Anthropology of Migration
ANTH 3348
Fall 2014
Dr. Christian Zlolniski

Time: Tue & Th 11-12:20 p.m.
Place: UH 25
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Office Hours: Tue & Th 1-2 pm. or by appointment

Course Description
International migration is a key global force affecting millions of peoples around the world. This course examines international migration from the perspective of social and cultural anthropology with particular emphasis on the American experience. You will learn about why and how people migrate, the problems immigrants confront adapting to a new country, the cultural changes they go through in their host societies, and the economic, social, and cultural effects migration has in sending and receiving countries. Materials are presented through anthropological studies of diverse immigrant groups, films, and lectures.

Course Objectives and Learning Outcomes
Students completing this course will have a broader understanding of the multiple economic, social, political, and cultural dimensions of international migration, and will be able to evaluate public discussions and policies on international migration from an anthropological standpoint. You will learn to compare and contrast the experience of diverse immigrant groups through ethnographic case studies, and to interpret empirical anthropological data to arrive to broader conclusions and implications. To assess this set of goals the exams will incorporate specific questions in which students can demonstrate they have understood the materials presented in class and are able to explain, analyze, and discuss them in a coherent manner.

Required Readings

- **Johanna Lessinger.** *From the Ganges to the Hudson: Indian Immigrants in New York City.* Allyn and Bacon, 1996.
- **T. Thao Pham.** Moroccan Immigrant Women in Spain. Lexington Books 2013
- **Online** Readings at Blackboard (see schedule of readings).
**Course Assignments**

Students are expected to fulfill all the requirements listed below and keep on top of the class readings.

**Class readings and participation**

Students are expected to read all the assigned readings on the day they are listed on the syllabus, and send “talking points” (a brief synthesis of the main points from the day’s readings) and “discussion questions” based on those readings. Your talking points and questions should be posted on blackboard at least two hours before class. This will be half of your participation grade. Students are expected to turn in assignments when they are due; any late material will be marked down one grade for every day it is late. If you are normally shy in class, I encourage you to speak up; if you are usually talkative, make sure to give others the opportunity to contribute to the discussion.

**Attendance**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the following attendance policy: You are also expected to come to class on time, if they are over ten minutes late they will be marked absent. A roll will be circulated each day. More than two unexcused absences may result in a lowering of the class participation grade.

**Exams**

There will be mid-term and final exams. The final test will not be cumulative and together the two exams count 50 per cent of your final grade.

**Short paper and presentation**

Students will also read an ethnography of their choice, a case-study of a contemporary immigrant or refugee group anywhere in the world. First you will choose a book and then will send it to me for my approval. Each student will present his/her ethnography to the class, making connections to our class materials and discussions, including a reflection on how the experience of the immigrant group presented compare to those whose cases we have discussed in class. You will turn in a short 8-pages long paper summarizing the major findings of the ethnography, including a section with your own thought and reactions. The presentation of your chosen ethnography will be 10% of your grade, and your paper another 10 percent.

**Grading**

- Midterm examination 25%
- Final examination 25%
- Ethnography class presentation 10%
- Paper 20%
- Discussion questions 10%
- Class participation & attendance 10%
Distribution list
Within the first two weeks I will put together an email distribution list to send
announcements, documents or other course materials to students. You are responsible for
checking your email periodically to see if there are announcements. If you have an e-
mail address other than UTA, you should let me know when building the distribution list.

Class Policies
Laptops: I do not allow laptops in class. They are not necessary for taking notes,
and they detract from one’s own and other students’ attention and class interaction.

Cell phones: The use of cell phones in class has reached unprecedented levels and
is out of control. You must remove your cell phone from the top of your desk (while
difficult at first you will get used to), and if I see you glancing at it during class, I will ask
you to leave. If it rings or buzzes, you will also be asked to leave.

Etiquette: No late entries or early exits without prior permission. We will strive
to have a classroom in which good humor, civility, and sensible informality reign. Be
mindful of common courtesies that enhance our learning environment. Keep in touch by
phone, e-mail, or office visits and do your part to stay engaged in the course, and in
general please take responsibility for your learning.

Grade Scale
The grade scale is: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 59 and below. A “plus” and “minus”
system may be applied when appropriate. Students will take their exams without the use of outlines, notes
or any aids. Exams and writing assignments are evaluated on how specifically all the parts of a question
posed are addressed; how appropriately answers incorporate assigned readings and other course materials;
how fully developed are the ideas presented; how well the essay conveys a sense of a solid grasp of the
issues involved; and the general readability of the writing.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-
service in MyMav from the beginning of the registration period through the late registration period. After
the late registration period, students must see their academic advisor to drop a class or withdraw.
Undeclared students must see an advisor in the University Advising Center. Drops can continue through a
point two-thirds of the way through the term or session. It is the student's responsibility to officially
withdraw if they do not plan to attend after registering. Students will not be automatically dropped for
non-attendance. If you decide not to complete this course, it is solely your responsibility to officially drop.
The last day to drop is Oct 29.

Americans With Disabilities Act (ADA): The University of Texas at Arlington is on record as being
committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans
with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable
accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any
student requiring an accommodation for this course must provide the instructor with official documentation
in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102.
Only those students who have officially documented a need for an accommodation will have their request
honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic
accommodations can be found at www.uta.edu/disability or by calling the Office for Students with
Disabilities at (817) 272-3364.

Expectations for Out-of-Class Study: A general rule of thumb is this: for every credit hour earned, a
student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a
minimum expectation of 9 hours of reading, study, etc.] Beyond the time required to attend each class
meeting, students enrolled in this course should expect to spend additional time in course-related activities,
including reading required materials, completing the above explained assignments, preparing for exams, etc. Thus it is imperative you read all the assigned readings as they will be included in the tests.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.
Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.
SCHEDULE OF CLASS MEETINGS AND ASSIGNMENTS

BB = Blackboard readings

Week 1  Course Introduction
Aug 21  Overview, assignments and expectations

Week 2  International Migration: Concepts and Trends
Readings
Aug 26  BB: Portes & Rumbaut “Who They Are and Why They Come”
Aug 28  BB: The Editors “Concepts and Trends”.

Week 3  How do Anthropologists Study Migration?
Readings
Sep 2   BB: C. Brettell “Situating the Anthropological Perspective: Macro, Meso, and Micro Approaches to the Study of Migration”
Sep 4   BB: Nancy Foner “Anthropology and Contemporary Immigration to the United States –Where We Have Been and Where We Are Going”
       Video: Invisible Indians

Week 4  Issues and Theories of Migration
Readings
Sep 11  No class (out of town)

Week 5  Issues and Theories of Migration (2)
Readings
Sep 16 & 18 BB: Caroline B. Brettell “Theorizing Migration in Anthropology: The Social Construction of Networks, Identities, Communities, and Globalscapes”.

Week 6  Ethnic Enclaves: Indians in New York
Readings
Sep 23  Lessinger “Introduction” & Chapters 1
Sep 25  Chapters 2 & 3
       Video: TBA

Week 7  Ethnic Enclaves: Indians in New York (2)
Readings
Sep 30  Lessinger, Chapters 4 & 5
Oct 2   Chapter 6.

Week 8  Immigrant Labor
Readings
Oct 7   Zlolisti “Introduction”
Oct 9  Midterm exam

Week 9  Undocumented Workers: Mexican Immigrants in California
Readings
Oct 14  Zlolniski, Chapter 1
Oct 16  Chapter 2
Video: Crossing Arizona

Week 10  Undocumented Workers: Mexican Immigrants in California (2)
Readings
Oct 21  Zlolniski, Chapters 3,
Oct 23  Chapters 4 & Conclusion

Week 11  Transnational Migrants: Moroccan Women in Spain
Readings
Oct 28  Thao Pham: Introduction & Chapter 1
Oct 30  Chapters 2 & 3

Week 12  Transnational Migrants: Moroccan Women in Spain (2)
Readings
Nov 4  Thao Pham: Chapters 4 & 5
Nov 6  Chapters 6, 7 & 8

Week 13  Refugees
Readings
Nov 11  BB: Rosemarie Rogers & Emily Copeland “The Evolution of the
International Refugee Regime”.
Nov 13  Video: Becoming American: The odyssey of a refugee family

Week 14  Refugees (2)
Readings
Nov 18 & 20  BB: Niklaus Steiner “Modern efforts to protect refugees”

Week 15  Public Policies on Immigration
Readings
Nov 25  BB: Ruth Gomberg-Muñoz and Laura Nussbaum-Barberena “Is
Immigration Policy Labor Policy?”

Nov 27  Thanksgiving

Week 16  Review Final
Dec 2

Final Exam Tue Dec 9, 11-1:30 pm.