



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

Spring 2024

Tuesdays & Thursdays | 2:15-3:30 am

Dr. Andrea B. Aureli

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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**

- 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

The paper should be at **least 10 pages long**, double space, and written in standard academic form (see “Guidelines” below). Students can **either** write their paper on a topic addressed by the reading discussed in class, **or** write a book report on one of the ethnographies below, which address migration in the Italian context:

- Martina Cvajner. 2019. *Soviet Signoras. Personal and Collective Transformations in Eastern European migration*. Chicago and London: University of Chicago Press (ebook freely available through Loyola Libraries: <https://ebookcentral.proquest.com/lib/lucsystem/detail.action?docID=5883430>)

A highly readable and detailed account of the lives of women from former Soviet republics who have migrated to northern Italy. With empathy and irony Cvajner, whose fieldwork spanned two decades, narrates the lives of these “pioneers” as they struggle to find their feet in the new environment, establish support networks, develop friendships and emotional attachments, negotiate precarious and often humiliating working conditions, yet nearly always manage to come out on top

- Anna Tuckett. 2018. *Rules, Paper, Status. Migrants and Precarious Bureaucracy in Contemporary Europe*. Stanford: Stanford University Press. (ebook freely available through Loyola Libraries: <https://ebookcentral.proquest.com/lib/lucsystem/detail.action?docID=5377559>)

The book describes the everyday workings of immigration law in Italy from the point of migrants. Working as a volunteer in a center for migrants run by a trade union, she describes the frustrations migrant experience when dealing with the Italian bureaucracy. In the process she manages to give a vivid account of how the contradictions of Italian immigration law play themselves out on the ground, thus revealing how migrants’ illegality is most often the result the unpredictable result of how the law is applied.



➔ **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).

- **Week 9** students should have a general idea of what they will write about and discuss it with me.
- **Week** - 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 .....

- **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](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.



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## Course Schedule

<b>Date</b>	<b>Activity</b>	<b>Assignments/Readings</b>
<i>Week One</i>		
Jan. 16	Course Overview	
Jan. 18	Anthropology and Migration: Issues	TBA
<i>Week Two</i>		
	<b>Problematizing Migration</b>	
Jan. 23	Globalization and The State Dace Dzenovska, <i>Refugees in Europe: a crisis of connection</i> (18' 2015)	Sassen: "Regulating Immigration in a Global Age" (Sakai)
Jan. 25	Europe, Nation and Migration	Silverstein: "Immigrant Racialization and the New Savage Slot" (Sakai)
<i>Week Three</i>		
	<b>Bordering Discourses</b>	
Jan. 30	Humanitarian Rooting	Malkki: National Geographic" (Sakai)
Feb. 2	European anxietyies	Bauman: "Europe of strangers" (Sakai)
<i>Week Four</i>		
Feb.6	Rhetorics of Exclusion	Stolcke: "Talking Culture" (Sakai)
Feb. 8	Guest Lecture: The Language of Racism in Italy	
<i>Week Five</i>		
	<b>Hurdles</b>	
Feb. 13	Bordering Europe Europe's Migration System (Democracy Now! segment 16', 2021)	Van Houton & Bueno Lacy: "The autoimmunity of the EU's Deadly B/ordering Regime" (Sakai)
Feb. 15	Smile!	Scheel: "The Secret Is to Look Good on Paper" (Sakai)
<i>Week Six</i>		
Feb. 20	Get going!	Khosravi "The 'illegal' traveller" (Sakai)
Feb. 22	Let Me Out!	TBA
<i>Week Seven</i>		
Feb. 27	<b>Review</b>	
Feb. 29	<b>Midterm</b>	
	<b>Break (March 1-10)</b>	



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*Week Eight*

Mar. 12                    ***Where are we at? Class Assessment***

Mar. 14                    The Italian case                    Colombo & Dalla-Zuanna: "Immigration Italian Style" (Sakai)

*Week Nine*

Mar. 19                    Guest Lecture:  
Regulating Exclusion: Italian rules and regulations

Mar. 21                    Angel-Ajani "A Question of Dangerous Races?" (Sakai) ***Deadline!***

*Week Ten*

Mar. 26                    Walk on the right side of the street                    Fabini: "Internal bordering in the context of undeportability" (Sakai)

Mar. 28                    Paperwork                    Tucket: "Strategies of Navigation" (Sakai)

*Week Eleven*                    ***Transforming migration***

Apr. 2                    Behave!                    Gallo: "Italy is not a good place for men" (Sakai)

Apr. 4                    Let's get Loud!                    Cvajner: "Hyper-femininity as decency" (Sakai)

*Week Twelve*

Apr. 9                    The Other Woman                    Salih: "Shifting Boundaries of Self and Other" (Sakai)

Apr. 11                    Self-Organization                    Gambino: "The 'Gran Ghetto'" (Sakai) ***Deadline!***

*Week Thirteen*

Apr. 16                    "Quattro Stelle" Documentary

Apr. 18                    **Review**

*Week Fourteen*

Thu. 04/27                    ***Final!***