



ANTH 216: Cultures of Migration
John Felice Rome Center

Spring 2025

Tuesdays & Thursdays | 2:15-3:30 am

Dr. Andrea B. Aureli

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Office Hours: Thu./Thurs., 12:00-13:00 (or by appointment)

Course Description

Using theoretical and ethnographic texts and documentaries, this course will explore migration to the European Union with specific reference to the Italian context.

This will be done by addressing three central questions: 1) What prompts people to migrate? 2) How do EU and member states policies that seek to “regulate” migration structure the life chances of migrants? 3) How do migrants negotiate and resist the everyday exclusionary practices once they arrive in Italy?

Learning Outcomes

On completion of the course students are expected to:

- Have acquired a clear and detailed understanding of Cultural Anthropology’s specific contribution to the study of migration;
- Clearly identify and be able to discuss leading theories of migration and their relevance to the European context;
- Identify contemporary migration patterns affecting the European Union and Italy;
- Be able describe how migrants resist exclusionary practices in Italy.

Reading Materials

- Readings posted on Sakai.

Assessment Components

- Participation 15%
- Midterm Exam 25%
- Paper 35%
- Final Exam 25%

Grading

94-100	A	77-79	C+
90-93	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	67-69	D+
80-83	B-	60-66	D

59 OR LOWER = F

FINAL PAPER

The paper should be at **least 10 pages long**, double space, and written in standard academic form (see “Guidelines” below). Students can **either** write their paper on a topic addressed by readings discussed in class, or write a book report on one of the ethnographies below, which address migration in the Italian context:

- Martina Cvajner. 2019. *Soviet Signoras. Personal and Collective Transformations in Eastern European migration*. Chicago and London: University of Chicago Press (ebook freely available through Loyola Libraries: <https://ebookcentral.proquest.com/lib/lucsystem/detail.action?docID=5883430>)

A highly readable and detailed account of the lives of women from former Soviet republics who have migrated to northern Italy. With empathy and irony Cvajner, whose fieldwork spanned two decades, narrates the lives of these “pioneers” as they struggle to find their feet in the new environment, establish support networks, develop friendships and emotional attachments, negotiate precarious and often humiliating working conditions, yet nearly always manage to come out on top

- Anna Tuckett. 2018. *Rules, Paper, Status. Migrants and Precarious Bureaucracy in Contemporary Europe*. Stanford: Stanford University Press. (ebook freely available through Loyola Libraries: <https://ebookcentral.proquest.com/lib/lucsystem/detail.action?docID=5377559>)

The book describes the everyday workings of immigration law in Italy from the point of migrants. Working as a volunteer in a center for migrants run by a trade union, she describes the frustrations migrant experience when dealing with the Italian bureaucracy. In the process she manages to give a vivid account of how the contradictions of Italian immigration law play themselves out on the ground, thus revealing how migrants’ illegality is most often the result the unpredictable result of how the law is applied.



➔ **DEADLINES** (*NB: students are expected to hand in their work by the dates below; in case they are unable to do so, they should let me know in due time, e.g., at least two days before the relevant dateline*).

- **March 20** students should have a general idea of what they will write about (book report or independent topic) and discuss it with me.
- **March 27** - students who choose an independent topic should hand in a brief abstract and an annotated bibliography (for each reference a couple of sentences explaining its relevance for your argument/chosen topic) of the of standard academic sources they will use.
- **April 24** - final draft due.
- **GUIDELINES:**
 - **Format/Submission** – The abstract, and the annotated bibliography should be typed in Times New Roman, 12 pt. And uploaded on Sakai (<https://loyola.screenstepslive.com/a/1496860-how-do-students-submit-an-assignment>); The final draft, typed in same font, should be double-spaced and also uploaded on Sakai.
 - **Style/Content** – Well, since the paper is worth 35% of the course grade you might want to spend some time in thinking about what you want you say and what is the best way to do it. You have time. Hence, first and foremost, know your limits! Do not overreach yourself. Keep it simple. Write short sentences, check your spelling, try to avoid superlatives and repetitions. DO NOT misspell the authors you cite. DO NOT use citations just to fill the page; use them only to support your argument. Use wikipedia all you want (very useful to get your bearings) but DO NOT cite it as source! Only acceptable sources are from peer reviewed journals (accessible through Loyola libraries: <https://libraries.luc.edu> and you can always ask JFRC librarian, Anne Wittrick, or me, for help!).
 - **Citations** – There are two basic ways to go about it.
 - When the citation is a short one (a phrase, or a short sentence):

“... Rosaldo argues that the "ethnographer, as a positioned subject grasps certain phenomena better than others" (1989:19), yet it seems to me that ...”
 - If the citation is long, you should set it apart from your text and it should be single-spaced:

“... the question of scarcity when talking about organ transplant is a thorny one.

The discourse on scarcity conceals the actual existence of "excess" and "wasted" organs that daily end up in hospital dumpsters throughout those parts of the world where the necessary infrastructure is lacking to use them. (Sheper-Hughes: 2002:49)

Indeed, it would seem that”



Note: if you mention the name of the author you are writing about just before the quote, you may leave the name out:

“... Sheper-Hughes argues that the question of scarcity when talking about organ transplant is a false problem.

The discourse on scarcity conceals the actual existence of "excess" and "wasted" organs that daily end up in hospital dumpsters throughout those parts of the world where the necessary infrastructure is lacking to use them. (2002:49)

Indeed, it would seem that”

- **Bibliography.** At the end of the paper you should list the readings you have used.
 - When it is from a collection:

Sheper-Hughes, Nancy. 2002. "Min(d)ing the Body: On the Trail of Organ-Stealing Rumors". In *Exotic No More: Anthropology on the Front Lines*, edited by Jeremy MacClancy. Chicago and London: University of Chicago Press.
 - For a whole book:

Rosaldo, Renato. 1989. *Culture & Truth*. Boston: Beacon Press.
 - If you have used a chapter from a book by the same author:

Rosaldo, Renato. 1989. "Grief and a Headhunter's Rage". In Renato Rosaldo, *Culture & Truth*. Boston: Beacon Press.

→ **Paper Assessment (100 pts.)**

Citations and bibliography (format)	5 pt.
Abstract	10 pts.
Spelling and grammar	10 pts.
Annotated bibliography	15 pts.
Appropriate use of sources	40 pts.
Consistency of argument	40 pts.

→ **A note on Participation** – It's worth 15% of the course grade; it may seem not much percentage-wise but is of great value for your course grade. It basically means that if you don't do the readings, don't take notes in class, text your friends during lectures and maybe take a nap to boot, not only you'll do poorly in the course, but your normal level of classroom boredom will reach unbearable levels. Do the readings before class (if you take notes in the process that's plus); if there is something in the readings, you do not understand you say so (it may even be an opportunity to start a class discussion!), if you don't understand something during my lectures, you ask. If you have some comments you feel relevant to the topic at hand, you are welcome to intervene. You don't have to do it all the time, just every once in while it's good enough. Participation does not mean "impress your professor" it simply means to show a reasonable level of engagement with the topics discussed in class.

Attendance Policy

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student.

- For all classes meeting once a week, students cannot incur more than one unexcused absence.
- For all classes meeting twice a week, students cannot incur more than two unexcused absences.
- For all classes meeting three times a week, students cannot incur more than two unexcused absences.

This course meets twice a week, thus a total of **2** unexcused absences will be permitted. **Unexcused absences beyond these will result in 1% lowering of the final course grade, for every absence after the "approved limit"**. The collective health of the JFRC is everyone's responsibility. **DO NOT ATTEND CLASS IF YOU ARE ILL.**

Academic Honesty

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarize yourself with Loyola's standards here: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible to comply with the LUC Student Handbook.

Accessibility Accommodations.

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, the first week of classes.

Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, I am a Responsible Campus Partner (“RCP”) under Loyola’s Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation (available at www.luc.edu/equity). While my goal is for you to be able to engage fully and authentically with our course material through class discussions and written work, I also want to be transparent that as a RCP, I must notify the Office for Equity & Compliance (“OEC”)/Title IX Coordinator when I have any information about conduct that reasonably may constitute Title IX Sex-Based Discrimination. Title IX Sex-Based Discrimination includes any of the following conduct, when the conduct was within the University’s education program or activity:

- Discrimination or discriminatory harassment on the basis of sex (including sex stereotypes, sex characteristics, gender identity, sexual orientation, and Pregnancy or Related Conditions),
- Sexual harassment (including quid pro quo and hostile environment sexual harassment),
- Sexual assault,
- Dating and/or domestic violence, and/or
- Stalking

As the University’s Title IX office, the OEC coordinates the University’s response to reports and complaints of sexual misconduct (as well as discrimination of any kind) to ensure students’ rights are protected.

As an instructor, I also have an obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

The University maintains such reporting requirements to ensure that any student who experiences sexual/gender-based violence receives accurate information about available resources and support. Such reports will not generate a report to law enforcement (no student will ever be forced to file a report with the police). Additionally, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. If you have any questions about this policy, you are encouraged to contact the OEC at equity@luc.edu or 773-508-7766.

If you ever wish to speak with a confidential resource regarding gender-based violence, I encourage you to call The Line at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with resources as needed -- without generating a report or record with the OEC. More information about The Line can be found at luc.edu/wellness.



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Course Schedule

Date	Activity	Assignments/Readings
Week 1		
Jan. 21	Course Overview: when we talk about migration, what are we talking about?	
Jan. 23	Anthropology and Migration: Issues Nicholas De Genova on the migration crisis, mobility and postcolonial studies. (19'53", 2017)	Brettel "Theorizing Migration" - selection
Week 2		
EUrope		
Jan. 28	The Colonial Legacy	Silverstein: "Immigrant Racialization and the New Savage Slot"
Jan. 30	The Nation's Borderwork	Vertovec: "The Cultural Politics of Nation and Migration"
Week 3		
Feb. 4	Cultural Affect 'Invasive Others: Plants? People? Pathogens' Miriam Ticktin and Bridget Anderson (16'27", 2021)	Malkki: "National Geographic"
Feb. 6	European Anxieties	Bauman: "Europe of strangers"
Week 4		
Feb. 11	"Immigration Hysteria" Tariq Ali and Bridget Anderson (30'25", 2016)	Stolcke: "Talking Culture"
Feb. 13	Imagining the Global	Spijkerboer "The Global Mobility Infrastructure"
Week 5		
Feb. 18	Dace Dzenovska, <i>Refugees in Europe: a crisis of connection</i> (18' 2015)	Walters: "Imagined Migration World"
Feb. 20	Whose <i>EU</i> rope are we talking about?	Balibar: "Europe as Borderland"
Week 6		
The Journey		
Feb. 25	From the Outside Looking In	Vigh "Wayward Migration"
Feb. 27	The World from "below"	Belloni "Cosmologies and Migration"
Week 7		
Mar. 4	<i>Review</i>	
Mar. 6	<i>Midterm</i>	

Break (Mar. 7-16)



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Week 8

Mar. 18 Where are we at? - class discussion

Mar. 20 “Shadow Game”
(Eefje and van Driele, 55’, 2021)

Topic Deadline!

Week 9

Mar. 25 Smile!

Scheel: “The Secret Is to Look Good on Paper”

Mar. 27 Border Externalization
“Niger. Europe Migration”
(Al Jazeera, 26’, 2019)

Schapendonk “Navigating the migration industry” **Abstract & Bib. Deadline!**

Week 10

Apr. 1 Biding Time
Europe’s Migration System
(Democracy Now! 16’, 2021)
Where are “We”?

Achtnich: “Waiting to Move on”

Apr. 3 CCÀ SEMU Here we are, lives on hold in Lampedusa
(Vullo, 14’, 2019)

Lund Elbek: “There’s a Hole in the Fence”

Week 11

Apr. 8 We’re Here to Help!
“Welcome to Italy. Migrant Tales of Survival”
(Kenawi, 46’17”, 2019)

Sinatti: “Border as Mess”

Apr. 10 Paperwork

Tucket: “Strategies of Navigation”

Week 12

Apr. 15 Walk on the right side of the street

Fabini: “Internal bordering in the context of undeportability”

Apr. 17 Let’s get Loud!

Cvajner: “Hyper-femininity as decency”

Week 13

Apr. 22 Propriety!

Gallo: “Italy is not a good place for men”

Apr. 24 Review

Final draft Deadline!

TBA (Apr. 28-
May 1)

Final!