

**ANTH 216: Cultures of Migration
John Felice Rome Center**

Spring 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)

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 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

- Nicholas De Genova (ed.), *The Borders of “Europe”*, Duke University Press, 2017. (freely available online through Loyola Libraries <https://libraries.luc.edu>)
- Additional readings posted on Sakai.

Assessment Components

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

Grading

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

59 OR LOWER = F

FINAL PAPER

It 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 strongly encouraged to write their paper either on ethnographic method or on the concept of culture. Students are welcome to do draw from other readings, yet they are required to use at least *some* of the readings discussed in class.

➔ **DEADLINES** (*NB: students are expected to hand in their work by the dates below; in case they are unable to do so, they should let me know in due time, e.g., at least two days before the relevant dateline*).

- **Thursday, March 16** students should have a general idea of what they will write about and discuss it with me.
- **Thursday, March 23** - students should hand in a brief abstract and an annotated bibliography (for each reference a couple of sentences explaining its relevance for your argument/chosen topic) of the of standard academic sources they will use.
- **Tuesday, April 13** - final draft due.



- **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** – Well, since the paper is worth 35% of the course grade you might want to spend some time in thinking about what you want you say and what is the best way to do it. You have time. Hence, first and foremost, know your limits! Do not overreach yourself. Keep it simple. 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 phrase, 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 ”



JOHN FELICE

**ROME
CENTER**

- **Bibliography.** At the end of the paper you should list the readings you have used.
 - When it is from a collection:

Sheper-Hughes, Nancy. 2002. "Min(d)ing the Body: On the Trail of Organ-Stealing Rumors". In *Exotic No More: Anthropology on the Front Lines*, edited by Jeremy MacClancy. Chicago and London: University of Chicago Press.
 - For a whole book:

Rosaldo, Renato. 1989. *Culture & Truth*. Boston: Beacon Press.
 - If you have used a chapter from a book by the same author:

Rosaldo, Renato. 1989. "Grief and a Headhunter's Rage". In Renato Rosaldo, *Culture & Truth*. Boston: Beacon Press.

→ **Paper Assessment (100 pts.)**

Citations and bibliography (format)	5 pt.
Abstract	10 pts.
Spelling and grammar	10 pts.
Annotated bibliography	15 pts.
Appropriate use of sources	40 pts.
Consistency of argument	40 pts.

- **A note on Participation** – It's worth 15% 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.



JOHN FELICE

**ROME
CENTER**

Course Schedule

Date	Activity	Assignments/Readings
<i>Week One</i>		
Tue. 01/17	Course Overview	
Thu. 01/19	Migration: The Long View	
<i>Week Two</i>		
Problematizing Migration		
Tue. 01/24	Europe, Nation and Migration	Silverstein: "Immigrant Racialization and the New Savage Slot" (Sakai)
Thu. 01/26	Globalization and The State	Sassen: "Regulating Immigration in a Global Age" (Sakai)
<i>Week Three</i>		
Tue. 01/31	Expulsions: When Push comes To Shove	Sassen: "A Massive Loss of Habitat" (Sakai)
Thu. 02/02	The End of Development	Murray Li "To Make Live or Let Die?" (Sakai)
<i>Week Four</i>		
Bordering Discourses		
Tue. 02/07	Humanitarian Rooting	Malkki: National Geographic" (Sakai)
Thu. 02/09	Questioning EEurope	Balibar: "Europe as Borderland" (Sakai)
<i>Week Five</i>		
Tue. 02/14	The Emergence of "Fortress Europe"	Bauman: "Europe of strangers" (Sakai)
Thu. 02/16	Rhetorics of Exclusion	Stolcke: "Talking Culture" (Sakai)
<i>Week Six</i>		
Hurdles		
Tue. 02/21	Smile!	Scheel: "The Secret Is to Look Good on Paper" (De Genova: ch. 1)
Thu. 02/23	Jump!	Andersson: "Rescued And Caught" (De Genova: ch. 2)
<i>Week Seven</i>		
Tue. 02/28	<i>Review</i>	
Thu. 03/02	<i>Midterm</i>	
Break (March. 3-12)		



JOHN FELICE

**ROME
CENTER**

Week Eight

Tue. 03/14

Where are we at? Class Assessment

Thu. 03/16

Run!

Garelli & Tazzioli: "Choucha Beyond the Camp" (De Genova: ch. 6) ***Deadline!***

Week Nine

Tue. 03/21

Stop!

Bermant: "The Mediterranean Question" (De Genova: ch. 4)

Thu. 03/23

The Italian case

Colombo & Dalla-Zuanna: "Immigration Italian Style" (Sakai) ***Deadline!***

Week Ten

Chores

Tue. 03/28

Paperwork

Tucket: "Strategies of Navigation" (Sakai)

Thu. 03/30

Make Yourself at Home!

Bartolomei: "Migrant Male Domestic Workers" (Sakai)

Week Eleven

Tue. 04/04

Behave!

Gallo: "Italy is not a good place for men" (Sakai)

Thu. 04/06

You're One of the Family!

Degiuli: "A Job with No Boundaries" (Sakai)

Week Twelve

Everyday Forms of Resistance?

Tue. 04/11

Don't Get Loud!

Cvajner: "Hyper-femininity as decency" (Sakai)

Thu. 04/13

Self-Organization

Gambino: "The 'Gran Ghetto'" (De Genova: ch. 10) ***Deadline!***

Week Thirteen

Tue. 04/18

"Quattro Stelle" Documentary

Thu. 04/20

Review

Thu. 04/27

Final!



JOHN FELICE

ROME
CENTER