



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Prefix, Number and Title: Geog 419, Transnational Migration

Course CRN # and Section : 20520, 01

Semester Taught (including year): Spring, 2019

Professor: Dr. Shimantini Shome

Credit Hours: 3

Office Location: Admin 122

Prerequisites: Geog 101

Office Hours: MW: 11 – 1, R: 1 – 2

Course Time (if applicable): T: 2 – 4.30 pm

Email: sshome@concord.edu

Building and Room Number (if applicable): Admin 304

Phone: #6025

Office Fax: #6091

College/Department Website: <http://www.concord.edu/social-sciences/node/1>

Course Description/Rationale: Although movement of peoples across territorial borders is a fact of human history from the earliest times, it has become axiomatic to describe the contemporary era as the age of migration. These days, hardly a day goes by without media reports detailing the (usually harrowing) plight of would-be emigrants from Africa in their (often unsuccessful) attempts to ‘escape’ to the generally richer societies of Europe and North America. What makes large numbers of young African men *and* women increasingly desperate to leave their countries of birth? While general media reporting tends to paint a broad portrait of a social and cultural ‘menace’, such reportage is often partial and tends to be presentist. In attempting to provide a historically-conscious geographical exploration of political, cultural and health issues involved in what might be called the migration complex, this course invites the student to situate current transnational migration within specific historical circumstances which have continued to determine social processes both within the postcolonial South and the postcolonial North. In the light of this, this course will be informed by parallels from the experience of migration in various parts of the world, specifically Africa, Asia and Latin America.

Course Management System (Blackboard/Moodle or other systems): NA

Hardware/Software Needed: (include privacy policies, if applicable): NA

Text requirements:

There is no required text for this course. Readings will be handed out in class.

Concord University Educational Goal(s): This should address at least one of the areas (skills, knowledge, or attitude) for each course. Similar courses with different sections should have the same goal(s).

Skills #4, #5,#6 and #7

Knowledge #1 and #3

Attitudes #1 and #3

Concord University Educational Goals can be found here:
<http://catalog.concord.edu/content.php?catoid=2&navoid=83>

National Standards (if applicable) For example, NCTM, IRA, CAEP, etc.

All Geography courses rely on the “Geography for Life” standards put forward by the American Association of Geographers, the National Geographic Society and the National Council for Geographic Education.

Specific Learning Outcomes

The aim is to make students come to an understanding and appreciation of both the interconnectedness of the world’s peoples and, crucially, the world’s *histories*. At the end of the course, students will be able to demonstrate an understanding of the origins and socio-cultural ramifications of the current migratory patterns.

Course Requirements

Readings

This being an upper level undergraduate class, it will be *moderately* reading intensive. Although it will generally proceed as a ‘seminar’, in which students ‘lead’ discussions based on specific readings, I will step in when necessary, especially to introduce new areas/subjects, clarify complex issues, and also to direct discussions at key moments.

Leading Discussions

Students will take turn to direct and run the discussion in this class. We will draw up a schedule and you will turn in your notes (handwritten/typed) after the class to me. This is a major part of your grade and I encourage you to take it very seriously.

Questions

Based on your readings, you will bring 4 questions to class everyday, which will contribute to the class discussion and will be handed over to me at the end of each class.

Blog

In addition to bringing questions based on your readings, you will blog about your readings every week. You are also required to comment on all the other blogs every week. I will explain more about this in class.

Book Review

You will read a book (you will have a choice of three) and write a Book Review. The book review has to be written in Times New Roman (12), double spaced and 4-5 pages long.

Film Analysis

You will be watching several films as part of this course. We will decide on a time and place for these movies. You are required to attend all screenings and write two Film Reactions. More details will be discussed in class.

Final Paper and Presentation

There will be one take home midterm exam and one research paper (and presentation) reinforcing concepts learned in class. More details about the papers will be discussed in class. The papers will be assessed for the information presented as well as grammar, syntax, and organization.

Field Trip

There will be a compulsory field trip in this class. Details to be discussed in class.

Helpful online resources

In addition to the readings given to you, you may wish to consult the web pages of the following international organizations for up to date news, commentary and publications on global migration trends:

International Organization for Migration (IOM) www.iom.int

UNHCR <https://www.unhcr.org/en-us/>

Global Commission for International Migration www.gcim.org/en/links.html

Humane Borders www.humaneborders.org/index.htm

Migration Policy Institute www.migrationpolicy.org and their online journal Migration Information

UN Global Migration Database <https://esa.un.org/unmigration/>

Source www.migrationinformation.org

Email etiquette: If your emails do not have a subject line, aren't addressed properly to me, or do not have your name at the bottom, I will not respond to them.

Please understand that I will not tolerate any kind of racist, homophobic, sexist, Islamophobic, anti-semitic or any other kind of disrespectful conduct in class. That is against both Concord as well as Federal rules/laws. Disrespectful/aggressive conduct in class might land you in the Dean's office or get you dropped from the class altogether.

Grading Policy and Scale, Make-up Policy, Late Work

I will not be accepting any late assignments, unless there is proper documentation for turning in your work late.

Course Grade

Weekly Questions: 200

Blog: 100

Discussion leadership: 150

Film Analysis: 50+50

Book Review: 100

Final Paper and Presentation: 100+50

Field Trip + UG Research Day Presentation: 100 + 100

Total: 1000 points

Grading Scale: A = 90-100%, B = 80-89.99%, C = 70-79.99%, D = 60-69.99%, F = below 60%

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Note: This timeline is subject to change

Week 1 (starting January 15): Syllabus, Setting up film schedule and a schedule for Discussion Leadership

Week 2 (starting Jan 22): Transnational Migration: historical, social and geographic perspectives, Theorizing Transnational Migration

Week 3 (starting Jan 29): Migration, Globalization and the Nation State

Week 4 (starting Feb 5): Gender and Migration

Week 5 (starting Feb 12): Climate Change and Migration

Week 6 (starting Feb 19): The Global Trade in Muscle, or the Brawn Drain

Week 7 (starting Feb 26): The Politics and Economics of Migrants' Remittances

Week 8 (starting Mar 5): FINAL PAPER TOPICS DUE

SPRING BREAK

Week 9 (starting Mar 19): Transnational Migration: Brain Drain versus Brain Gain, **BOOK REVIEW**

Week 10 (starting Mar 26): Immigrant Experiences in the cities of the Global North and the formation of Ethnic Enclaves in the metropolitan Western cities **FINAL PAPER OUTLINE DUE**

Week 11 (starting Apr 2): Natural Disasters, War, Displacement and Asylum: the case of Refugees

Week 12 (starting Apr 9): Refugees contd.

Week 13 (starting Apr 16): UG Research Day drafts

Week 14 (starting Apr 23): Faith and Religious Networks among immigrants

Week 15 (starting Apr 30): Final paper presentations

List of novels to choose from for the book review:

Exit West, Mohsin Hamid

In a country teetering on the brink of civil war, two young people meet—sensual, fiercely independent Nadia and gentle, restrained Saeed. They embark on a furtive love affair, and are soon cloistered in a premature intimacy by the unrest roiling their city. When it explodes, turning familiar streets into a patchwork of checkpoints and bomb blasts, they begin to hear whispers about doors—doors that can whisk people far away, if perilously and for a price. As the violence escalates, Nadia and Saeed decide that they no longer have a choice. Leaving their homeland and their old lives behind, they find a door and step through. . . .

Exit West follows these remarkable characters as they emerge into an alien and uncertain future, struggling to hold on to each other, to their past, to the very sense of who they are. Profoundly intimate and powerfully inventive, it tells an unforgettable story of love, loyalty, and courage that is both completely of our time and for all time. (www.amazon.com)

A Hope More Powerful Than the Sea: One Refugee's Incredible Story of Love, Loss, and Survival, Melissa Fleming

Adrift in a frigid sea, no land in sight, just debris from the ship's wreckage and floating corpses all around, nineteen-year-old Doaa Al Zamel stays afloat on a small inflatable ring and clutches two little girls—barely toddlers—to her body. The children had been thrust into Doaa's arms by their drowning relatives, all refugees who boarded a dangerously overcrowded ship bound for Italy and a new life. For days as Doaa drifts, she prays for rescue and sings to the babies in her arms. She must stay alive for them. She must not lose hope. *A Hope More Powerful Than the Sea* chronicles the life of Doaa, a Syrian girl whose life was upended in 2011 by the onset of her country's brutal civil war. Doaa and her fiancé, Bassem, decide to flee to Europe to seek safety and an education, but four days after setting sail on a smuggler's dilapidated fishing vessel along with five hundred other refugees, their boat is struck and begins to sink. This is the moment when Doaa's struggle for survival really begins. This emotionally charged, eye-opening true story that represents the millions of unheard voices of refugees who risk everything in a desperate search for the promise of a safe future. In the midst of the most pressing international humanitarian crisis of our time, Melissa Fleming paints a vivid, unforgettable portrait of the triumph of the human spirit. (www.amazon.com)

Unaccustomed Earth, Jhumpa Lahiri

The gulf that separates expatriate Bengali parents from their American-raised children—and that separates the children from India—remains Lahiri's subject for this follow-up to *Interpreter of Maladies* and *The Namesake*. In this set of eight stories, the results are again stunning. In the title story, Brooklyn-to-Seattle transplant Ruma frets about a presumed obligation to bring her widower father into her home, a stressful decision taken out of her hands by his unexpected independence. The alcoholism of Rahul is described by his elder sister, Sudha; her disappointment and bewilderment pack a particularly powerful punch. And in the loosely linked trio of stories closing the collection, the lives of Hema and Kaushik intersect over the years, first in 1974 when she is six and he is nine; then a few years later when, at 13, she

swoons at the now-handsome 16-year-old teen's reappearance; and again in Italy, when she is a 37-year-old academic about to enter an arranged marriage, and he is a 40-year-old photojournalist. An inchoate grief for mothers lost at different stages of life enters many tales and, as the book progresses, takes on enormous resonance. Lahiri's stories of exile, identity, disappointment and maturation evince a spare and subtle mastery that has few contemporary equals. (Publisher's Weekly, www.amazon.com)

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Miscellaneous (for example):

Sources of Help

Glossary of Terms

Related Research/Professional Organizations