ANTH 4217A: Travelers, Migrants, and Refugees

Course Description and Objectives:

The purpose of this course is to explore the movement of people and the impact of that movement on the concepts of home, globalization, and culture change. The course will discuss the meaning of home and the reasons why people travel. Refugees move over life and death issues and migrants move with the hope of improving their quality of life. Tourists travel from one location to the next often for leisure, and military travel to maintain state level interests. Each motivation affects people’s perceptions of their destination and their attachments to home. These issues are global issues as well as localized (e.g., rural to urban). We will discuss the impact of war, HIV/AIDS, political and religious policies, tourism, religious missions, fieldwork, etc. on people’s movement. We will consider how globalization and movement impacts identity and inter-and intra-group dynamics.

When students leave the course they should have a better understanding of

- Culture and the process of globalization
- Influence of people’s mobility on culture change
- Interview methodology

Tentative Course Schedule:

Jan. 7, 12  Introduction
[Start Reading Malkki and Adler]
Film: Worlds Apart: Ghana

Jan. 14, 21  Home & Imagined Community

Jan. 26, 28  Memory and Identity
Malkki: Purity and Exile Ch. Intro-Ch. 3
Feb. 2, 4 Fieldwork
Adler: Yucatecs in Dallas, TX Ch. 1-3

Feb. 9, 11 Circular Migration: Nomads, Gypsies, Traders

**HOME PROJECT DUE Feb. 11

Feb. 16, 18, 23 Migration: Il/legal, Rural-urban, Assimilation/acculturation
Adler: Yucatecs in Dallas, TX Ch. 4-7

Feb. 25 **Essay Exam #1

March 2, 4, 9, 11, 16 Forced Movement: Slavery, Refugees
Pollitzer: The Gullah People
Malkki: Purity and Exile Ch. 4-Postscript
Film: Rabbit Proof Fence

March 18, 23 Tourism/Pilgrimage/Study Abroad
Film: Cannibal Tours

March 25 Mission Work: Religious and Economic Development

March 30, April 1 Military
Film: Human Terrain

**TOURISM ESSAY DUE March 30

April 6, 8 SPRING BREAK!!!!!!
April 13, 15   **Diaspora/Colonialism**

**** MOVEMENT ETHNO DUE **** April 15

April 20, 22   **Transnationalism and Globalization**

April 27   **Conclusions**

**Required texts:**

Additional Reserved Readings are available online in D2L.

Website: I will be posting notes, announcements, articles, study guides, etc. on D2L. **It is the students’ responsibility to check it regularly.** If you have trouble accessing D2L then call the IT help desk at 706-721-4000.

**Course Requirements:**
Here is a brief summary of the assignments, but more details will be given out closer to the due dates.

Assignments are due at the beginning of class in 12 pt. Times (New Roman) font, with one-inch margins and double-spaced. The assignments include the following:

- **Home Ethnography** — Interview a person about their construction of home.
- **Tourism Essay** — reflective essay discussing your experiences as a tourist.
- **Movement Ethnography** — Research a group that has a history of movement (by choice or force) and discuss the effects of culture change. You will likely need to use interlibrary loans, so plan early.
- **Reading Pop Quizzes:** To encourage students to keep up with the readings there will be random pop quizzes. Readings for each topic should be completed by the second date on that topic.
- **Two Essay Exams:** require critical thinking and synthesis between the readings, class discussions, and what you learn in your projects. These are open book/note.

**Grading Scale**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Ethno</td>
<td>200 pts. (20%)</td>
<td>1000-900 A</td>
</tr>
<tr>
<td>Tourism</td>
<td>100 pts. (20%)</td>
<td>899-800 B</td>
</tr>
<tr>
<td>Movement Ethno</td>
<td>200 pts. (30%)</td>
<td>799-700 C</td>
</tr>
<tr>
<td>5 Pop Reading Quizzes</td>
<td>100 pts. (10%)</td>
<td>699-600 D</td>
</tr>
<tr>
<td>2 Essay Exams</td>
<td>200 pts. (20%)</td>
<td>599- &lt; F</td>
</tr>
<tr>
<td>Participation</td>
<td>200 pts. (20%)</td>
<td>1,000 pts. (100%)</td>
</tr>
</tbody>
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The Instructor
Dr. Angela Bratton—Allgood Hall E208
Office hours: W 2:30-4 or by appointment
email: abratton@gru.edu
Tel: 706-729-2286

Teaching Methods: This class is lecture and discussion based. Films and Powerpoint are used as tools—students are responsible for their own note taking and recording may take place only with professor’s permission.

You are welcome to visit my office to discuss any problems or questions you have, whether or not they are related to class. I will steer you in the direction of the appropriate campus resources as best I can. For example, those with writing or other tutoring questions are urged to visit the Writing Center (University Hall 235 <http://www.gru.edu/colleges/pamplin/writingcenter/>). For help managing your schedule, dealing with stress, or if you’re just feeling overwhelmed, there is the Counseling Center (in the Central Utilities Plant building, 706-737-1471 http://www.gru.edu/admin/counseling/). Services are confidential and inclusive in your school fees.

Disabilities note: If you have a disability that may require assistance or accommodations, or if you have questions related to any accommodations for testing, note takers, readers, etc. please speak with me and also contact the Testing and Disability Center (737-1469 or http://www.gru.edu/admin/tds/) for additional information about services available at GRU.

Another Anthropology resource is the Anthropology Student Union (ASU). This club promotes interest in anthropology through fieldtrips, lectures, films, etc.

Class Policies:
Quiz/essay make ups will be allowed only for students with extreme circumstances contributing to their absence. You have three (3) “Get Out of Jail Free” passes. These can be turned in for an absence OR attached to an assignment that must be handed in during the NEXT class period. They CANNOT be used to simultaneously count as an absence and a late assignment or for exams/quizzes. If you are two classes late with an assignment then you must use two passes to turn it in. Once these three are used up there will be no more excused late assignments or absences, therefore you will earn a zero for those not turned in. Use wisely.

Participation assumes active learning by paying attention, presenting relevant comments/questions to class, and not distracting other students from learning. Therefore, please respect your fellow classmates by NOT contributing to distracting classroom behavior (e.g., talking when someone else is talking, eating, being tardy, leaving early, leaving your cell phone ringer on, etc.). The professor has the right to remove disruptive students from class and to penalize them for any work they miss as a result. Students who come in after the roll is passed around will not be allowed to sign in and will be counted absent for the day. Frequent distracting behavior and absences will lower participation grades. Cell phones and other electronic devices are not allowed to be used at all during the exams. As you come into class you should sign only yourself in (and not anyone else). Students who have more than 3 absences (6 if you use three GOJF passes) will automatically fail the course. According to the 2013-2014 Georgia Regents University Catalog, “if [a] student has been absent for more than the equivalent of 10 percent of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” Each class meeting is important. It is your responsibility to maintain a record of your attendance. If you choose to withdraw from the course then it is your responsibility to take care of the paperwork or you will have an F on your transcript. If you miss class because of sports or military obligations then inform Dr. Bratton.

✓ A successful discussion requires your critical thinking about issues raised in class and readings as well as your articulation about your positions, which requires your regular participation. No idea is
too simple or silly to communicate. Do not be afraid to ask questions or take a stand or articulate confusion.

✓ It is not my job to summarize the reading for you. You need to do the assigned readings before class and think about them on your own. During class time we will connect the readings to broader anthropological issues. I am depending on you to interact with me and with one another in class during these discussions.

✓ We will frequently talk about current events as examples and to demonstrate anthropology’s relevance to the real world. Also, there is no topic off limits in class, and you do not have to agree with everyone. However, we must learn how to listen and respect people’s rights to their own opinion as well as their right to express those opinions. We will be discussing sensitive or charged issues in class, so please practice cultural relativity as much as possible. The readings and ideas we will discuss in this class may challenge how you look at the world and how you engage in everyday practices, including your thoughts on what you do on a day-to-day basis. All students are expected to commit to the creation of a safe, respectful classroom community in which we are able to enter into productive dialogue. Comments that deny the humanity of anyone inside or outside the classroom are not acceptable.

**Academic Honesty:** Violations of academic honesty include cheating of all kinds, plagiarism, fraudulent research activity and/or scholarship, collusion, and false statements made to avoid negative academic consequences. These violations or attempts at such are not tolerated in this course (for more information see link below). All work that is turned in should be your own work. Instances of academic misconduct will be dealt with in accordance with the procedures outlined in the GRU Academic Conduct Policy 3.1.4 (available at http://policy.gru.edu/3-1-4-academic-conduct-policy/) and may include failing the assignment, the course, or even expulsion from GRU.

Plagiarism is presenting the work, words or ideas of another person as though they were one’s own, without giving the originator credit (e.g., copying someone’s answers on an exam, copying material from a website or book without giving credit to the authors). For example, it is plagiarism to paraphrase material from another source without proper citation. Consider the following statement from Barbara Myerhoff’s 1980 ethnography *Number Our Days:* “Thus, in addition to being an intrinsic good, learning was a strategy for worldly gain.” It is plagiarism for the student to write the following in a paper: “Learning was not only inherently good, but a way to acquire worldly things.” Although a few words have been changed, the sentence is basically the same, and Myerhoff is not given credit. An acceptable sentence in a student paper would be, “Myerhoff (1980:92) notes that although learning was valued for its own sake, it was also “a strategy for worldly gain.” Here, Myerhoff is given credit for the idea, and her exact words are placed in quotation marks. The same rules apply to material from websites, and student work may be subject to online plagiarism searches. Buying or attempting to buy papers for class is a breach of academic honesty.

You may discuss assignments with classmates, but you should note their ideas you use just like you would cite a book. If you use published or web sources, whether you are quoting or directly paraphrasing, you should acknowledge this using standard citation practices (e.g., Chicago, MLA). Citations should appear in-text where the material is being discussed (through in-text citation as seen in the example above or in a footnote style like Turabian). In-text citations also require a full works cited section.

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1 Taken from Miami University’s Anthropology Majors’ Handbook (Feb. 2004).