

Instructor : Abdoulaye Kane

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Office Hours: Wednesday: 11:45am to 2:45pm at Grinter Hall 439.

**ANG6030/C030; ANT4930/C040; AFS4935/4080; AFS6905/4078**  
**« Anthropology of Migration »**

**Meeting time and place: Monday Periods 10-E1 (5:10pm-8:10pm), TUR 1105**

Recent 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.

This seminar will introduce students to the multiple aspects of transnational migration around the globe, from migration trends and policies to issues of immigrant incorporation and anti-immigration politics and policies. It will discuss the global trends of population movement across national borders in an anthropological perspective. It will explore global and structural economic and political forces behind international migration. One major focus will be the governance of human mobility and its ethical dilemmas in major border crossings between poor and rich countries. Some of the questions that will be guiding our discussion will be: How do late capitalism and its structural dynamics shape the maps of human mobility in the age of globalization? How do restrictive immigration policies in major migration destination countries create new regimes of mobility and new forms ethnic nationalism set against newcomers?

It will also explore the lived experiences of individual and families who are involved in transnational or translocal lives. Through ethnographies of sending communities in the South and transnational and diasporic communities in the North, the seminar will examine how human mobility affects migrants' sense of self and collective identity. How do transnational lives, intimacies, and practices of remittances, return and communication are testing and redefining classic forms of national identities? What are the best conceptual tools to capture and reveal new patterns of individual commitments to collective identities? How are belonging and membership, as forms of collective relating, deployed in the lives of transmigrants?

Through ethnographies, theoretical essays, journal articles, and films and documentary, the seminar will survey contemporary global migration covering major international migration corridors in different World regions.

**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:**

- 1- Appreciate the complexities of transnational migration and its impact on contemporary social and cultural life, national and international policies, governmental and non-governmental responses
- 2- Recognize the major contemporary “push” and “pull” factors shaping transnational migration, displacement, and settlement
- 3- Consider how migration is changing contemporary forms of relatedness (gender, kinship, and other forms of intimacy)
- 4- Develop skills in critical analysis and writing related to global migration
- 5- Engage critically with academic theory related to transnational migration and apply this knowledge to gain a deeper understanding of the complexity of contemporary migration
- 6- Develop an oral presentation related to a contemporary migration problem
- 7- 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). Additional homework tasks may be assigned by the Professor, TBD for each week. 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 investigating the problem addressed by the reading. Presentation should include the discussion of at least two relevant academic articles on the subject. Students are encouraged to try to tie their presentation to contemporary issues. The class presentation is worth 20. Students will be evaluated individually based on their performance.

### **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 on migration, 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). Each written assignment is due on the class period following the day we complete our discussion of that book. 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 4-6 double-spaced pages; for graduates, the paper should be 10-12 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 Monday, December 6 by 11:59pm. 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.

## **Required Reading**

1- De León, Jason (2015). *In the Land of Open Graves: Living and Dying on the Migrant Trail*. University of California Press (E-book available at the UF library)

2-Gregory Feldman (2011). *The Migration Apparatus. Security, labor and Policymaking in the European Union*. Stanford University Press.

3-Dinah Hannaford (2017). *Marriage without Borders: Transnational Spouses in Neoliberal Senegal*. University of Pennsylvania Press.

4-Faranak Miraftab (2016). *Global Heartland. Displaced Labor, Transnational lives, and Local Placemaking (Framing the Global)*. Indiana University Press.

## **Students Requiring Accommodations**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## **Course Evaluation**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluer.com/ufl/](http://ufl.bluer.com/ufl/). [Summaries of course evaluation results are available to students here](#).

## ***University Honesty Policy***

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## **In-Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student.

## **Schedule:**

## **Week 1:**

### **Mon, Aug 23: Introduction and course overview**

Schiller, Nina Glick, Linda Basch, and Cristina Szanton Blanc. "From immigrant to transmigrant: Theorizing transnational migration." *Anthropological quarterly* (1995): 48-59.

**Film:** *Sent Away Boys* (Dir Harjant Gill, India, 2016).

## **Week 2:**

### **Mon, Aug 30: Theorizing Migration in Anthropology**

Michael Kearney. 1995. The Local and the Global: The Anthropology of Globalization and Transnationalism. *Annual Review of Anthropology* 24:547-565.

Brettell and Hollifield. "Theorizing Migration in Anthropology." *Migration Theory: Talking Across Disciplines*. 2000. Chapter 5, pp. 97-118.

Caroline B. Brettell. 2018. Conceptualizing migration and mobility in anthropology: an historical analysis. *Transitions: Journal of Transient Migration* Volume 2 Number 1

## **Week 3:**

### **Mon, Sep 13: Denied Mobility: Crossing Borders to Fortress Europe**

#### **Reading:**

Silverstein, Paul. 2005. Immigrant Racialization and the New Savage Slot: Race, Migration, and Immigration in the New Europe. *Annual Review of Anthropology* 34: 363-377.

Philippe Rekacewicz. "Mapping Europe's war on immigration." *Le Monde Diplomatique*, 16 October 2013. <https://mondediplo.com/outsidein/mapping-europe-s-war-on-immigration>

## **Week 4:**

### **Mon, Sep 20: Denied Mobility: Ethnographies of Border Areas**

De León, Jason. *In the Land of Open Graves: Living and Dying on the Migrant Trail*. Introduction and Part I

Josiah Heyman and John Symons. 2012. "Borders." In Fassin (ed.): *A Companion to Moral Anthropology*, pp. 540-554.

Simpson, Audra. *Mohawk interruptus: Political life across the borders of settler states*. Duke University Press, 2014. Chapter 5 pp. 115-135.

Film: Walls

**Week 5:**

**Mon, Sep 27: Denied Mobility: Ethnographies of Border Areas**

De León, Jason. *In the Land of Open Graves: Living and Dying on the Migrant Trail*. Part II & III

Film: Alienated undocumented immigrant youth

**Week 6**

**Mon, Oct 4: Ethnographies on Transnational lives.**

1-Dinah Hannaford: Marriage without Borders. Chapter 1 to 3.

Yount-André Chelsie. 2018. Gifts, trips and Facebook families: children and the semiotics of kinship in transnational Senegal. *Africa* 88 (4) 2018: 683-701.

**Week 7:**

**Mon, Oct 11. Ethnographies of Transnational lives (continued)**

1-Dinah Hannaford: Marriage without Borders. Chapter 4 to end.

Hélène Le Bail. 2017. Cross-border marriages as a side door for paid and unpaid migrant workers: the case of marriage migration between China and Japan. *CRITICAL ASIAN STUDIES*, 2017 VOL. 49, NO. 2, 226–243 <http://dx.doi.org/10.1080/14672715.2017.1300860>

**Week 8:**

**Mon, Oct 18: Governing migration: the State and the Law**

Gregory Feldman: Migration Apparatus. Chapter 1 to 3.

Torpey, John. *The invention of the passport: surveillance, citizenship and the state*. Cambridge University Press, 2000. (Introduction and Chapter 1: pages 1-18)

Calavita, Kitty. 2007. Immigration, Law, Race, and Identity. *Annual Review of Law and Social Science* 3:1-17

Film: Lost in Detention: The Hidden World of Immigration Enforcement

**Week 9:**

**Mon, Oct 25: Governing Migration (continued)**

Gregory Feldman. Migration Apparatus. Chapter 4 to end)

Nicholas P. De Genova. 2002. Migrant “Illegality” and Deportability in Everyday Life. *Annual Review of Anthropology* 31:419-447.

Film: *Detained* (Dir. Shaon Chakraborty, Anna Persson, Sweden, 2015).

### **Week 10:**

#### **Mon, Nov 1<sup>st</sup>: Labor, Globalization, and Local Place making**

Faranak Miraftab. *Global Heartland*. Chapter 1 to 3.

Karin Krifors (2021). "Logistics of migrant labour: rethinking how workers 'fit' transnational economies." *Journal of Ethnic and Migration Studies*, 47:1, 148-165.

### **Week 11:**

#### **Mon, Nov 8: Labor, Globalization and Local Place Making**

Faranak Miraftab. *Global Heartland*. Chapter 4 to end.

Film: *Dollar Dreams*

### **Week 12:**

#### **Mon, Nov 15: Citizenship and Transnationalism**

Ong, Aihwa. *Flexible citizenship: The cultural logics of transnationality*. Duke University Press, 1999. Introduction pp. 1-26 AND Chapter 4 pp. 110-134.

Miller, Toby. 2011. Cultural Citizenship. *Matrizes* 4(2): 57-72

<http://www.tobymiller.org/images/Cultural%20Studies/culturalcitizenship.pdf>

### **Week 13:**

#### **Mon, Nov 22: Migration as an Industry**

Gammeltoft-Hansen, Thomas, and Ninna Nyberg Sorensen, eds. *The migration industry and the commercialization of international migration*. Routledge, 2013. Introduction pp. 1-19

Andersson, Ruben. *Illegality, Inc.: Clandestine migration and the business of bordering Europe*. University of California Press, 2014. Chapter 1 pp. 33-65.

### **Week 14:**

#### **Mon, Nov 29: Migration, Policy, and Anthropology**

David Haines. "Migration, Policy, and Anthropology." In *International Migration*, 2003, Vol. 51 (2), pp. 77-89.

Jandl, Michael. "Innovative concepts for alternative migration policies: ten innovative approaches to the challenges of migration in the 21<sup>st</sup> century." International Center for Migration Policy Development, IMISCOE (organization), 2007. (Conference proceedings)

**Week 15:**

Mon, Dec 6: **Brief Presentations of Book Reviews and General Discussions.**