ANTH 216: Cultures of Migration  
John Felice Rome Center  
Fall 2022  
Tuesdays & Thursdays | 2:15-3:30 am  
Dr. Andrea B. Aureli  
Email: aaureli@luc.edu  
Office Hours: Thu./Thurs., 12:00-13:00 (or by appointment)

Course Description
Using theoretical, ethnographic, and autobiographical texts this course will explore international migration in the European Union with specific reference to the Italian case. This will be done by addressing three central questions: 1) What prompts people to migrate? 2) How do EU and member states policies that seek to “regulate” migration structure the life chances of im/migrants? 3) How do im/migrants transform their own life situations and communities in the EU in general and specifically in Italy? The Italian case is peculiar in the European context; once a country of migrants, in the 1980s became a country immigration, yet in recent years a growing number of Italians have started to migrate again, with the result that today the country finds itself at both ends of the migratory process. In this context, the immigrant “problem” becomes a problem of national identity.

Learning Outcomes
On completion of the course students are expected to:

- Have acquired a clear and detailed understanding of Cultural Anthropology’s specific contribution to the study of migration;
- Clearly identify and be able to discuss leading theories of migration and their relevance to the European context;
- Identify contemporary migration patterns affecting the European Union and Italy;
- Be able to identify the basic social, cultural and historical factors shaping the formation of im/migrant communities in Italy.

Reading Materials
- Additional readings posted on Sakai.

Assessment
- Midterm Exam (25% of the course grade) – Multiple choice;
- Final Exam (25% of the course grade) – Will be cumulative and will be divided in three parts: multiple choice; short answers questions; essay question;
- Final Paper (35% of the course grade) – It will have to be at least 5 pages long, double space, and it will have to be written in standard academic form (see “Guidelines for bibliography and citations” below). Students are welcome to do draw from other readings, yet they are required to use the readings discussed in class. By Tuesday, October 25 students should have a general idea of what they will write about and discuss it with me. By Thursday, November 3 students should hand in a brief abstract and a list of standard academic sources you will use. The final draft will be due on Tuesday, November 22.
Guidelines for bibliography and citations

➢ Citations. There are two basic ways to go about it.

• When the citation is a short one (a phase, or a short sentence):

  … Rosaldo argues that the "ethnographer, as a positioned subject grasps certain phenomena better than others" (1989:19) yet it seems to me that …

• If the citation is long, you should set it apart from your text:

  … the question of scarcity when talking about organ transplant is a thorny one.

  The discourse on scarcity conceals the actual existence of "excess" and "wasted" organs that daily end up in hospital dumpsters throughout those parts of the world where the necessary infrastructure is lacking to use them. (Sheper-Hughes:2002:49)

  Indeed, it would seem that ….

Note: if you mention the name of the author you are writing about just before the quote, you may leave the name out:

… Sheper-Hughes argues that the question of scarcity when talking about organ transplant is a false problem.

  *The discourse on scarcity conceals the actual existence of "excess" and "wasted" organs that daily end up in hospital dumpsters throughout those parts of the world where the necessary infrastructure is lacking to use them. (2002:49)*

  Indeed, it would seem that ….

➢ Bibliography. At the end of the paper you should list the readings you have been writing about, or you have used.

1. When it is from a collection you reference it like this:


2. If you have referred to a whole book, you should reference it like this:


3. If you have used a chapter from a book by the same author:

Attendance Policy

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student.

- For all classes meeting once a week, students cannot incur more than one unexcused absence.
- For all classes meeting twice a week, students cannot incur more than two unexcused absences.
- For all classes meeting three times a week, students cannot incur more than two unexcused absences.

This course meets twice a week, thus a total of 2 unexcused absences will be permitted. **Unexcused absences beyond these will result in 1% lowering of the final course grade, for every absence after the “approved limit”**. The collective health of the JFRC is everyone’s responsibility. DO NOT ATTEND CLASS IF YOU ARE ILL.

Assessment Components

- Participation 15%
- Midterm Exam 25%
- Paper 35%
- Final Exam 25%

Grading

94-100: A
90-93: A-
87-89: B+
84-86: B
80-83: B-
77-79: C+
74-76: C
70-73: C-
67-69: D+
60-66: D
59 or lower: F

Academic Honesty

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago’s guidelines. Please familiarize yourself with Loyola’s standards here: [http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml). You are responsible to comply with the LUC Student Handbook.

Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorization of the instructor.

Accessibility Accommodations

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, the first week of classes.