Anthropology of Migration
ANTH 479/579 (4 credits)
M, W 10-11:50 Waldo 201
David McMurray, Instructor
737-3851
david.mcmurray@oregonstate.edu

COURSE DESCRIPTION
This course is an introduction to the multiple aspects of population movements around the globe, from migration trends and policies to issues of immigrant incorporation and anti-immigration politics. The course is organized around themes which will vary depending on who teaches the course, new literature coming out since the course was last taught, the use of different case studies, and new national and international developments. This quarter we will be concentrating on the three themes and one case study which are:

Racialization of Immigrants
In spite of repeated critiques of race as a scientific concept, race continues to be an inescapable social fact in the everyday lives of immigrants in Europe. Purely biological notions of race have given way to racial categories that draw on discourses of cultural difference as the foundation of discrimination. Under this “new racism” model, the fundamental and immutable basis of identity and belonging to a group derives from the group’s unique culture. The once progressive model of a multicultural society based on respect for cultural plurality has been inverted by right-wing groups. They claim that respect for cultural plurality underwrites their arguments against assimilation and for immigrant repatriation as the best ways to preserve cultural difference. Paul Silverstein’s book, *Algerians in France*, guides us through this shifting terrain of public discourse in Europe surrounding contemporary immigration into the EU.

Immigrant Integration
Asians and South Asians in the United States today are represented as a model minority, in such a way as to further marginalize African-American populations as an enduring problem. Ironically, this is largely a recent development that erases the history of the “Oriental problem” as an American obsession. Similar processes of national integration and subsequent historical amnesia have occurred in the past and involved other groups. Italian, Polish, and Irish immigrants of earlier generations—whose potential for racial assimilation into the national workforce was the subject of previous heated social dramas—were similarly "whitewashed" in the American, French and British "melting pot.” Aihwa Ong’s book, *Buddha is Hiding: Refugees, Citizenship, The New America*, will be our main text as we discuss these and other issues surrounding contemporary migration to the United States.

Exodus, Dispersal, Diaspora
Recent profound changes in the world political and economic order have generated large movements of people in almost every region. As migration has proliferated, so too has the formation of diasporas or transnational communities, leading to increasing numbers of people with allegiances straddling their places of origin and their new homelands. At the same time many expatriates have been forced to return home and other previously scattered populations have regrouped, leading to the weakening or un-doing of
diasporas. Van Hear’s book, New Diasporas: The Mass Exodus, Dispersal and Regrouping of Migrant Communities, will be our text for this segment of the course.

Moroccan Migration to Europe (case study)

Every summer for almost fifty years, tens of thousands of Moroccan emigrants from as far away as Norway and Germany descend on the duty-free smugglers’ cove/migrant frontier boomtown of Nador, Morocco. The text we will be reading for this segment of the course, In and Out of Morocco, investigates the local effects of the linkages between Nador and international commodity circuits, and analyzes the profound effect on everyday life of the free flow of bodies, ideas, and commodities into and out of the region.

COURSE READINGS
Silverstein, Paul. Algeria in France: Transpolitics, Race, and Nation.

REQUIREMENTS AND EVALUATION
This course is organized like an intimate book club that gathers regularly for literary discussions. Therefore, the class is conducted primarily as a reading course, with student-generated class discussion and electronic journal entries. That means that your spirited and intelligent participation—informed by your close reading of the texts—is a necessity, and will count towards your final grade. You will post to Blackboard twice during each section of the course (eight times total) and these posts will be used to generate class discussions. The posts will be in the nature of reaction papers about every other week to the readings, that is, a description and evaluation of the material covered, followed by your thoughtful take on the text and your comparison of it to others we have already read. There will also be a final case study research paper focusing on a subject pertaining to migrants or refugees. This must be cleared with the instructor ahead of time. They may range across any number of fields, from policy issues, to transnational cultural flows, to interviews with immigrants about their experiences of travel and adjustment. More specific requirements of these assignments will be discussed in class.

Blackboard Reaction Papers (5 points each) = 40 points
Final Case Study Paper = 45 points
Class Participation = 15 points
total = 100 points
100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59- = F

(grad student proposals = 50 points =150points)

GRADUATE STUDENT REQUIREMENTS
Graduate students are expected to perform at a level of proficiency appropriate to their graduate status. In addition to the case study paper listed above, graduate students will create a 7-10 page proposal for studying some aspect of migration (complete with
literature references, projected budget, goals and methods of study, etc.) along the lines that would be presented to a funding agency. This means that the grad students will take the course readings as starting points and
1. do an analysis of the methodologies discussed or used in the texts as a step towards identifying the methodology they will use in their proposals.
2. outline a further program of study which will be addressed by the proposal.
3. develop a bibliography that supports the program of study outlined in #2.
4. develop a budget to carry out the proposal.
4. present their proposals to the class.
The topic must be cleared by the professor ahead of time. This assignment is due no later than the final projects and will be presented to the class at that time.

UNDERGRADUATE COURSE OUTCOMES
The student who successfully completes this course will be able to:
• Identify the history and components of the “new racism”
• Explain how migration to the U.S. has impacted groups differently
• Define and use key concepts such as assimilation, integration, melting pot, marginalization, model minority, exclusion, diaspora, refugee, immigrant
• Explain why people migrate, and why they go to specific destinations
• Outline the impact of migration on home and host communities (contributions and problems)
• Intelligently interpret and intervene in contemporary policy debates surrounding migration

GRADUATE COURSE OUTCOMES
By the end of the class, grad students, besides the course outcomes listed above, will be able to:
• Evaluate a range of methodologies appropriate to advanced research in the social sciences
• Collect and annotate source materials at an advanced research level. This will include, but not be limited to, gaining experience in exploring research topics using search engines, bibliographic software, online databases, indexes and catalogues.
• Understand the requirements and elements of a literature review.
• Identify factors that contribute to the effective presentation of academic research.
• Develop and write a research proposal.

Students with Disabilities: "Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098."
OSU Academic Dishonesty Policy: http://oregonstate.edu/admin/stucon/achon.htm
SCHEDULE (TENTATIVE)

Week 1: Introduction to the Anthropology of Migration
Introductory lectures covering the history of the anthropology of migration; major theoretical positions; important work done in other disciplines

Week 2 & Week 3: History and trends in European Migration
Investigating the history and politics of the “new racism” model; “cultural difference” debates; “multicultural inversions”
   reading: Paul Silverstein’s book, *Algerians in France*

Week 4 & Week 5: Immigrant Integration?
Discussing the model minority thesis versus the “Oriental problem” as an American obsession; looking at processes of national integration, or ‘whitewashing,’ involving Italian, Polish, and Irish immigrants of earlier generations

Week 6 & Week 7: Exodus, Dispersal, Diaspora
Investigating the political economy of large population movements; formation and then (sometimes) dissolution of diasporas or transnational communities

Week 8 & Week 9: Case Study: Morocco
Investigating the long-term effects of massive outmigration on a region of origin; analyzing effects on gender relations; class relations; cultural norms concerning status and prestige; as well as political economic impact
   reading: David McMurray’s book, *In and Out of Morocco: Smuggling and Migration in a Frontier Boomtown*

Week 10: Original Research – Class Presentations (grad and undergrad)