



ANTH 3322/ ANTH 5322 (Fall 2024)

## **Topics in Anthropology: Diaspora, Migration, and Identity**

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Office Hours: By appointment, NAH 305

Class time: Monday  
1:30 pm - 4:15 pm  
Location: UCC, C3

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### **Course Description**

Welcome! This course is designed to stimulate discussions related to contemporary migration and mobility through a series of ethnographic studies and big picture questions. I hope that you will find it both challenging and illuminating. What does it mean to be local or migrant? What exactly is diaspora? Why is migration a choice for some and not others? Where does a sense of belonging to a place come from? What happens to your social relations and identity when you are forced to leave your

home? Or what if you choose to stay but the place you call home no longer feels that way? And what is home anyway? In the first half of the semester, we will explore these and other questions by reading anthropological accounts of geographical mobility across the world and reflecting on its common patterns and unique examples. In the second half of the semester, we will dive in more deeply into the interdisciplinary and anthropology-based approaches to migration. In particular, we will learn about the framework of im/mobility; the concepts of migration infrastructure, displacement, and belonging; different categories in which migrants are labeled; how gender, race, and class inflect the experiences of migration, and ultimately how migration is embedded in what makes us human.

## **Expected Learning Outcomes**

By the end of this course, students will be able to:

- describe different ethnographic studies of transnational mobility
- name and explain main concepts and theories in anthropological studies of transnational mobility
- identify and analyze migration in its complex socio-cultural and political contexts, including gendered, raced, and classed dimensions
- apply the acquired knowledge to conducting an individual ethnographic project

## **Learning Material**

All readings are uploaded to Blackboard.

MA students, please, note that all recommended readings are required for you.

## **Assessment Criteria**

### *Participation – 30%*

This class is based on discussions; your participation and the exchange of ideas are essential. Since it is a 3-hour class with brief interactive lectures and no separate tutorials, you are expected to participate with comments and questions throughout the class time.

### *Discussion leading – 20%*

In addition to participation, each student will be required to lead a discussion on the assigned readings. You will need to sign up for the discussion leading for a chosen week (on a first come first served basis). There is no need to make a power point presentation, but you will have to give a summary of the readings, provide a relevant example from the current news (within the past 3 months), and prepare one or two discussion questions. The topic and discussion questions will need to be uploaded to Blackboard by 10 pm the day before the class.

### Term Essay – 50%

**Option 1.** You can write a comparative essay where you will need to choose one of the class readings from a different part of the world and conduct a mini-study on the same topic in Hong Kong. This is an opportunity to do an ethnography with interviews and possibly participant observation and discuss your findings in the context of another study from the class readings (no outside readings are allowed).

- UG - 2500 words, MA – 3000 words (+-300 words)
- Minimum 5 interviews (no transcripts needed for submission)
- Submitted to Blackboard no later than December 15, 23:59
- With an attached VeriGuide report

**Option 2.** This option will entail compiling a migration story of your family member and analyzing it with the help of class readings (no outside readings are allowed).

- UG - 2500 words, MA – 3000 words (+-300 words)
- One life history interview (at least one hour long, a transcript needs to be attached at the end of the essay)
- Submitted to Blackboard no later than December 15, 23:59
- With an attached VeriGuide report

Detailed guidelines for all assignments will be posted on Blackboard and explained in class.

### Grading Scale

Grade	%	Participation	Discussion leading	Final essay
A	95-100	You have participated in all classes (one absence is ok). Your comments demonstrate that you have read the assigned readings, and your questions show a nuanced understanding of the course material	You have chosen a relevant issue for the discussion, followed all the guidelines. Your summary of the readings was clear, and the discussion questions stimulating	The chosen topic is engaging, data is relevant, analysis is convincing. Literature is relevant and cited correctly. Your essay is coherent, factually accurate, and submitted on time
A -	90-94	You have participated in almost all classes, with two classes missed or inactive. Your comments demonstrate that you have read the assigned readings, and your questions show a good understanding of the course material	You have chosen a relevant issue for the discussion, followed most of the guidelines. Your summary was clear	The chosen topic is engaging, data is relevant, analysis is convincing. Literature is relevant and cited correctly. Your essay is overall coherent with minor issues, but is factually accurate and submitted on time

B+	85-89	You have participated in the majority of classes, with three classes missed or inactive. Your comments demonstrate that you have read most of the assigned readings, and your questions show a sufficient understanding of the course material	You have chosen a relevant issue for the discussion, followed most of the guidelines. Your summary was good with some confusion and/or ran a bit overtime	The chosen topic is somewhat engaging, data is relevant, analysis is satisfactory, although missing some nuance. There are few minor issues with the cited literature. Your essay is a bit unclear and contain a few minor factual errors, but submitted on time
B	80-84	You have participated in the majority of classes, with four classes absent or inactive. Your comments demonstrate that you have read most of the assigned readings, and your questions show a sufficient understanding of the course material	You have chosen a more or less relevant issue for the discussion, followed most of the guidelines. Your summary was good but with many confusing moments and/or ran a bit overtime	The chosen topic is somewhat engaging, data is partially relevant, analysis is satisfactory, although missing some nuance. There are some minor issues with the cited literature. Your essay is unclear, too brief or too long, contains many minor factual errors, but submitted on time
B -	75-79	You have participated in the majority of classes, with five classes absent or inactive. Your comments demonstrate that you have read most of the assigned readings, and your questions show a sufficient understanding of the course material	You have chosen a more or less relevant issue for the discussion, followed most of the guidelines. Your summary was good but with many confusing moments and/or ran quite overtime	The chosen topic is somewhat engaging, data is partially relevant, analysis is satisfactory, although not nuanced. There are many minor issues with the cited literature. Your essay is unclear, too brief or too long, and contains major factual errors, but submitted on time
C +	70-74	You have participated in about half of classes, with six classes absent or inactive. Your comments demonstrate that you have read some of the assigned readings, and your questions show a partial understanding of the course material	The chosen issue was not very relevant to our class; you missed many important points in the guidelines. Your summary lacked clarity and ran significantly overtime	You submitted the essay on time but the case is mostly unclear or irrelevant; the data is inappropriate, the essay is confusing, not engaging and factually incorrect. There are few major issues with the cited literature.

C	65-69	You participate in about half of classes, with seven classes missed or inactive. Your comments demonstrate that you have read some of the assigned readings, and your questions show a partial understanding of the course material	The chosen issue was not very relevant to our class; you missed many important points in the guidelines. Your summary lacked clarity and ran significantly overtime	You submitted the report on time but the case is unclear or irrelevant; the data is inappropriate, the report is confusing, not engaging and factually incorrect. There are some major issues with the cited literature.
C -	60-64	You participate in about half of the classes, with eight classes absent or inactive. Your comments demonstrate that you have read some of the assigned readings, and your questions show partial understanding of the course material	The chosen issue was not relevant to our class; you missed most requirements in the guidelines. Your summary lacked clarity and ran significantly overtime	You submitted the report on time but the case is unclear or irrelevant; the data is inappropriate, the report is confusing, not engaging and factually incorrect. There are many major issues with the cited literature.
D +	55-59	You have participated in a small number of classes, with 9-10 classes absent or inactive; or you show a low level of engagement. Your comments demonstrate that you have not read the assigned readings, and you do not quite understand what is being discussed	You forgot to sign up on time or you asked to reschedule your presentation with less than a 48 hour notice. You did not follow the guidelines; the summary might have been interesting but ended up being unclear and rushed or overtime	You submitted the report after the deadline. The case is unclear or irrelevant; the data is inappropriate, the report is confusing, not engaging, and factually incorrect. Literature is cited incorrectly or is irrelevant
D	50-54	You participate in a small number of classes, with 11-12 classes absent or inactive, or you show a low level of engagement. Your comments demonstrate that you have not read the assigned readings, and you do not understand what is being discussed	You forgot to sign up on time or you asked to reschedule your presentation with less than a 24 hour notice. You did not follow the guidelines; the summary ended up being unclear, uninteresting	You submitted the essay long after the deadline. The case is unclear or irrelevant; the data is inappropriate, the report is confusing, not engaging and factually incorrect. Literature is cited incorrectly and is irrelevant

F	49 and below	You have never participated, or missed all the tutorials, or have always come unprepared	You forgot to sign up for your turn altogether and / or did not show up for your discussion leading	You have not submitted the essay or the essay is not original. Literature is absent
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## Weekly schedule

\*Subject to change. Stay tuned on Blackboard.

### Week 1. September 2: Introduction to the Course

No required reading this week

Recommended readings for both UG and MA:

- Glick Schiller N. and Noel B. Salazar (2013) Regimes of Mobility across the Globe. *Journal of Ethnic and Migration Studies* 39: 2, pp. 183–200.
- Caroline B. Brettell (2008) Theorizing Migration in Anthropology: The Social Construction of Networks, Identities, Communities, and Globalscapes, in: C. B. Brettell, J. F. Hollifield (eds) *Migration Theory. Talking across Disciplines*, pp. 97-135, New York: Routledge.

### Week 2. September 9: Love

- Kwon June Hee (2015), The Work of Waiting: Love and Money in Korean Chinese Transnational Migration. *Cultural Anthropology*, 30: 477-500.
- Sealing Cheng (2011) On the move for love: Migrant Entertainers and the U.S. Military in South Korea. Chapter 5 Love “between My Heart and My Head,” pp. 131 – 160

Recommended for UG, required for MA:

- Denise Brennan (2007). Love work in a tourist town: Dominican sex workers and resort workers perform at love. In *Love and Globalization: Transformations of Intimacy in the Contemporary World*, pp. 203-225

### Week 3. September 16. Study

- Darsy Pan (2011) Student visas, undocumented labour, and the boundaries of legality: Chinese migration and English as a foreign language education in the

Republic of Ireland. *Social Anthropology/Anthropologie sociale*, 19(3), 268-287

- Emma Abotsi and Hannah Hoechner (2022) Transnational Migration and Educational Change: Examples of Afropolitan Schooling from Senegal and Ghana. *Anthropology & Education Quarterly* 53(4)

Recommended for UG, required for MA

- Chee, Wai-chee (2020), Local and Global, but Not national: Citizenship Education of South Asian Migrant Students in Post-Colonial Hong Kong. *Anthropology & Education Quarterly*, 51: 146-164

#### **Week 4. September 23: Work**

- Xiang, Biao (2007) "Introduction." In *Global 'Body Shopping': An Indian Labor System in the Information Technology Industry*. Pp. 1-12.
- Paul, A.M. (2021) "Introduction." In *Asian Scientists on the Move: Changing Science in a Changing Asia*. Cambridge: Cambridge University Press

Recommended for UG, required for MA:

- Karsten Paerregaard (2012) *Commodifying Intimacy: Women, Work, and Care in Peruvian Migration*. *The Journal of Latin American and Caribbean Anthropology*. Volume 17, Issue 3

#### **Week 5. September 30: Forced**

- Cabot, Heath (2019) "The Business of Anthropology and the European Refugee Regime." *American Ethnologist* 46(3): 261-275.
- Alisa Sopova (2023) "Anxious suitcases and their contents: Experiences of the war in Ukraine through a material lens." *American Ethnologist* 50: 54-64

Recommended for UG, required for MA

- Kristin v. Monroe (2020) Masculinity, migration, and forced conscription in the Syrian war. *Cultural anthropology*, 35(2)

## **Week 6. October 7: Belonging and identity**

- Schiller, Nina Glick, Linda Basch, and Cristina Szanton Blanc. "From immigrant to transmigrant: Theorizing transnational migration." *Anthropological quarterly* (1995): 48-59.
- Vlada Baranova, Verena Podolsky (2024) *Life in Motion: Mobility and Identity among Russian Migrants in the South Caucasus*.

Recommended for UG, required for MA:

- Nira Yuval-Davis (2006). *Belonging and the politics of belonging*. *Patterns of Prejudice*, 40(3), 197–214.

## **Week 7. October 14: Diaspora**

- Erin Kenny (2008) *Transnational Migration and Diaspora Studies: Innovations in Ethnography*. *Anthropology News*, Volume 47, Issue 9
- Maunaguru, S. (2021), "Homeless" Deities and Refugee Devotees: Hindu Temples, Sri Lankan Tamil Diaspora, and Politics in the United Kingdom. *American Anthropologist*, 123: 552-564.

Recommended for UG, required for MA

- Dubuisson, D. (2023), "There Is a Real Generational Problem in This Country": Haitian Intellectual Exile and Academic Diaspora Returns. *Transform Anthropology*, 31: 3-14

## **Week 8. October 21. Citizenship**

- Carol Chan 2021 *Permanent migrants and temporary citizens: multinational Chinese mobilities in the Americas*. *Global Networks*
- Nicole Constable 2021 *Simultaneous Citizen and Noncitizen: Displacement, Precarity, and Passports in Hong Kong*. *Humanities*, 3(12): pp. 324-338

Recommended for UG, required for MA

- Shrestha, T. (2019), *Asylum-Seeking Work, Precariousness, and the Making of Claimant-Workers*. *Anthropology of Work Review*, 40: 47-57



## **Week 9. October 28: Migration Infrastructure**

- Xiang, Biao and Johan Lindquist (2014) "Migrant Infrastructure." *International Migration Review*, 48 (S1): S122-S148.
- Brenda Saw Ai Yeoh, Heng Leng Chee & Grace Baey. (2017) Managing risk, making a match: brokers and the management of mobility in international marriage. *Mobilities* 12:2, pages 227-242

Recommended for UG, required for MA:

- Zuntz, Ann-Christin. "Human routers: How Syrian refugee brokers build the infrastructure of displacement." *Cultural Anthropology* 38.4 (2023): 517-540.

## **Week 10. November 4: Class and privilege**

- Fechter M. (2007) Living in a Bubble: Expatriate's Transnational Spaces, in: V. Amit (ed.), *Going First Class? New Approaches to Privileged Travel and Movement*, pp. 33-52, New York & Oxford: Berghahn Books.
- Farrer, James (2019) "Migrant Shanghai: Studying Expatriate Communities." In *International Migrants in China's Global City: The New Shanghailanders*, Pp. 1-20.

Recommended for UG, required for MA:

- Lutz H. (2002) At Your Service Madam! The Globalization of Domestic Service, *Feminist Review* 70, pp. 89-104.

## **Week 11. November 11: Race and Gender**

- Sealing Cheng (2021) Choreography of Masculinity: The Pursuit of Marriage by African Men in Forced Displacement in Hong Kong. *Feminist Studies*, 47(2), pp. 282-311
- Fechter, A.-M., 2005. The 'Other' stares back: Experiencing whiteness in Jakarta. *Ethnography* 6, 87-103

Recommended for UG, required for MA

- Thangaraj SI (2022) "We share the same ancestry": US Kurdish diasporas and the aspirational and ascriptive practices of race. *American Anthropologist*, 124: 104-117

## **Week 12. November 18. Sharing session**

No required class readings. We meet to discuss your migration projects and share your work in progress.

## **Week 13. November 25. Immobility**

- Alexandra Dantzer (2023) After migration: An ethnographic exploration of the mindwork of stuckness. *Anthropology and Humanism*, 48(2)
- Salazar, N. (2022). Immobility: The relational and experiential qualities of an ambiguous concept. In *Transfers. Interdisciplinary Journal of Mobility Studies* (Vol. 11, Number 3, pp. 3–21)

Recommended for UG, required for MA

- Annastiina Kallius, Daniel Monterescu, Prem Kumar Rajaram (2016) Immobilizing mobility: Border ethnography, illiberal democracy, and the politics of the “refugee crisis” in Hungary. *American Ethnologist*, Volume 43, Issue 1

## **Course Policies and Support**

### **Contacting me**

Use your CUHK email (not your personal email) when communicating about class matters. For most situations, you should write to the Teaching Assistant or Research Assistant first—the class TA/RA is very knowledgeable and ready to help you. But feel free to email me as well, if there is something that the TA/RA does not know, or if you want to contact me directly. I will do my best to answer your email within 24 hours, with the understandable exception of weekends and public holidays.

### **Educational technology**

This class relies on the use of Blackboard, Zoom, and VeriGuide. All class communications, announcements, assignment guidelines, and homework submissions will be done through Blackboard. Note that it uses the email address assigned to you by the University, so it is your responsibility to have an electronic mail forwarded to your primary email address. Each written assignment should be run through VeriGuide

## Academic honesty

The University has recently updated its policy on Academic Integrity and the penalties for plagiarism, AI writing, and cheating. Read here: [http://www.cuhk.edu.hk/policy/academic\\_honesty/Eng.htm\\_files%282013-14%29/p06.htm](http://www.cuhk.edu.hk/policy/academic_honesty/Eng.htm_files%282013-14%29/p06.htm) or watch a video: [https://www.cuhk.edu.hk/policy/academic\\_honesty/Eng.htm\\_files\(2013-14\)/video\\_e.html](https://www.cuhk.edu.hk/policy/academic_honesty/Eng.htm_files(2013-14)/video_e.html) Every student is expected to comply with the policy; otherwise, if you are suspected of violating these obligations, you will be subject to the outlined sanctions. If you have any questions, do not hesitate to ask me or your TA about this!

## Use of AI

CUHK has designed a general policy for the use of AI in learning. Please, refer to the following document: <https://www.aqs.cuhk.edu.hk/documents/A-guide-for-students-use-of-AI-tools.pdf>. It specifies that “*as a general principle, students are prohibited from using any AI tools to complete their assignments, assessments and any other works that count towards their final grade of the course or attainment of the desired learning outcomes, unless explicitly permitted.*” In this course, you are not permitted to use AI in graded assignments for generating content. If such use is detected, it will result in a failing grade. AI is only permitted for proof-reading and minor editing (some words, sentence structure, etc.). A text with heavy AI editing will result in a failing grade.

## Special accommodation

If you need special accommodations or classroom modifications, you need to notify both me and the University’s Wellness and Counselling Center (<https://www2.osa.cuhk.edu.hk/disability/en-GB>) no later than the third week of class.

## Classroom Recording

To ensure free and open discussion of ideas, **you may not record** our discussions and activities during the class without my permission obtained in advance, and only solely for your own private use. Typically, PowerPoint slides will be uploaded to Blackboard and available for review. For days, when the class cannot meet, a lecture will be pre-recorded and posted to Blackboard.

## Late Work and Absence

Late or incomplete assignments will be marked down: a full grade will be subtracted **for each late day**. Class attendance is not required, but if you miss a class, it is your responsibility to copy class notes and go over the PowerPoint presentations; otherwise, it will most likely result in poor understanding of class material and, ultimately, in a low grade. You are welcome to talk to me during office hours to go over the missed lectures!

## Discussion Rules

We will discuss many interesting, important, and potentially controversial topics. I expect you to be **polite and respectful** of your classmates’ opinions, limit your

statements to academic (not emotional) arguments, and not use offensive language or judgmental statements.

### **Grade Review**

If you want to discuss and contest your grade, you can send me an email to set up an appointment during my office hours when we will go over your exam/written work and decide on a grade together. During this process, I can both mark your original grade up, if you demonstrate evidence that you know the material well, or mark it down.

### **Independent Learning Center**

If you need help with communication and learning skills, the University has an excellent resource for you. You can schedule a consultation or attend workshops on various strategies for improving learning outcomes  
<https://www.ilc.cuhk.edu.hk/EN/mission.aspx>