ANTH 216: Cultures of Migration
John Felice Rome Center
Semester: Fall 2023
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)

Please note: this is an Engaged Learning course, approved for the Service-Learning category, satisfying the Loyola University Chicago Engaged Learning requirement. All students must complete the service-learning experience and related assignments in order to successfully pass this course.

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 of 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 national identity.

This is a Placement-based Service Learning class. Students will be able to choose to participate in the activities of two organizations/initiatives involved in migrant rights advocacy in Rome, through placement-based service. One organization, A buon diritto is a human rights NGO whose activities include offering the legal support assistance to migrants and refugees free of charge with a specific focus on gender. Mad’O (Museo dell’Ospitalità), is an initiative carried by a group of artists, architects and activists, hosted in Spin Time Lab, a multi-ethnic residential squat and cultural center located in the Esquilino neighborhood. The aim of Mad’O is to organize public events on the conditions of migrants and refugees and with a particular focus on cultural production.

Students will be required to actively contribute to and participate in the activities and/or initiatives of the chosen organization/initiative for a minimum of 20 hours. Alongside their on-site experience, they are required to write a journal based on their activities. Class discussions will be held at regular intervals during the semester (once a month), where students will be asked to share from their journal reflections and discuss them with reference to the readings of the course. At the end of the semester, each student will write a paper discussing their activity from an anthropological perspective, integrating journal entries with class material.
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.
- Through Service Learning, students will acquire practical knowledge of the procedures involved in securing rights to migrants and refugees in Italy.
- Through direct involvement in local migrant rights initiatives, students will gain a practical understanding of the challenges migrants and refugees face in Italy today.

Reading Materials

- Readings posted on Sakai.

Assessment Components

- Participation 15%
- Midterm Exam 20%
- Journal 10%
- Service Learning paper 35%
- Final Exam 20%

Grading

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<td>87-89</td>
<td>B+</td>
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<td>84-86</td>
<td>B</td>
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<td>80-83</td>
<td>B-</td>
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<td>77-79</td>
<td>C+</td>
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<td>74-76</td>
<td>C</td>
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<td>70-73</td>
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<td>67-69</td>
<td>D+</td>
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<td>60-66</td>
<td>D</td>
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<td>59 OR LOWER = F</td>
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SERVICE LEARNING PAPER

Note: The Service Learning Paper counts as 35% of the course grade and is how the student’s service learning experience will be assessed. The paper is what connects the lectures (and course readings) to the students’ participation to the organization/initiative they have chosen.

Even though this is a placement-based service learning course, this is still an anthropology course; for this reason journal entries will play a crucial role in the writing of the paper itself. Hence, the importance of class discussions where students will share their reflections, drawn from their journal entries, on their service learning experience. Such discussions are also intended to help students connect their experiences to the course readings and thus to the development of the final paper.

The end-of-the-semester Service Learning paper will have to be at least 10 pages long, double space, and it will have to be written in standard academic form (see “Guidelines” below). Students are welcome to do draw from other readings, yet they are required to use at least some of the readings discussed in class. Students are also required to draw from their Service Learning experience, combining it with course material.

➤ Guidelines:

- **Format/Submission** – The abstract, and the annotated bibliography should be typed in Times New Roman, 12 pt, and uploaded on Sakai (https://loyola.screenstepslive.com/a/1496860-how-do-students-submit-an-assignment). The final draft, typed in same font, should be double-spaced and also uploaded on Sakai.

- **Style/Content** – Write short sentences, check your spelling, try to avoid superlatives and repetitions. DO NOT misspell the authors you cite. DO NOT use citations just to fill the page; use them only to support your argument. Use wikipedia all you want (very useful to get your bearings) but DO NOT cite it as source! Only acceptable sources are from peer reviewed journals (accessible through Loyola libraries: https://libraries.luc.edu and you can always ask JFRC librarian, Anne Wittrick, or me, for help!).

- **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 and it should be single-spaced:
    “… 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 used.

- **When it is from a collection:**
  

- **For a whole book:**
  

- **If you have used a chapter from a book by the same author:**
  

**Paper Assessment (100 pts.)**

- Citations and bibliography (format) 5 pts.
- Service Learning hours fulfillment 10 pts.
- Spelling and grammar 10 pts.
- Annotated bibliography 15 pts.
- Class material + SL journal integration 40 pts.
- Consistency of argument 40 pts.
A note on Participation – It’s worth 10% of the course grade; it may seem not much percentage-wise but is of great value for your course grade. It basically means that if you don’t do the readings, don’t take notes in class, text your friends during lectures and maybe take a nap to boot, not only you’ll do poorly in the course, but your normal level of classroom boredom will reach unbearable levels. Do the readings before class (if you take notes in the process that's plus); if there is something in the readings, you do not understand you say so (it may even be an opportunity to start a class discussion!), if you don’t understand something during my lectures, you ask. If you have some comments you feel relevant to the topic at hand, you are welcome to intervene. You don’t have to do it all the time, just every once in while it’s good enough. Participation does not mean “impress your professor” it simply means to show a reasonable level of engagement with the topics discussed in class.

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.

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. You are responsible to comply with the LUC Student Handbook.

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.
# Course Schedule

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignments/Readings</th>
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<tr>
<td><strong>Week One</strong></td>
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<tr>
<td>Tue. 09/05</td>
<td>Course Overview</td>
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<td>Thu. 09/07</td>
<td>Migration: The Long View</td>
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<td><strong>Week Two</strong></td>
<td>Problematizing Migration</td>
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<tr>
<td>Tue. 09/12</td>
<td>Globalization and The State</td>
<td>Dace Dzenovska, <em>Refugees in Europe: a crisis of connection</em> (18' 2015)</td>
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<td>Thu. 09/14</td>
<td>Europe, Nation and Migration</td>
<td>Sassen: “Regulating Immigration in a Global Age” (Sakai)</td>
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<td><strong>Week Three</strong></td>
<td>Bordering Discourses</td>
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<tr>
<td>Tue. 09/19</td>
<td>Humanitarian Rooting</td>
<td>Malkki: National Geographic” (Sakai)</td>
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<td>Thu. 09/21</td>
<td>European anxieties”</td>
<td>Bauman: “Europe of strangers” (Sakai)</td>
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<td><strong>Week Four</strong></td>
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<td>Tue. 09/26</td>
<td>Rhetorics of Exclusion</td>
<td>Stolcke: “Talking Culture” (Sakai)</td>
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<td>Thu. 09/28</td>
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<td>1st Class Discussion</td>
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<td><strong>Week Five</strong></td>
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<td>Tue 10/03</td>
<td>Bordering Europe</td>
<td>Van Houton &amp; Bueno Lacy: “The autoimmunity of the EU’s Deadly B/ordering Regime” (Sakai)</td>
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<td>Thu 10/05</td>
<td>Hurdles</td>
<td>Scheel: “The Secret Is to Look Good on Paper” (Sakai)</td>
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<tr>
<td><strong>Week Six</strong></td>
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<tr>
<td>Tue. 10/10</td>
<td>Review</td>
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<td>Thu. 10/12</td>
<td>Midterm</td>
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<td><em>Break (Oct. 13-22)</em></td>
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<tr>
<td><strong>Week Seven</strong></td>
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<tr>
<td>Tue. 10/24</td>
<td>Get going!</td>
<td>Khosravi “The ‘illegal’ traveller” (Sakai)</td>
</tr>
<tr>
<td>Thu. 10/26</td>
<td>Doc “Shadow Game”</td>
<td>Colombo &amp; Dalla-Zuanna: “Immigration Italian Style” (Sakai)</td>
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Fri. 10/27

2nd Class Discussion

Week Eight

Tue. 10/31
The Twilight Zone
Elbek “There is a Hole in The Fence” (Sakai)

Thu. 11/02
Doc. “Invasion of Lampedusa”

Week Nine

Tue. 11/07
Sorge: “Anxiety, Ambivalence, and the Violence of Expectations: Migrant Reception and Resettlement in Sicily.” (Sakai)

Thu. 11/09
Giudici: “Beyond Compassionate Aid: Precarious Bureaucrats and Dutiful Asylum Seekers in Italy” (Sakai)

Week Ten

Tue. 11/14
Però “Left-wing politics, civil society and immigration in Italy” (Sakai)

Thu. 11/16
Paperwork
Tucket: “Strategies of Navigation” (Sakai)

Week Eleven

Tue. 11/21
Angel-Ajani “A Question of Dangerous Races?” (Sakai)

Thanksgiving Break (Nov. 23-26)

Week Twelve

Tue. 11/28
Walk on the right side of the street
Fabini: “Internal bordering in the context of undeportability” (Sakai)

Thu. 11/30
Look at me!
Cvajner: “The Presentation of Self in Emigration. Eastern European Women in Italy” (Sakai)

Week Thirteen

Tue. 12/05
The Other Woman
Salih: “Shifting Boundaries of Self and Other” (Sakai)

Thu. 12/07
Review
3rd Class Discussion

Tue. 12/12
Final!
Paper due!