

Refugees of Unjust Worlds Globalization, Gender, Human rights

AAS304

Time: Tues/Thursday (4-5:30 pm)

Location: MH RM 463

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Refugees, migrants, immigrants, diaspora groups, and transnational actors are all terms that describe people who undertake different acts of mobility or travel across borders. But are these terms different? This course focuses on these various acts of mobility and travel to show how they are labeled differently under different political and social circumstances. We examine the gendered cultural and political meanings people and governments give to mobility, border-crossing, and displacement in this exciting age of globalization and transnationalism. We will examine the meanings of travel and border crossing in relation to popular concepts such as “refugee-ness”, “diaspora,” and “transnationalism.” Have the meanings of these terms been useful in understanding the social constructions of gender, identities, race, ethnicity, reproduction, socialization, and even health? We will particularly explore how questions of power, race, and class intersect to shape refugees and immigrants' daily struggles for justice and human rights. How do refugees and immigrants attempt to create and "imagine" their own social world with reference to their new locations and their homelands? Our readings and discussion will focus on cultural and theoretical perspectives from the social sciences, specifically anthropology, sociology, literature, and history. And we will take as examples the ethnographies and narratives of immigrants from different parts of the world, specifically Africa, Asia, Latin America, and the Middle East. The seminar is intended for junior and senior undergraduates but sophomore are also welcome.

Course Evaluation

Attendance, assignments, active participation in class	15%
Mid-term paper	30%
Response Paper	15%
Facilitation	10%
Final group project (Paper 20% and presentation 10%)	30%

Your grades depend on your attendance, good reading of material, and active participation in class discussions and presentations. Attendance is very important that missing more than one session drops your grade one level down (from A to B etc). I designed this course to help you enhance your writing, presentation, discussion and collaborative work abilities. Readings are chosen to generate controversy on discussed topics, which will also help enhance your ability to read, write, and discuss critically. You are expected to underline important points of controversy and debate from the reading and be able to critique or support author's positions. I expect that in every class, each of you will be able to speak and enhance the class discussion and dialogue. Discussion does not mean just talking; rather your comments have to be supported by what you have read each week. Don't force yourself to speak but be ready when you are comfortable to talk and voice your opinion when appropriate. Speaking in class is a good exercise to show how you understood the reading and how you may raise questions about it, but be courteous not to dominate discussion and allow your colleague to speak too. In this class we will learn that all ideas are acceptable, however, controversial, and without accepting plurality in our thinking it will be hard to learn or to critique our own intellectual positions.

Throughout the semester, you will be working in groups of (2-3) for facilitation, presentations, class assignments, and final project. I evaluate group work seriously to see how you work collaboratively in reading, discussing, and sharing opinions (or disagreeing) about debated issues. You are expected to do **ONE** group facilitation and **ONE** group presentation on your final group project. You are also expected to hand in one response paper (two pages) before the end of class. **VERY IMPORTANT:** All students are expected to do the readings for each week even if they are not facilitating. You will be writing a mid-term *paper* (5 pages) based on a take-home exam question and collaborative **FINAL PAPER** (10 pages) on a group project based on a researched topic chosen from our weekly readings and discussions. For the mid-term you will be given a question or a set of questions to write about. You will write individually on the mid-term paper. Your presentations and papers depend on the readings and film material we will discuss in class. You will also be given a **QUIZ** of short terms in class. Deadlines for papers are non-negotiable unless in critical situations where proof is provided. Please abide by these regulations, especially deadlines, page limit, double-spacing, and 12 point font/times format, in order to

enhance your grades. **Mid-term paper due Oct. 11 and the Final Project due Dec 11 (both papers due in Class). Response paper due Nov. 15.**

Since class presentations are organized to reflect your collaboration, the exams will give you the opportunity to present your individual creativity which, of course, should reflect what you have learned through group coordination and during presentations and discussions. Any extra class assignments will be designed according to my evaluation of your work and your performance during class discussion.

Cell-phone and Computer Policy: When in class please make sure your cell phones are off. Although we love to think that we can do multiple tasks at a time, this seems unattainable in practice. Giving all your attention to class discussion will enhance your grade and help you do well in the exam. Use your computers **ONLY** when asked to check material related to class. Also make sure you print out the text from which we are reading weekly so you don't have to waste time looking things up in ctool during the short class time.

Note: plagiarism is prohibited by law. (Please check university guidelines for academic integrity) <http://www.lsa.umich.edu/academicintegrity>

Books to buy (check the bookstore on Williams)

Season of Migration to the North (novel); **and** *The near northwest side story: Migration, displacement and Puerto Rican families*. Copies (paper and electronic) are on reserve at the undergraduate Library.

Other Readings

Other material for this course is on ctool

Course Schedule

Week 1: Sept. 4/6: Moving Worlds: Mobility, Economy, History

Th. Introduction

Week 2: Sep. 11/ 13: Migration, Diaspora, Memory

T. Please read *the Economist*, “the future of mobility; Clifford, “diasporas;”

Th. Patterson, “unfinished migration.” **Film: Uprooted: Refugees of the Political Economy**

Week 3: Sept. .18/20: Globalization, spatiality, culture, power

- T.** **Gupta and Ferguson**, “introduction: culture, power, place;”
Th. **Gupta and Ferguson**, “Beyond culture: space, identity, and the politics of difference;” **Harvey**, “from space to place and back again;”
Film: the Language you cry in

Week 3. Sept. 25/ 27: Gender, Diaspora, (dis) placement

- T.** **Jamal and Naber**, “introduction” Race and Arab American before 911; Majaj, “Boundaries: Arab/American;”
Th. **McDowell**, chap. 8. 9 “gendering the nation-state,” and “displacements”

Week 4: Oct.2/4. Refugees of the Political Economy

- T.** **Lewellen**, “Refugees: The anthropology of forced migration;” **Collins**, “Threads: Gender, labor and Power in the global apparel Industry;” (read chapter 1, pp. 1-26); The virtue of Sweatshops
Th. **Film: behind the label**

(Mid-term hand-out oct.4)

Week 5: Oct.9/11. Crossing Borders, Crossing Bodies: Transnational Surrogacy or Trafficking?

- T.** **Constable, Nicole**, “Brides, Maids, and Prostitutes: Reflections on the study of ‘Trafficked woman;”” **Gupta, J.** “Reproductive biocrossings: Inidan egg donors and surrogates in the Globalized fertility market.”
Th. **Vora**, “Indian transnational surrogacy,” and **Film: Say I do**

(Midterm paper due in class Oct. 11)

Week 8.: Feb. 16/18. Transnationalism, gender, citizenship

- T.** Break
Th. Perez chaps. 1-3

(Fall Break: Oct. 15- 16)

Week 9.: Oct. 23/25. Gender, citizenship, human rights

- T.** Perez chaps. 4-6
Th. Maher, “who has a right to rights;” **Film: Chocolate City (African Americans in DC)**

Week 10: Oct. 30/ Nov.1. Humanitarianism, celebrities, and transnational activism

- T.** Fadlalla “ State of vulnerability and humanitarian visibility;”
Th. Riche “better red than dead”

Week 11.: Nov. 6/8. Diaspora, health, reproduction

- T.** Miller- Loessi et al. “a unique diaspora? The case of adopted girls from the people’s republic of china.
Th. Scheper-Hughes “The global traffic in human organs”

Week 12. Nov. 13/15: The end of Colonialism: Post-colonialism and Migration

Discussing the Novel by Tayeb Salih “**Season of migration to the North**”

- T.** pages 1-69 (clips **Film: Maquilapolis 25 m**)
Th. pages 70-169 (clips **Film: Maquilapolis 25 m**)

(response paper due Nov 15)

(Thanksgiving break 20-26)

Week 13. Nov. 27/29: Working on research project with professor

Week 14. Dec. 4/6: Presentation of research projects (**Final project due in class dec. 11**)

Week 15: Dec. 11: Conclusion (**Classes end Tues. Dec 11**)