

**CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

ANTH 4215 C

Winter 2019

ECONOMIES IN EVERYDAY LIFE: THE DIASPORA EXPERIENCE

Instructor: Ying-Ying Tiffany Liu

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Office Hours: Monday 3-4 p.m.

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Course meets: Monday 11:35-14:25 at Loeb Building A700

Pre-requisites & Precluded Courses: Third-year standing or permission of the instructor.

Course Description and Objectives:

Today more and more people are migrating to new countries. We will use an anthropological lens to explore what life is like for these “diaspora” with a focus on the economic dimension of their daily lives. Topics may include: the role of race, ethnicity, gender, class, food, and identity in relation to diaspora, as well as issues of transnational entrepreneurship, labour migration, immigrant employment, inequality, remittance and development.

By the end of this course, students should be able to identify and analyze key principles related to economic migration from an inter-disciplinary perspective. By critically engaging in contemporary migration issues, students will develop anthropological skills and perspectives of the relationship between diaspora and the global economy.

Course Requirements & Methods of Evaluation:

<i>Assessment</i>	<i>Due Date</i>	<i>Weight</i>
In-class participation	Every Monday	10%
Critical responses	Sunday by noon (best of 5)	5% x 5 = 25%
Class facilitation	Assigned week	25%
Term paper outline	April 8	5%
Take home exam (term paper)	April 27 at 6 p.m.	35%

1) In-class participation – 10%

This is a reading-intensive course that requires active seminar participation. Students are expected to attend class ready to discuss all of the assigned readings. Attendance is mandatory. Students are allowed one absence without penalty unless the student has made a prior arrangement with me or is able to provide a medical certificate or other suitable documentation

that states the duration of the illness/issue. Participation includes attendance and engaged discussion. Active and informed participation in discussion will help to raise your grade.

2) Critical Responses – 25%

You will have to submit 5 critical responses (out of the 11 weeks of readings) but **NOT** on the week when you will be the class facilitator. A critical response should be between 800-1,000 words, and each is worth 5% of your final grade. You need to send it through cuLearn by Sunday noon before this Monday class. I will **NOT** read or grade any critical response submitted after the class in which the reading is being discussed, unless the student has made a prior arrangement with me.

You should not summarize the readings, but discuss the arguments by highlighting the key concepts and analysing the real-life examples demonstrated in the reading. You may also want to prepare a few questions in your response, which usually help you to join class discussions.

Evaluation Criteria:

- 5.0: Excellent response, succinctly drawing on readings for support
- 4.0: Great response, with a good understanding of the argument
- 3.0: Reasonable response, shows evidence of engaging with the readings
- 2.0: Basic understanding of the readings
- ≤1.0 Poor understanding of the readings

3) Discussion Facilitator – 25%

Every student is responsible to facilitate discussion of the readings for one class. Students are encouraged to bring relevant examples (e.g., a video clip or news article) and visual aids (e.g., PowerPoint or handouts) to generate class discussion.

If there are two students presenting that week, both of you will work together and be evaluated as a team. A solo facilitator should prepare discussion for at least 70 minutes, and 140 for a team. In the first class of the course, students will select the class for which they will be leading, and we will talk about the criteria of evaluation of the facilitation.

4) Take Home Exam – 40% (5% for outline and 35% for paper)

Topics best suited to this assignment are those that involve a specific case study, actors, challenge or debate related to diaspora, and pose a specific research question. Students are also encouraged to compare two case studies, and critically engage with concepts and the debates over the role “diaspora” plays in the global market. You need to reference at least two of the readings from this course.

The final paper should be:

- A minimum of 15 and maximum of 18 pages (excluding endnotes, appendices and references cited), double spaced, 12-point font with 2.5 cm (1") margins
- Situate the topic in the context of the country or community studied
- Explain the main theoretical and conceptual debates related on your paper
- Define the key terms and how are they related to your argument
- Your argument must be clear and well-structured, and is supported by empirical research, not just debates
- Have a title page and page numbers. References and citations must be in-text and follow a standard academic format (see below). Use single spacing for block quotations, footnotes, appendices and bibliographies.

Every student will be scheduled to meet with me individually during the last class (April 8th) to go over your outline together and discuss any questions or concerns you may have for this assignment. The aim is to help students to strengthen their arguments.

The outline is due on April 8 (5%) through cuLearn before the class. It should include:

- i) A tentative topic
- ii) A proposal argument
- iii) At least five references (including two from this course) with a few sentences for each explaining how this relates to your proposed paper

Please submit **an electronic copy of the take home exam (final term paper) via cuLearn by 6 p.m., Monday, April 27.** Late assignments will be deducted 2% per day (this includes weekends). Late assignments will only be accepted without penalty if the student has made a prior arrangement with me or is able to provide a medical certificate or other suitable documentation that states the duration of the illness/issue. Without documentation, no assignment will be accepted one week past the deadline. It can only be accepted through a formal deferral from the Registrar's Office.

SOC/ANTH Department style guide

<https://carleton.ca/socanth/information-for-students/undergraduate-students/style-guide>

AAA (American Anthropological Association; which follows the Chicago Manual of Style)

<http://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044>

APA (American Psychological Association)

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Evaluation Criteria: Your paper will be evaluated by your ability: to synthesize material from various sources; to carry an argument through your discussion of the material; to write clearly; and consistent citation style.

Reading (s)/Textbook (s): There is no textbook requirement for this course. All readings will be placed onto cuLearn at least one week in advance.

READINGS SCHEDULE

JANUARY

7 **Week 1** **Introduction to the course**

14 **Week 2** **What is Diaspora?**

- Braziel, Jana Evans and Anita Mannur. 2003. "Nation, Migration, Globalization: Points of Contention in Diaspora Studies." In *Theorizing Diaspora*, edited by Jana Evans Braziel and Anita Mannur, 1-22. Malden, MA: Blackwell Publishing.
- Brubaker, Rogers. 2005. "The 'diaspora' diaspora." *Ethnic and Racial Studies* 28(1): 1-19.
- Cho, Lily. 2007. "The Turn to Diaspora." *TOPLA: Canadian Journal of Cultural Studies*. 17: 11-30.

- 21 **Week 3** **The Cultural Identity of Diaspora**
- Hall, Stuart. 1990. "Cultural Identity and Diaspora." In *Identity: Community, Culture, and Difference*, edited by Jonathan Rutherford, 222-237. London: Lawrence & Wishart.
 - Lowe, Lisa. 1991. "Heterogeneity, Hybridity, Multiplicity: Marking Asian American Differences." *Diaspora: A Journal of Transnational Studies*. 1(1): 24-44.
 - Sheringham, Olivia. 2016. "Markers of Identity in Martinique: Being French, Black, Creole." *Ethnic and Racial Studies* 39(2): 243-262.
- 28 **Week 4** **The Political Economy of Diaspora**
- Eades, J.S. 2005. "Anthropology, Political Economy and World-system theory." In *A Handbook of Economic Anthropology*, edited by James Carrier, 26-40. MA: Edward Elgar Publishing Limited.
 - Robotham, Don. 2005. "Political economy." In *A Handbook of Economic Anthropology*, edited by James Carrier, 41-58. MA: Edward Elgar Publishing Limited.
 - Lem, Winnie. 2012. "Panoptics of Political Economy: Anthropology and Migration." In *Migration in the 21st Century: Political Economy and Ethnography*, edited by Pauline Gardiner Barber and Winnie Lem, 17-37. New York: Routledge.

FEBRUARY

- 4 **Week 5** **Migrant Entrepreneurs in Informal Economy**
- Gumbo, Trynos. 2015. "Resilience and Innovation: Migrant Spaza Shop Entrepreneurs in Soweto, Johannesburg." In *Mean Streets: Migration, Xenophobia and Informality in South Africa*, edited by Crush, Jonathan, Abel Chikanda and Caroline Skinner, 100-112. Cape Town: Southern African Migration Programme.
 - Gastrow, Vanya and Roni Amit. 2015. "The Role of Migrant Traders in Local Economies: A Case Study of Somali Spaza Shops in Cape Town." In *Mean Streets: Migration, Xenophobia and Informality in South Africa*, edited by Crush, Jonathan, Abel Chikanda and Caroline Skinner, 162-177. Cape Town: Southern African Migration Programme.
 - Xiao, Allen Hai. 2015. "In the Shadow of the States: The Informalities of Chinese Entrepreneurship in Nigeria." *Journal of Current Chinese Affairs* 44(1): 75-105.
- 11 **Week 6** **Globalization from Below**
- Mathews, Gordon and Carlos Alba Vega. 2012. "Introduction: what is globalization from below?" In *Globalization from Below: The World's Other Economy*, edited by Gordon Mathews, Gustavo Lins Ribeiro and Carlos Alba Vega, 1-15. New York: Routledge.
 - Mathews, Gordon. 2012. "Neoliberalism and globalization from below in Chungking Mansions, Hong Kong." In *Globalization from Below: The World's Other Economy*, edited by Gordon Mathews, Gustavo Lins Ribeiro and Carlos Alba Vega, 69-85. New York: Routledge.
 - Lee, Margaret C. 2014. "Chocolate City (Guangzhou) in China." In *Africa's World Trade: Informal Economies and Globalization from Below*, 19-59. London: Zed Books.

18 Winter Break

25 **Week 7 Social Networks as Social Capital**

- Awumbila, Mariama, Joseph Kofi Teye, and Joseph Awetori Yaro. 2017. "Social Networks, Migration Trajectories and Livelihood Strategies of Migrant Domestic and Construction Workers in Accra, Ghana." *Journal of Asian and African Studies* 52(7): 982-996.
- Nguyen Long, Le Anh. 2015. "Institutions, Information exchange, and Migrant Social Networks in Rome." *Ethnic and Racial Studies*. 38(15): 2722-2737.
- Smart, Alan and Carolyn L. Hsu. 2007. "Corruption or Social Capital? Tact and the Performance of *Guanxi* in Market Socialist China." In *Corruption and the Secret of Law: A Legal Anthropological Perspective*, edited by Monique Nuijten and Gerhard Anders, 167-189. Burlington, VT: Ashgate Publishing.

MARCH

4 **Week 8 Gender in Diaspora**

- Butler, Judith. 1990. "Subjects of Sex/Gender/Desire." In *Gender Trouble: Feminism and the Subversion of Identity*, 1-34. New York: Routledge.
- Xiang, Biao. 2005. "Gender, Dowry and the Migration System of Indian Information Technology Professionals." *Indian Journal of Gender Studies* 12(2): 357-380.

11 **Week 9 Race/Ethnicity in Diaspora**

- Radhakrishnan, R. 1991. "Review: Ethnicity in an Age of Diaspora." *Transition* 54: 104-115.
- Ong, Aihwa. 1996. "Cultural Citizenship as Subject-Making: Immigrants Negotiate Racial and Cultural Boundaries in the United States." *Current Anthropology* 37(5): 737-751.
- Bakewell, Oliver and Naluwembe Binaisa. 2016. "Tracing diasporic identifications in Africa's urban landscapes: evidence from Lusaka and Kampala." *Ethnic and Racial Studies* 39(2): 280-300.

18 **Week 10 Diaspora in the Global Labour Force**

- Tsing, Anna. 2013. "Supply Chains and the Human Condition." *Rethinking Marxism: A Journal of Economics, Culture & Society* 21(2): 148-176.
- Kaur, Amarjit. 2010. "Labour Migration in Southeast Asia: Migration Policies, Labour Exploitation and Regulation." *Journal of the Asia Pacific Economy* 15(1): 6-19.
- Chu, Julie Y. 2006. "To Be 'Emplaced': Fuzhounese Migration and the Politics of Destination." *Identities: Global Studies in Culture and Power* 13: 395-425.

25 **Week 11 Food and Diaspora**

- Mintz, Sidney. 2008. "Food and Diaspora" *Food, Culture and Society* 11(4): 511-523.
- Cho, Lily. 2006. "On Eating Chinese: Diasporic Agency and the Chinese Canadian Restaurant Menu." In *Reading Chinese Transnationalisms: Society, Literature, Film*, edited by Maria Ng and Philip Holden, 37-62. Hong Kong: Hong Kong University Press.
- Ferrero, Sylvia. 2002. "Comida Sin Par. Consumption of Mexican Food in Los Angeles: 'Foodscapes' in a Transnational Consumer Society." In *Food Nations: Selling Taste in Consumer Societies*, edited by Warren Belasco and Philip Scranton, 194-219. New York: Routledge.

APRIL

1 **Week 12 Diaspora and Development**

- Mohan, Giles and A. B. Zack-Williams. 2002. "Globalisation from below: Conceptualising the Role of the African Diasporas in Africa's Development." *Review of African Political Economy* 29(92): 211-236.
- Thomas, Kevin J.A. and Christopher Inkpen. 2013. "Migration dynamics, entrepreneurship, and African development: Lessons from Malawi." *International Migration Review* 47(4): 844-873.
- Lewis, David. 2005. "Anthropology and Development: The Uneasy Relationship." In *A Handbook of Economic Anthropology*, edited by James Carrier, 472-486. MA: Edward Elgar Publishing Limited.

8 **Week 13 Meeting for Essay Outline**

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		
DEF = Deferred (See above)			

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

www.calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Winter 2019 (April) exam period is **March 15, 2019**.

For Religious Obligations:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly

enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Academic and Career Development Services: <http://carleton.ca/sacds/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
 - Students must always retain a hard copy of all work that is submitted.
 - Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
 - Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
 - In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.
 - Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>
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Important Dates

Winter 2019

January 7	Winter term classes begin.
January 15	Deferred final assignments and/or take-home examinations for Fall Term 0.5 credit courses are due.
January 18	Last day for registration and course changes in Winter term classes.
January 18-20, 25-27	Fall term deferred examinations will be written.
January 31	Last day to withdraw from Winter term and Winter portion of Fall/Winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN to appear on the official transcript.
February 15	April exam schedule available online.
February 18-22	Winter Break, classes suspended.
March 26	Last day for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Winter term courses before the official examination period.
April 9	Winter term ends. Last day of Fall/Winter and Winter term classes. Last day for academic withdrawal from Fall/Winter and Winter term courses. Last day for take-home examinations to be assigned (except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar). Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for Fall/Winter and Winter term courses
April 12-27	Final Examinations for Winter and Fall/Winter courses. Exams are normally held all seven days of the week.
April 19-21	Statutory Holiday, University closed
April 27	All take-home examinations are due except those that conform to the academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.