I. OBJECTIVES

Over the past 20 years anthropologists have extensively studied the implications of intensified forms of mobility for local communities, families, individuals and the cultural production in which they are enmeshed, often being attentive to how gender and sexuality inflect the experience of migration. Increasingly anthropologists are joining other social scientists in asking critical questions around social policy and the cultural assumptions that inform how states and communities decide who —e.g., temporary workers, permanent residents, exotic dancers, agricultural laborers, or non-citizen children—belongs and what forms of mobility will be embraced. As we examine key texts in the study of migration and transnational mobility (and immobility), we will consider how the possibility to cross borders, a sense of belonging, and questions of citizenship are intertwined. As we consider how forms of connection, intimacy, emotional labor, and family structures have shifted with transnational flows of labor and concomitantly newly contested border crossing, we will also closely examine the forms of governance impeding mobility. We will be especially concerned with the following theoretical and methodological issues: ethnographic approaches to understanding changing ideals around mobility, citizenship, gender, sexuality, home and family; transnational cultural productions; the politics of care, and state and state-like efforts to police gendered flows of productive and reproductive labor from Asia and the Pacific, North Africa, and the former Soviet Union to other parts of the world.

II. TEXTS

In addition to the following books, required readings for this course include a selection of journal articles and book chapters. Most articles and some book chapters are available electronically via Koerner Library (indicated as *** in the syllabus); readings in required books and on-line resources are indicated with a single asterisk.

Required:

III. COURSE REQUIREMENTS

Distribution of Marks, two options:

Option 1:

Participation (overall 6%; and presentations, 1 long @ 10%, 1 short @ 4%) 20%
Critical essays (10 one-page essays, with best of 9 counted, 3% each), also see page 6 27%
Final Paper 53%

Paper topic and annotations 8%
Draft and review of colleague’s draft (2% and 3%, respectively) 5%
Final paper 40%
**Option 2:** All assignments remain the same, except for the short essays. For these, choose any five weeks and write five 2-page essays. Each 2-page essay would be worth 5%, for a total of 25% of the final grade. If you choose this option, 2% would be added to the “overall” participation grade, thus putting slightly more emphasis on participation.

Late assignments will be marked down 5% for each day late (including weekends), except in the case of a documented medical emergency. I prefer not to accept assignments via e-mail and will generally collect all assignments due in class at the start of class. *Students deposit assignments in the department drop-box at their own risk*; in cases where this drop-box is used, please inform the instructor via e-mail and look for an e-mail *confirmation*.

### IV. EXPECTATIONS and LEARNING OBJECTIVES

Students are expected to come to each class prepared to critically engage with the assigned readings for each week. Except for the first week, students should do the readings by the week in which they appear on the syllabus. Students will both contribute and respect other students’ contributions.

Key objectives for the course are:

1. To become familiar with contemporary work in the anthropology of mobility
2. To learn to assess theories of mobility, gender, and globalization from an anthropological perspective
3. To hone writing skills
4. To build skills in making compelling oral presentations
5. To produce a significant, original research paper

### V. COURSE SCHEDULE (with possibility of some amendment)

1. **September 7**
   **Introductions and Overview of the Course**
   * Skim introduction to each of the books assigned for the course

   **A. Mobilities and Immobilities**

2. **September 14**
   **Theoretical Approaches**
   * Global Divas (Introduction and ch.1)

   Further reading:

3. September 21 Mobilizing and Contesting Transnationalism
* Continue reading Global Divas (chapters 2-5)

Further reading:
Stern, Rachel E. and Sally Merry. 2005. The Female Inheritance Movement in Hong Kong: Theorizing the Local/Global Interface.” Current Anthropology. 46(3): 387-408. *also skim the commentary following the article

B. Mobilities and States

4. September 28 Borders, Gendered Bodies, and Shifting States
* Begin Reeves’ Border Work (through Ch.2)

Further Reading:

5. October 5 Manning Borders and Burdened Masculinities
* Finish Border Work

Possible Library Research seminar

Further reading:

6. October 12 Gender, Sexuality, and Mobility
* Begin Constable's Born Out of Place (to ch.4)

**Further reading:**

*Complete consultation on final paper topic by this week.*

**C. States, Borders, Vulnerable Others**

7. **October 19**  Transnational Parents and Children between States
* Finish Constable’s *Born Out of Place*
*** Read at least two entries in on the YouthCirculations blog:  [http://www.youthcirculations.com/blog](http://www.youthcirculations.com/blog)

**Further reading:**

*Final paper topic and annotated bibliography due in class.*

8. **October 26**  Illegality, Labor, Ethnography
* Begin Mahdavi’s *Gridlock* (up to ch.4)

**Further reading:**

9. **November 2**  Kinship, Belonging, Caring
* Finish Mahdavi’s Gridlock


Further reading:


10. November 9 Politics of Care and Humanitarianism
* Begin Making Refuge (through ch.2)
*** Chapter 5 in Malkki’s Need to Help: The Domestic Arts of International Humanitarianism. 2015.

11. November 16 Strangers and Neighbours
* Continue Making Refuge (through ch.5)


Further reading:
Draft of paper due in class; workshop on sources and research challenges

12. November 23 Refugees, Ramparts, and National Identity
* Finish Making Refuge

Review of colleague’s draft due in class

NO CLASS November 30

13. December 7 Fortress States and Social Movements: Toward a Politics of Possibility?
*** Add’l reading or web resources TBA

Wrap-up and student presentations
**Final Papers Due by noon, Monday, December 11 at my office**
Assignments

1. **Participation, presentations and discussion (20%, option 1; or 22% option 2; see below)**
   Discussion leaders should have a firm grasp of the material and a fully positioned stake in the direction of discussion. Students will be responsible for conducting discussion on readings for one class session (graduate students may also do a second joint presentation with an undergraduate student). Based on the weekly themes specified in the course syllabus, students will take responsibility for creating a fruitful discussion. Leaders will begin the discussion with a brief (10-12 minute) introduction or background to issues for discussion. The leaders are responsible for eliciting and directing a discussion. Each student must: 1) consult with me about the seminar the week prior to the presentation, and; 2) make a handout for the class that outlines ideas for discussion. Each student will also make a brief (3-5min) presentation of the final paper.

2. **Weekly annotations (27%, option 1, or 25%, option 2)**
   **Option 1**: Students will write 10 short, critical essays (the lowest grade will be dropped, so top 9 will count, 3% each, for a total of 27%). You will choose which of weeks 2-13 in which to turn in an essay. Each critical essay (1 page or 2 pages double-spaced, and no more!) in length should: (1) very briefly address 1-2 key points raised in the readings, and (2) very briefly criticize or raise questions about the readings through a thoughtful analysis of 1-2 cross-cutting themes in the readings for the week. Aim to include at least one pithy quotation with each week's critical essay. The one page critical essays should not simply summarize the readings. Essays will not be accepted late since they are meant to create productive discussion on the day they are due. Students should bring one hard copy of the essay to class.
   **Option 2**: Students will write 5 short, critical essays, 3-4 pages double-spaced, no more! (Each essay will be worth 5%, for a total of 25%). Each essay should follow the same guidelines as for the first option, with the additional length allowing for a more in-depth critical analysis of readings.

3. **Research paper, multiple parts (53%)**
   Students will write a 20-25 page (double-spaced) (undergraduate students, 15-18pp) research paper with a focus on some aspect of mobility and immobility. Papers may build on central topics examined in the course, such as: 1) issues around humanitarianism; 2) the transformation of gender roles in communities of migrants and sending communities; 3) the rights of migrant children; 4) debates around sex work and domestic work, particularly involving hierarchies of power; 5) the role of states in regulating borders and “caring” for migrants. Students may also choose topics inspired by other theoretical directions, as long as papers are clearly focused, historically situated, and informed by theoretical approaches related to questions of mobility and immobility. Each student must consult with me to discuss a proposed topic prior to week seven.
   a. **Paper topic and annotated bibliography**
      Students will write a concise proposal of no more than 1 page; this should be explicit in stating what you want to know and what you already know about a topic, and a specific theoretical position should be made explicit as well. The annotated bibliography should consist of at least seven relevant sources (other than assigned readings); for a total of about 5-7pp (single spaced). The annotated bibliography should demonstrate key sources for the paper, with each annotation stating the primary research question for the source, a summary of the findings, and a critical evaluation of the strengths and weaknesses of the source, with attention to how you might use this in your research paper. Each annotated citation need not be more than one solid paragraph in length; you are encouraged to consider consulting the “further readings” indicated for many weeks.
   b. **Draft of final paper due in class**
      Each student will submit a draft of the final paper. The purpose of submitting the draft is to get feedback from peers and improve on the paper, so it is in your interest to submit as complete a piece of work as possible.
   c. **Review of colleague’s draft**
      The review should consist of no more than 1-2 pages and provide feedback on thesis, organization, writing style, and any sources that might be useful. The exercise is meant to be supportive but not just “nice”; constructive criticism will help move your colleague’s writing forward.
   d. **Research paper **Due December 11 by noon**
      A double-spaced paper of 18-20pp (15-18 undergraduate students) that critically examines a chosen topic is due at the end of the course. The paper will be evaluated according to the following criteria: clarity of thesis, quality of analysis, writing style, and reflection of original thought. Appropriate citations will also be considered; please use
the American Anthropologist style guide: http://www.aaanet.org/pubs/style_guide.htm. If you are not familiar with the UBC guidelines regarding plagiarism, please see: http://www.library.ubc.ca/home/plagiarism/