

Transnational Migration
INTL 410/510
Course Syllabus (Subject to Revision)

Professor: Kristin Elizabeth Yarris keyarris@uoregon.edu
Class meeting day, time & location: Tuesdays & Thursdays, 8:30-9:50am; 30 Pacific
Professor office hours, location: Tuesdays 10:00-12:00, PLC 313

Course Overview:

This class is a survey of contemporary transnational migration flows – movements of people across national borders – and the ways these human movements are shaping relations between states, governments, policies, international actors, civil society groups, communities, families, and individuals. The class is built upon our reading of four current ethnographic monographs – full-length books examining migration from anthropological perspectives. These books will raise difficult questions for our class discussions. Among these questions we will engage are: How do national and international policies shape contemporary migrations, making them more violent, and increasing the risk to human life? How are local actors – state actors, NGOs, INGOs, and civil society groups – responding to contemporary human migration? What are the strengths and limitations of international conventions and policies in relation to the protection of migrants’ human rights? How do contemporary forms of displacement challenge conventional understandings of the relations between states and citizens? Further, how must contemporary notions of citizenship shift to account for mass human displacement? How are the lives of people who move across national borders influenced by international laws, national policies, and practices of social exclusion or inclusion? And, to what extent do contemporary forms of human mobility correspond to academic understandings of who “migrants” and “refugees” are? To explore these questions, we will draw on social science theory – namely, theories about nation-states, migration, citizenship, and “illegality” – and our close reading of ethnographic case studies from different parts of the world. Class assignments and activities will be designed to further engage us in our course reading and its application to contemporary migration issues.

Expectations:

This course is focused on reading and writing -- comprehending, critiquing, and engaging with contemporary social science scholarship (primarily Anthropology and Sociology) in transnational migration studies. Students are expected to engage thoughtfully, critically, and self-reflexively with course readings. The majority of classroom time will be spent discussing our reading of ethnographic books; thus, students are expected to obtain the required books and complete all the assigned readings prior to the class period in which they will be discussed. Graded assignments are designed to encourage active, critical engagement with readings and other course materials. This class will be facilitated as a seminar and students are expected to take co-responsibility for creating a collective, cooperative learning environment. The Professor may, in this vein, use classroom time to engage students with popular media, academic blogs, and/or documentary films in order to deepen our understanding of the issues in the assigned readings.

Learning Objectives:

- Appreciate the complexities of transnational migration and its impact on contemporary social and cultural life, national and international policies, governmental and non-governmental responses
- Recognize the major contemporary “push” and “pull” factors shaping transnational migration, displacement, and settlement
- Consider how migration is changing contemporary forms of relatedness (gender, kinship, and other forms of intimacy)
- Develop skills in critical analysis and writing related to global migration
- Engage critically with academic theory related to transnational migration and apply this knowledge to gain a deeper understanding of the complexity of contemporary migration
- Develop an oral presentation related to a contemporary migration problem
- Generate a book review of a full-length ethnographic book using academic style and sources

Grading:

Class participation:	20%
Class presentation:	20%
Writing Assignments:	30%
Book review paper:	30%

Explanation of Graded Work:

Class Participation: Students are expected to attend each class period and to engage fully with class discussions. Students will post a minimum of two questions/comments/provocations based on each day’s readings to the course Canvas site for use in class discussions (posts should be made before class, preferably the night before each class period, if possible). Additional homework tasks may be assigned by the Professor, TBD. Class participation is worth 20 points.

Class Presentation: Working in pairs, students will prepare and deliver an oral presentation related to the migration topic we are exploring in class. Specific expectations and guidelines for these presentations will be reviewed in class; however, presentations should be approx. 15-20 minutes long and should expand on the course reading by illustrating the problem addressed by the reading, discussing relevant national and international laws and actors, tying the reading to contemporary issues in the news media, and raising issues and questions for class discussion. The class presentation is worth 20 points for each student.

Writing Assignments: Students will submit 2-4 double-spaced pages (for graduate students: 3-5 double-spaced pages) of written responses to **three of the four books read during the term** (e.g. *students will select which three of the four assigned books they will write about*). In this written response, students will reflect on the topic covered in the book in relation to the following: the strengths and weaknesses of the author’s methods and fieldwork, a critique of the arguments made in relation to the data presented, the contributions of the book to social science theory of transnationalism, a reflection on the book in relation to current migration-related issues in the news (including references or links to current migration-related news stories). Additional expectations for the writing assignments will be reviewed in class. Each written assignment is due on the class period following the day we complete our discussion of that book (e.g., if you

write about the book by De Leon, you will submit your written response on Tuesday, October 18). Each writing assignment is worth 10 points, for a total of 30 points.

Final paper: Students will write a critical book review of ONE of the full-length books read during the class. The book review will loosely follow academic book review style and content, with students required to include mention of an additional 2-4 relevant academic sources (peer-reviewed books, book chapters, and/or journal articles -- of students' own selection).

Final paper (cont'd.):

Graduate students will include reference to an additional 6-8 relevant academic sources OR graduate students also have the option of writing their book review essay based on two books, one from the syllabus and one of their own selection OR graduate students may propose a final paper related to their own research. Graduate students selecting one of these options for their final paper should discuss this in person with the Professor by week 8 of the term.

For undergraduates, the final paper should be 8-10 double-spaced pages; for graduates, the paper should be 16-18 pages (double-spaced). The book review / final paper is worth 30 points.

The final paper is due in hard copy and in e-copy (submitted via Canvas) on Tuesday, December 6th by 4:00pm. No late papers will be accepted; early papers are always welcome.

Students will also be encouraged to consider publishing their book reviews via online sites, blogs, student publications or peer-reviewed academic journals; see professor with ideas or for encouragement.

Note on Academic Integrity: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students should follow the guidelines on academic integrity outlined by the University.

Note on Accessibility: Please notify the instructor if there are aspects of this course that present barriers to your participation. For assistance, students are encouraged to contact the following campus services: *Accessible Education Center* 164 Oregon Hall; <http://aec.uoregon.edu/> University Counseling and Testing Center, 2nd Fl. Health Ctr, <http://counseling.uoregon.edu/dnn/>; Teaching and Learning Center, PLC; <http://tlc.uoregon.edu/> If you have particular concerns about the course, accessibility, or issues related to diversity and inclusion in the classroom, please talk to the professor in office hours or by appointment.

Note on Course Readings: The books required for this course will be made available for purchase at the UO Duckstore, or students may otherwise acquire them. Additional reading material will be shared through the course Canvas site.

Additionally: *The Professor may assign supplementary articles, reports, or other readings and may select to show video or documentary film during class periods in order to enhance our understanding of the main texts and topics being covered in this course.*

Weekly Schedule:

Week One

(Sept. 27 & 29)

Theorizing Migration in the Context of Globalization and (Late) Modernity

Readings:

- (1) Michael Kearney. 1995. The Local and the Global: The Anthropology of Globalization and Transnationalism. *Annual Review of Anthropology* 24:547-565.
- (2) Yarris, K.E. and Castañeda, H. 2015. Discourses of Displacement and Deservingness: Interrogating Distinctions between ‘Economic’ and ‘Forced’ Migration. *International Migration*. 53(3). doi: 10.1111/imig.12170
- (3) Nicholas P. De Genova. 2002. Migrant “Illegality” and Deportability in Everyday Life. *Annual Review of Anthropology* 31:419-447.

Weeks Two-Three

(Oct. 4, 6; 11, 13)

De Leon, Jason. 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*. University of California Press.

Oct 4 Guest Speaker: Dr. Heide Castañeda, Univ. of South Florida

Oct 4 additional reading: Castañeda, H. 2015. Mixed-Status Families in the Rio Grande Valley. pp. 106-116. In, A. Schueths and J. Lawston (Eds.) *Living Together, Living Apart: Mixed-Status Families and US Immigration Policy*. University of Washington Press.

Additional readings for Oct. 11:

<http://www.youthcirculations.com/blog/2016/1/25/visualizing-risk-and-potential-migrants-in-zones-of-transit> & <http://www.youthcirculations.com/blog/2016/2/6/the-stress-along-the-way-the-medicalization-of-transit-migration>

****Finish DeLeon by Oct. 13.**

Weeks Four-Five

(Oct. 18, 20; 25, 27)

Andersson, Ruben. 2014. *Illegality, Inc.: Clandestine Migration and the Business of Bordering Europe*. University of California Press.

Additional readings by Andersson:

https://www.academia.edu/8499263/A_global_front_Thoughts_on_enforcement_at_the_rich_worlds_borders_appendix_to_Illegality_Inc._
<https://www.irinnews.org/opinion/2016/02/15/why-warships-can't-solve-refugee-crisis>
<https://newint.org/features/2016/01/01/the-border-industry/>
<https://www.law.ox.ac.uk/research-subject-groups/centre-criminology/centreborder-criminologies/blog/2015/10/illegality>

****Finish Andersson by Oct. 27.**

Weeks Six-Seven

(Nov. 1, 3; 8, 10)

Giordano, Cristiana. 2014. *Migrants in Translation: Caring and the Logics of Difference in Contemporary Italy*. University of California Press.

Additional Readings:

Giordano, Cristiana. Translating Fanon in the Italian Context: Rethinking the Ethics of Treatment in Psychiatry. *Transcultural Psychiatry*, Vol.48, No.3, July 2011.

Fanon, Frantz. "Colonial Wars and Mental Disorders". From, *The Wretched of the Earth*. 1963. Grove Press. New York, NY.

(Note: for graduate students interested in migration and Italy and wanting to do a book review of the Giordano book, a paired book to include in a book review essay would be Hans Lucht's *Darkness before Daybreak: African Migrants Living on the Margins in Southern Italy Today*.)

****Finish Giordano by Nov. 10.**

Weeks Eight-Ten

(Nov. 15, 22; 29, Dec. 1)

Gozdziak, Elzbieta M. 2016. *Trafficked Children and Youth in the United States*. Rutgers University Press.

Additional Readings:

<https://elzbietaGozdziak.wordpress.com/2016/09/18/the-u-s-refugee-resettlement-system-a-different-kind-of-integration-challenge/>

Yarris, Kristin E. 2014. "Quiero ir y no quiero ir" (I want to go and I don't want to go): Nicaraguan Children's Ambivalent Experiences of Transnational Family Life. *Journal of Latin American and Caribbean Anthropology* 19(2):284-309.

Introduction, Children, Youth, and the Everyday Ruptures of Migration. D. Boehm, J. Hess, C. Coe, H. Rae-Espinoza, and R. Reynolds. From, *Everyday Ruptures: Children, Youth, and Migration in Global Perspective*.

Possible film: <https://vimeo.com/159943183>

****Finish Gozdziaak by Dec. 1.**

Note: There will be no class held on Thursday, Nov. 17 due to the Professor's attendance at a conference; nor will there be a class on Nov. 24 due to the Thanksgiving holiday.