

## **SPRING 2020**

### **GEOG 272/GRS200: MOBILITY, MIGRATION, AND TRANSNATIONALISM**

Tuesday, Thursday 10:05-11:20 Lafayette 100

Instructor: Pablo Bose

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Office hours: Tuesday, Thursday 1:00-2:00PM (or by appointment)

#### **Description**

The focus in this class is on various forms of mobility – as embodied experience, as geopolitical and historical phenomenon, as constitutive of identity across borders, and as a central facet of a globalized world. Using the key geographical concepts of “mobility”, “migration”, and “transnationalism” we will explore the ways in which people, capital, labour, ideas, and culture are in movement across the globe. Our examination will range from transport to tourism, from theories of stillness to ideas of nomadism, from understandings of place to transnationalism and much more besides. Using examples from different regions and disciplines we will look at how landscapes of memory, tradition, and belonging challenge the cultural politics of place.

#### **Course Texts:**

All course readings are available as PDFs from the course Blackboard site.

#### **Format:**

This class will run as a twice-a-week seminar incorporating media clips, extensive discussion and small group activities. All students are required to have the assigned readings completed PRIOR to the class and will be evaluated on their knowledge of the material.

#### **Evaluation:**

1. Migration Map	15%
2. Tourist Trap	15%
3. Spatial Transcript	15%
4. Interpretation of National Advertising	15%
5. Project on Transnational Tastes	25%
6. Reading Blog	12%
7. Participation	3%

#### ***1. Migration Map (15%)***

You will produce an annotated map that shows the migration patterns that brings you (via your ancestors) to this particular place on this day. Using at least two class readings regarding networks, flows and mobilities, you must trace the movements of yourself as well as your ancestors across various landscapes and categorize these connections according to the patterns described in the readings in a 500-word essay.

**Due January 30, 2020 at 9AM on Blackboard**

#### ***2. Tourist Trap (15%)***

Drawing on the readings on tourism and study abroad, you are to analyze the ways in which a particular location is marketed and sold as a tourist destination. You are to choose an advertisement (print or broadcast) that sells a particular place and evaluate who it is marketed to, what the appeal of the place might be, and how that place is represented in a 500- word essay, using at least two readings from the course. Please include a link to the image or clip in the text of your assignment or send to me directly.

**Due February 20, 2020 at 9AM on Blackboard**

### **3. Spatial Transcript (15%)**

You will produce three travel diaries documenting the same trip using three different modes of transport (e.g. car, walking, bicycle, transit, swimming, kayaking, powerboat). Each of these travel diaries should record the trip distance, landmarks, and the embodied experience of travel (sights, smells, sounds, experiences). The product to be handed in should include these three travel diaries as well as a 500-word description of your observations of the differences and similarities between these modes of travel that incorporates at least three course readings.

**Due March 5, 2020 at 9AM on Blackboard**

### **4. Interpretation of National Advertising (15%)**

Using Benedict Anderson's schema of map, museum and census to describe modern national identity, you are to analyze and deconstruct an official advertisement by a nation-state of your choosing and describe in a 500-word essay how this particular entity envisions its physical landscape, its people, and its culture.

**Due March 26, 2020 at 9AM on Blackboard**

### **5. Project on Transnational Tastes (25%)**

You must submit a final project in the form of a 500-word report on a food that epitomizes transnationalism, mobility and/or migration. You may choose a particular cuisine (e.g. Thai or Italian), a specific dish or category (e.g. pizza, butter chicken, sushi, pho, goulash) or even a restaurant/restaurant chain or chef as your subject. You must focus, however, on how/why this topic is appropriate for this course. There will be several stages to this project and opportunities to receive feedback. These include the following components and deadlines:

- February 13, 2020 @ 9:00AM – Initial description of topic (150 words) along with 5 possible sources uploaded to Blackboard (5%)
- March 5, 2020 – Small group discussion to workshop your initial idea in-class. You must bring 4 copies of your proposal to workshop with classmates
- April 9, 2020 @9:00AM – Full proposal (500 words) outlining your topic, why it is appropriate for this course and assignment and a list of 10 annotations (10 sources x 50-word annotations each) to be uploaded to Blackboard (10%)
- May 5, 2020 @9:00AM – Final project (500-word report) including topic and research on why it exemplifies themes and patterns in the course to be uploaded to Blackboard (10%)

**Due May 5, 2020 9:00 AM on Blackboard**

### **6. Reading Responses (12%)**

You will be graded on your weekly response to prompts that I will post on each of the assigned readings. These grades will be G = good (1); S = satisfactory (0.5); U = unsatisfactory (0). A **Good** score is based on how well you answer the question using evidence from the assigned text (demonstrating your knowledge and understanding of the material). A **Satisfactory** score is based on achieving the minimum requirements for the reading response (250 words, answers the question, demonstrates basic knowledge of the reading, and has a few errors in writing). An **Unsatisfactory** score is based on either not doing the assignment, not meeting the minimum word requirements, or not using appropriate evidence from the text as well as errors with writing.

### **7. Participation (3%)**

Evaluation of participation is based on attendance (both lateness and absences will be penalized), engagement with the discussion and classmates, and knowledge of readings. If you miss more than 3 classes without an acceptable reason you will not be allowed to continue participating in the course and will receive a 0. If it is clear that you are not completing the assigned readings, you will be given two warnings after which you will be asked not to return to the course.

### Late Policy

There are no extensions granted for any assignment. The final essay is due during finals week and therefore cannot be given an extension without justification. Any extensions granted on the final essay mean that an incomplete will be given in the course.

### Grades will be distributed according to the following scale:

A+	97.0 – 100	C+	77.0 – 79.9
A	94.0 – 96.9	C	74.0 – 76.9
A-	90.0 – 93.9	C-	70.0 – 73.9
B+	87.0 – 89.9	D+	67.0 – 69.9
B	84.0 – 86.9	D	64.0 – 66.9
B-	80.0 – 83.9	F	<60.0

### Academic dishonesty

Academic dishonesty includes plagiarism (submitting someone else’s work as your own), cheating, and fabrication of information or citations. It will result in a grade of “F” for this course. Plagiarism is a serious offence and carries consequences varying from course failure to debarment from the university. Please consult UVM’s policy on plagiarism for further information.

### COURSE SCHEDULE

<b>Date</b>	<b>Topic and Reading</b>
<b>Jan 14, 16</b>	<b>Introduction to the course and Theorizing Mobility</b> Kwan, M, and Schwanen, T. 2016. “Geographies of mobility” <i>Annals of the American Association of Geographers</i> , 106(2): 243-256. Cresswell, T. 2010. “Mobilities I: catching up” <i>Progress in Human Geography</i> , 35(4): 550-558.
<b>Jan 21, 23</b>	<b>Networks and Flows</b> Urry, J. 2012. “Social networks, mobile lives and social inequalities” <i>Journal of Transport Geography</i> 21 (2012): 24-30. Gössling, S. and Stavrinidi, I., 2016. Social networking, mobilities, and the rise of liquid identities. <i>Mobilities</i> , 11(5): 723-743.
<b>Jan 28, 30</b>	<b>Embodied experiences and mobile methodologies</b> Birenboim, A. and Shoval, N., 2016. Mobility research in the age of the smartphone. <i>Annals of the American Association of Geographers</i> , 106(2): 283-291. Delclòs-Alió, X., Marquet, O. and Miralles-Guasch, C., 2017. Keeping track of time: a smartphone-based analysis of travel time perception in a suburban environment. <i>Travel behaviour and society</i> , 9(2017): 1-9. <b>Migration Map Assignment Due January 30 @ 9AM</b>
<b>Feb 4, 6</b>	<b>Tourism and the production of place</b> Lim, S.E.Y. and Bouchon, F., 2017. Blending in for a life less ordinary? Off the beaten track tourism experiences in the global city. <i>Geoforum</i> , 86(2017): 13-15. Schmid, K. 2015. Accumulation by Dispossession in Tourism. <i>Anthropologica</i> , 57(1): 115-125.
<b>Feb 11, 13</b>	<b>Studying abroad</b> Doerr, N.M., and Suarez, R. 2018. Immersion, immigration, immutability: regimes of learning and politics of labeling in study abroad. <i>Educational Studies</i> 54(2): 183-197.

	<p>Streitwieser, Bernhard T., &amp; Light, Gregory J. 2018. Student Conceptions of International Experience in the Study Abroad Context. <i>Higher Education: The International Journal of Higher Education Research</i>, 75(3): 471-487.</p> <p><b>Initial Ideas Poster Project Due February 13 @ 9AM</b></p>
<b>Feb 18, 20</b>	<p><b>Theorizing Migration: Refugees</b></p> <p>Ehrkamp, P., 2017. Geographies of migration I: Refugees. <i>Progress in Human Geography</i>, 41(6): 813-822.</p> <p>Bose, Pablo S. 2019. "US Policies and Migration Crises" in Cecilia Menjivar, Marie Ruiz, and Immanuel Ness (eds.) <i>The Oxford Handbook of Migration Crises</i>, 553-569. Oxford: Oxford University Press.</p>
<b>Feb 25, 27</b>	<p><b>Migration, Colonialism and 'Exploration'</b></p> <p>Christina Thompson <i>Sea People: The Puzzle of Polynesia</i> (Part III: Why not just ask them?" 115-174)</p> <p><b>Tourist Trap Assignment Due February 20 @ 9AM</b></p>
<b>Mar 3, 5</b>	<p><b>NO CLASS March 3 (TOWN MEETING DAY)</b></p> <p><b>Workshopping Final Project ideas</b></p> <p><b>Spatial Transcript Assignment Due March 5 @ 9AM</b></p>
<b>Mar 10, 12</b>	<b>NO CLASS – SPRING RECESS</b>
<b>Mar 17, 19</b>	<p><b>Global Migration Patterns</b></p> <p>International Organization for Migration. 2018. Global Migration Trends. Available from <a href="https://www.iom.int/global-migration-trends">https://www.iom.int/global-migration-trends</a></p> <p>Castles, S. and Miller, M. 2009. Introduction. <i>The age of migration: international population movements in the modern world</i>, 4<sup>th</sup> edition, 1-18. New York: Guilford.</p> <p>Piper, N., 2017. Migration and the SDGs. <i>Global Social Policy</i>, 17(2): 231-238.</p>
<b>Mar 24, 26</b>	<p><b>Nation and Territory</b></p> <p>Anderson, B. 2006. Census, map and museum; Memory and forgetting. <i>Imagined communities</i>, 3<sup>rd</sup> edition, 167-190; 191-210. London: Verso.</p> <p><b>Interpretation of National Advertising Assignment Due March 26 @ 9AM</b></p>
<b>March 31, April 2</b>	<p><b>Theorizing transnationalism</b></p> <p>Collyer, M. and King, R., 2015. Producing transnational space: International migration and the extra-territorial reach of state power. <i>Progress in Human Geography</i>, 39(2): 185-204.</p> <p>Halilovich, H. 2012. Trans-Local Communities in the Age of Transnationalism: Bosnians in Diaspora. <i>International Migration</i>, 50(1), 162-178.</p>
<b>Apr 7, 9</b>	<p><b>NO CLASS – AAG</b></p> <p><b>Full Proposal Poster Project Due April 9 @ 9AM</b></p>
<b>Apr 14, 16</b>	<p><b>Diaspora and Politics</b></p> <p>Bose, P. 2018. Indian Diasporas and the creation of subnational identities. In Guntram Herb and David Kaplan (eds.) <i>Scaling Identities</i>, 255-270. Lanham: Rowman and Littlefield.</p> <p>Conversi, D. 2012. "Irresponsible radicalization: diasporas, globalization and long-distance nationalism in the digital age" <i>Journal of Ethnic and Migration Studies</i>, 38(9): 1357-1379.</p>
<b>Apr 21, 23</b>	<p><b>Transnational Practices</b></p> <p>Butsch, C., 2018. Transnational Networks and Practices of Overseas Indians in Germany. <i>Internationales Asienforum</i>, 47(3-4): 203-225.</p> <p>Aarset, M. 2015. Transnational practices and local lives. Quran courses via Skype in</p>

	Norwegian-Pakistani families. <i>Identities</i> , 23(4): 1-16.
<b>Apr 28, 30</b>	<p><b>Return Migration</b></p> <p>Vathi, Z. and Duci, V., 2016. Making other dreams: The impact of migration on the psychosocial wellbeing of Albanian-origin children and young people upon their families' return to Albania. <i>Childhood</i>, 23(1): 53-68.</p> <p>Zúñiga, V. and Hamann, E.T., 2015. Going to a home you have never been to: the return migration of Mexican and American-Mexican children. <i>Children's Geographies</i>, 13(6): 643-655.</p>
<b>May 5</b>	<p><b>Final Meeting and Project</b></p> <p>Class meeting at 20 Allen Street 1:30 PM</p> <p><b>Research Poster on Transnational Food due 9AM on Blackboard</b></p>