

**SYLLABUS**  
**ANTH 4300.200/300**  
**MIGRANTS AND REFUGEES**  
**MAYTERM 2023**

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\* Some content within this course was created and designed by Dr. Alicia Re Cruz

To contact the Instructor or the Instructional Assistant, please email us at our email addresses. **Please do not send email through Canvas!** In the subject line of your email, please include the course name or number. We will do our best to respond to your emails in a timely manner. Please allow up to 48 hours for response to your email inquiries.

The Instructor and the Instructional Assistants (IAs) are available by appointment via voice or videoconference. Please email at least 48 hours in advance to schedule an appointment.

**COURSE DESCRIPTION**

Welcome to Migrants and Refugees! I hope that you will find this course both challenging and rewarding. International migration is a powerful global phenomenon that affects millions of peoples around the world. The term **displacement**, which refers to the forced movement of individuals or groups, is an important concept in the discussion of international migration. In this course, we will learn about and critically evaluate the multiple, intersecting institutions and processes that shape forms of displacement across the globe. We will consider how international and national law defines and differently treats migrants based on distinctions between “forced” and “voluntary” migration. In addition, we will examine how political, legal, and social processes influence the lived experience of migrants across the globe.

We begin by developing an anthropological approach to migration, one that takes into consideration both macro level processes and the everyday, lived experience on the ground in both sending and receiving countries. We will learn about international and national structures, policies, and practices of migration; we will consider the construction and maintenance of national borders; and we will survey a variety of theoretical approaches to understanding migration. In the second part of the course, we will turn our focus to the U.S. migration system specifically, and analyze how immigration law and

policy shapes the experience of migrants and citizens alike. In the final section, we will move outside the U.S. to examine specific regional and thematic topics that are relevant to displacement. Throughout, we will also engage with various online and news media sources to learn about contemporary issues related to displacement in the United States and around the world.

## **COURSE OBJECTIVES**

- Assess and evaluate key concepts about migration, such as displacement, migrant, refugee, and borders
- Apply a cultural anthropological approach to understand migration processes
- Develop and exercise critical thinking skills in the analysis of displacement
- Develop an awareness of the complexity and diversity of cultures and societies within the United States and around the world

## **REQUIRED READINGS/READING ASSIGNMENTS**

All required article and chapter readings for the course will be accessible electronically through Canvas and/or the UNT Libraries for your reading and downloading pleasure.

If you are trying to access a reading that is in an academic journal and the link does not work, all citation information is provided so that you can go through the library search and find it yourself. If that doesn't work, please contact me or your IA for help.

## **Important Information**

### **LATE WORK**

As a general rule, I do not accept late assignments or exams unless you have made specific arrangements with me in advance, have a doctor's note, and/or otherwise have received my approval. However, if you think you will miss a grade for a reason other than a medical excuse, please get in touch with me prior to the deadline and we may be able to work something out. Even if it only gets you partial credit, that is better than no credit at all!

### **EXTRA CREDIT**

Extra credit can be earned at any point during the Maymester. I may suggest opportunities in our course announcements, but also, I am open to creative ideas from you. That is, you can suggest relevant extra credit options you would like to do! Options to earn extra credit include things like: critical analysis of relevant film, television show, book, or song; writing a summary and response to a related talk, lecture, or demonstration that you attend during the semester; or developing a creative piece such as poetry or artwork. For all of these options, you will be asked to make use of at least one concept or theme from the course to earn credit. You must get approval from me ahead of time for your choice, so check with me before you do the work.

### **ACADEMIC HONESTY**

The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. For this class, writing assignments will be submitted through Turnitin, a Web based

resource that compares the text of student papers to an extensive electronic database. Writing assignments will be assessed by Turnitin for textual similarity review. In addition, Turnitin now has an integrated tool to detect the use of AI-generated text or images from apps like ChatGPT and others.

- Cheating includes the physical or electronic **distribution or use** of answers for graded components, such as discussion posts, writing assignments, and exams. This is inclusive of AI-generated text or images.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own.
- UNT's definition of cheating includes the re-submission (without the instructor's approval) of your own paper or project that was previously submitted to another class.
- Plagiarism may be inadvertent or intentional. **That is, plagiarism is still plagiarism even if you "didn't mean to do it."** Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited.
- Students suspected of any of these will be provided the opportunity for a hearing; if found guilty they can receive an automatic "F" in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in your dismissal from the university.
- For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

Two more points about this: A) Just don't do it. Even without the assistance of Turnitin, it is likely that we will be able to tell if the writing is not yours. It is better to talk with me about why the assignment is not complete, or asking for (even late) help on in-text citations, rather than passing off someone else's work as your own or using an app to create your responses. B) This is also an issue of a politics of citation. When you represent someone else's thoughts/writing as your own, you are denying them credit for their intellectual work. Actions have meaning. Please cite your sources of information.

### **ACADEMIC ACCOMMODATIONS**

The University of North Texas is committed to providing accommodation for all students with disabilities. If you have or acquire a disability that may affect your participation in class, I will strive to accommodate your needs. To ensure that the necessary accommodations are made, be sure to contact the Office of Disability Accommodation (located in Sage Hall) as soon as possible to ensure your needs are met in a timely manner. They will work with both of us to ensure proper accommodations are made. If you need accommodations, please remember that reasonable prior notice needs to be given to the Office of Disability Accommodation. Note that students need to obtain a new letter of accommodation for every semester and meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

## Resources

**UNT FOOD PANTRY:** Any current UNT student in need can visit the Food Pantry 8am-6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM-6PM, Monday-Thursday. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. In addition, there is a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center, as well as a Food Pantry located at UNT's Frisco campus, which can be accessed by visiting the information desk. **YOU CAN'T LEARN IF YOU ARE HUNGRY!**

**NEED TECHNICAL HELP/TECHNICAL ASSISTANCE? Contact the UNT IT Helpdesk!**

**Phone:** 940-565-2324

**E-Mail:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Location:** Sage Hall, Room 130

### TECHNOLOGY RESOURCES

<http://it.unt.edu/helpdesk>

**NEED ACADEMIC HELP/ASSISTANCE? UNT IS HERE FOR YOU!**

### UNT LEARNING CENTER

The UNT Learning Center provides a variety of tutoring services that are open to you—including online tutoring for distance students. Check out their website for more information here: <https://learningcenter.unt.edu/tutoring>

### UNT WRITING CENTER

Also, the UNT Writing Center provides assistance with any academic writing needs. Find more about their services here: <https://writingcenter.unt.edu>

**CANVAS PRIVACY POLICY:** <https://www.instructure.com/policies/privacy>

**CANVAS ACCESSIBILITY POLICY:** <https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas>

## NAVIGATING THE COURSE

Some students find online courses daunting or confusing, but this course is designed to be straightforward and user-friendly. Everything that you turn in is through Canvas.

### EVERY DAY:

1. Look for any new announcements
2. Open the Lesson that corresponds with the day of class

3. Read through the Lesson as well as work through any links to online content, including websites, videos, or other files
4. Complete the Reading Assignment
5. Complete the Assignments due for that Lesson

## EVALUATION AND EXPECTATIONS

### COURSE EXPECTATIONS

This course requires significant engagement with new and sometimes academically rigorous materials. Further, we may cover content in this course that challenges your personal beliefs and opinions. I do not expect you to agree with course materials in order to do well in this class (I don't agree with everything our authors might say!) but I do expect you to a) approach these topics in an open, anthropological, and intellectual fashion and b) use course content and the provided resources to complete assignments, exams, and your final paper. Comments that are disrespectful to your classmates and/or myself will not be tolerated.

### GRADES

There are no exams in this course. However, this course does require you to develop and practice two skills important to anthropologists—reading and writing.

### CALCULATING YOUR GRADE

A total of 790 points are available in this class. To calculate your grade at any given moment, you divide the number of points you have received by the number of points possible to that moment.

### GRADE BREAKDOWN

Daily Discussions	(13 lessons x 30 points)	= 390 points
Film Analysis		= 100 points
Project Proposal		= 100 points
<u>Final Project: Analytic Memo</u>		<u>= 200 points</u>
<b>Total points</b>		<b>790 points</b>

#### I. DAILY DISCUSSIONS - 30 POINTS EACH

Nearly half of the points that you are able to earn this semester will come from daily Discussion forums. I believe that education is a collaborative endeavor, and one of the best ways to really *learn* and internalize something is by working out ideas with others. At the end of each lesson, you will have the opportunity to discuss and ask questions about the readings, lesson content, and other supplemental sources with your classmates.

For each Daily Discussion, you will create one original post *that includes a discussion question*, and respond to one of your classmates' posts/discussion questions with a response discussion post.

The original discussion post should be 450-600 words, and must include a discussion

question about the readings or course content for that day. Keep in mind the best discussion questions will be:

1. Open-ended- Questions cannot be answered with yes/no or either/or
2. Answerable- Questions do not require extensive knowledge from outside the course, and can be answered using knowledge/experience versus speculation
3. Substantive and relevant- Questions should be related to a significant point/argument in the course lesson or readings assigned for the day, and should ask us to consider the point/argument in the context of the themes of this course.

In addition, you will craft a response post that replies in a substantive manner to a discussion question posed by one of your classmates. The post should be at least 150 words.

The two discussion posts will be due by **11:59 pm each day**. Discussion posts will be graded for originality, thoughtfulness, and grammar/organization. Out of the 30 points possible for each Discussion, the original post with a discussion question is worth a total of 20 points, and the response is worth a total of 10 points.

When writing discussion posts, keep courtesy in mind: Please be considerate of other students in the class. You might find it helpful to read your post out loud before you submit it: the "tone" is a very important part of electronic communication. When you read your message out loud does it sound the way you would speak to another student in the classroom? If not, you should rewrite it.

## **II. FILM ANALYSIS – 100 POINTS**

For this assignment, you will watch and respond to a film of your choosing about some aspect of displacement. You will write a 600-800 word response to the film **using at least one concept** from the lesson content and/or readings. In particular, you will want to focus on how migrants/displaced persons are represented, as well as how the film presents or portrays processes of migration.

In your assignment, you will a) summarize the film and its premise or major argument and b) analyze the subject matter of the film using two ideas and concepts from class. As you watch the film, you may want to consider the following dynamics:

- How are migrants portrayed either individually or as a group?
- What type of argument or stance does the film take towards the topic of migration?
- What role does migration play in the lives of the characters in the film?
- What factors impact the migration experience for people?
- Does the film make use of discourses of deservingness or undeservingness in relation to migrants?
- What tropes about migration are presented and/or resisted in the film?
- What capacities for action are portrayed, and how are they distributed between different actors?

- How are factors like gender, race, class, etc treated in the film?

You can choose any film that you like, but I do want it to be a “film”—that is, not a TedTalks or some other form of media. Papers must be turned in by **TUESDAY 5/30 at 11:59 PM**. You will submit your paper on Canvas, and it will go through Turnitin. Your paper should be double-spaced, with 12-point font and 1-inch margins on all sides.

### **III. ANALYTIC MEMO ON CURRENT ISSUE OF DISPLACEMENT**

This assignment will give you the opportunity to learn more about a specific example of displacement/migration that is interesting to you, and to apply some of the knowledge you have learned in this class to think about that situation.

Imagine that you work for the International Organization for Migration, and your supervisor has asked you to select a specific issue in a specific place that you think is important in relation to displacement. Your task is to conduct research on this topic and to craft a report for your supervisor that 1) explains the issue, 2) describes why this issue needs attention, and 3) provides resources for more factual information. Note that this should be more than a descriptive effort— it is up to you to collect and synthesize information to be able to describe what is going on and to argue for its relevance.

This assignment will be broken into two components: the project proposal and the final memo.

#### **A. PROJECT PROPOSAL- 100 POINTS**

To help you get started on the project, you will turn in a 250-350-word project proposal with two factual/research-based (i.e. not opinion) references that you could use to help inform you/your supervisor on the topic that you have selected (word limit does not include the references). The proposal should describe in narrative form the specific issue and specific place(s) that you have chosen for analysis, why you think this topic is important, and briefly discuss how the 3 provided references might be helpful for the memo. You are not required to use either of these two sources in your final project, but I encourage you to use this assignment as motivation to start looking for resources ahead of time.

#### **B. FINAL PROJECT “ANALYTIC MEMO”- 200 POINTS**

The analytic memo should be between 1500-1750 words. In it you should provide the following:

- Brief description of the topic/situation
- Historical and cultural context of the topic situation, including root causes
- **Define and use at least two concepts from lesson content or course readings to describe and analyze the situation**
- Suggestions for potential courses of action, if appropriate
- Provide at least five research-based resources for the decision-maker to learn more about the issue. These can include “country condition” reports, reports published by international refugee or human rights organizations, news updates by watchdog

organizations or think tanks, academic reports/articles, etc.

**NOTE:** The instructor reserves the right to add, delete, or revise segments of the syllabus. Any changes in the course schedule will be announced on the course webpage and via email.

## COURSE SCHEDULE

<i>UNIT 1: Contextualizing Global Migration Processes</i>		
5/15/23  Lesson 1: Introduction to the Course/ Danger of a Single Story	To Read: Syllabus and schedule, familiarize yourself with our Canvas course features	To Turn In: 1. Lesson 1 Discussion and Response Posts
5/16/23  Lesson 2: Introduction to Anthropology of Migration	To Read: 1. AAA Statement on Immigration 2. Migration Policy Institute “Top 10 Migration Issues of 2022” 3. International Organization for Migration: Key Migration Terms	To Turn In: 1. Lesson 2 Discussion and Response Posts
5/17/23  Lesson 3: Structures of Migration	To Read: 1. UN 1951 Refugee Convention 2. Yarris and Castañeda, “Discourses of Displacement and Deservingness”  <i>Suggested:</i> Besteman, “The Humanitarian Condition”	To Turn In: 1. Lesson 3 Discussion and Response Posts



<p>5/18/23</p> <p>Lesson 4: Rethinking Borders in a Globalizing World</p>	<p>To Read:</p> <ol style="list-style-type: none"> <li>1. Castañeda “Estamos Encerrados: Im/mobilities in the Borderlands”</li> <li>2. Suggested: Muehlmann, “Spread Your Ass Cheeks: And Other Things that Should Not Be Said in Indigenous Languages”</li> </ol>	<p>To Turn In:</p> <ol style="list-style-type: none"> <li>1. Lesson 4 Discussion and Response Posts</li> </ol>
<p>5/19/23</p> <p>Lesson 5: Theorizing Migration: Theoretical Approaches to Migration</p>	<p>To Read:</p> <ol style="list-style-type: none"> <li>1. Massey, “Why Does Immigration Occur?”</li> </ol> <p><i>Suggested:</i> Levitt and Glick-Schiller, “Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society”</p>	<p>To Turn In:</p> <ol style="list-style-type: none"> <li>1. Lesson 5 Discussion and Response Posts</li> </ol>
<p>5/22/23</p> <p>Lesson 6: Root Causes: The Interplay Between Politics, Economics, and Social Belonging</p>	<p>To Read:</p> <ol style="list-style-type: none"> <li>1. Castles, “Why Migration Policies Fail”</li> </ol> <p><i>Suggested:</i> Massey and Pren, “Unintended Consequences of US Immigration Policy: Explaining the post-1965 surge from Latin America”</p>	<p>To Turn In:</p> <ol style="list-style-type: none"> <li>1. Lesson 6 Discussion and Response Posts</li> </ol>
<p><i>Unit 2: Regulating Immigration/Constructing the U.S. Nation</i></p>		

<p>5/23/23</p> <p>Lesson 7: US Immigration Law and the Construction of the Undocumented Immigrant</p>	<p>To Read:</p> <ol style="list-style-type: none"> <li>1. Ngai, "Illegal Aliens: A Problem of Law and History"</li> </ol> <p><i>Suggested:</i> Camacho, "Hailing the 12 Million"</p>	<p>To Turn In:</p> <ol style="list-style-type: none"> <li>1. Lesson 7 Discussion and Response Posts</li> </ol> <p><b>2. Project Proposal- Analytic Memo</b></p>
<p>5/24/23</p> <p>Lesson 8: Regulating Immigration/Constructing the Nation</p>	<p>To Read:</p> <ol style="list-style-type: none"> <li>1. Chavez, "The Latino Threat Narrative"</li> <li>2. Luibhéid "Entry Denied: A History of U.S. Immigration Control"</li> </ol>	<p>To Turn In:</p> <ol style="list-style-type: none"> <li>1. Lesson 8 Discussion and Response Posts</li> </ol>
<p>5/25/23</p> <p>Lesson 9: Immigration and the Nation: Race, Gender, and Sexuality</p>	<p>To Read:</p> <ol style="list-style-type: none"> <li>1. Donato et al, "A Glass Half Full? Gender in Migration Studies"</li> </ol> <p><i>Suggested:</i> Luibhéid, "A Blueprint for Exclusion: The Page Law, Prostitution, and Discrimination Against Chinese Women"</p>	<p>To Turn In:</p> <ol style="list-style-type: none"> <li>1. Lesson 9 Discussion and Response Posts</li> </ol>
<p><i>Unit 3: Displacement Around the Globe</i></p>		
<p>5/26/23</p> <p>Lesson 10: Displacement in Europe</p>	<p>To Read:</p> <ol style="list-style-type: none"> <li>1. UNHCR "Ukraine Emergency"</li> <li>2. Wanner "The War Comes to Us All: Snapshots"</li> </ol>	<p>To Turn In:</p> <ol style="list-style-type: none"> <li>1. Lesson 10 Discussion Posts and Response Posts</li> </ol>
<p>5/29/23</p>	<p>MEMORIAL DAY! NO CLASS!</p>	

<p>5/30/23</p> <p>Lesson 11: Displacement in Africa</p>	<p>To Read:</p> <ol style="list-style-type: none"> <li>1. Human Rights Watch “Questions and Answers on Sudan and the Laws of War”</li> <li>2. UNHCR “Five Things to Know about the Crisis in Sudan”</li> </ol>	<p>To Turn In:</p> <ol style="list-style-type: none"> <li>1. Lesson 11 Discussion Posts and Response Posts</li> </ol> <p><b>2. Film Response and Analysis</b></p>
<p>5/31/23</p> <p>Lesson 12: Displacement in Asia</p>	<p>To Read:</p> <ol style="list-style-type: none"> <li>1. UNHCR “Rohingya Refugee Crisis Explained”</li> <li>2. Al Jazeera “Rohingya Campaigners Condem Myanmar’s ‘Opaque’ Repatriation Plan”</li> </ol>	<p>To Turn In:</p> <ol style="list-style-type: none"> <li>1. Lesson 12 Discussion and Response Posts</li> </ol>
<p>6/1/23</p> <p>Lesson 13: Displacement in Latin America</p>	<p>To Read:</p> <ol style="list-style-type: none"> <li>1. UNCHR “Venezuela Crisis Explained”</li> <li>2. IOM “Venezuelan Migrants and Refugees Defy Deadly Desert Conditions on their Journey to Chile”</li> </ol>	<p>To Turn In:</p> <ol style="list-style-type: none"> <li>1. Lesson 13 Discussion and Response Posts</li> </ol>

**FRIDAY, JUNE 2: ANALYTIC MEMO DUE BY 11:59PM!**