourage, learning objectives of our class and all its members.

Resources

Migration has long been a subject of inquiry and debate, and the anthropological literature is particularly extensive and informed. We will read key resources in common, and probe others through individual and group research. Canvas modules contain excellent readings; adding to these is a shared responsibility. Visuals are especially evocative, so add to what we can use in class and through posting to Canvas. The following resources are on reserve, in electronic format, or available for borrowing. You are not expected to read everything on the list below or in modules; however, knowing titles and something about them can help shape your inquiry.

- Blue Group, Western Washington University and Camarillo, Emmanuel (Ed.). 2017. "UndocuStudents: Our Untold Stories." Open Access Books and Monographs. 10. <http://cedar.wwu.edu/cedarbooks/10>
- Coutin, Susan Bibler. 2016. *Exiled Home: Salvadoran Transnational Youth in the Aftermath of Violence*. Duke University Press. [eBook]
- deHass, Hein, Stephen Castles, and Mark Miller. 2019. *The Age of Migration*, 6 /e. Guilford. [AM]
- Ho, Christine G.T., and James Loucky. 2012. *Humane Migration: Establishing Legitimacy and Rights for Displaced People*. Lynne Reiner. [HM; eBook]
- Holmes, Seth M. 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. University of California Press. [eBook]
- Kottler, Jeffrey A., Sophia Banu, and Suni Jani, eds. 2020. *Handbook of Refugee Experience*. Cognella.
- LeBaron, Alan, and James Loucky. 2012. Mesoamerican/American Partnerships for Community Wellbeing. *Practicing Anthropology* 34(1).
- Loucky, James, Jeanne Armstrong, and Lawrence Estrada, eds. 2006. *Immigration in America Today: An Encyclopedia*. Greenwood.
- McLeman, Robert, and Francois Gemenne, eds. 2018. *Routledge Handbook of Environmental Displacement and Migration*. Routledge.
- Migration Policy Institute. migrationinformation.org [MPI]
- Miller, Todd. 2017. *Storming the Wall: Climate Change, Migration, and Homeland Security*. City Lights. [SW; eBook]
- Miller, Todd. 2019. *Empire of Borders: The Expansion of the U.S. Border Around the World*. Verso.
- Olivarez, José. 2018. *Citizen Illegal*. Haymarket.
- Suarez-Orozco, Marcelo M., ed. 2019. *Humanitarianism and Mass Migration: Confronting the World Crisis*. University of California.
- Wagner, Alex. 2019. *Futureface. One World*.

Course Format & Climate

Dynamic, interactive inquiry will supplement lectures and presentations by your instructor, invited speakers, and students during latter weeks. An ongoing task is to share what you are learning in and out of class, including through visuals, media accounts, and making connections to other classes and disciplines. Brainstorming and exchanging writing is invaluable.

In addition to two 2-hour sessions, class format includes collaborative learning beyond class time (ARR). Meeting regularly with others is expected, as this provides time for brainstorming, developing researchable questions, offering writing support, and encouraging synergies. Composition of small groups will depend on issues you decide to explore (see: Policy Research). BH221 is available before and after class, and AH319 and the research-writing studio are also welcoming settings for meeting.

Mutual respect, encouragement, and academic integrity are expected as practice of ethical inquiry and collegiality. Be accountable to each other. Check in with the instructor whenever you like, and especially if difficulties arise. Become familiar with the many instructional and support services that are available. Finally, be inquisitive as well cooperative....and don't forget to breath.

Requirements

To appreciate the prevalence and complexities of migration, we will engage in brief writing exercises as well as collaborative research. Besides writing assignments, communicating inquiries and insights through class and online discussions also serve to demonstrate your learning.

What, why, and so what? Post a potential concern, question, or path of inquiry to Inquiry-DB (discussion board), along with your rationale. This serves as a way to reveal interests and encourage writing as a creative endeavor. Secondly, post ideas to Syllabus-DB for modifications or suggestions; in other words, have a role in shaping our class. [1/9; 5pts]

Reflective essay. Migration narratives are part of the histories of most peoples of the world. What is your story? Compose a reflective essay on the significance of migration for your life. Draw on readings and class discussions to highlight determinants, adaptive responses, and implications that you believe to be most relevant. [1/26; ~1000-1300 wc; 15pts]

Book Review. In pairs or trios, read and discuss any one of many possible books, and exchange ideas and drafts in order to produce a clear and concise review. Options include an account of search for identity ("Futureface"), an ethnography of farmworkers in WA state ("Fresh Fruit, Broken Bodies"), or another book that you clear with me. The goal is to cogently and concisely highlight main lessons, while conveying how the book relates to current challenges. (Hint: this is more than a summary; read book reviews to see ways to do this.) We hope as well to have online discussions with some authors, too. [2/6; ~700-1000 wc; 15%]

Lived Experiences of Migration. Our university, community, state, country and world include people of diverse origins and attributes, as well as experiences of exclusion or inclusion. Together we will develop an interview protocol that explores challenges and barriers, sources of receptivity and support, and other concerns and insights reported by someone who is not from "here." Pay attention to what your respondent says, how things are expressed, and ways that you can contextualize particular migration flows or cultural affiliations. [2/20; ~1000wc; 15pts]

Policy Research: Policy research encourages expertise and voice regarding issues, controversies, and potential responses. We will form small groups for researching different dimensions of particularly crucial topics: rights to move, and to have place; assault on asylum; convergence of climate and migration; (de)bordering alternatives; and intergenerational investment & transcultural strategies. Research will proceed sequentially, on a timeline (TBA) for: posing thesis; outlining prospective direction and resources; acknowledging problems or gaps; drafting and rewriting; and presenting key lessons from your research paper, proposal, or curriculum design, through roundtables during week 10). Ask about possible focii and dissemination formats. [3/12; ~1600-2500wc; 30%]

Participation: Active in-class and on-line discussion about what you research, read and write is vital to an interactive, collaborative seminar. Share what you learn by posting to canvas discussion boards (2x/week) and offering insights or questions in class. Prompts may be posed in class, posted to Canvas, or provided by classmates. Everyone will also serve as discussion guide for readings, including chapters of our texts and significant resources from modules. So: read! Consistent attendance is expected as a matter of collegiality and fairness; please verify legitimate absences, and consult with me if you anticipate multiple absences. [20%]

Course Topics

Our schedule is subject to modification, to include inclusion of speakers, timely events, and opportunities that arise. Besides readings we do in common, everyone is expected to bring into discussions evidence and cases you encounter; this is vital for comprehending migration's "reach" and implications, from local to global, and personal to planetary.

The Anthropology of Migration: course overview [week 1]

humanizing migration: pairing research and rights

problem or promise? - acknowledging fear, affirming diversities, highlighting mobilities

what we (think we) know, what is planned/unplanned, how "migratory" are current events?

assignments:

1/7 – human(e) migration: key concepts, debates, terminologies, and blind-spots

1/9 – HM-preface & 1; raise potential research topics; revise the syllabus;

Human Movement in Time and Space [week 2]

Evolutionary, cartographic, and biomedical perspectives on migration

emigration/immigration as both local and globalized responses

disciplinary approaches to migration: what, where, who, how many, why & so what?

assignments:

1/14 - HM2

1/16 - AM1-2 [class cancelled, due to winter storm]

The Political Economy of Migration [week 3]

pre/post-WWII - colonialism, industrialization, globalization

emerging internal, regional and trans-regional patterns; expanding sources, numbers, destinations

labor migration policies, problems, and prospects

assignments:

1/21 – HM2

1/23 –HM3; SW 1; discuss questions/insights posted to "HM commentary"

The Quest for Control [week 4]

growing dislocations & destinations, familiar forces & fears

prospects for a “gated” world

untangling the immigration enforcement web of (il)legalities, warehousing and disposability

assignments:

1/28 – reflective essays; AM6; discuss questions/insights posted to “AM commentary”

1/30 – HM4; pose preliminary statement of research topic

Lived experiences & local/global alliances [week 5]

Harvest of Empire: immigration legacies of the US role in Latin America

beyond borders: climate change as mortality and moral challenge

assignments:

2/4 –HM6; AM7

2/6 - SW4; book reviews

Multiculturalism as Human Experience [week 6]

ethnicity, ethnogenesis, and a “new normal”: migrants R us

immigration reform: moving from hyperbole to reality

receptivity & resilience

assignments:

2/11 – AM4

2/13 – MPI year-reviews, multiculturalism, etc.

Becoming American, America Becoming [week 7]

either/or?: assimilation *and* differentiation?

learning the ropes: language and education

assignments:

2/18 - AM 12-13, or TBA

2/20 - “lived experiences” interview

Mesoamerican/North American Borderblur [week 8]

from Mesoamerica to middle America

guests from Oaxaca; migration film shorts (BHRFF - 4pm)

assignments:

2/25 – SW 5; LeBaron & Loucky (selections)

2/27 – SW 6 & HM7; SW6; migration films (in class and at BHRFF, 7pm 2/27)

To Be(long) or not to Be(long): Rethinking Citizenships [week 9]

costs and benefits, short and long-term, contexts of acculturation

international conventions, humanitarian law

cross-border solidarity: no one is illegal; immigrant rights are human right

assignments:

3/3-3/5: HM; SW7; AM12-14

Toward a More Sane and Humane Migration? [week 10]

rights to move in a tougher world

moving from exclusion to inclusion

intercultural-intergenerational mutuality

assignments:

3/10 - HM9; SW8

3/12 & 3/17: presentations of policy research