Transnationalism and Migration
Anthropology 426:001 (CRN 45288) / 526:001 (CRN 45287)
Winter 2015: T/R 12:00 – 1:50, OND 202

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Office Hours: MT 2:00-3:00 and by appointment

COURSE DESCRIPTION
When people jokingly assert that the world gets smaller every day, they often refer to the modern conditions of intercultural communication and international interdependence. Should we consider such globalization a liberating phenomenon, or a cultural, political and economic menace, or a bit of both? The first half of this course examines anthropological theories of globalization and explores continuity and change in trade and political domination between the colonial era and the current global economy. We explore colonial and post-colonial systems of economic imperialism, culminating in a discussion of labor migration and export production. The second half of the course examines hybrid identities and the commodification of “traditional” cultures in the context of perpetually shifting populations. Seeking new understandings of place, space, and belonging, we focus on borders, state sovereignty, and citizenship as well as travel and displacement among tourists and migrants. Through readings, lectures, films, and discussions, the course offers a comprehensive anthropological understanding of globalization, transnationalism, and migration.

LEARNING OBJECTIVES
By the end of the quarter, students will be able to
- Identify and critically assess the influence of the global economy on colonial and post-colonial labor relations and migration patterns
- Evaluate the relationship between kinship structures and gendered migration as they relate to youth, the elderly, and the changing role of caregivers
- Debate and discuss theoretical positions on issues of borders, citizenship, and state sovereignty as they relate to the movement of people, goods, money, and ideas
- Explain and discuss the cultural construction of identity, cultural editing, the tourist gaze, and the commodification of culture
- Identify and critically assess standard and experimental disciplinary approaches to ethnographic research, data analysis, and publication about transnationalism and migration
- Understand the tensions between researchers, advocates, and activists with respect to the effects of globalization
- Develop writing skills at the senior/graduate student level
- Present the results of independent and group projects to classmates

COURSE PREREQUISITES
Strongly recommended: Upper division standing and at least one core course in sociocultural anthropology (Anth 103, 304, or 305), or previous junior/senior-level course work in socio-cultural anthropology or related fields.
READINGS
One of the following three books:

Cole, Jeffrey E. and Sally S. Booth

Gardner, Andrew M.

Munoz, Carolina Bank

One of the following three books:

Boehm, Deborah A.

Huberman, Jenny

Vora, Neha

Materials on D2L

D2L (Desire 2 Learn Learning Management System)
The course syllabus, the plagiarism document, assignment sheets, discussion questions, and links to class readings will be available on D2L. Students may read the materials online or print copies for use during class discussions.

All student reading responses and essays will be submitted online through D2L. Students can access D2L with their Odin username and password. Login to D2L at https://d2l.pdx.edu. Use of D2L will be demonstrated on the first day of class. Please contact the instructor immediately if you encounter difficulties in accessing and using this resource.

CLASS REQUIREMENTS
The following assignments will form the basis for evaluating undergraduate performance: reading responses (25%), one 4-5 page essay (30%), a group presentation (15%), a reflection essay on the presentation (20%), and class participation and attendance (10%).

Graduate students will complete all assignments required of undergraduates (70%) and will write a 15-20 page term paper on a topic of their choice (25%), about which they will present briefly to the class during the last week of the quarter (5%).

Students taking this course pass-no-pass are required to earn at least a 'C-' to pass.
Reading responses (25%)

On D2L in the “Discussions” area (and also linked to section modules), students will find reading response prompts related to some of the articles and book chapters assigned. These are marked with “Read and respond” on the schedule at the end of the syllabus. Students are asked to read the articles and post brief responses to the prompts on D2L. These responses will be counted as on time if posted before the start of class on the day that they are assigned. I.e., reading responses are due by 11:59 AM on the day of class; late responses will be accepted until Friday March 13, but will not receive full credit. Please note your name in the subject line of your post. Responses will be evaluated on a check/check minus/check plus basis. Further instructions will be posted on D2L.

By engaging meaningfully with the reading materials online before class, students will be able to make maximum use of face-to-face time for making connections between readings and pursuing deeper theoretical subjects. The work done online will allow us to “flip” the classroom and “hybridize” the course. On some days, we will not meet in the classroom during our regularly scheduled time. Such days are marked on the schedule at the end of this syllabus.

4-5 page essay (30%)

All students will read two of the six books mentioned above. Each student will write an essay about one of the books. For the other book, the student will engage in a group presentation and write a reflection about his or her experience.

Students who present on ethnographies for Section 2 and 3 will write essays about ethnographies in Section 5 or Section 6. Students who present on ethnographies for Section 5 or Section 6 will write essays about ethnographies in Section 2 and 3. Assignment instructions and essay question choices will be posted on D2L. Students will turn their essays in through the D2L “Dropbox” function. (Please submit your work as a Word .doc or a .pdf file; the instructor’s computer often mangles other types of files.)

Essays and reflections will be due a week after we finish covering the section material. Please consult the schedule at the end of the syllabus for due dates for specific assignments.

Group presentation (15%) and 4-page reflection essay (20%)

Six ethnographies related to topics covered in class are listed on the syllabus, three related to Sections 2 and 3, two related to Section 5, and one related to Section 6. At the beginning of the quarter, students will select ethnographies for their group presentations. In groups, students will consult with the instructor and lead a class-period-long discussion of their book. Student duties will include creatively presenting the information to their classmates and crafting class activities to spur discussion and interaction. (Classmates will have read the book or a book chapter or article related to the ethnography.) A week after their presentation, students will turn in a 4-page reflection essay in which they identify the key point(s) they sought to convey in their presentation and reflect on what they learned from the material and their presentation experience. Due dates are listed on the class schedule (last page of this syllabus). Further instructions will
be posted on D2L. Students will turn their essays in through the D2L “Dropbox” function. (Please submit your work as a Word .doc or a .pdf file; the instructor’s computer often mangles other types of files.)

**Attendance and class participation (10%)**

Class participation forms an important aspect of the learning experience in this upper-level class, and is therefore both expected and required. **Students with more than 3 unexcused absences will receive no points for class participation.** Legitimate reasons to miss class are few and dire, and should if at all possible be reported to the instructor before the start of the class period.

**Graduate student term paper (25%) and presentation (5%)** (Graduate students only.)

- **Draft paper due Tuesday, March 3**
- **Presentations: Thursday, March 12**
- **Final paper due Thursday, March 19 (turn in on D2L by noon).**

Each graduate student will write a 15-20 page research paper on a topic of his or her choice related to class themes and make a short presentation about the topic to the class. Further instructions will be posted on D2L and discussed separately. Students will turn their essays in through the D2L “Dropbox” function. (Please submit your work as a Word .doc or a .pdf file; the instructor’s computer often mangles other types of files.)

**Policies**

Please retain for your own records a copy of all the work you submit. All written work must be completed to receive a passing grade in this class. Late papers will lose one letter grade for each day past due except in the event of severe illness or emergency; the clock stops ticking when the student contacts the instructor to arrange a new deadline. Requests for extensions on deadlines should be made in writing ahead of the due date.

**Plagiarism** (intellectual theft) is a very serious academic offense. You are responsible for reading the department handout on plagiarism, which is posted on D2L. Please ask the instructor or contact the Writing Center if you have any questions about plagiarism.

**Courteous use of technology** is allowed in the classroom, including accessing reading materials on laptops or tablets and typing notes into an electronic document. Checking email and accessing social media websites is disrespectful and distracting; students who engage in these activities while class is in session will be asked to shut down their technology immediately and will be barred from using it for the remainder of the quarter. All cell phones should be silenced during class.

Students with a documented disability needing accommodations in this course should immediately inform the instructor.

Anthropology majors should seek advising at least twice a year from faculty members in the Anthropology Department for advice related to meeting graduation requirements and achieving career goals.
COURSE OUTLINE

SECTION 1: Introduction
Ghosh, Amitav
Appadurai, Arjun
Brettell, Caroline B.

SECTION 2: Global political economy
Colonial Connections
Fernandez-Armesto, Felipe
Norton, Marcy
2004 Conquests of Chocolate. OAH Magazine of History 18 (3): 14-17
Smith, Roberta

Development and Humanitarian Aid
Film: The Couple in the Cage
Escobar, Arturo
Daly, Patrick and Yenny Rahmayati

Debt, Free Trade, and Global Capitalism
Tetreault, Mary Ann and Ronnie D. Lipschutz
Schaeffer, Robert K.
SECTION 3: Identities in motion and in place
Read 2 of the following 4 articles:

Allison, Anne

Fong, Vanessa

Muehlmann, Shaylih

Molé, Noelle J.

Group Presentations – ethnography choices for Sections 2 and 3

Cole, Jeffrey E. and Sally S. Booth

If you are not reading the entire ethnography or presenting on Cole & Booth, read a selection of this book (TBD) that will be posted on D2L

Munoz, Carolina Bank

If you are not reading the entire ethnography or presenting on Munoz, read a selection of this book (TBD) that will be posted on D2L

Gardner, Andrew M.
If you are not reading or presenting on Gardner, read the following article (or a selection TBD that will be posted on D2L):

Gardner, Andrew M.

SECTION 4: Kinship in transnational families
Read 2 of the following 4 articles:
Magazine, Roger and Martha A.R. Sanchez
Huijsmans, Roy
Catherine Locke, Catherine, Janet Seeley, and Nitya Rao
Gamburd, Michele

SECTION 5: Borders, states, and citizenship
Ghosh, Amitav
Agamben, Giorgio
Ong, Aihwa

Read one of the following two:
Andreas, Peter
Peutz, Nathalie and Nicholas de Genova

Group Presentations – ethnography choices for Sections 4 and 5

Boehm, Deborah A.

If you are not reading or presenting on Boehm, read the following article (or a selection TBD that will be posted on D2L):

Boehm, Deborah A.

Vora, Neha

If you are not reading or presenting on Vora, read the selection TBD posted on D2L.

SECTION 6: Tourism, cultural editing, and the commodification of culture

Shiner, Larry

Volkman, Toby Alice

O’Carroll, Cliona

Film: Cannibal Tours

Group Presentations – ethnography choice for Section 6

Huberman, Jenny

If you are not reading or presenting on Huberman, read the selection TBD posted on D2L.
COURSE SCHEDULE
Note: schedule is subject to change, but assignment due-dates will not be moved earlier. On ‘Read and respond’ days, reading responses should be posted on D2L by 11:59 AM.

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<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Month</th>
<th>Readings, films, assignments due</th>
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<td>Jan.</td>
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<td>Read and respond: Ghosh, Appadurai</td>
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<td>Read and respond: Brettell</td>
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<td>Read: Fernandez-Armesto, Norton, Smith</td>
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<td>Read and respond: Escobar, Daly &amp; Rahmayati</td>
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<td>Read: Tetrault &amp; Lipschutz</td>
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<td>Read and respond: Schaeffer Chapter 5, Schaeffer Chapter 9</td>
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<td>Read: Two out of four articles on identity Film: The Couple in the Cage</td>
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<td>Student Group Presentation on Dirty Work</td>
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<td>Student Group Presentations on Shop-Floor Politics and City of Strangers</td>
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<td>Read: Two out of four articles on family and migration Due: Essays and Reflections on Dirty Work</td>
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<td>Due: Essays and Reflections on Shop-Floor Politics and City of Strangers</td>
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<td>Read and respond: Ghosh, Agamben</td>
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<td>Read and respond: Ong, one of two chapters on the US-Mexico border</td>
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<td>NO FACE-TO-FACE MEETING</td>
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<td>Student Group Presentations on Intimate Migrations and Impossible Citizens</td>
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<td>Read and respond: Shiner, Volkman Film: Cannibal Tours</td>
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<td>Read: O’Carroll Film: Cannibal Tours (continued) Due: Essays and Reflections on Intimate Migrations and Impossible Citizens</td>
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<td>Student Group Presentation on Ambivalent Encounters</td>
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<td>Due: Essays and Reflections on Ambivalent Encounters</td>
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