



ANTH 216: Cultures of Migration
John Felice Rome Center

Spring 2026

Tuesdays & Thursdays | 2:15-3:30 am

Dr. Andrea B. Aureli

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Office Hours: Thu./Thurs., 12:00-13:00 (or by appointment)

Course Description

Using theoretical and ethnographic texts and documentaries, this course will explore migration in the European Union with specific reference to the Italian case.

This will be done by addressing three central questions: 1) What prompts people to migrate? 2) How do EU and member states policies that seek to “regulate” migration structure the life chances of migrants? 3) How do migrants transform their own life situations and communities in the EU in general and specifically in Italy?

Learning Outcomes

On completion of the course students are expected to:

- Have acquired a clear and detailed understanding of Cultural Anthropology’s specific contribution to the study of migration;
- Clearly identify and be able to discuss leading theories of migration and their relevance to the European context;
- Identify contemporary migration patterns affecting the European Union and Italy;
- Be able describe how migrants resist exclusionary practices in Italy.

Reading Materials

- Readings posted on Sakai.

Assessment Components

- Participation 15%
- Midterm Exam 25%
- Paper 35%
- Final Exam 25%

Grading

94-100	A	77-79	C+
90-93	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	67-69	D+
80-83	B-	60-66	D

59 OR LOWER = F

FINAL PAPER

The paper should be at **least 10 pages long**, double space, and written in standard academic form (see “Guidelines” below). Students can **either** write their paper on a topic addressed by readings discussed in class, or write a book report on one of the ethnographies below, which address migration in the Italian context:

- Martina Cvajner. 2019. *Soviet Signoras. Personal and Collective Transformations in Eastern European migration*. Chicago and London: University of Chicago Press (ebook freely available through Loyola Libraries: <https://ebookcentral.proquest.com/lib/lucsystem/detail.action?docID=5883430>)

A highly readable and detailed account of the lives of women from former Soviet republics who have migrated to northern Italy. With empathy and irony Cvajner, whose fieldwork spanned two decades, narrates the lives of these “pioneers” as they struggle to find their feet in the new environment, establish support networks, develop friendships and emotional attachments, negotiate precarious and often humiliating working conditions, yet nearly always manage to come out on top

- Anna Tuckett. 2018. *Rules, Paper, Status. Migrants and Precarious Bureaucracy in Contemporary Europe*. Stanford: Stanford University Press. (ebook freely available through Loyola Libraries: <https://ebookcentral.proquest.com/lib/lucsystem/detail.action?docID=5377559>)

The book describes the everyday workings of immigration law in Italy from the point of migrants. Working as a volunteer in a center for migrants run by a trade union, she describes the frustrations migrant experience when dealing with the Italian bureaucracy. In the process she manages to give a vivid account of how the contradictions of Italian immigration law play themselves out on the ground, thus revealing how migrants’ illegality is most often the result the unpredictable result of how the law is applied.



➔ **DEADLINES** (*NB: students are expected to hand in their work by the dates below; in case they are unable to do so, they should let me know in due time, e.g., at least two days before the relevant dateline*).

- **March 19** students should have a general idea of what they will write about (book report or independent topic) and discuss it with me.
- **March 26** - students who choose an independent topic should hand in a brief abstract and an annotated bibliography (for each reference a couple of sentences explaining its relevance for your argument/chosen topic) of the of standard academic sources they will use.
- **April 23** - final draft due.
- **GUIDELINES:**
 - **Format/Submission** – The abstract, and the annotated bibliography should be typed in Times New Roman, 12 pt. And uploaded on Sakai (<https://loyola.screenstepslive.com/a/1496860-how-do-students-submit-an-assignment>); The final draft, typed in same font, should be double-spaced and also uploaded on Sakai.
 - **Style/Content** – Well, since the paper is worth 35% of the course grade you might want to spend some time in thinking about what you want you say and what is the best way to do it. You have time. Hence, first and foremost, know your limits! Do not overreach yourself. Keep it simple. Write short sentences, check your spelling, try to avoid superlatives and repetitions. DO NOT misspell the authors you cite. DO NOT use citations just to fill the page; use them only to support your argument. Use wikipedia all you want (very useful to get your bearings) but DO NOT cite it as source! Only acceptable sources are from peer reviewed journals (accessible through Loyola libraries: <https://libraries.luc.edu> and you can always ask JFRC librarian, Anne Wittrick, or me, for help!).
 - **Citations** – There are two basic ways to go about it.
 - When the citation is a short one (a phrase, or a short sentence):

“... Rosaldo argues that the "ethnographer, as a positioned subject grasps certain phenomena better than others" (1989:19), yet it seems to me that ...”
 - If the citation is long, you should set it apart from your text and it should be single-spaced:

“... the question of scarcity when talking about organ transplant is a thorny one.

The discourse on scarcity conceals the actual existence of "excess" and "wasted" organs that daily end up in hospital dumpsters throughout those parts of the world where the necessary infrastructure is lacking to use them. (Sheper-Hughes: 2002:49)

Indeed, it would seem that”



Note: if you mention the name of the author you are writing about just before the quote, you may leave the name out:

“... Sheper-Hughes argues that the question of scarcity when talking about organ transplant is a false problem.

The discourse on scarcity conceals the actual existence of "excess" and "wasted" organs that daily end up in hospital dumpsters throughout those parts of the world where the necessary infrastructure is lacking to use them. (2002:49)

Indeed, it would seem that”

- **Bibliography.** At the end of the paper you should list the readings you have used.
 - When it is from a collection:

Sheper-Hughes, Nancy. 2002. "Min(d)ing the Body: On the Trail of Organ-Stealing Rumors". In *Exotic No More: Anthropology on the Front Lines*, edited by Jeremy MacClancy. Chicago and London: University of Chicago Press.
 - For a whole book:

Rosaldo, Renato. 1989. *Culture & Truth*. Boston: Beacon Press.
 - If you have used a chapter from a book by the same author:

Rosaldo, Renato. 1989. "Grief and a Headhunter's Rage". In Renato Rosaldo, *Culture & Truth*. Boston: Beacon Press.

→ **Paper Assessment (100 pts.)**

Citations and bibliography (format)	5 pt.
Abstract	10 pts.
Spelling and grammar	10 pts.
Annotated bibliography	15 pts.
Appropriate use of sources	40 pts.
Consistency of argument	40 pts.

→ **A note on Participation** – It's worth 15% of the course grade; it may seem not much percentage-wise but is of great value for your course grade. It basically means that if you don't do the readings, don't take notes in class, text your friends during lectures and maybe take a nap to boot, not only you'll do poorly in the course, but your normal level of classroom boredom will reach unbearable levels. Do the readings before class (if you take notes in the process that's plus); if there is something in the readings, you do not understand you say so (it may even be an opportunity to start a class discussion!), if you don't understand something during my lectures, you ask. If you have some comments you feel relevant to the topic at hand, you are welcome to intervene. You don't have to do it all the time, just every once in while it's good enough. Participation does not mean "impress your professor" it simply means to show a reasonable level of engagement with the topics discussed in class.

Attendance Policy

In accordance with the Rome Center mission to promote a higher level of academic rigor, and in compliance with full-time student visa status, all courses adhere to the following attendance policy.

Prompt attendance, preparation and active participation in course discussions are expected from every student and synonymous with academic success. Attendance is mandatory at every class meeting for each course. Lateness or leaving class early will impact the course grade at the professor's discretion. All absences, including medical absences, will be treated the same, unless they are documented long-term conditions or emergencies. Such situations will be evaluated case-by-case by the Academic Affairs office.

Once-a-week classes:

- After 1 absence, a 2% final grade reduction will be applied for each missed class.
- Missing 3 classes or more will result in an automatic failure (F).

Twice-a-week classes:

- After 2 absences, a 2% final grade reduction will be applied for each missed class.
- Missing 6 classes or more will result in an automatic failure (F).

Three-times-a week classes:

- After 2 absences, a 2% final grade reduction will be applied for each missed class.
- Missing 6 classes or more will result in an automatic failure (F).

Late or Missed Assignments & Exam Policy

Late or missed assignments will not be accepted for grading without the authorization of the instructor. As per the JFRC academic policies, students who miss any scheduled exam or quiz, including a final exam at the assigned hours will not be permitted to sit for a make-up examination without approval of the Associate Dean of Academic Affairs. Permission is given rarely and only for grave reason; travel is not considered a grave reason. Make-up exams will only be given for documented absences.

Academic Honesty

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarize yourself with Loyola's standards here: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible to comply with the LUC Student Handbook.

Accessibility Accommodations.

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, the first week of classes.

Statement on Title IX

The Rome Center follows Loyola's [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, Retaliation](#) and will comply with those as indicated and instructed.

Course Schedule

Date	Activity	Assignments/Readings
Week 1		
<i>“Describing” Migration</i>		
Tu 01/20	Course Overview: when we talk about migration, what are we talking about?	
Thu 01/22	Anthropology and Migration: Issues Nicholas De Genova on the migration crisis, mobility and postcolonial studies. (19’53”, 2017)	Brettel “Theorizing Migration” - selection
Week 2		
Tu 01/27	What do <i>they</i> Want?	Erdala and Oeppena: “Forced to leave?”
Thu 01/29	The Colonial Legacy	Chronopolitics: Decolonising African Migration Studies
Week 3		
Tu 02/03	European Anxieties “Immigration Hysteria” Tariq Ali and Bridget Anderson (30’25”, 2016)	Laine: “Safe European home”
Thu 02/05	Cultural Affect Invasive Others: Plants? People? Pathogens’ Miriam Ticktin and Bridget Anderson (16’27”, 2021)	Malkki: “National Geographic”
Week 4		
Imagining the (Colonial) Global		
Tu 02/10	The Colonial and the National	Silverstein: “Immigrant Racialization and the New Savage Slot”
Thu 02/12	Where do You think you’re Going?	Spijkerboer “The Global Mobility Infrastructure”
Week 5		
Tu 02/17	Don’t Move! Civilize!	Freemantle & Landau: “Migration and the African Timespace Trap”
Thu 02/19	Dace Dzenovska, <i>Refugees in Europe: a crisis of connection</i> (18’ 2015)	Walters: “Imagined Migration World”
Week 6		
The Journey		
Tue 02/24	From the Outside Looking in	Vigh “Wayward Migration”
Thu 02/26	The World from “below”	Belloni “Cosmologies and Migration”
Week 7		
Tue 03/03	Review	
Thu 03/05	Midterm	

Break (March 6-15)



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Week 8

The Journey

Tu 03/17

“Shadow Game”
(Eefje and van Driele, 55’, 2021)

Thu 03/19

Smile!

Scheel: “The Secret Is to Look Good on Paper”

Topic Deadline!

Week 8

Tu 03/24

“Niger. Europe Migration”
(Al Jazeera, 26’, 2019)

Brachet: “Manufacturing Smugglers”

Thu 03/26

Border Externalization

Pacciardia and Berndtssonb: “EU border externalisation and security outsourcing: exploring the migration industry in Libya”
Abstract & Bib. Deadline!

Week 9

Tu 03/31

Biding Time
Europe’s Migration System
(Democracy Now! 16’, 2021)

Achtnich: “Waiting to Move on”

Thu 04/02

Is This Italy?

Colucci: “Foreign immigration to Italy”

Week 10

Tu 04/07

CCÀ SEMU Here we are, lives on hold in Lampedusa
(Vullo, 14’, 2019)

Franceschelli: “Global migration, local communities and the absent state”

Thu 04/09

“Welcome to Italy. Migrant Tales of Survival”
(Kenawi, 46’17”, 2019)

Sinatti: “Border as Mess”

Week 11

Tu 04/14

Paperwork

Tucket: “Strategies of Navigation”

Thu 04/16

Walk on the right side of the street

Fabini: “Internal bordering in the context of undeportability”

Week 12

Tue 04/21

Let’s get Loud!

Cvajner: “Hyper-femininity as decency”

Tue 04/23

Review

Final draft Deadline!

TBA (April 27-30)

Final!