

ANTH/HBSC 3200-3 Human Migration: Nomads, Sojourners and Settlers

University of Colorado at Denver and Health Sciences Center

Fall 2006, Monday and Wednesday 10:00 – 11:15

Instructor: Jean N. Scandlyn, Ph.D.

E-mail: jean.scandlyn@cudenver.edu

Office: Administration 280G

Office Hours: Tuesday 14:00 – 15:30

Telephone: 303-352-3976

or by appointment

COURSE DESCRIPTION

UCD Catalog, 2006-2007: ANTH 3200-3 and HBSC 3200-3. Human Migration: Nomads, Sojourners, and Settlers. Explores the relationship between human migration, voluntary and forced, and social organization and culture in the modern world. Case studies include pastoralists, foragers, refugees, immigrants, sojourners, and settlers and their impact on health, culture, identity, ethnicity, tradition and nationality.

Extended:

What happens when people move? Or their ancestors moved? . . . The unstated assumption behind the question is that one is a sojourner; one is not from here or can only claim to be here temporarily” (Raj 2003:2).

As Eric Wolf demonstrates in *Europe and the People without History* (1982), within each hemisphere, east and west, existed extensive and well established routes of trade and migration before Columbus ever set forth on his (in)famous journey of discovery. With advances in seafaring technology, the process of linking peoples through trade, empire, and communication accelerated, creating what has become the global capitalist system. Though many of the political, economic, and social processes affecting migration are global, how they are played out on the ground varies greatly, involving not only assimilation and accommodation but often violent conflict and social chaos. Movement, forced or voluntary, in search of natural resources or of fame and fortune, has always been a feature of human experience; yet, as Allyn Stearman observes, it “is portrayed frequently as a pathological response to an untenable life situation” with the assumption that human life is by nature sedentary (1985:1). Indeed, migration is often a response to war, genocide, natural disasters, or grinding poverty; however, it may also be a deliberate strategy to maximize individual or collective goals, to use a range of ecological habitats, to manage conflict, or to satisfy human curiosity about what lies “beyond the horizon.” Because human groups are territorial and define themselves by association with others, movement inevitably produces changes in patterns of activity, identity, and belonging among those who leave and among those who stay behind. Thus the study of migration challenges us to examine our ideas about culture as a fixed, stable, and bounded object. In this course we will examine selected aspects of migration in different times and places using a variety of case studies and discussions of major theories of migration to redefine concepts like culture, ethnicity, identity, tradition, and nation.

The course begins with a discussion of how the earth was peopled and the status of nomadic foragers in various settings in the contemporary world through the life history narrative of Nan, an Irish traveler. Next we consider pastoralists in East Africa, looking at the complex ecological, economic, and political factors that shape their cultural patterns and movement. We will conclude this section of the course by exploring the issues surrounding refugees and internally displaced persons resulting from civil war in Sudan. A discussion of major theoretical perspectives on contemporary migration includes Bernard Wong’s *Ethnicity and Entrepreneurship: The New Chinese Immigrants in the San Francisco Bay Area* and is followed by reading *Banana Fallout*, an ethnography about the secondary diaspora of persons of African descent from islands in the Caribbean to Costa Rica. Using these cases as a base, we then apply theoretical concepts to a case from the American Southwest: the Hopi-Navajo land dispute. Finally, we will look at various aspects of migration as features of globalization with case studies in Colombia, *From Cuenca to Queens*, and China, *Gender and the South China Miracle*. There are countless topics that we will be unable to address in class except in passing, including pilgrimages, tourism and trekking, slavery, military mobilizations, cultural exchange programs, and state-sponsored relocation, but these are potential topics for you to explore in your research papers.

GOALS AND OBJECTIVES

Course Goals: To develop an appreciation of the range and extent of migration as a feature of human experience and how migration shapes arguments about identity, claims to space and resources, conceptions of historical events, conflicts in the past and present, and individual and population health status and to apply the theories and concepts discussed in the course to an aspect of migration of interest to you.

Course Objectives: By the end of the semester, you should be able, in your papers, examinations, and in class discussions:

- To identify and explain the many types of migrants in human history from nomadic foragers and herders to modern telecommuters and the role migration has played in connecting human populations across time and space.
- To critically examine and analyze how looking at mobility invites us to re-conceptualize culture as a dynamic, negotiated, and sometimes competitive process.
- To discuss the tension between (more-or-less) unified theoretical perspectives (i.e., materialism, feminism) and those which emphasize multiple truths and contradiction (i.e., postmodernism) as ways of understanding and explaining human migration.
- To describe and analyze the role of conquest and power in migration and how these processes are explained and presented at various points in history.
- To identify how migration, both forced and chosen, affects patterns of health and illness.
- To appreciate the literal journey that settlers, sojourners, nomads, and itinerants take and how that journey shapes their life narrative.
- To compare the journey of migrants with that of anthropologists, which is itself both a literal and metaphorical journey – from home to a place where one is a stranger, from oneself to the “other.”

TEXTS AND CLASS FORMAT

Required Texts, All Students:

Gmelch, Sharon

1991[1986] *Nan: The Life of an Irish Traveling Woman*. Prospect Heights, IL: Waveland Press.

Miles, Ann

2003 *From Cuenca to Queens: An Anthropological Story of Transnational Migration*. Austin, TX: University of Texas Press.

Lee, Ching Kwan

1998 *Gender and the South China Miracle: Two Worlds of Factory Women*. Berkeley: University of California Press.

Purcell, Trevor W.

1993 *Banana Fallout: Class, Color, and Culture among West Indians in Costa Rica*. Afro-American Culture and Society Series, Vol. 12. Los Angeles, CA: Center for Afro-American Studies.

Wong, Bernard

1998 *Ethnicity and Entrepreneurship: The New Chinese Immigrants in the San Francisco Bay Area*. Needham Heights, MA: Allyn and Bacon.

The five required texts are ethnographies that illustrate various aspects of migration and use different theoretical perspectives and methods to understand the process of migration. In addition to these texts, I have provided a number of readings taken from academic journals and books which I will place on Blackboard (see below) in Adobe PDF format so that you can read them online or print them at your convenience. At the end of the syllabus are the full references for the required readings.

Blackboard System: For this course I will be using the university's Blackboard system that provides a dedicated course website accessible through CU-Online: <http://www.cuonline.edu/>. On this site I will post the following information for students: an electronic version of the syllabus, links to relevant websites for more information,

PowerPoint presentations, assignments, and electronic copies of required and supplementary readings. All students formally enrolled in the course will have access to Blackboard and you may also use the site to contact other students in the class. Click on “blackboard login” in the upper right corner of the screen. The first time that you login, your login ID and password are the same -- your student ID number (unless you have already changed your password for another course). You should change your password as soon as possible after you login. Needless to say, *you are responsible for insuring that your e-mail address is correct*. If you do not have an e-mail address, as a student you are entitled to a free one through the university. Contact computing services to establish one.

EXPECTATIONS AND REQUIREMENTS

Teaching Methods and Class Atmosphere: We will use a variety of methods to learn about migration including lectures with discussion, viewing and analyzing films, and presentations by students of their work. Short assignments focused on critical reading of the assigned material include two short papers (15% each) on pastoralism and the Hopi-Navajo land dispute in the American Southwest, the development of a glossary of terms and concepts in migration literature and theory (two installments, 10% each). The major project in the course will be a research paper of 12-15 pages in length based on a topic of your choice (40%). At least three scholarly sources (I will specify what I mean by this) outside of class readings should comprise your bibliography. Please consult me if you need ideas or direction toward materials. All students will give short presentations on their research projects in class at the end of the semester.

This course demands a high level of participation on your part through careful reading of the texts and synthesis and analysis of the concepts and ethnographic data presented (10%). Reading and assignments are organized according to the subject matter of the course. Thus there may be days where more reading will be required than on others. Managing the reading load is your responsibility. Class attendance is important not only for your own learning but to create a productive seminar. You should expect to be called upon during any class session, so please come to each class with notes and at least one “meaty” question in writing for discussion.

Course Requirements, All Students:

- Two Short Papers (15% each) 30%
- Glossary of Terms and Concepts (two segments, 10% each) 20%
- Research Paper 40%
- Attendance and Participation 10%
(includes short pass/fail written assignments)

Guidelines for the two short papers and the research paper will be distributed in class and on blackboard well in advance of when they are due. All papers must be typed, double-spaced, using a plain font in 11 or 12 points with a minimum of 1” margins all around and must include page numbers. Unless announced otherwise, I will assign percentage points on all assignments using the following distribution: 90-100=A; 80-89=B; 65-79=C; 55-64=D; <55=F. You will lose five points for every day that a paper is late.

Academic Policies: All students will be held to the standards of academic integrity outlined in the CU-Denver catalog. These standards cover matters such as plagiarism, cheating, fabrication, multiple submission, and misuse of academic materials. If you are unsure as to what constitutes academic dishonesty, you should consult the catalog or address your questions to the professor. Academic dishonesty will result in failure for the assignment and may result in failure for the entire course.

CLAS Incomplete (IW/IF) Policy: “Incomplete grades (IW or IF) are not granted for low academic performance. To be eligible for an Incomplete grade, students must (1) successfully complete 75 percent of the course, (2) have special circumstances (verification may be required) that preclude the student from attending class and completing graded assignments, and (3) make arrangements to complete missing assignments with the original instructor. A CLAS Course Completion Agreement is strongly suggested, which can be obtained from the CLAS Advising Office, NC 2024.”

Fall 2006 Registration and Academic Deadlines, and Important Policies

The Dean's office asks that you pay attention to the following statement of deadlines and responsibilities.

- CLAS students must always have an accurate mailing and e-mail address: Go to <http://www.cudenver.edu/registrar> to update and/or change.
- Students must complete and submit a drop/add form to make any schedule changes. Students are not automatically dropped from a class if they stop attending or do not make tuition payments. The student is ultimately responsible for verifying their schedule prior to officially published drop dates.
- Late adds will be approved *only* when circumstances surrounding the late add are beyond the student's control and can be documented. This will require a petition and documentation from the student.
- Late drops will be approved *only* when circumstances surrounding the late drop are beyond the student's control and can be documented. This will require a petition and documentation from the student.
- Students who wish to graduate in December of 2006 MUST meet with their academic advisor to obtain a graduation application. The application must be completed and submitted by September 6, 2006.
- Students are responsible for completing financial arrangements with financial aid, family, scholarships, etc. to pay their tuition. Students will be responsible for all tuition and fees for courses they do not officially drop using proper drop/add procedures and forms.
- **August 24, 2006** (midnight) Last day to be added to the wait-list for a closed course.
- **August 24 – September 6, 2006** Students are responsible for verifying an accurate fall 2006 registration via SMART. Students are NOT notified of their wait-list status by the University. All students must check their schedules prior to September 6, 2006 for accuracy.
- **August 31, 2006** (midnight) Last day to add courses via the web SMART system.
- **September 6, 2006** (5:00 pm) Last day to add structured courses without a written petition for a late add. **This is an absolute deadline.** This deadline does not apply to independent study, internships, and late-starting modular courses.
- **September 6, 2006** (5:00 pm) Last day to drop a fall 2006 course for tuition refund and no transcript notation. **This is an absolute deadline.**
- **September 6, 2006** (5:00 pm) Last day for undergraduates and graduates to apply for December 2006 graduation. **This is an absolute deadline.**
- **September 6, 2006** (5:00 pm) Last day to request pass/fail or no credit option. **This is an absolute deadline.**
- **October 30, 2006** (5:00 pm) Last day for NON-CLAS students to drop a summer 2006 course without a petition to their home college and receiving their Dean's approval.
- **November 10, 2006** (5:00 pm) Last day for CLAS students to drop a fall 2006 course. Treated as an *absolute deadline*. **Dean's approval required.**
- **November 10, 2006** (5:00 pm) Last day to withdraw (drop all courses) without a written petition.

See Academic Calendar for details on registration/payment deadlines: <http://www.cudenver.edu/registrar>

COURSE OUTLINE		
DATE	TOPIC	ASSIGNMENTS (<i>Note: All readings should be completed before class on the date where they are listed.</i>)
Migration and the Human Condition		
MON AUG 21	Introduction to the Course	<u>No Assignment</u>
WED AUG 23	Film: "Latcho Drom"	<u>Due: Migration Stories My Mother (Never) Told Me</u>
People in Perpetual Motion: Wanderers, Nomads, and Transhumants		
MON AUG 28	Nomads: Hunters and Gatherers	<u>Read:</u> Kelly, R., "Hunter-Gatherers and Anthropology" Armelagos, G., "Health and Disease in Prehistoric Populations in Transition"
WED AUG 30	Nomads: Hunters and Gatherers Film: "Patterns of Subsistence: Food for Foragers and Pastoralists"	<u>Read:</u> Kelly, R., "Foraging and Mobility."
MON SEPT 4	LABOR DAY	<u>NO CLASS</u>
WED SEPT 6	Itinerants on the Margins: Irish Travelers	<u>Read:</u> Gmelch, S., <i>Nan: The Life of an Irish Traveling Woman</i> , Prefaces, Chapters 1-5
MON SEPT 11	Itinerants on the Margins cont'd. Guest Speaker: Sarah Hautzinger, Colorado College on "Carnies"	<u>Read:</u> Gmelch, S., <i>Nan: The Life of an Irish Traveling Woman</i> , Chapters 6-Epilogue
WED SEPT 13	Global Nomads: Third Culture Kids	<u>Read:</u> Finn Jordan, K., "Identity Formation and the Adult Third Culture Kid" Wertsch, M., Preface, "Military Brats as Nomads" <u>Due:</u> Outline of Term Paper Topic (see guidelines on Blackboard)
MON SEPT 18	Herders, Warriors and Traders: African Pastoralists	<u>Read:</u> Chatty, D., "Mobile Indigenous Peoples and Biodiversity" Hodgson, D., "Becoming Indigenous in Africa" Stiles, D., "Nomads on Notice" Bonte, P., and J. Galaty, "Introduction" to <i>Herders, Warriors, and Traders</i>

WED SEPT 20	Herders, Warriors and Traders cont'd. Mosaic Discussion	Read: Group A: Turton, D., "Movement, Warfare and Ethnicity in the Lower Omo Valley" Group B: Galaty, J., "Pastoral Orbits and Deadly Jousts" Group C: Sobania, N., "Feasts, Famines, and Friends" Due: Materials for Presentation in Mosaic Discussion
Case Study I: Refugees, Internally Displaced Persons, and Human Rights		
MON SEPT 25	Sudan Film: "A Great Wonder: Lost Children of Sudan Resettling in America"	Read: Hutchinson, S., "Nuer Ethnicity Militarized"
WED SEPT 27	Refugees, Health, and Human Rights	Read: Horton, S., "Different Subjects" Morrissey, J. "Migration, Resettlement, and Refugeeism" <i>Note: Begin reading B. Wong's Ethnicity and Entrepreneurship</i>
Theories of Migration		
MON OCT 2	Culture and Migration	Read: Sowell, T., "Migration Patterns" Due: Paper I: Refugees and Human Rights
WED OCT 4	The Chinese in San Francisco	Read: Wong, B., <i>Ethnicity and Entrepreneurship</i>
MON OCT 9	Global Political Economy	Read: Wolf, E., "The New Laborers" and "Afterward"
WED OCT 11	Theoretical Synthesis	Read: Massey, D., "Why Does Immigration Occur?" Due: First Glossary Segment (see guidelines on Blackboard)
Case Study I: West Indians in Costa Rica (East Meets West)		
MON OCT 16	Migration and Social Mobility: Ethnicity, Class, and Race	Read: Purcell, T., <i>Banana Fallout</i> , Front Matter and Chapters 1-4
WED OCT 18	The African Diaspora: Variations on a Theme	Read: Purcell, T., <i>Banana Fallout</i> , Chapters 5-7
MON OCT 23		Read: Purcell, T., <i>Banana Fallout</i> , Chapters 8-10

WED OCT 25	Transnationalism and Cultural Identity	<u>Read:</u> Raj, D., Selections from <i>Where Are You From?</i>
Case Study II: Culture Clashes, Competing Claims		
MON OCT 30	The Navajo-Hopi Land Dispute	<u>Read:</u> Benedek, E., Selections from <i>The Wind Won't Know Me</i>
WED NOV 1	"Settling" the American West	<u>Read:</u> Betty, G., Selections from <i>Comanche Society</i>
CASE STUDY III: Women in Chinese Factories		
MON NOV 6	Reading Day – NO CLASS	<u>Read:</u> Lee, C., <i>Gender and the South China Miracle</i> , Chapters 1-4
WED NOV 8	Who Migrates and Why? Gender and Migration	<u>Read:</u> Lee, C., <i>Gender and the South China Miracle</i> , Chapters 5-8, Appendix <u>Due:</u> Paper II: Moral Claims, History, and Migration
CASE STUDY IV: Latinos Leaving for the US (South Moves North)		
MON NOV 13	Sending Communities Film: "The Americas"	<u>Read:</u> Miles, A., <i>From Cuenca to Queens</i> , Chapters 1-3
WED NOV 15	Life History Method	<u>Read:</u> Miles, A., <i>From Cuenca to Queens</i> , Chapters 4-6
NOV 20-24 FALL BREAK – NO CLASSES		
MON NOV 27	The Migrant Community Student Presentations	<u>Read:</u> Miles, A., <i>From Cuenca to Queens</i> , Chapters 7, 8 <u>Due:</u> Second Glossary Segment
WED NOV 29	Receiving Communities: The Suburbs Student Presentations	<u>Read:</u> Mahler, S., Selection from <i>American Dreaming</i>
MON DEC 4	Course Evaluation Student Presentations	<u>Read:</u> Glick Schiller, N., "Transmigrants and Nation-States." Gans, H., "Toward a Reconciliation of 'Assimilation' and 'Pluralism'"
WED DEC 6	Conclusion: Migrants in a World Without Borders Student Presentations	<u>No Assignment</u>
MON DEC 11	Exam Week, No Class	<u>Due:</u> Research Papers by 4:00 p.m. (see guidelines)

COURSE BIBLIOGRAPHY

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