

## Migration and Citizenship

2015/2016

Code: 43148

ECTS Credits: 12

| Degree                                                          | Type | Year | Semester |
|-----------------------------------------------------------------|------|------|----------|
| 4313769 Anthropology: Advanced Research and Social Intervention | OT   | 0    | A        |

### Contact

Name: Montserrat Ventura Oller

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### Use of languages

Principal working language: spanish (spa)

### Teachers

Maria Montserrat Clua Fainé

Jorge Grau Rebollo

Balint Abel Beremenyi

Dan Rodríguez García

Josep Lluís Mateo Dieste

### External teachers

Sabine Kradolfer

### Prerequisites

There is none

### Objectives and Contextualisation

This course is part of the specialization E2 "Spaces and transnational relations" and seeks to train about principal concepts and explicative theories of migrations; main stages and current tendencies of transnational migrations; current sociodemographic overview; critic analyses of census; Models and debates on immigration management and diversity; sources in the study of migrations. Development of comprehensive, comparative and critic analyses in the approach of these topics. Specifically, it deals with migration and education areas based on fieldwork and comparative studies, characteristics of Magreb and its particular migratory process and analyses of notions such as identity, nation and citizenship, bearing in mind different discourses, as well as different social classification systems by analysing census critically.

Objects:

- To have knowledge of main concepts and explicative theories of migrations and citizenship.
- To have knowledge of fundamental stages current tendencies of transnational migrations and of the current sociodemographic overview (local level, national level and international level).
- To analyse principal models, challenges and tendencies in immigration management and diversity, and of the debates related to citizenship.

- To learn different sources (bibliographies, administrative, multimedia, etc.) to study the census and migrations.
- To analyse migratory phenomenon related to specific topics and ethnographic areas.
- To develop a perspective of comprehensive, comparative and critic analyses to studied phenomenon

## **Skills**

- Carry out theoretical ethnographic research into anthropological topics linked to identity and transnationality.
- Defend arguments clearly, precisely and appropriately within the context, and at the same time value the contributions made by other people.
- Know the methodological and epistemological developments in the fields of anthropology research and social intervention in contexts of cultural diversity.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Systematically link up concepts, and theories within the discipline so as to analyse specific ethnographic contexts.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Use information and communication technologies efficiently to acquire, create and spread knowledge.

## **Learning outcomes**

1. Analyse specific examples of transnational phenomena and their specific ethnographic contexts.
2. Analyse the historical and cultural context of a theoretical tendency or an anthropological theory.
3. Apply the knowledge acquired to problem-solving in particular ethnographic contexts.
4. Defend arguments clearly, precisely and appropriately within the context, and at the same time value the contributions made by other people.
5. Differentiate between theoretical concepts, concepts belonging to the culture of the anthropologist and those belonging to the culture under study.
6. Find original ways to combine ideas, based on the knowledge acquired, within research work on anthropology and social intervention.
7. Identify particular social and cultural situations and their relation to global phenomena in specific anthropological research work.
8. Identify the main factors that intervene in migratory and/or mobility processes. Identify the main factors that intervene in migratory and/or mobility processes.
9. Study the relationships established by groups with the cultural habits of their places of origin.
10. Understand and use information and communication technologies in accordance with the ethnographic context chosen for study and/or intervention.

## **Content**

### **1. International Migrations**

[Prof. Responsable: Dr. Dan Rodríguez] (5 sesiones, 10 hours)

1. Concepts, types and fundamental theories on migrations.
2. Global context, historical stages, and tendencies of international migrations.
3. Sociodemographic overview of migrations: World, Europe, Spain, Catalonia.
4. Models and debates on immigration management and diversity.
5. Keys and tendencies on immigration management and diversity

### **2. Migrations and education**

[Prof. Responsable: Dr. Ábel Bereményi] (11 sesiones, 22 hours)

1. Children of international immigration and conditions of social and educative integration. Theoretical models and traditions of socio-anthropological research on migrations, mobility and education.

2. Enculturation, socialization and learning environment: international comparison and intercultural relations in contexts of immigration.
3. Connection, disconnection and construction of identity and difference in primary school.
4. Processes of minoring and scholar experience: the case of Marroquin immigration and Islam.
5. Processes of minoring and scholar experience: debates on the case of Gipsy group in contemporary Europe.
6. Processes of minoring and scholar experience: the case of Romanian immigration.
7. From gender to interseccionality. Investigations on youth and immigration.
8. Recent comparative projects on migrations and educative policies.
9. Ethnographic research, migrations and education in Catalonia: ongoing projects I.
10. Ethnographic research, migrations and education in Catalonia: ongoing projects II.

#### **4. Society, migrations, Magreb**

[Prof. Responsable: Dr. Josep Lluís Mateo] (5 sessions, 10hours)

1. Rethinking the history of migration: from colonialism to *gast-arbeiders*.
2. The chanted emigration: songs as sources of analysing.
3. Living in Europe, marrying in Morocco.
4. Beards, veils and cultural reconstruction.
5. The transnational body: demons in each sides of the Strait

#### **5. Identities and citizenship: rethorics of inclusion and exclusion in contemporary world**

[Prof. Responsable: Dra. Montserrat Clua] (5 sessions, 10 hours)

1. Identity - nationality - citizenship: discourses and practices of inclusion and exclusion in transnational globality.
2. The notion of identity in western modernity.
3. The construction of races and racism.
4. From race to ethnic group; from racism to ethnicity and xenophobia.
5. Nation, nationalism and the modern nation-state

#### **5. Audiovisual Anthropology**

[Prof. Jordi Grau] (5 sessions, 10 hours)

1. Audio-visual anthropology and its study: general theoretical issues.
2. The audio-visual text. The insertion of audio-visual products in research projects.
3. Ethnography and documentary.
4. The fiction field. Reflections and refractions.
5. Examples of researches combining ethnographic documentary, fiction film and ethnography.  
Audio-visual technologies for anthropologic investigation: new formats and supports.

#### **6. Census Analyses**

[Prof. Responsable: Sabine Kradolfer](4 sessions, 8 hours)

1. The integration of ethnic variable in the census of Latin America and its role in social classification systems of groups in state-nations.
2. Political issues and lines of tensions between social groups in the negotiation of diversity cultural in statistics.
3. Practices and censal techniques: comparative examples of different countries from Latin America

(\*) It is not necessary any previous knowledgeneither of demography nor quantitative methods to attend this course

#### **Methodology**

- Masterclasses/expositive lectures
- Reading and analysis of articles/reports of interest
- Presentation/ oral exposition of essays
- Debates
- Individual study

## Activities

| Title                                                                 | Hours | ECTS | Learning outcomes |
|-----------------------------------------------------------------------|-------|------|-------------------|
| <b>Type: Directed</b>                                                 |       |      |                   |
| Masterclasses/ expositive lectures                                    | 70    | 2.8  | 2, 1, 5, 9, 8, 7  |
| <b>Type: Supervised</b>                                               |       |      |                   |
| Presentation/ oral exposition of essays/debates                       | 70    | 2.8  | 3, 6, 4, 10       |
| <b>Type: Autonomous</b>                                               |       |      |                   |
| Elaboration of essays                                                 | 60    | 2.4  | 3, 6, 4, 10       |
| Reading and analyse of scientific papers / rapports, individual study | 100   | 4    | 2, 1, 5, 8, 7     |

## Evaluation

|                                              |     |
|----------------------------------------------|-----|
| Attendance and active participation in class | 20% |
| Elaboration of reports and essays            | 30% |
| Individual module essay                      | 50% |

In order to be evaluated, students must attend a minimum of 80% of lectures and hand in all required papers, reports and evidences, as well as the individual essay. To pass the module, the final essay must get a minimum qualification of 5/10. The final qualification will result from the average of each marked evidence. Generally, no presenting any of them will result in "no evaluable" (not assessable) qualification. Exceptionally, in some proven cases, the Master's Committee will resolve an alternative assessment process.

## Evaluation activities

| Title                                        | Weighting | Hours | ECTS | Learning outcomes |
|----------------------------------------------|-----------|-------|------|-------------------|
| Attendance and active participation in class | 20%       | 0     | 0    | 3, 4, 10          |
| Elaboration of reports and essays            | 30%       | 0     | 0    | 3, 6, 4, 10       |
| individual module essay                      | 50%       | 0     | 0    | 2, 3, 6, 5, 4, 10 |

## Bibliography

## 1. Internacional Migrations

Arango, J. (2003) "La explicación teórica de las migraciones: luz y sombra", *Migración y Desarrollo*, 1: 1-29. [versión original: Massey, D.S.; Arango, J.; Graeme, H.; Kouaouci, A.; Pellegrino, A.; Taylor, J.E. (2000) "Teorías sobre la migración internacional: una reseña y una evaluación", Revista *Trabajo*, 2(3): 5-49. México: UAM, UNAM y Plaza y Valdés Editores]

Arango, J. (2004) "La población mundial", en J. Romero (coord.), *Geografía Humana*, Barcelona: Ariel, Cap. 3 (pp. 55-99).

Castles, S.; Miller, M. (2009) "Introduction", en *The Age of Migration: International Population Movements in the Modern World*, 4<sup>th</sup> edn., Basingstoke and New York: Palgrave-Macmillan and Guilford Books, pp. 1-20. [edición en castellano: *La era de la migración: movimientos internacionales de población en el mundo moderno*. México: UA-Zacatecas, 2004]

Blanco, C. (2000) *Las migraciones contemporáneas*, Madrid: Alianza.

Glick Schiller, N., Basch, L.; Blanc-Szanton, C. (1995) "From immigrant to transmigrant: theorising transnational migration", *Anthropological Quarterly*, 68(1): 48-54.

## 2. Migrations and education

Alba, R. & Holdaway, J (2013) *The Children of Immigrants in School. A comparative look at integration in the US and Western Europe*, NY: New York University Press

Anderson-Levitt, K. M. Ed. (2010) *Anthropologies of Education. A Global Guide to Ethnographic Studies of Learning and Schooling*, London: Berghahn Books.

García Castaño, F.J. y Carrasco, S. Eds. (2012) , *Población inmigrante y escuela. Conocimientos y saberes de investigación*. Madrid: Ministerio de Educación

Levinson, B. et al. (1997) *The cultural production of the educated person*, NY: SUNY Press

Spindler, G & L, Eds. (2000) *Fifty years of Anthropology and Education*, NY: LEA

CAMPUS VIRTUAL: textos en pdf de bibliografía especializada y detallada por temas; referentes teóricos, antecedentes de investigación y publicaciones del profesorado del curso.

## 3. Society, migrations, Magreb

Balandier, G. (1971). *Teoría de la descolonización. Las dinámicas sociales*, Buenos Aires, Ed. Tiempo Contemporáneo.

López García, B.; Berriane, M. (dir.). (2004). *Atlas de la emigración marroquí en España*, Madrid, Taller de Estudios Internacionales Mediterráneos - Ministerio de Trabajo y Asuntos Sociales - UAM Ediciones.

Mateo Dieste, J.L. (2013). "Estrategias matrimoniales y parentesco entre las clases populares del norte de Marruecos y la emigración a Cataluña", *Revista Internacional de Sociología*, vol. 71, nº 2, pp. 415-439.

Roy, O. (2003). *El islam mundializado. Los musulmanes en la era de la globalización*, Barcelona, Edicions Bellaterra.

Sayad, A. (1991). *L'immigration ou les paradoxes de l'alterité*, Bruxelles, De Boeck Université. Barcelona, Anthropos.

\_\_\_\_\_. (2010). *La doble ausencia. De las ilusiones del emigrado a los padecimientos del inmigrado*, Barcelona, Anthropos.

## 4. Identities and citizenship

Barth, Frederik (1976) [1969]. *Los grupos étnicos y sus fronteras*. México: Fondo de Cultura Económica, especialmente la "Introducción".

Bauman, Zygmunt (1990). "Modernity and Ambivalence", en *Theory, Culture & Society*, London: Newbury Park and New Delhi: Sage, vol.7, 143-169.

Brubaker, Rogers & Cooper, Frederick (2000). Beyond "identity". *Theory and Society*. 29 (1-47)

San Román, Teresa (1996). "Retomando marginación y racismo. Hipótesis sobre el discurso y su causa", en *Los muros de la separación. Ensayo sobre heterofobia y filantropía*, Bellaterra-Madrid: Servei de Publicacions de la UAB-Tecnos, 232-242.

Stolcke, Verena (1995). "Talking Culture. New Boundaries, New Rhetorics of Exclusion in Europe", *Current Anthropology*, 36, 1-24.

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## 5. Audiovisual Anthropology

BANKS, Marcus; RUBY, Jay (2011) "Introduction: Made to be seen. Historical Perspectives on Visual Anthropology". In M. Banks & J. Ruby (eds.) *Made to be seen. Historical Perspectives on the History of Visual*. Chicago: Chicago University Press, pp. 1-18.

GRAU REBOLLO, J. (2012) "Antropología Audiovisual. Reflexiones teóricas", . 43: 155-169. UAM, Alteridades Mexico D.F.

GRAU REBOLLO, J. (2005) "Antropología, cine y refracción: Los textos fílmicos como documentos etnográficos", en 21. Publicación electrónica: *Gazeta de Antropología*. <http://www.ugr.es/~pwlac/Welcom.html>. ISSN 0214-7564. Texto 21-03

GRIMSHAW, Anna; RAVETZ, Amanda. (Eds.) (2005). *Visualizing Anthropology*. Bristol: Intellect Books

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PINK, Sarah. (2007 [2001]). *Doing Visual Ethnography*. London: Sage.

## 6. Social classification systems and census

Angosto-Ferrández, Luis Fernando & Sabine Kradolfer, 'Race, Ethnicity and National Censuses in Latin American States: Comparative Perspectives', in Luis Fernando Angosto-Ferrández and Sabine Kradolfer (eds), *Everlasting Countdowns: Race, Ethnicity and National Censuses in Latin American States*, Newcastle upon Tyne, Cambridge Scholars Publishing, 2012, pp. 1-40.

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