University of Edinburgh  
School of Social & Political Science  
Social Anthropology  
2016 – 2017  

Anthropology of Displacement and Migration  
SCAN10077  
Semester 2

Key Information

| Course Organiser | Dr Laura Jeffery  
| Room no. | 5.20  
| Chrystal MacMillan Building, 15A George Square  
| Guidance & Feedback Hours: Wednesdays 13:00 – 15:00  

Location

| Semester 2  
| Fridays 09:00 – 10:50  
| Room 1.204, 7 Bristo Square

Course Tutor

| Dr Laura Jeffery  
| Email: Laura.Jeffery@ed.ac.uk

Course Secretary

| Emma Thomson  
| Email: Emma.Thomson@ed.ac.uk  
| Undergraduate Teaching Office

Assessment Deadlines

- Short essay: 12 noon 1st March 2017  
- Long essay: 12 noon 24th April 2017

Aims and Objectives

This course examines some of the key questions that displacement and migration raise for those concerned with development. How should the international community respond to refugee crises? Can transnational diasporas help build peace – or do they foment war? Should we distinguish between migrants from poverty, those fleeing conflict, and other civilians trapped in crisis? Do labels like 'economic migrant', 'refugee', 'internally displaced person', and 'asylum seeker' ensure appropriate treatment – or rather legitimise political containment?
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Learning Outcomes

On completion of this course, the student will be able to:

1. Demonstrate detailed knowledge and critical understanding of specialised theories, concepts and principles in the history and forefront of anthropology of displacement and migration studies
2. Critically evaluate the contributions made by professional anthropologists as internal advisors, independent consultants, or academic critics of displacement for development, conservation, or military activities
3. Develop original and creative responses by applying insights from anthropology of displacement and migration studies to related development and human rights issues
4. Engage constructively with others during class debates and online discussions, and exercise autonomy and initiative in individual assessment activities
5. Effectively communicate their extensive, detailed, and critical knowledge of complex debates in the anthropology of displacement and migration studies in discursive essays

Teaching Methods

This course entails:

- A weekly two-hour session divided into a lecture and group work/discussion
- A weekly one-hour tutorial for close discussion of Tutorial Readings, starting in Week 2 (sign up via Learn)

Tutorials will normally be concerned with one or more readings that illustrate, underpin or extend issues raised in the main sessions. Attendance at tutorials is compulsory and will be recorded; participation is assessed. Each week you will be required to come to the tutorial with a short piece of written work, about 100-200 words long. Write a short paragraph of your own personal response to the discussion readings for that week. A personal response is not a summary of the reading, but rather your reaction to it: What did you like or not like about the piece? What questions did it answer or leave unanswered? The rationale behind this is: to make class discussion more focused, to help students formulate their own opinions, to give more opportunities to practice writing skills, and to provide a basis for awarding a grade for tutorial participation at the end of the course. You will be required to bring a paper copy of your personal response to class, a copy of which will be handed in to the tutor at the end of the class. You will not receive a mark or feedback for each individual response, but these responses will feed into the final tutorial participation mark awarded. NB effective participation in tutorials includes eliciting and engaging with contributions from others as well as making contributions oneself.
Assessment
Students will be assessed by:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word count limit</th>
<th>Weighting</th>
<th>Submission date</th>
<th>Return of feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial participation</td>
<td>NA</td>
<td>10%</td>
<td>01/03/2017 (all coursework is due at 12 noon on the date of submission)</td>
<td>End of semester</td>
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<tr>
<td>Short essay</td>
<td>1000 words max (excluding bibliography)</td>
<td>20%</td>
<td>22/03/2017</td>
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<tr>
<td>Long essay</td>
<td>3000 words max (excluding bibliography)</td>
<td>70%</td>
<td>17/05/2017</td>
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Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find here.

Mid-term short essay
Mid-term short essay (1,000 words) chosen from a set of questions relating to one or more of the weekly course topic, which will be made available via Learn in the first half of the semester, and discussed in class. The objective of the short essay is to explore anthropological perspectives on recent news items or current affairs relating to displacement and/or migration. Individual essays will be returned with written formative feedback within 15 working days of submission. Students will receive general formative feedback on the mid-term essay during a feedback event in class during the second half of the semester. Students are encouraged to attend the Course Organiser’s office hours to discuss ideas and

End-term long essay
End-term long essay (3,000 words) chosen from a set of questions relating to one or more of the weekly course topics, which will be made available via Learn in the second half of the semester. The objective of the long essay is to demonstrate a sustained engagement with debates in the anthropology of displacement and migration. Students are encouraged to attend the Course Organiser’s office hours to discuss ideas and
seek guidance in preparation for the end-term assignment, and are permitted to suggest their own essay titles for approval by the Course Organiser. NB essay titles must be approved by the Course Organiser. Individual essays will be returned with written summative feedback within 15 working days of submission.

Assessment criteria – essays
Essays need to engage in a sustained and scholarly manner with the themes explored on the course. If you intend to write an essay on a particular topic, you must demonstrate that you have read many, if not all, of the suggested readings for that topic, and you will need to reference these texts in a sustained and meaningful way. You are encouraged to engage with texts beyond the reading list. Your essay will need to show an understanding of the key themes, forms of analysis, and methods of the anthropology of displacement and migration. A successful essay will base its answer on the themes and debates in the anthropology of displacement and migration, and will present a clear and creative analysis in a scholarly and anthropological manner.

Essays will be assessed according to the following criteria:

• Development and coherence of arguments relevant to the essay question
• Use of supporting evidence, especially ethnographic examples from case studies
• Demonstration of an advanced understanding and critical engagement with relevant key debates examined on the course, including reference to academic articles and other relevant texts
• Degree of reflexivity and critical thinking in relation to arguments and evidence
• Drawing together major arguments by way of conclusion in relation to the assignment
• Formal presentation: correct referencing and quoting; spelling, grammar and style; layout and visual presentation.

Assessment criteria – tutorial participation

Tutorial participation will be assessed according to the following criteria:

• Attendance
• Participation, including participation in discussion, evidence of having read the week’s readings, and handing in a personal response.
• Quality of Contribution, including showing a level of critical thinking and understanding, as well as Collegial and productive responses to other people’s remarks.

Please refer to the assessment and submission procedure information on our webpages which you will find here

Attendance
Attendance and participation in the lectures and discussion are essential for developing an understanding of the topics. Attendance at tutorials is compulsory and will be recorded.

Communications and Feedback
You are strongly encouraged to use email for routine communication with lecturers. We shall also use email to communicate with you, e.g., to assign readings for the second hour of each class. All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal.
This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use private email addresses such as yahoo or hotmail; it is therefore essential that you check your university email regularly, preferably each day.

Readings and Resource List
Students must read Tutorial Readings for discussion at the compulsory weekly seminar. Key Readings have been selected to enable students to develop a thorough understanding of the topic, and students are encouraged to read the Key Readings for every session. Further Readings will help students to explore the wider literature on their preferred topics; students are not expected to read all the references every week, but if you intend to write a long essay on a particular topic, you must demonstrate that you have read many, if not all, of the readings suggested for that topic. You are also encouraged to engage with texts beyond the reading list. Many readings are available electronically via Learn or the links in the Main Library online catalogue. If you have any difficulty getting hold of any readings, please contact the Course Organiser.
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<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Lecture</th>
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<tr>
<td>1</td>
<td>Friday</td>
<td>20 January</td>
<td>Trajectories and trends in the study of displacement and migration</td>
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<td></td>
<td>Friday</td>
<td>27 January</td>
<td>Rootedness and uprooting</td>
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<td></td>
<td>Friday</td>
<td>3 February</td>
<td>Journeys and borders</td>
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<td></td>
<td>Friday</td>
<td>10 February</td>
<td>Spatial and temporal control</td>
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<td></td>
<td>Friday</td>
<td>17 February</td>
<td>Forced displacement and social suffering</td>
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<td></td>
<td>Friday</td>
<td>3 March</td>
<td>Reformulations of 'home' and 'homeland'</td>
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<td></td>
<td>Friday</td>
<td>10 March</td>
<td>Relationships and remittances</td>
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<td>8</td>
<td>Monday</td>
<td>13 March</td>
<td>EITHER:</td>
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<tr>
<td>Date</td>
<td>Subject</td>
<td>Reading</td>
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<tr>
<td>Monday 27 March</td>
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<td>Friday 31 March</td>
<td>Culture in court</td>
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Course Lectures and Readings

Week 1 Trajectories and trends in the study of displacement and migration

This introductory session looks at trajectories of anthropological approaches to the study of displacement and migration: from studies of colonial urbanisation and social transformation, via ethnicity and multiculturalism, and citizenship and methodological nationalism, to diasporas and transnationalism, (im)mobility and constructions of (il)legality, structure and agency, and multi-sited ethnography.

Tutorial reading


Key readings


Further readings


Week 2 Rootedness and uprooting

This session revisits the identities/borders/orders debate. It asks whether there is a natural (or naturalised) relationship between people, place, and identity, looking at botanical metaphors of rootedness and uprooting and at critiques of the ‘sedentary bias’ and of ‘anti-sedentary’ approaches.

Tutorial reading


Key readings


Further readings


**Week 3 Journeys and borders (with Dr Sébastien Bachelet)**

This session examines migrant journeys. How do people experience clandestine, dangerous, and potentially life-threatening undertakings such as attempted border-crossings, human smuggling, and human trafficking, and how can anthropologists study such dangerous journeys?

**Tutorial reading**


**Key readings**


**Further readings**


Week 4 Spatial and temporal control

This session examines the influence of Arendt, Foucault, and Agamben on understandings of the spatial politics of control and management of (im)mobility in refugee camps and immigration detention centres, and at recent work that goes beyond biopolitics to interrogate the implications of a politics of temporal control on the lives of detainees and asylum seekers.

Tutorial reading


Key readings


Further readings


Hall, A. 2010. ‘These people could be anyone’: fear, contempt (and empathy) in a British Immigration Removal Centre. *JEMS* 36, 6.


Week 5 Forced displacement and social suffering

This session looks at attempts by anthropologists to predict (and thus prevent) negative effects of forced displacement such as socioeconomic marginalisation, socio-cultural disarticulation, physiological harm, and psychological stress.

Tutorial reading (choose one)


Key readings


Further readings

Bhaviskar, A. 1995. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. OUP.


**Week 6 Reformulations of ‘home’ and ‘homeland’**

This session explores the implications of experiences of displacement for collective identity, cultural expressions in exile, and the emergence of shared visions of the homeland and of the future among displaced communities.

**Tutorial reading**


**Key readings**


**Further readings**


Week 7 Relationships and remittances
This session looks at the role of economic remittances in the ‘migration–development nexus’, and at the ‘relational work’ of ‘social remittances’, kinship obligations, and long-distance intimacy.

Tutorial reading (choose one)

Key readings

Further readings
Abranches, M. 2014. Remitting wealth, reciprocating health? The ‘travel’ of the land from Guinea Bissau to Portugal. AE 41, 2.
Week 8 ‘Long-distance nationalism’
This session looks at ethnographic applications of Benedict Anderson’s concept of ‘long-distance nationalism’.

Tutorial reading

Key readings


Further readings


Tatla, D.S. 1999. The Sikh Diaspora: The Search for Statehood. Washington. [Chapters 1, 5, 6, and 8]


Week 9 The ‘myth of return’

This session looks at migration trajectories (return, onward, circular) to unpack distinctions between the ‘myth of return’ and the ‘myth of home’ in the context of age- and generation-related differences.

Tutorial reading


Key readings


Further readings


Week 10 Culture in court (with Professor Tony Good)

This session examines challenges faced by displaced people – asylum seekers, internally displaced people, and indigenous people – in court contexts such as asylum hearings, land claims, and compensation cases. It examines how linguistic barriers can pose difficulties for disadvantaged claimants, how diverse narrative styles and knowledge practices can come into conflict with dominant concepts of evidence, and the role of anthropologists as expert witnesses.

Tutorial reading

Key readings


Further readings


Crawley, H. ‘Asexual, apolitical beings’: the interpretation of children’s identities and experiences in the UK asylum system. JEMS 37, 8.


Appendix 1 – General Information

Students with Disabilities
The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: http://www.ed.ac.uk/student-disability-service

Learning Resources for Undergraduates
The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on ‘LearnBetter’ (undergraduate), part of Learn, the University’s virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students’ work.

To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk

(For support with English Language, you should contact the English Language Teaching Centre).
Discussing Sensitive Topics
Anthropology of displacement and Migration addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, http://www.ed.ac.uk/schools-departments/student-counselling

Guide to Using LEARN for Online Tutorial Sign-Up
The following is a guide to using LEARN to sign up for your tutorial. If you have any problems using the LEARN sign up, please contact the course secretary by email (emma.thomson@ed.ac.uk).

Tutorial sign up will open on Friday 20 January 2017, 11.30am.

Step 1 – Accessing LEARN course pages
Access to LEARN is through the MyEd Portal. You will be given a log-in and password during Freshers’ Week. Once you are logged into MyEd, you should see a tab called ‘Courses’ which will list the active LEARN pages for your courses under ‘myLEARN’.

Step 2 – Welcome to LEARN
Once you have clicked on the relevant course from the list, you will see the Course Content page. There will be icons for the different resources available, including one called ‘Tutorial Sign Up’. Please take note of any instructions there.

Step 3 – Signing up for your Tutorial
Clicking on Tutorial Sign Up will take you to the sign up page where all the available tutorial groups are listed along with the running time and location.

Once you have selected the group you would like to attend, click on the ‘Sign up’ button. A confirmation screen will display.

IMPORTANT: If you change your mind after having chosen a tutorial you cannot go back and change it and you will need to email the course secretary. Reassignments once tutorials are full or after the sign-up period has closed will only be made in exceptional circumstances.

Tutorials have restricted numbers and it is important to sign up as soon as possible. The tutorial sign up will only be available until Monday 28 September 2015 so that everyone is registered to a group ahead of tutorials commencing in Week 2. If you have not yet signed up for a tutorial by this time you will be automatically assigned to a group which you will be expected to attend.

External Examiner
The External Examiner for the Social Anthropology Honours programme is: Dr Adam Reed, University of St Andrews.