

ANTH 117: Borders and Borderlands
UCSB

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Course Description:

Migration and border crossings have become one of the biggest public policy issues throughout our world today. Many of us come from migrant families, communicate with migrant communities, or have at least come across extensive media coverage of the issue. This class is an introduction to the studies of borders, migration, and the international refugee regime. It provides students with ethnographic tools to think through the questions of how people encounter border crossings, life in diaspora, and humanitarian organizations. Each week, students will read articles and selections from ethnographies that will give them a critical approach to popular perceptions of exile and displacement. Memory, racialization, labor, and violence come up as some of the main themes that affect what it means to flee one's home country. Using an anthropological lens, we will center the experiences of people and their narratives, while still considering historical, political, and economic processes.

Students will be asked to submit weekly reflections and notes on the readings. This will help them work through their final research paper. Students will then choose a specific theme or concept related to migration to write about in their paper. If students have the means, they can also incorporate interviews and observatory notes into their written pieces, though this will not be mandatory.

Grade Breakdown:

Weekly Reflection Papers: 25%
Film Critique: 25%
Group Project/Presentation: 25%
Final Essay: 25%

Weekly Reflection Papers: Each week students will be required to submit 300-word reflection papers outlining their main takeaways, thoughts, and possible critiques of the readings. These papers encourage freestyle and creative writing.

Film Critique: Students will be required to watch a film related to the theme of borderlands and migration. They will then be required to write a 500-word critique of the film and its implications.

Group Project/Presentation: Each week, a different group of students will be required to prepare a presentation on the readings. Groups can set up zoom appointments with me to do the presentations.

Final Essay: Students will be required to write 1,500-word argumentative essays pertaining to one of the themes discussed in class. Essays will be graded on the strength of the arguments made, on the works cited, and on structure. If students are able to include ethnographic material in their essays, this would be great. However, it is not required.

Grading Scale:

A+ = 97-100	C+ = 77-79
A = 93-96	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
	F = 59 and below

Tentative Schedule

Week One: Rethinking Categories

Peteet, Julie. "Unsettling the Categories of Displacement." *Middle East Report* 37, no. 3(244) (2007): 2-9.

Malkki, Liisa H. "News From Nowhere: Mass Displacement and Globalized 'Problems of Organization'." *Ethnography* 3, no. 3 (2002): 351-60.

Malkki, Liisa. "Refugees and Exile: From "refugee Studies" to the National Order of Things." *Annual Review of Anthropology* 24 (1995): 495.

Submit two discussion questions/reflections from the readings

Week Two: Crossing Borders

De León, Jason. *The land of open graves: Living and dying on the migrant trail*. Vol. 36. Univ of California Press, 2015. (Part One: This Hard Land)

Submit two discussion questions/reflections from the readings

Week Three: Labor Migration

Holmes, Seth. *Fresh fruit, broken bodies: Migrant farmworkers in the United States*. Vol. 27. University of California Press, 2013. (Chapter 2: "We are Field Workers": Embodied

Anthropology of Migration AND Chapter 4: "How the Poor Suffer": Embodying the Violence Continuum)

Watch Film – Paris Stalingrad

Submit two discussion questions/reflections from the readings

Week Four: Memory, Violence and Displacement

Feldman, Ilana. "Home as a refrain: Remembering and living displacement in Gaza." *History & Memory* 18, no. 2 (2006): 10-47.

Lubkemann, Stephen C. *Culture in Chaos : An Anthropology of the Social Condition in War*. Chicago: University of Chicago Press, 2008. (Chapter 6: Terrains of Displacement: War-time Mobility and Immobility)

Submit Film Critique

Submit two discussion questions/reflections from the readings

Week Five: Humanitarian Refugee Regime

Ticktin, Miriam I. *Casualties of care: Immigration and the politics of humanitarianism in France*. Univ of California Press, 2011. (Chapter 3: The Illness Clause: Life and the Politics of Compassion AND Chapter 4: In the Name of Violence Against Women)

Submit two discussion questions/reflections from the readings

Week Six: Gender and Racialization

Brown, Jacqueline Nassy. *Dropping anchor, setting sail: Geographies of race in Black Liverpool*. Princeton University Press, 2009. (Chapter 2: Black Liverpool, Black America, and the Gendering of Diasporic Space)

Shami, Seteney. "Prehistories of Globalization: Circassian Identity in Motion." *Public Culture: Bulletin of the Project for Transnational Cultural Studies* 12, no. 1 (2000): 177-204.

Maynard, Robyn. "Black Life and Death across the U.S.-Canada Border: Border Violence, Black Fugitive Belonging, and a Turtle Island View of Black Liberation." *Critical Ethnic Studies* 5, no. 1-2 (2019): 124-51.

Submit your Final Paper

Submit self and group assessment

EMAILS:

- Please check your @ucsb.edu account and Gauchospace **regularly** for updates. This is your responsibility. These will likely be our main sources of communication.
- During office hours, I will do my best to sit in front of the computer and respond to your requests as soon as possible. Outside these hours, I will still try to answer your emails as quickly as possible, but please keep in mind there may be a 24-48 hour delay, especially if you are contacting me over a weekend or holiday.
- Please make sure you include your full name in the email.

Academic Integrity:

Plagiarism will not be tolerated. You must give credit to authors and other thinkers when you: 1. Use a direct quotation, 2. Paraphrase or summarize (in whole or in-part) any work that is not yours, 3. Use any sort of information from any venue that is not common knowledge.

You can read about UCSB's campus policy regarding academic honesty and submitting original work for course assignments via the university's [web page for academic conduct](#). This class will be strict in following and upholding the rules of academic integrity. If you cheat or plagiarize, I will have to report the incident to the Anthropology Department Chair and Judicial Review Board. Your final grade will be withheld until the Student-Faculty Committee on Student Conduct makes a final ruling in the case. If you are uncertain about what counts as plagiarism in any of your given assignments, please contact me.

OTHER INFORMATION TO BE AWARE OF:

- If you have a personal issue that may affect your performance in class, notify me as soon as possible so we can **work out a solution together**. The course syllabus contains several helpful resources, as well.
- It is important that you keep up with the course readings. It will be very difficult to catch up should you fall behind.
- Be thinking about your final paper well in advance and take the preliminary assignments seriously. You'll be thankful you did!
- Don't be shy to ask for help. Please remember that ***I am here to help and support you***. I encourage you to contact me with any questions or concerns you may have.

Campus Resources:

- *Campus Learning Assistance Services (CLAS)*: CLAS offers students help with writing, test taking skills and time management. If your TA refers you to CLAS, you will need to bring written evidence that you have attended a CLAS session in order to receive credit on the assignment(s). You may register for CLAS sessions online at clas.sa.ucsb.edu.

- *Counseling Services:* School can be especially stressful if enrolled in courses and working one or more jobs. UCSB Counseling Services is available on a crisis walk-in basis, as well as by appointment and by phone after-hours. To reach the Counseling Services office, please call 805.893.4411.
- *Disabled Services Program:* Students with either a permanent or temporary disability are eligible for learning support from the campus Disabled Students Program. It is the responsibility of the student to call the DSP office 805.893.2668 or visit the DSP office (located on the 2nd floor of SRB) to request assistance. *Students have a right to confidentiality and do not have to inform the Instructor of a disability if they prefer not to, although it is usually helpful to do so.*