

**Transnational Migration**  
**INTL 410/510**  
**WINTER 2020**  
**Course Syllabus (Subject to Revision)**

Professor: Kristin Elizabeth Yarris                      keyarris@uoregon.edu  
Class meeting time & location: Mondays & Wednesdays, 2-3:50pm; 106 Friendly  
Professor office hours & location: Mondays 4-5:30pm & Thursdays 3:30-5pm, PLC 313

Course Overview:

This class is a survey of contemporary transnational migration flows – movements of people across national borders – and the ways these human movements are shaping relations between states, governments, policies, international actors, civil society groups, communities, families, and individuals. The class is built upon our reading of three recent monographs – full-length books examining migration from anthropological and sociological perspectives. These books will raise difficult questions for our class discussions. Among these questions we will engage are: How do national and international policies shape contemporary migrations, making them more violent, and increasing the risk to human life? How are local actors – state actors, NGOs, INGOs, and civil society groups – responding to contemporary human migration? What are the strengths and limitations of international and national policies in relation to the protection of migrants’ rights? How do contemporary forms of displacement challenge conventional understandings of the relations between states and citizens and either open or foreclose new forms of membership or belonging? How are the lives of people who move across national borders shaped by policies and practices that seek to circumscribe their movements and limit their possibilities of membership? And, to what extent do complex contemporary forms of human mobility correspond to academic or legalistic understandings of who “migrants” and “refugees” are? To explore these questions, we will draw on social science theory – namely, theories about nation-states, migration, citizenship, and “illegality” – and our close reading of ethnographic case studies from the assigned books and additional course readings (academic articles and book chapters, as well as non-academic policy papers and reports). Class assignments and activities will be designed to further engage us in our readings and their application to contemporary migration issues both globally and locally.

Expectations:

This course is focused on reading and writing -- comprehending, critiquing, and engaging with contemporary social science scholarship (primarily Anthropology and Sociology) in transnational migration studies. Students are expected to engage thoughtfully, critically, and self-reflexively with course readings. The majority of classroom time will be spent discussing our reading of ethnographic books; thus, students are expected to obtain the required books and complete all the assigned readings prior to the class period in which they will be discussed. Graded assignments are designed to encourage active, critical engagement with readings and other course materials. This class will be facilitated as a seminar and students are expected to take co-responsibility for creating a collective, cooperative learning environment. The Professor may, in this vein, use classroom time to engage students with popular media, academic blogs, and/or documentary films in order to deepen our understanding of the issues in the assigned readings.

### Learning Objectives:

- Appreciate the complexities of transnational migration and its impact on contemporary social and cultural life, national and international policies, governmental and non-governmental responses, and human lives
- Recognize the major contemporary “push” and “pull” factors shaping transnational migration, displacement, and settlement
- Become familiar with key international conventions and national laws related to the regulation of human migration and to migrants’ rights and lives
- Develop skills in critical analytical writing
- Improve small group work skills (organization, task management, delegation, etc.)
- Improve oral presentation skills (pacing of public speaking, confidence, tone of voice, organization of oral presentation materials, etc.)
- Develop a policy brief, a short working paper analyzing a contemporary migration policy

### Required Books:

- (1) Vogt, Wendy. 2018. *Lives in Transit: Violence and Intimacy on the Migrant Journey*. University of California Press.
- (2) Andersson, Ruben. 2014. *Illegality, Inc.: Clandestine Migration and the Business of Bordering Europe*. University of California Press.
- (3) Wides, Muñoz, Laura. 2018. *The Making of a Dream: How a group of young, undocumented immigrants helped change what it means to be American*. Harper Collins.

Note on Course Readings: The books required for this course will be made available for purchase at the UO Duckstore, or students may otherwise acquire them. Additional reading material will be shared through the course Canvas site.

Additionally: *The Professor may assign supplementary articles, reports, or other readings and may select to show video or documentary film during class periods in order to enhance our understanding of the main texts and topics being covered in this course.*

### Grading:

Class participation:	20%
Book analysis papers:	45%
Project Presentation:	20%
Policy brief paper:	15%

### Explanation of Graded Work:

Class Participation: Students are expected to attend each class period and to engage fully with class discussions. Students will post a minimum of two questions/comments/provocations based on each week’s readings to the course Canvas site for use in class discussions (posts should be made before class periods, preferably by noon on the day of class). Additional discussion activities on Canvas may be assigned by the Professor, TBD. Class participation worth 20 points. *Note to Graduate Students in INTL 510: 10 points of your class presentation grade will consist of your presentation to class of one chapter of a book, per your selection. Sign up with Professor via email by end of week one.*

Analytical Papers on Books read: Students will submit a paper analyzing each of the three books assigned for the term. Each paper will be three single-spaced pages and will be submitted on Canvas by the deadline indicated in the syllabus below. These papers will engage with the author's arguments and claims; their methods, materials, and engagement in the research; the stories and examples presented in the book; and a reflection on the relationship of the book to any current migration-related policy issues. Additional expectations and a grading rubric for the papers will be provided in class. Each paper is worth 15 pts, for a total of 45% of course grade. *Note to graduate students in INTL 510: My expectation is that, in addition to the above, you connect your paper on each book to an additional 3-5 academic sources related to the book (and perhaps to your own research interests), weaving those sources into your papers appropriately.*

Class Presentation: Working in small groups, students will prepare and deliver an oral presentation related to one migration-related policy issue currently under public debate or media attention. The policy being addressed may be at the state, national, or international level. Groups will form by week 4 of the term, and will discuss their policy topic by week 5 of the term with the Professor and receive the Professor's approval on the topic. In-class presentations should minimally address the following questions: What is the policy? Who is effected by the policy? Why is the policy being debated? What are the different perspectives/sides in this policy debate? What alternative policies are being proposed? What is the significance of this policy debate? In-class presentations will be brief – approx. 15 minutes long – and will be held during week 10 of the term. Additional expectations and guidelines for these presentations will be reviewed in class. The class presentation is worth 20 points or 20% of the course grade.

Policy Brief Paper: Each student will submit an individual policy brief paper (approx. 2 single-spaced pages) based on the policy topic of their group presentation. The policy brief should be written for an intelligent, but non-academic, audience, and should review the questions described above for the project presentation. Additional guidance will be given in class. The policy brief paper will be due on Thursday of finals week – Thursday, March 19, by 2:00pm and will be submitted on Canvas. Policy brief papers are worth 15 points or 15% of the overall course grade. *Option for graduate students: if you would like to substitute a written assignment related to your own research interests for this policy paper assignment, for instance, an annotated bibliography related to your thesis or dissertation research, talk to the professor by week 5 to agree on an alternative assignment.*

#### University Policies and Resources:

Note on Academic Integrity: The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students should follow the guidelines on academic integrity outlined by the University.

Note on Accessibility, Academic and Personal Support: Please notify the instructor if there are aspects of this course that present barriers to your participation. For assistance, students should contact the following campus services: *Accessible Education Center* 164 Oregon Hall: <http://aec.uoregon.edu/> University Counseling and Testing Center, 2<sup>nd</sup> Fl. Health Ctr: <https://counseling.uoregon.edu> Tutoring and Academic Enagement: <https://engage.uoregon.edu> Students are encouraged to use the Ducknest student wellness center in the EMU for support related to stress management, food security, and self care. <https://health.uoregon.edu/ducknest>

Note on Inclusion: Your Professor is a member of the UO Dreamers Working Group, and is committed to making her courses inclusive to all students, regardless of immigration status or national origin. See <https://www.uoregon.edu/dreamers> for additional resources.

Please note: If you have particular concerns about the course, accessibility, or issues related to diversity and inclusion in the classroom, please talk to the professor in office hours or by appointment.

## **Weekly Schedule:**

### **Week One**

**Class meetings: (Jan. 6 & 8)**

**Introduction to Ideas: Migration, Illegality, and Deservingness**

#### **Readings:**

- (1) Yarris, K.E. and Castañeda, H. 2015. Discourses of Displacement and Deservingness: Interrogating Distinctions between ‘Economic’ and ‘Forced’ Migration. *International Migration*. 53(3). doi: 10.1111/imig.12170
- (2) Nicholas P. De Genova. 2002. Migrant “Illegality” and Deportability in Everyday Life. *Annual Review of Anthropology* 31:419-447.

### **Weeks Two-Three-Four**

**Class meetings: Jan. 13 & 15; Jan. 22 (no class Jan. 20 due to MLK Jr. Day); Jan. 27 & 29**

READ: Vogt, Wendy. 2018. *Lives in Transit: Violence and Intimacy on the Migrant Journey*. University of California Press.

#### **Additional reading:**

<http://www.youthcirculations.com/blog/2016/1/25/visualizing-risk-and-potential-migrants-in-zones-of-transit> & <http://www.youthcirculations.com/blog/2016/2/6/the-stress-along-the-way-the-medicalization-of-transit-migration>

**Paper on Vogt book due:** Friday, January 31<sup>st</sup> by 11:59pm (submit on Canvas).

***\*Groups form by end of week 4; meet in and outside class to discuss project topics***

### **Weeks Five-Six**

**Class meetings: Feb. 3 & 5; Feb. 10 & 12**

READ: Andersson, Ruben. 2014. *Illegality, Inc.: Clandestine Migration and the Business of Bordering Europe*. University of California Press.

Additional readings by Andersson:

[https://www.academia.edu/8499263/A\\_global\\_front\\_Thoughts\\_on\\_enforcement\\_at\\_the\\_rich\\_worlds\\_borders\\_appendix\\_to\\_Illegality\\_Inc.](https://www.academia.edu/8499263/A_global_front_Thoughts_on_enforcement_at_the_rich_worlds_borders_appendix_to_Illegality_Inc.)

<https://www.irinnews.org/opinion/2016/02/15/why-warships-can't-solve-refugee-crisis>

<https://newint.org/features/2016/01/01/the-border-industry/>

<https://www.law.ox.ac.uk/research-subject-groups/centre-criminology/centreborder-criminologies/blog/2015/10/illegality>

**Paper on Andersson due:** Monday, Feb. 17<sup>th</sup> by 11:59pm (submit on Canvas)

*\*Groups meet with Professor in Office hours to discuss project scope and delegate tasks*

### **Weeks Seven-Eight-Nine**

**No class Feb. 17 – complete Andersson Paper**

**Class meetings: Feb. 19; Feb. 24 & 26; March 2 & 4**

READ: Wides-Muñoz, Laura. 2018. *The Making of a Dream: How a group of young, undocumented immigrants helped change what it means to be American*. Harper Collins.

Additional Readings: TBD

**Paper on Wides-Muñoz due:** Tuesday, March 3 by 11:59pm (submit on Canvas)

*\*Groups use entire class period on Wednesday, March 4<sup>th</sup> to work on project presentations*

### **Week Ten (March 9 & 11)**

PROJECT PRESENTATIONS IN CLASS

*No class meeting during finals week.*