

MIGRATION & CULTURE

SEMS 445: Anthro: Migration & Culture
Semester at Sea Fall 2006

Prof: Kristin Koptiuch, Arizona State University

www.west.asu.edu/koptiuch

koptiuch@asu.edu

Day B 1045-1200 Room 4



COURSE DESCRIPTION

United Nations data shows that between 1960 and 2005 the number of international migrants in the world more than doubled from 75 million to 190 million. In 2005, Europe hosted the largest number of international migrants (64 million), followed by Asia (53 million), Northern America (44 million), Africa (17 million), Latin America and the Caribbean (7 million) and Oceania (5 million). Within this context of accelerated migration, this course explores relations between im/migration and culture embedded in a transnational field of social, economic, and political processes. We follow current approaches in social sciences that understand international migration as the effect of a patterned process of global restructuring of capital and culture, which has ushered in an era of new migration pressures since the early 1970s. Both long-standing and recent structural processes and transnational connections underlie contemporary migrations: colonialism, war and military occupation/intervention, economic development, globalization of trade and labor recruitment by transnational corporations, global flows of technology, information, media, and culture. This global integration builds objective and subjective “bridges” that link migrants’ homelands to their “host” societies, creating “transmigrants” whose lives cut across national boundaries. Migrants are now a chief “export” of many countries, and migrants’ wage remittances form a key resource for many national economies. Currently nations on both ends of the migrant stream seek to “manage” migration, widespread controversy about migration reigns, and migrants themselves advocate for greater rights. Within a global migration framework, we explore empirical research about the migrant receiving and sending countries on the Semester at Sea itinerary. Questions we consider include: How are individual migrants and their communities situated in the social process of global migration? How do migrants negotiate their contradictory experience of being caught between the nation and the globe, and manage their diasporic identities to adjust to their shifting positioning? How do migrants resist their devaluation as Other within nations of settlement, and their subordination within a transnational economy that increasingly depends on their labor even as this contribution is devalued? With half the world’s migrants currently female, how has migration affected gender relations in countries of origin and settlement? How have the ethnic diversity and cultural hybridity of migrant diasporas challenged native citizens worldwide to re-imagine their own national communities?

COURSE OBJECTIVES

- Understand relationship between globalization and inter/national migration since the 1970s
- Grasp migration as a patterned process embedded in a transnational field
- Acquire familiarity with key approaches to migration current in social sciences (at macrostructural, intermediate institutional, and individual subject levels of analysis)
- Explain why people leave their homelands and how they cross “bridges” to specific destinations
- Explain the economic and social impact of migration on home and host communities in the countries on the SAS itinerary (contributions & problems)
- Prepare students to intelligently interpret and engage in contemporary im/migration debates
- “Unpack” the meaning behind the favorite American phrase, “in search of a better life”

REQUIRED READINGS

TEXT: Stephen Castles and Mark J. Miller, *The Age of Migration*, Third Edition: International Population Movements in the Modern World. The Guilford Press 2003 (3rd edition). \$32.00

ARTICLES: Additional required articles are available electronically in .pdf format on ship's Intranet in the folder for this course. These include discussions of migration experience and patterns in countries along the itinerary. A web page with links to the articles will be posted in the course folder to facilitate access. Download to your computer, read online, or print out as you prefer.

METHODS OF EVALUATION

Students are expected to attend all classes except in case of illness; non-medical absences will result in lowering of the course grade 2 points per absence. Grades will be based on:

- 5% Informed, engaged class participation, including preparedness and completed assignments on due dates
- 20% short quizzes and discussion points on the readings, designed to encourage completion of reading assignments and engage key ideas on transnational migration
- 20% Mini-presentations based on write-ups of students' field observations (see Field Component). Includes visual documentation and interpretive "briefs."
- 20% Field Reports: At least six (6) field-based observation papers using pertinent migration themes studied in class to inform interpretation of field observations; *must explicitly integrate at least one course reading into each paper* to help shape your analysis; must be revised, edited, corrected for final Web Portfolio (2-3p each)
- 20% "Crossing the Globe" Comparative Migration Project: See Field Component. Other assignments are integrated to build toward this final project.
- 10% Web Portfolio of course assignments and final reflective Open Letter to US audience on implications of key understandings of migration as learned in the course. This will be a web-based portfolio accessible via the Internet, and students will learn web page production during the course.
- 10% Final Exam: oral & web presentation of final Crossing the Globe Comparative Migration Project

Grading scale: A+ 98-100; A 93-97; A- 90-92; B+ 88-89; B 83-87; B- 80-82; C+ 78-79; C 70-77; D 60-69; E <60

COURSE THEMES

- I. TRENDS IN AND TYPES OF POPULATION MOVEMENTS
 - Globalization, acceleration, differentiation, feminization, politicization
 - Internal/international migrations, cultural diasporas, transmigrant connections to home and host
 - Refugees, forced migration, human trafficking, environmental displacement, "economic refugees"
- II. NEW MIGRATIONS: ASIA AND THE MEDITERRANEAN REGIONS
 - Regional contexts within global trends for comparing migration to/from SAS countries
- III. MIGRATION AND ETHNIC DIVERSITY
 - Complex interaction between migration and increasing ethnic diversity in many societies
 - International migration controversies, changing ethnic relations, and challenge to national identities
- IV. MIGRATION AND GENDER
 - Impact of changing gender relations as consequence of and motivator for migration
 - Trafficking in women: female migrants as ideal workers--not just the sex trade
- V. IMMIGRANTS WITHOUT BORDERS: THE TRANSNATIONAL EDGE IN THE CITY
 - Cities as strategic sites where deterritorialized migrants, cultures, and identities get reterritorialized
- VI. INTERNATIONAL MIGRATION CONTROVERSIES
 - Contributions and burdens of migrants in home and host countries
 - Managing migration; profiting from remittances; maintaining migrant/homeland connections
- VII. "CROSSING THE GLOBE": IMPLICATIONS FOR THE UNITED STATES
 - What can we voyagers take home from our global understanding of migration?

GRADING RUBRIC

A= Demonstrates effective gathering of “evidence” and description of “data,” plus a strong interpretive analysis that explicitly draws on at least one of our course readings to shape discussion. Skilled analysis and precise argument; incorporates vocabulary and concepts relevant to the course. Sophisticated writing and composition; few errors in grammar, spelling. Original insights, critical thinking, creative applications and syntheses of course content.

B= Demonstrates effective gathering of “evidence” and description of “data,” plus interpretive analysis that explicitly draws on at least one of our course readings to shape discussion. Active and critical discussion of ideas; may be more descriptive than analytical, or informative but lacking in sharp analysis. Demonstrates critical thinking, good grasp of concepts relevant to the course. Solid and adequate writing and composition; few errors in grammar, spelling. Intellectual creativity and willingness to attempt unique applications of concepts.

C= Does not meet all requirements of the assignment, incomplete tasks (e.g. no citation of course readings). Basic grasp of the substance of course concepts and materials; while essentially correct, comprehension and arguments do not stretch beyond a superficial application of concepts and ideas. Weak, unclear, or careless writing and composition skills; many errors in grammar, spelling. Imprecise language in presentation of ideas.

D= Fugaddabowdit. *Do over!*

NOTE: There will be some variation and flexibility in grading, in accordance with uneven strengths and weaknesses. Pluses and minuses in the grade also will reflect this.

***** ANY PAPER WILL THAT MAKES NO EFFORT TO INCORPORATE INSIGHT FROM OUR READINGS CAN EARN A MAXIMUM GRADE OF “C” *****

IMPORTANT: ALL ASSIGNMENTS MUST BE SUBMITTED IN HARD COPY, TYPED, DOUBLE SPACED !!!! Please contact instructor if you are having trouble with assignments or computer access.

ASSIGNMENTS: Students are responsible for all assigned readings. Read PRIOR to the assigned class time. Class lectures and discussions will cover material supplemental to the readings, in addition to guiding you through them, so don’t miss class--come even if you are unprepared! Assignments are due on the date scheduled regardless of absence. You are encouraged to consult with instructor at any time for assistance and ideas on improving your performance.

LATE ASSIGNMENTS: Unexcused late assignments will automatically have **10 % deducted** from the grade, and must be turned in by the end of the week they were due (an additional 10 % may be deducted each two class days thereafter). Absence from class does not excuse you from delivering your assignments at the appropriate time. Advise instructor of anticipated scheduling difficulties. **CAUTION: Harmful to your grade!**

ATTENDANCE: Class participation (including discussions, mini-presentations, and serving as engaged audience for your classmates) is important for this course to work! If you are not present, you deprive the class of your valuable contributions and miss the chance to learn from others. Therefore, each absence will result in a 2 point penalty against your grade—**CAUTION:** these can add up fast!!

WRITING GUIDELINES All work written for this course should be of a level appropriate to college students. **Mechanics and grammar DO count.** Please type and proofread carefully-- Spellcheck *rules!* Everyone can improve their writing skills--even terrific writers. The **Grading Rubric** will be used as the assessment tool for your written work. Please review it!

ACADEMIC INTEGRITY: Students are expected to familiarize themselves with and strictly follow the **University of Virginia Honor Code** in this course. The absolute highest standard of integrity and ethical conduct is expected. Deviations from this principle on any graded activity will not be tolerated. Academic misconduct includes cheating on assignments and exams, and plagiarizing (using any work other than your own without proper acknowledgment). Academic dishonesty will result in a permanent failing grade. *It’s not worth it!*

CAVEAT: If necessary or appropriate, the instructor reserves the option to notify students of changes to scheduled class topics, assignments, or due dates. This will enable us to remain flexible in the course.

FIELD REQUIREMENTS

“**We Are All Voyagers**” says anthropologist Cathy Small about the changing social relationships in our migratory world, in her ethnography of Tongan migration from South Seas villages to American or Australian suburbs. As voyagers on Semester at Sea, the field component of this course asks students to position themselves as vicarious migrants to the countries on the SAS itinerary. In this capacity, students will make connections with other migrants in migrant-receiving countries (Mexico, US-Hawaii/Florida, Japan, Hong Kong, India, Egypt, Spain), and with the agents of migration and signs of the “missing” citizenry in migrant-sending countries (Mexico, China, Vietnam, Myanmar, India, Egypt, Turkey, Croatia). Course readings will put these experiences in context.

Mini-Projects in Multi-Sited Ethnography: As participant-observer voyagers, students will engage in reflexive, multi-sited ethnography of global migration by preparing a series of mini-projects, which can be done in the course of virtually any onshore field activities. As we too “migrate” around the globe on our itinerary, we will document, record, and analyze:

- a) “Signs of Migration” and the presence or absence of migrants (migrant workers, labor contractors, travel agencies, money transfers, remittances sent or spent, hybrid cultures, ads recruiting workers, labor trafficking, transnational families...)
- b) “Migration Interviews” (interviews with migrants or with others involved with or concerned about migration to/from the countries we visit, such as migrant family members, activists in favor or against migrant rights—we’ll put their stories in comparative context)
- c) “Migration Discourses” (in public and popular culture by policy makers, citizens, and migrants, and pro/con migrant movements).

We will also keep an eye on the “migration” of elements other than human—flows of products, shipping containers, logos/brands/ads, financial transactions, corporate sites, media, communications, and pop culture.

“Crossing the Glob”e Comparative Migration Project: For the final project the class will create an original multimedia ethnography engaging critical issues in the study of migration and migrant experiences for the countries we visit. Addressed in a comparative, transnational framework, this collaborative class project will represent an accumulation of each student’s portfolio of observations, documentations, interviews, and supplementary migration research, synthesizing our collective understanding of transnational migration acquired during the semester as experienced in the locations we visit.

Focus on Migration: Together we will need to learn to see/hear/taste/etc the signs of migration and to “read” and interpret their meanings. Opportunities to observe and learn about migration will be found in many of the organized and independent field practica, even though few are explicitly dedicated to this goal. By remaining vigilant about migration issues, actively asking questions about migration during our activities, and practicing our skills in reading signs of migration, we will build comparative knowledge about migration in Asia and the Mediterranean.

SUGGESTED PRACTICA: Active participation can make migration part of any field practicum. Select several of the following suggested practica. At least two should be in migrant receiving countries, and two in migrant sending countries. Go for a mix of Asian and Mediterranean countries as well.

HAWAII	Pearl Harbor/Arizona Memorial & City Tour
JAPAN	International Student Exchange: Ritsumeikan University; Overnight Homestay
CHINA	Any International Student Exchange; Home Visit and German Heritage
HONG KONG	International Student Exchange: Chinese University of Hong Kong; Family Insight Tour (FDP)
VIETNAM	Ben Thanh Market and Museum of War Remnants; Mekong Delta Day Trip; Cholon City
MYANMAR	Local Markets
INDIA	Rotarian Homestay; Village Homestay-Erode; Socioeconomic Problems in Chennai (FDP); Child Labor in Rural India; Rural Village and Farm Visit
EGYPT	Alexandria City Tour; Islamic Cairo and City of the Dead
TURKEY	Jewish Tradition in Istanbul; Christian Tradition in Turkey; Islamic Practices & Islamic Art
SPAIN	Cadiz City Orientation

FLEXIBLE CLASS SCHEDULE:

Format: The small size of this class allows us to adopt a seminar format. Our preparation and active engagement will be crucial to making the seminar a success! Prior to arrival in each country we will prepare by concentrating on migration issues for that country. On the first class following each country we will share our field observations, photos, interpretations of signs of migration. At some points we will have only one class, so will combine these.

Reminder: You are encouraged to submit a field report for *each* country immediately after our visit, and then choose and revise your best six for your web portfolio and final grades.

Ensenada to Honolulu (2 classes)

INTRODUCING MIGRATION & CULTURE. “The Age of Migration”: international population movements, migration as a global phenomenon; Putting US migration controversies within a global context; Migration profiles of SAS itinerary countries to be supplied prior to arrival wherever possible

READINGS: Castles & Miller text-chap 1 “Introduction”

Douglas S. Massey, Five Myths About Immigration: Common Misconceptions Underlying U.S. Border-Enforcement Policy. *Immigration Policy in Focus* 4(6)2005:1-11

Saskia Sassen, Migration policy: from control to governance. *opendemocracy.net* 13 July 2006 (5 pp) (on US policy)

Saskia Sassen, Why Migration? *Report on the Americans* 26(1)1992:14-19

Amitava Kumar, Language. In his *Passport Photos*. U Cal 2000, 16-25, 29-34

FILM: *Borders* (Love on the Line; Container City, USA; A Visible Border), Alex Rivera, 2002 POV, 10 min

QUIZ 1—second class day, covering assigned readings thus far

Honolulu to Kobe (4 classes)

B3 & B4 MIGRATION AS A PATTERNED PROCESS OF GLOBALIZATION OF CAPITAL & CULTURE.

Why Migration? Of “bridges” and borders, explaining migration, unraveling myths; Unpacking the phrase “in search of a better life”; Levels of analysis in social sciences: macrostructural, institutional, individual subject; Formation of new ethnic minorities; displacement of correspondences between people/culture/place

READINGS: Castles & Miller text-chap 2 “The Migratory Process and the Formation of Ethnic Minorities”

Nina Glick Schiller, Linda Basch, Christina Blanc-Szanton, Transnationalism: A New Analytic Framework for Understanding Migration. In: *Towards a Transnational Perspective on Migration: Race, Class, Ethnicity, and Nationalism Reconsidered*. Annals of the New York Academy of Sciences v. 645 1992:1-24

ACTIVITY: Draw your family migration stories to place on pictorial historical timeline of US migration issues

FILM: *Uprooted: Refugees of the Global Economy*, 2001 National Network for Immigration and Refugee Rights, 28 min (migrants stories from Philippines, Bolivia, Haiti)

DUE: Oral report on signs of migration you observed in Hawaii

B5 & B6 HISTORICAL TRENDS IN INTERNATIONAL MIGRATION. Pre-1945: capitalism, colonialism, & the emerging world market; Post 1945: migration to industrial countries; post-colonial & guestworker systems; Recent waves of migration since 1970s: The empire strikes back? Global restructuring and human displacement; International migration as consequence of north/south differentials; Migration within the global south

READINGS: Castles & Miller text-chap 3 “International Migration before 1945” (skim), and chap 4 “Migration to Highly-Developed Countries since 1945” (main reading);

Sandpa Soo-Jin Lee, Dys-Appearing Tongues And Bodily Memories: The Aging Of First-Generation Resident Koreans In Japan. *Ethos* 28(2) 2000:198-223

Takeyuki Tsuda, No Place to Call Home. *Annual Editions* reprint from *Natural History*, April 2004:50-55

FILM: *Koreans in Japan*, 16 min

DUE: Discussion points on Castles & Miller, chap 4

Kobe to Hong Kong (1 class)

READINGS: Castles & Miller text-chap 7 “New Migrations in the Asia-Pacific Region”

Nicole Constable, Preface and “Pleasure & Power”, in her *Maid to Order in Hong Kong: Stories of Filipina Workers*, Cornell 1997:vii-xvii, 202-210

C. Cindy Fan, Rural-Urban Migration And Gender Division Of Labor In Transitional China. *International Journal of Urban and Regional Research* 27(1)2003:24-47.

Mike Davis, fragment on China and India. *Planet of Slums*, Routledge 2006

Lisa Law, Defying Disappearance: Cosmopolitan Public Spaces in Hong Kong. *Urban Studies*, Vol. 39, No. 9, 1625–1645, 2002

Peter Kwong, Forbidden Workers and the US Labor Movement: Fuzounese in New York City. *Critical Asian Studies* 34(1)2002:69-88 (last priority, read if time)

FILM: *The Amahs of Hong Kong*, 1995, 11 min; *Modern Heroes, Modern Slaves*, 1997, 45 min (clips if time)

ACTIVITY ON SHORE: On Sunday be sure to go to downtown Hong Kong and talk with Filipina maids during their day off activities! (readings above by Constable and Law will prepare you for this)

Hong Kong to Ho Chi Minh City (1 class)

READINGS:

Christina Schwenkel, Recombinant History: Transnational Practices of Memory and Knowledge Production in Contemporary Vietnam. *Cultural Anthropology* 21(1)2006:3-30

Elizabeth F. Vann, The Limits Of Authenticity In Vietnamese Consumer Markets. *American Anthropologist* Jun 2006, Vol. 108, No. 2: 286-296.

Worldwide Refugee Information, Evolution of the Term Refugee (from Internet)

Worldwide Refugee Survey 2006

<http://www.refugees.org/article.aspx?id=1565&subm=19&ssm=29&area=Investigate&>

FILM: *Mainland Southeast Asia—Laos & Vietnam*, (Power of Place) 1996 30 min (Vietnam at 23:00)

Dying to Leave, 2003 Hamilton & Woolf (Wide Angle)-on global human smuggling & trafficking (clips)

All Orientals Look the Same. Valerie Soe, 1986, 2 min

Ho Chi Minh to Yangon (2)

READINGS

Awatsaya Panam et al, *Migrant Domestic Workers: From Burma to Thailand*. Thailand: Institute for Population & Social Research (Mahidol University), 2004 (selections)

Maura Stephens, The Heart Of Burma. *Opendemocracy.net* 14 September 2005 (5 pp)

Phil Marshall and Susu Thatun, Miles Away, The Trouble with Prevention in the Greater Mekong Sub-region. In: *Trafficking and Prostitution Reconsidered : New Perspectives on Migration, Sex Work, and Human Rights*, ed. Kamala Kempadoo, Paradigm 2005:43-63

United States Department of State, Trafficking in Persons Report June 5, 2006. Country Narratives—Semester at Sea Itinerary Countries, Fall 2006

FILM: *The Burma Deception*, 1993, 37 min

Sacrifice: The Story of Child Prostitutes from Burma (to Thailand), Ellen Bruno 1998, 50 min (clips)

Myanmar Monitor (Business News Monthly), January 1997, 60 min (clips)

QUIZ 2—second class after Vietnam (on Panam, Stephens, Marshall & Thatun, and Evolution of the Term Refugee)

Yangon to Chennai (1 class)

READINGS: Castles & Miller text-chap 5 “The State and International Migration” (selections)

Overview of the South Asian Diaspora. UC Berkeley Library 1995

John Frederick, The Myth of Nepal-to-India Sex Trafficking. In: *Trafficking and Prostitution Reconsidered : New Perspectives on Migration, Sex Work, and Human Rights*, ed. Kamala Kempadoo, Paradigm 2005:127-147

Mike Davis, fragment on China and India. *Planet of Slums*, Routledge 2006

FILM: *Nalini by Day, Nancy by Night*, Sonali Gulati 2005, Women Make Movies, 27 min

Chennai to Alexandria (5 classes)

READINGS: Castles & Miller, *The Age of Migration*, Chapter 6 “The Next Waves: The Globalization of International Migration” pp. 122-138 on migration in the Arab world; more selections from chap 5
 Farha Ghannam, Keeping Him Connected: Labor Migration And The Production Of Locality In Cairo. *City & Society* Jan 1998, Vol. 10, No. 1: 65-82.
 Petra Weyland, Introduction. *Inside the Third World Village*. Routledge 1993:1-16
 Forced Migration and Refugee Studies, A Tragedy of Failures and False Expectations. Report on the Events Surrounding the Three-month Sit-in and Forced Removal of Sudanese Refugees in Cairo, September–December 2005. The American University in Cairo 2006

FILMS: *Cairo: Urban Complexities*, 1989 (North/South), 20 min
Egypt: Gift of the Nile (Power of Place), 1996 14 min; land shortages, reclaiming desert, new cities in desert, exploding pop as key issue

DUE: Discussion Points on Egypt Readings

DON'T FORGET TO BRING YOUR COMPUTER TO CLASS ON 10/25 FOR OUR WEB WORKSHOP.

Also **DOWNLOAD THE SOFTWARE, Mozilla Composer**, from the Public server, in the folder KOPTIUCH'S CLASSES, in the folder Software for Web Pages. Select either the PC or Mac version, and put it on your computer. Ideally if you could open it up and install the software, this would be great.

Alexandria to Istanbul, Istanbul to Dubrovnik (1 class)

READINGS

Caglar Keyder, The Housing Market from Informal to Global. In: *Istanbul—Between the Global and the Local*, ed. Keyder, Rowman & Littlefield 1999:143-159

Jenny B. White, Bridge Between Europe and Asia, *Money Makes Us Relatives: Women's Labor in Urban Turkey*. U Texas P 1994: 21-31 (on Istanbul-all courses)

FILM: *Istanbul (Not Constantinople)*, 1991, 2:30 min (animation to the famous song—fun!)
The Urban Explosion (segment on Istanbul), 1999 Journey to Planet Earth, approx 15 min
Turkey: Fundamental Change (Power of Place) 1996 14 min; rise of Islamic fundamentalism in context of mig to cities, war refugees; urban probs from rapid growth due to mig (Istanbul pop=10M 1995, 17M 2006)

Istanbul to Dubrovnik (1 class)

READINGS: Castles & Miller text-chap 12 “Conclusion: Migration in the Post Cold-War Era” (“read around”)

Lada Cale Feldman, Ines Prica, Reana Senjkovic, eds., *Fear, Death and Resistance: An Ethnography of War: Croatia 1991-1992*. Institute of Ethnology & Folklore Research, Zagreb: Matrix Croatica X-Press 1993: -----People Displaced, 177-209

-----Irena Plejic, All that we had, all that we were, reduced to memories, 229-239

Daphne Winland, The Politics of desire and disdain: Croatian identity between "Home" and "Homeland". *American Ethnologist* 29(3)2002:693-718

Dubrovnik to Cadiz (2 classes)

Comparative migration across the Euro-Mediterranean and US-Mexico “borders”

READINGS: Castles & Miller text-chap 5 (selections), chap 6 138-154 (on Africa & Latin America)

Mary Crain, The Remaking of an Andalusian Pilgrimage Tradition: Debates Regarding Visual (Re)presentation and the Meanings of ‘Locality’ in a Global Era. In: *Culture Power Place: Explorations in Critical Anthropology*, ed. Gupta & Ferguson, Duke 1997:291-311

Philippe Fargues, Migration & Mobility in the Euro-Mediterranean Area: A Problem for Governments, a Solution for Populations? (2004 manuscript)

Liliana Suárez-Navaz, Introduction to *Rebordering the Mediterranean: Boundaries and Citizenship in Southern Europe*. Berghahn Books 2004:1-20

ACTIVITY: Prioritizing migrant needs; NNIRR Migration Quiz (what have we learned?!)

Cadiz to Ft. Lauderdale (2 classes, study day, finals day)

Debriefing of Spain field observations and synthesis of course themes during web labs to work on our Web Portfolios!

Final Exam: Oral and web presentation of your “Crossing the Globe” comparative migration project