

# **ANTH/INTL 308: *Migration and Human Adaptation***

Minnesota State University Moorhead/Spring 2014

Wednesday 5:00-7:30PM, KH 215

Class web site <http://web.mnstate.edu/robertsb/308>

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Office hours: M 12-1PM; W 9AM-12PM; T, H 9AM-12PM, also by appointment

**Official course description:** An examination of migration as an adaptive strategy used by people in adjusting to changing conditions in their environment. Explores types of migration as well as motivations and consequences of human movement in both the past and present and around the world.

## **This course is in MnTC/LASC Goal Area 8: Global Perspective**

**Goal:** To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

Students will be able to:

- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- Demonstrate knowledge of cultural, social, religious and linguistic differences.
- Analyze specific international problems, illustrating the cultural, economic, & political differences that affect their solution.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future.

Learning outcomes of this course:

1. Recognize that migration is a very old and time tested human adaptive strategy.
2. Acknowledge the various types of migration that humans practice and the conditions which favor certain types over others.
3. Develop an appreciation for the motivations of migrants.
4. Understand various elements in the migration process, especially migrant remittances.

Humans have been moving since ancestral species first left Africa between 1 & 2 million years ago. Nevertheless, the rate and scale of migration today is unparalleled in human history. In this course we will examine why people move, why they go where they go as well as the consequences of these movements. Our emphasis will be on contemporary migration in today's world. We'll examine *migration as an adaptive strategy* that people use in adjusting to changing conditions in their environment. Movement entails adjustment and numerous aspects of peoples' lives change as a result: lifestyles, livelihoods, habitation modes, foodstuffs, clothing and dress, education, family life, etc. Collectively these traits constitute what anthropologists call *culture*. Some movement is voluntary but much of it is not. We'll look at both voluntary and involuntary movement and consider how they differentially affect the people involved: women and men, children and adults, migrants and hosts. Case studies based upon ethnographic research – the hallmark of cultural anthropology – will be utilized.

## **Texts**

- Jeffrey H. Cohen and Ibrahim Sirkeci. *Cultures of Migration: The Global nature of Contemporary Mobility*. 2011. Austin: University of Texas Press.
- Hans Lucht. *Darkness Before Daybreak: African Migrants Living on the Margins in Southern Italy Today*. 2012. University of California Press.
- Lillian Trager, ed. *Migration and Economy: Global and Local Dynamics*. 2005. Altamira Press.

Additional readings will be hyperlinked to the online copy of this syllabus, on the class webpage, which can be found at <http://web.mnstate.edu/robertsb/308>

## Evaluation

**Attendance, classroom discussion, and civility:** Attendance is at your discretion. I don't assign points for simply attending class nor do I subtract points if you miss class. However, it definitely benefits you to come because those students who consistently attend class earn the best grades. It's that simple.

I welcome your *relevant* questions and encourage *informed* discussion (note the two italicized words). All I ask is that any verbal exchange be civil, polite, and relevant to the topic we're examining. I will strive to cultivate a classroom environment emphasizing deeper understanding, civility and respect for human dignity. *I will not tolerate disrespectful and/or disruptive classroom behavior of any kind from anyone.*

**Quizzes:** To give you some additional incentive to keep up to date on the readings I'll give 6 *unannounced pop quizzes*, each worth 10 points. They may be short answer or objective format – multiple-choice, true-false, matching questions— or perhaps a combination. Since I only factor 5 of these quizzes into the grading scheme the 6th one can be viewed either as a bonus or a drop quiz, whichever suits your mindset. **No make-up quizzes will be given.** If you miss a quiz that constitutes your drop quiz. If you don't miss any quizzes then the 6th one is like a bonus.

**Exams:** There will be a *midterm exam* worth 100 points and a *final exam* worth 100 points. They will be comprised of a combination of objective format questions – multiple-choice, true-false, and matching – as well as short answer/essay. If you miss the midterm exam then an *all essay make up exam* will only be given at my discretion with a verifiable excuse (e.g., medical or vehicular) provided that you notify me within 24 hours of the exam. Please *do not miss the final exam* because there is no time to schedule a make-up exam. The midterm constitutes 25% of the grade I assign and the final exam constitutes 37.5% of the final grade.

**Reaction essays/papers:** Over the course of the semester I'll use a number of videos to illustrate the experiences and circumstances of migrants of various types. For those videos which I identify you'll be expected to write brief reaction papers and submit them by a designated deadline. Your task will be to intelligently and thoughtfully respond/react to something that we've either read or seen in a video. I will provide you with guidelines for each of these videos. Each of these will be worth 10 points and there will be 6 total. Collectively this component comprises 14% of the final grade. Since I only factor 5 into the grading scheme the sixth one is either a "bonus" or a "drop" – depending on how you look at the world

**Critical book review:** For the book *Darkness Before Daybreak*, by Hans Lucht, you'll be expected to write a critical book review of approximately 5-7 double-spaced pages. **This review is important and will be worth 50 points.** Since you have the entire semester to read it I am holding firm that it is due on the last day of class, *May 7th*. Late reviews will be penalized 10 points per half day late. This review will constitute 14% of your final grade. While that may not sound like a lot now failure to submit this assignment *will* lower your final grade. Guidelines will be provided shortly. Meanwhile if you're unsure how critical book reviews are done visit the web pages for the [University of Wisconsin Writing Center](#) or the [University of North Carolina at Chapel Hill](#) or these [sample guidelines for critical book reviews](#).

**Academic honesty and integrity:** I take both very seriously. If you *cheat on an exam or quiz or plagiarize on a paper* I will take what I consider to be appropriate measures, including but not limited to assigning you a zero for that item. I encourage you to read the [relevant portions of the MSUM student Handbook](#).

**Extra Credit: *There will be none.*** I do not believe in it and do not give it. If you follow the instructions on this syllabus you will be fine. If you wait until the end of the semester to figure out that you're not doing well, by then it will be too late. I believe rewards should accrue to those who work hard throughout the semester and attend class consistently.

“Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Director of Disability Services at 477-4318 (Voice) or 1-800-627-3529 (MRS/TTY), Flora Frick 154 as soon as possible to ensure that accommodations are implemented in a timely fashion. Information regarding Disability Services is available at <http://web.mnstate.edu/disability/>”

### Summary of Evaluation Criteria and Grading Scheme

Component	Points	% of grade
Midterm Exam	100	29
Final exam	100	29
Book review	50	14
Reaction papers	50	14
Quizzes	50	14
<b>Total</b>	<b>350</b>	<b>100</b>

Grade	Point range	Avg.	Grade	Point range	Avg.
A	315+	90 +	C	245-265	70-75
A-	308-314	88-89	C-	238-244	68-69
B+	301-307	86-87	D+	231-237	66-67
B	280-300	80-85	D	210-230	60-65
B-	273-279	78-79	D -	203-209	58-59
C+	266-272	76-77	F =	<203	<58

### Schedule of Topics and Reading Assignments

Date	Topic	Reading
Jan 15	Introductions	N/A
Jan 22	<i>Course overview – what is migration?</i>	Cohen & Sirkecki Introduction (Pp. 1-19). Online: <a href="#">What is Human Migration?</a> Online: <a href="#">Globalization of Migration: What the World Can Learn From Nomadic Cultures.</a>
Jan 29	<i>Research on &amp; theories of migration</i>	Trager <a href="#">Migration &amp; Economy Introduction</a> (Pp. 1-48); Cohen & Sirkecki chapter 2.

Date	Topic	Reading
Feb 5	<i>Individuals &amp; households: decisions to migrate &amp; not migrate.</i>	<i>Migration &amp; Economy</i> chapters 1 (Perez) + 3 (Cohen); <i>Cultures of Migration</i> chapters 1&5.
Feb 12	<i>The economics of migration &amp; importance of remittances</i>	<i>Migration &amp; Economy</i> chapters 2 (Koenig) , 5 (Newell), 6 (Gringoli) & 9 (Eversole). <i>Cultures of Migration</i> chapter 6. <b>Online:</b> <a href="#">Impact of Remittances on Economic Growth &amp; Poverty Reduction</a> .
Feb 19	<i>Internal migration</i>	<i>Cultures of Migration</i> chapter 3; <b>Online:</b> <a href="#">The Demographics of Global Internal Migration (IOM)</a> . " <a href="#">We urgently need more data on internal migration</a> "
Feb 26	<i>International migration</i>	<i>Cultures of Migration</i> chapter 4. <b>Online:</b> <a href="#">Migration Trends</a> . <a href="#">World Migration in Figures</a> .
Mar 5	<i>Seasonal/circular migration</i>	<b>Online:</b> <a href="#">Flexibility in Domestic Organization and Seasonal Migration Among the Fulani of Northern Burkina Faso</a> . <a href="#">Seasonal Migration for Livelihoods in India</a> .
Mar 12	<b>Midterm Exam</b>	All readings listed above
Mar 19	<i>Spring Break</i>	
Mar 26	<i>Gender &amp; migration</i>	<i>Migration &amp; Economy</i> chapter 7 (Trager). <b>Online:</b> <a href="#">Migration and Gender in the African Context</a> ; <a href="#">Gender, Migration and Remittances</a>
Apr 2	<i>Involuntary migration: refugees &amp; asylum seekers.</i>	<b>Online:</b> <a href="#">Liberian Refugee Families in Ghana</a> ; <a href="#">Forced Migration and the Anthropological Response</a> .
Apr 9	<i>Involuntary migration: internally displaced peoples.</i>	<b>Online:</b> <a href="#">Who is an Internally Displaced Person? Displaced Livelihoods in Sri Lanka</a> ; <a href="#">Research Guide on Internal Displacement</a> .
Apr 16	<i>Environmental migration</i>	<b>Online:</b> <a href="#">Environmental Change and Migration What We Know</a> ; <a href="#">Environmentally Displaced People</a> ; <a href="#">Environmentally displaced persons: How can they be protected by international law?</a>
Apr 23	<i>Retirement migration</i>	<b>Online:</b> <a href="#">Retirement Migration, The Other Story: Vulnerable, Older British Migrants in Spain</a> ; <a href="#">Long-Stay Tourism and International Retirement Migration: Japanese Retirees in Malaysia</a> . <a href="#">International Retirement Migration: A Case Study of U.S. Retirees Living in Mexico</a> ; <a href="#">Retirement Migrants: The Global Flow of the Non-Working</a> .
Apr 30	<i>Return migration</i>	<b>Online:</b> <a href="#">China's Return Migration and Its Impact on Home Development</a> . <a href="#">Transnational Return Migration to the English-speaking Caribbean</a> .
May 7	Review or catch up. Course evaluations.	Submit review of Lucht's book in class
May 14	<i>Final exam</i>	All material since the midterm as well as Lucht's book.