



The Hebrew University of Jerusalem

Syllabus

: Anthropology of Migration - 53303

Last update 11-08-2022

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Sociology & Anthropology

Academic year: 0

Semester: 1st Semester

Teaching Languages: English

Campus: Mt. Scopus

Course/Module Coordinator: Ms. Carolin Muller

Coordinator Email: carolin.mueller@mail.huji.ac.il

Coordinator Office Hours: Monday, 11:45-12:45

Teaching Staff:

Dr. Carolin Muller

Course/Module description:

This course explores the broad and interdisciplinary field of Migration Studies from the perspective of Cultural Anthropology. This course is for students interested in learning about the complex processes involved in different forms of human mobility. Besides understanding how, why, and where people migrate, we will also focus on the gendered, raced, and classed conditions that make humans (im)mobile and learn about different forms of expression, including art, literature, film, and music, that people use to reflect on different experiences of migration. The course is taught in English. Course materials and course assignments are in English as well.

Course/Module aims:

Through a discussion of ethnographic case studies, we will gain an overview of the major approaches to and themes in researching forced movement, displacement, life in exile and diaspora. We will learn about the role of international policies and agreements in contemporary migration debates on borders, refugees, and human rights, and develop a critical understanding of public discourse on these issues. This course will also center narratives of settled migrants about their everyday experiences of borders, discrimination, and racism to help students understand what happens once human migration has taken place.

Learning outcomes - On successful completion of this module, students should be able to:

Students will be familiar with central texts and debates in migration research. They will have a command of global examples, migration regimes, and the relationship of migration management to different structural, institutional, contextual, and environmental factors. Students will acquire a scholarly toolkit to help them identify how different migration regimes take shape and how they affect different groups of people. Students will learn how to connect global developments to local situations and what can be learned from ethnographic materials to situate everyday experiences of migrants and the postmigratory society as a key resource.

Attendance requirements(%):

Students are required to attend all lectures to receive full points for active in-class participation. Should a student miss a session, they are required to let their instructor know of their absence via email as soon as possible. Students are allowed a maximum of 1 unexcused absence. If a student has to miss class due to other academic engagements, the student is required to ask permission of the instructor in advance to have their absence excused.

Teaching arrangement and method of instruction: Lecture and small group discussion

Course/Module Content:

1. Studying Migration Through the Lens of Anthropology

Week One: Introduction: The Anthropology of Migration

Week Two: Migration Approached Anthropology

Week Three: Of Migrants and Refugees

Week Four: More Thoughts on (Im)mobilities

2. Factors and Conditions of Migration

Week Five: Race and Migration

Week Six: Gender and Migration

Week Seven: Class and Migration

Week Eight: Climate and Migration

3. The State, the Law, and Rights

Week Nine: International Regulation of Human Mobility

Week Ten: A question of (il)legality

Week Eleven: Borders

4. Politics Post-Migration

Week Twelve: Diaspora

Week Thirteen: Cultural Politics of Migration

Required Reading:

1. Studying Migration Through the Lens of Anthropology

Week One: Introduction: The Anthropology of Migration

Watch: "Sea at Fire" (2016), <https://soap2day.gg/watch/fire-at-sea-tfvefvsq/>

Week Two: Migration Approached Anthropologically

Castles, S. and M. Miller (2014). The Age of Migration: International Population Movements in the Modern World, pp. 25-52.

Week Three: Of Migrants and Refugees

Hamlin, R. (2021). "The Migrant/Refugee Binary" In: Crossing: How We Label and React to People on the Move. Stanford University Press, pp. 1-24.

Week Four: More Thoughts on (Im)mobilities

Costantini, O. & Massa, A. (2016). "So, now I am Eritrean": Mobility Strategies and Multiple Senses of Belonging between Local Complexity and Global Immobility. In M. Gutekunst, A. Hackl, S. Leoncini, J. Schwarz and I. Götz (eds.): Bounded Mobilities: Ethnographic Perspectives on Social Hierarchies and Global Inequalities, pp. 41-58. Bielefeld: transcript Verlag. <https://doi.org/10.1515/9783839431238-005>

2. Factors and Conditions of Migration

Week Five: Race and Migration

Silverstein, P. A. (2005). Immigrant Racialization and the New Savage Slot: Race,

Migration, and Immigration in the New Europe. *Annual Review of Anthropology*, 34(1), pp. 363–384. <https://doi.org/10.1146/annurev.anthro.34.081804.120338>

Week Six: Gender and Migration

Manalansan, M. F. (2006). *Queer Intersections: Sexuality and Gender in Migration Studies*. *International Migration Review*, 40(1), pp. 224–249. <https://doi.org/10.1111/j.1747-7379.2006.00009.x>

Week Seven: Class and Migration

Van Hear, N. (2014). *Reconsidering Migration and Class*. *International Migration Review*, 48 (1_suppl), pp. 100–121. <https://doi.org/10.1111/imre.12139>

Week Eight: Climate and Migration

Moran-Taylor, M. J., & Taylor, M. J. (2010). Land and leña: Linking transnational migration, natural resources, and the environment in Guatemala. *Population and Environment*, 32(2), pp. 198–215. <https://doi.org/10.1007/s11111-010-0125-x>

3. The State, the Law, and Rights

Week Nine: International Regulation of Human Mobility

Torpey, John (2000). *The invention of the passport: surveillance, citizenship and the state*. Cambridge University Press, pp. 1-18.

Calavita, Kitty (2007). *Immigration, Law, Race, and Identity*. *Annual Review of Law and Social Science* 3, pp. 1-17.

Week Ten: A question of (il)legality

Muñoz, S. M. (2018). Unpacking Legality Through La Facultad and Cultural Citizenship: Critical and Legal Consciousness Formation for Politicized Latinx Undocumented Youth Activists. *Equity & Excellence in Education*, 51(1), pp. 78–91. <https://doi.org/10.1080/10665684.2018.1441762>

Week Eleven: Borders

Josiah Heyman and John Symons (2012). “Borders.” In D. Fassin (ed.): *A Companion to Moral Anthropology*, pp. 540-554.

Simpson, Audra. *Mohawk interruptus: Political life across the borders of settler states*. Duke University Press, 2014, pp. 115-135.

4. Politics Post-Migration

Week Twelve: Diaspora

Shuval, J. T. (2000). *Diaspora Migration: Definitional Ambiguities and a Theoretical Paradigm*. *International Migration*, 38(5), 41–56. <https://doi.org/10.1111/1468-2435.00127>

Week Thirteen: Cultural Politics of Migration

Willis, B. S. A. Y. and K. (2012). *Singaporean and British Transmigrants in China and the Cultural Politics of ‘Contact Zones’*. In B. Yeoh and S. Huang (eds.): *The Cultural Politics of Talent Migration in East Asia*, pp. 269-285.

Triandafyllidou, A. (1998). National identity and the ‘other’. *Ethnic and Racial Studies*, 21(4), pp. 593–612. <https://doi.org/10.1080/014198798329784>

Additional Reading Material:

Week Two: Migration Approached Anthropologically

Additional Resources: “Introduction to Migration Theory” by Hein de Haas,

<https://www.youtube.com/watch?v&eq;48RUuMCtD1o>

Elizabeth Horevitz (2009) *Understanding the Anthropology of Immigration and Migration*, *Journal of Human Behavior in the Social Environment*, 19:6, pp. 745-758, DOI: 10.1080/10911350902910914

Week Three: Of Migrants and Refugees

Additional Resource: Lamis Abdelaaty & Rebecca Hamlin (2022). *Introduction: The Politics of the Migrant/Refugee Binary*, *Journal of Immigrant & Refugee Studies*, DOI: 10.1080/15562948.2022.2056669

Week Four: More Thoughts on (Im)mobilities

Additional Resource: Schewel, K. (2020). *Understanding Immobility: Moving Beyond the Mobility Bias in Migration Studies*. *International Migration Review*, 54(2), pp. 328-355. <https://doi.org/10.1177/0197918319831952>

5. Factors and Conditions of Migration

Week Five: Race and Migration

Additional Resources: Schiller, N. G., Basch, L., & Blanc, C. S. (1995). *From Immigrant to Transmigrant: Theorizing Transnational Migration*. *Anthropological Quarterly*, 68(1), pp. 48-63. <https://doi.org/10.2307/3317464>

Mullings, L. (2005). *Interrogating Racism: Toward an Antiracist Anthropology*. *Annual Review of Anthropology*, 34(1), pp. 667-693.

<https://doi.org/10.1146/annurev.anthro.32.061002.093435>

Lentin, A. (2004). *Racial States, Anti-Racist Responses: Picking Holes in 'Culture' and 'Human Rights'*. *European Journal of Social Theory*, 7(4), pp. 427-443. <https://doi.org/10.1177/1368431004046699>

De Genova, N. (2016). *The European Question: Migration, Race, and Postcoloniality in Europe*. *Social Text*, 34(3 (128)), pp. 75-102.

<https://doi.org/10.1215/01642472-3607588>

Week Six: Gender and Migration

Additional Resources: Pedraza, S. (1991). *Women and Migration: The Social Consequences of Gender*. *Annual Review of Sociology*, 17(1), pp. 303-325.

<https://doi.org/10.1146/annurev.so.17.080191.001511>

Goldade, K. (2009). "Health Is Hard Here" or "Health for All"? *Medical Anthropology Quarterly*, 23(4), pp. 483-503. <https://doi.org/10.1111/j.1548-1387.2009.01074.x>

Mahler, S. J., & Pessar, P. R. (2006). *Gender Matters: Ethnographers Bring Gender from the Periphery toward the Core of Migration Studies*. *International Migration Review*, 40(1), pp. 27-63. <https://doi.org/10.1111/j.1747-7379.2006.00002.x>

Week Seven: Class and Migration

Additional Resources: Dong, J. (2012) *Mobility, voice, and symbolic restratification: An ethnography of 'elite migrants' in urban China*. *Diversities*. vol. 14, no. 2, pp. 34-48, UNESCO. ISSN 2079-6595, www.unesco.org/shs/diversities/vol14/issue2/art3

Jamieson, L. (2000). *Migration, place and class: Youth in a rural area*. *The Sociological Review*, 48(2), pp. 203-223. <https://doi.org/10.1111/1467-954X.00212>

Oliver, C., & O'Reilly, K. (2010). *A Bourdieusian Analysis of Class and Migration: Habitus and the Individualizing Process*. *Sociology*, 44(1), pp. 49-66.

<https://doi.org/10.1177/0038038509351627>

Week Eight: Climate and Migration

Additional Resources: Cattaneo, C., Beine, M., Fröhlich, C. J., Kniveton, D., Martinez-Zarzoso, I., Mastroiello, M., Millock, K., Piguet, E., and Schraven, B. (2019). Human Migration in the Era of Climate Change. *Review of Environmental Economics and Policy*, 13(2), pp. 189–206. <https://doi.org/10.1093/reep/rez008>

Piguet, E. (2010). Linking climate change, environmental degradation, and migration: A methodological overview. *WIREs Climate Change*, 1(4), pp. 517–524. <https://doi.org/10.1002/wcc.54>

6. The State, the Law, and Rights

Week Nine: International Regulation of Human Mobility

Additional Resource: Achiume, E. T. (2013). Beyond Prejudice: Structural Xenophobic Discrimination against Refugees. *Georgetown Journal of International Law*, 45(2), pp. 323–382.

<https://heinonline.org/HOL/P?h&eq;hein.journals/geojintl45&i&eq;341>

Bauböck, R., Kraler, A., Martiniello, M. and Perching B. (2006). “Migrants’ Citizenship: Legal Status, Rights and Political Participation. In R. Penninx, M. Berger and K. Kraal (eds.): *The Dynamics of International Migration and Settlement in Europe*, pp. 65-98.

Week Ten: A question of (il)legality

Additional Resource: Nair, P. (2012). The body politic of dissent: The paperless and the indignant. *Citizenship Studies*, 16(5–6), pp. 783–792.

<https://doi.org/10.1080/13621025.2012.698508>

Week Eleven: Borders

Additional Resources: Achiume, E. T., & Bali, A. (2020). Race and Empire: Legal Theory within, through, and across National Borders. *UCLA Law Review*, 67(6), pp. 1386–1431. <https://heinonline.org/HOL/P?h&eq;hein.journals/uclalr67&i&eq;1425>

Nair, P. (2008). Europe’s ‘Last’ Wall: Contiguity, Exchange, and Heterotopia in Ceuta, the Confluence of Spain and North Africa. In B. S. Vizcaya and S. Doubleday (eds.): *Border Interrogations: Questioning Spanish Frontiers*, pp. 15-41.

Nair, P. (2015). Still Photography and Moving Subjects: Migration in the Frame of Hospitality. In P. Nair and T. Bloom (eds.): *Migration Across Boundaries: Linking Research to Practice and Experience*, pp. 183-199.

7. Politics Post-Migration

Week Twelve: Diaspora

Additional Resource: Stierstorfer, K. and Wilson, J. (2018). *The Routledge Diaspora Studies Reader*.

Week Thirteen: Cultural Politics of Migration

Additional Resource: Martiniello, M. (2006). Political participation, mobilisation and representation of immigrants and their offspring in Europe. In R. Bauböck (Ed.), *Migration and Citizenship*, pp. 83–105. <https://www.jstor.org/stable/j.ctt46mvkf.9>

Grading Scheme:

Additional information:

This course follows the premise of project-based learning and requires the completion of weekly short responses to the readings, an individual reflexive essay, and a final take-home exam.

- *Weekly Reading Responses: 20%*

Students are required to submit 150-word reflection papers outlining their main takeaways, thoughts, and possible critiques of the readings. Reading Responses must be posted by 6pm the day before class to receive full credit.

- *Active In-Class Participation: 10%*

Students are required to participate actively in the discussion of lecture content.

- *Individual Reflexive Essay (Midterm): 30%*

Students will be required to write one 750-word essay in which they critically engage and reflect in two of the themes/concepts/terms discussed in class. Essays will be graded on the strength of the arguments (60%), the essay structure (20%), and on the works cited as well as correct citation format, both in-text and in the bibliography (20%).

- *Take-Home Exam (Final): 40%*

Students will be asked to answer short essay questions on of the themes, discourses, and concepts discussed in class in a final take-home exam. Students will have two weeks to complete the take-home exam.

Policy Regarding Missed or Late Assignments:

If a student misses an assignment, they should contact the instructor as soon as possible. Students are allowed to submit late work within 48 hours after the initial due date. Submissions that are received within the first 48 hours do not receive a late penalty. Submissions that are received after the first 48 hours past the due date will receive a 10% penalty for every additional day that the assignment is missing.