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

Professor: Kristin Elizabeth Yarris  keyarris@uoregon.edu
Class meeting day, time & location: Tuesdays & Thursdays, 8:30-9:50am; 30 Pacific
Professor office hours, location:  Tuesdays 10:00-12:00, PLC 313

Course Overview:
This class is a survey of the ways global migration flows are influencing contemporary relations between states, governments, civil society groups, communities, families, and persons. The class is concerned with questions such as: What are the strengths and limitations of international conventions and non-governmental organizations in relation to transnational migration and the protection of migrants’ rights? How do contemporary forms of displacement challenge our understandings of nation-states and citizenship? How are the lives of migrants/persons who move across national borders influenced by international laws, national policies, and practices of social exclusion or inclusion? In what ways are relations of kinship, family, and gender being reformulated in response to transnational movements? And, to what extent do contemporary forms of human mobility correspond to academic understandings of who “migrants” and “refugees” are? To explore these questions, we will spend most of this term engaged with a careful, critical reading of contemporary ethnographic monographs of migration published by major academic presses in recent years. Throughout our reading and discussion, we will pay careful attention to issues of ethnographic writing, of argumentation, and of how to render social theory applicable to the lived experiences of those impacted by migration.

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 these ethnographies; thus, students are expected to obtain all 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
- Recognize the major contemporary “push” and “pull” factors shaping transnational migration, displacement, and settlement
Consider how migration is changing contemporary forms of relatedness (gender, kinship, and other forms of intimacy)

- Develop skills in critical analysis and writing related to global migration
- Engage critically with academic theory related to transnational migration and apply this knowledge to gain a deeper understanding of the complexity of contemporary migration
- Develop an oral presentation related to a contemporary migration problem
- Generate a book review of a full-length ethnographic book using academic style and sources

Grading:

- Class participation: 20%
- Class presentation: 20%
- Writing Assignments: 30%
- Book review paper: 30%

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 day’s readings to the course Canvas site for use in class discussions (posts should be made before class, preferably the night before each class period, if possible). Additional homework tasks may be assigned by the Professor, TBD. Class participation is worth 20 points.

Class Presentation: Working in pairs, students will prepare and deliver an oral presentation related to the migration topic we are exploring in class. Specific expectations and guidelines for these presentations will be reviewed in class; however, presentations should be approx. 15-20 minutes long and should expand on the course reading by illustrating the problem addressed by the reading, discussing relevant national and international laws and actors, tying the reading to contemporary issues in the news media, and raising issues and questions for class discussion. The class presentation is worth 20 points for each student.

Writing Assignments: Students will submit 2-4 double-spaced pages (for graduate students: 3-5 double-spaced pages) of written responses to **three of the four books read during the term** (e.g. students will select which three of the four assigned books they will write about). In this written response, students will reflect on the topic covered in the book in relation to the following: the strengths and weaknesses of the author’s methods and fieldwork, a critique of the arguments made in relation to the data presented, the contributions of the book to social science theory of transnationalism, a reflection on the book in relation to current migration-related issues in the news (including references or links to current migration-related news stories). Additional expectations for the writing assignments will be reviewed in class. Each written assignment is due on the class period following the day we complete our discussion of that book (e.g., if you write about the book by De Leon, you will submit your written response on Tuesday, October 18). Each writing assignment is worth 10 points, for a total of 30 points.

Final paper: Students will write a critical book review of ONE of the full-length books read during the class. The book review will loosely follow academic book review style and content,
with students required to include mention of an additional 2-4 relevant academic sources (peer-reviewed books, book chapters, and/or journal articles -- of students’ own selection).

Final paper (cont’d.):
Graduate students will include reference to an additional 6-8 relevant academic sources OR graduate students also have the option of writing their book review essay based on two books, one from the syllabus and one of their own selection OR graduate students may propose a final paper related to their own research. Graduate students selecting one of these options for their final paper should discuss this in person with the Professor by week 8 of the term.

For undergraduates, the final paper should be 8-10 double-spaced pages; for graduates, the paper should be 16-18 pages (double-spaced). The book review / final paper is worth 30 points.

The final paper is due in hard copy and in e-copy (submitted via Canvas) on Tuesday, December 6th by 4:00pm. No late papers will be accepted; early papers are always welcome.

Students will also be encouraged to consider publishing their book reviews via online sites, blogs, student publications or peer-reviewed academic journals; see professor with ideas or for encouragement.

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

Note on Accessibility: Please notify the instructor if there are aspects of this course that present barriers to your participation. For assistance, students are encouraged to contact the following campus services: Accessible Education Center 164 Oregon Hall; http://aec.uoregon.edu/ University Counseling and Testing Center, 2nd Fl. Health Ctr, http://counseling.uoregon.edu/dnn/; Teaching and Learning Center, PLC; http://tlc.uoregon.edu/

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.
Weekly Schedule:

Week One
(Sept. 27 & 29)
Theorizing Migration in the Context of Globalization and (Late) Modernity
Readings:

Weeks Two-Three
(Oct. 4, 6; 11, 13)

Oct 4 Guest Speaker: Dr. Heide Castañeda, Univ. of South Florida
Oct 4 additional reading TBD.
Additional readings for Oct. 6:

**Finish DeLeon by Oct. 13.**

Weeks Four-Five
(Oct. 18, 20; 25, 27)

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.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

**Finish Andersson by Oct. 27.**
Weeks Six-Seven  
(Nov. 1, 3; 8, 10)  

**Additional Readings:**  


(Note: for graduate students interested in migration and Italy and wanting to do a book review essay on the Giordano book, a paired book to review would be Hans Lucht’s *Darkness before Daybreak.* )

**Finish Giordano by Nov. 10.**

Weeks Eight-Ten  
(Nov. 15, 22; 29, Dec. 1)  

**Additional Readings:**  


**Finish Gozdiak by Dec. 1.**

*Note: There will be no class held on Thursday, Nov. 17 due to the Professor’s attendance at a conference; nor will there be a class on Nov. 24 due to the Thanksgiving holiday.*