TEL AVIV UNIVERSITY
INTERNATIONAL

Applied Anthropology in the Reality of Immigration and Aliya
Course Syllabus Fall 2020

Lecturer name: Dr. Bella Kovner
Time: TBD
Room: TBD
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Course Number: 2120.0111.02
Semester A (Fall Semester 2020)
Credits: 6 semester hours for TAU International Students

Course description:
The course is designed for students who are interested in exploring theories and contemporary issues concerning global immigration, displacement and forced migration, as well as the current challenges of olim (immigrants to Israel), labor migrants and asylum seekers in Israel. The course will focus on anthropological, sociological, and economic aspects of migration to Israel, and particularly the encounter between immigrants, NGOs, locals and immigration policies. As part of this course, students will volunteer in non-profit organizations and conduct anthropological research.
In the first part of this course, we will focus on the current status of global forced migration movements, theories in forced migration and refugee studies and conduct a critical review of the socio-legal, humanitarian, development and other strategies undertaken by UN agencies, bilateral organizations and NGOs in different contexts to address the current challenges faced by migrant populations. Furthermore, we will discuss the positions of global and Israeli organizations that are active in this field, and we will meet representatives of several organizations.

The second part of the course will focus on the Israeli case study: the socio-economic and political aspects of the immigration influxes from 1948 until today. We will learn how to conduct interviews with cultural competency, and discuss the context-informed approach to research and practice. In addition, we will take a field trip to southern Tel Aviv to learn about the daily lives of asylum seekers and labor migrants.

Throughout the semester, the students will be engaged in service learning in non-profit organizations. As part of the service learning, the students will pursue an active research project, which will encompass in-depth learning of qualitative research methodologies, and culture-specific research methods.

The course includes: lectures; meetings with NGO personnel, olim and asylum seekers; field trips; films and in-class discussions.

Course Requirements:
- Attendance and active participation are an important part of this class (10% of your grade). In order to follow the lectures and participate, you must complete the assigned reading before each class. Attendance will be taken at the beginning of most classes, and you must attend 85% of the lectures in order to pass. Students are expected to be on time, with cellphones switched to silent mode.
- 10% presentation at the end of the semester
- 30% Community action in NGOs throughout the semester. 40 hours minimum.
- 50% final assignment – details will be given during the semester.
- Participation in field trip.

Grading System: A+ is 97-100%; A is 93-96%; A- is 90-92%; B+ is 87-89%; B is 83-86%; B- is 80-82%; C+ is 77-79%; C is 73-76%; C- is 70-72%; D+ is 67-69%; D is 63-66%; D- is 60-62%; F is 59% and under.

Service learning expectations:
Participation in the service learning component is a mandatory element in the course. Students are required to fulfill their 40 service hours total during the semester while reporting each week to the service learning coordinator/instructor. The instructors and the organizations have invested immense efforts to ensure that the service learning component provides an optimal and enriching learning experience. Therefore, all students should ensure that they are approaching this unique experience in the most serious and professional manner, including being on time and communicating any absences or changes in schedules well in advance to the service learning coordinator/instructor. If students experience any difficulties with completing the hours or encounter any other concerns while participating in the service learning component (for example - the activities do not meet the agreed terms of placement) – students must report this immediately to the service learning coordinator/instructor and in these cases the coordinator will work to assist with a solution. Failure to meet placement requirements and expectations will result in both placement and course dismissal.

Certified Background Checks:
Students participating in this course should note that some service learning placement options may involve working with children of minor ages. In these cases, it is required by the State of Israel for students to have a completed and official state or national certified background check verification (sometimes called a Criminal or Police Background Check). Students without this official document (clearance) are not able to be placed in these types of organizations, thus possibly limiting the options for placements. Therefore, it is recommended that students interested in registering for this course obtain at their earliest convenience (prior to arrival in Israel) this official clearance with their state or national authorities and also obtain an Apostille on the document (a step

that makes a document internationally recognized). The process is usually not difficult to complete, but does take time so we recommend beginning the process as early as possible. Usually, you begin this process at your local police department in the city or county where you currently reside.

Course Schedule and Reading Assignments:

Lesson	Community action	Subject	Required Reading
1	Introduction to the community action aspect of the course	Student introductions and review of syllabus The anthropology of immigration – worldwide immigration & migration streams today - current status	IOM- World migration report 2018 https://www.iom.int/wmr/world-migration-report-2018 Castles, S. and M. Miller (2014). The Age of Migration: International Population Movements in the Modern World. Chapter 2: Theories of Migration (pp. 25–52).
2	Panel of NGO representatives		
3		Forced migration, refugees, migration management policies and humanitarianism (Part A)	Chimni, B.S. 2009. "The Birth of a Discipline: From Refugee to Forced Migration Studies". *Journal of Refugee Studies* 22:11-29. Douzinas, C. (2007). The many faces of humanitarianism. Parrhesia, (2): 1-28. (Recommended reading)
4		Forced migration, refugees, migration management policies and humanitarianism (Part B)	Ticktin, M. (2006). "Where Ethics and Politics Meet". *American Ethnologist*, 33(1): 33-49.

| 5 | | Definitions of migration and categorization

Action Research and final assignment | Peterson, W. (1958) "A General Typology of Migration." *American Sociology Review, 23/*3, pp. 256-66.

Zetter, R. (2007). "*More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization*." Journal of Refugee Studies Vol. 20, No. 2.

Brubaker, R. "Categories of analysis and categories of practice: a note on the study of Muslims in European countries of immigration." Ethnic and Racial Studies, 2012, pp. 1-8. |
| 6 | | The Israeli case study 1948-1990 (Part A) | Semyonov, Moshe and Anastasia Gorodezeisky (2012). "Israel: An Immigrant Society," pp. 147-163, in *International Perspectives: Integration and Inclusion*, ed. James Frideres and John Biles. Montreal and Kingston: Queen's Policy Studies Series, McGill-Queen's University Press.

Cohen, Y. (2009). "Migration Patterns to and from Israel." Contemporary Jewry, 29(2), pp. 115–125.

Smooha, Sammy (2004). "Jewish Ethnicity in Israel: Symbolic or Real?" in *Jews in Israel: Contemporary Social and Cultural Patterns*, ed. Uzi Rebhun and Chaim I. Waxman, Brandeis University Press, pp. 47-80. (Recommended reading) |

7		The Israeli case study: Integration and segregation: The experience of the Jewish Ethiopian community in Israel	Kaplan, Steven and Hagar Salomon (2004). "Ethiopian Jews in Israel: A Part of the People or Apart from the People?" in *Jews in Israel: Contemporary Social and Cultural Patterns*, ed. Uzi Rebhun and Chaim I. Waxman, Brandeis University Press, pp. 118-148. Amit, Karin (2011). "Social integration and identity of immigrants from the FSU, Western countries and Ethiopia in Israel." *Ethnic and Racial Studies* 35(7), pp. 1287-1310.
8		Asylum seekers in Israel	Yaron Hadas, Hashimshony-Yaffe Nurit and Campbell John (2013). "Infiltrators" or Refugees? An Analysis of Israel's Policy Towards African Asylum-Seekers", International Migration Lijnders Laurie. "Caught in the Borderlands: Torture Experienced, Expressed, and Remembered by Eritrean Asylum Seekers in Israel." *Oxford Monitor of Forced Migration 2(1),* pp. 64-76.
9		Culturally sensitive interviews	Guidelines for a cross-cultural interview
10		Labor migrants	Raijman, Rebecca. (2012). "Foreigners and outsiders: Exclusionist attitudes towards labor migrants in israel." *International Migration* 51(1), pp. 136-151. Kemp, Adriana, Rebecca Raijman, Julia Resnik and Silvina Schammah-Gesser (2000). "Contesting the limits of political participation: Latinos and

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			Black African migrant workers in Israel." *Ethnic and Racial Studies* 23(1), pp. 94-119.
11	Field reflections		
12	Field trip		Habtom M. Ghebrezghiabher and Motzafi- Haller Pnina (2015). "Eritrean Women Asylum Seekers in Israel: From a Politics of Rescue to Feminist Accountability." Journal of Refugee Studies, (28)4.
13		Trafficking and forced migration –Theories, definitions, legal frameworks and discourses.	George, A.,Vindhya, U. and Ray, S. (2010). "Sex Trafficking and Sex Work: Definitions, Debates and Dynamics - A Review of Literature". *Economic and Political weekly* 45(17): 64-73.
14		Trafficking and forced migration –The case study of Nepal.	Koirala, A., Khadka, B. R. (2018). "Exploitation of Women and Children in Nepal: In the Name of Travel, Tourism and Marriage". Women and Social Change 2(2): 155-159. Kakar Suman (2019). "Child/forced/servile marriage = human trafficking." The Palgrave international handbook of human trafficking, 503-519.
15		Criminalization and dehumanization of migrant children and youth - The case study of Greece	Digidiki, V. and Bhabha, J. (2018). Sexual abuse and exploitation of unaccompanied migrant children in Greece: Identifying risk factors and gaps in services during the European migration crisis. *Children and Youth Services Review* 92: 114-121.

			Human Rights Watch (2017). 'Police Cells Are No Place for Migrant Kids. 'https://www.hrw.org/news/2017/09/19/police-cells-are-no-place-migrant-kids
			Association for the Social Support of Youth (ARSIS), Greek Council of Refugees, and Human Rights 360 (2018). "The new normality: Continuous push-backs of third country nationals on the Evros River".
16	Presentations		
17	Presentations and Summary		