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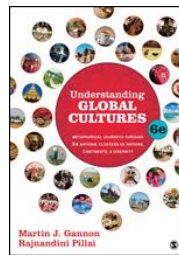
Global Cultures Week 3



Focus: European Emigration/Immigration

NOTE: Class this week is on-line only.

(Which is why this memo is longer than usual.)



The focus this week is on European *emigration* and *immigration* . . .

- **emigration**

- *leaving* one's home or homeland with the intent to settle elsewhere

- **immigration**

- *entering* into a country or territory not of one's birth or citizenship for the purpose of taking up permanent residence or to secure temporary employment

Worldwide questions of *emigration* and *immigration* are among key interests for governments and individuals. Opposition to particular immigrant groups, and immigration in general, has become a major issue in both local and world politics today, perhaps second only to the climate change crisis, and "globalization," as a driver of both informed and uninformed discourse, and cognizant and unapprised government policy and debate.

You may have seen in the news on Friday, for e.g., that Viktor Orbán, the Prime Minister of Hungary, doubled down on Hungary's 'procreation, not immigration' policy ([Guardian article](#)). Orbán is one of the leaders of an anti-immigration movement in Europe.

“Southern and eastern European countries are more concerned about emigration than immigration,” [another recent Guardian article](#) notes.

Whether you are party to them or not, debates and diatribes over *emigration* and *immigration* have changed the political landscapes that many of us—maybe even *most* of us—were born into.

And both the disciplined debates and vitriolic protests over *emigration* and *immigration* will likely continue in the foreseeable future.

So this week we focus on one of the major virtually global concerns, by having a look at real people in real places, *viz.* Spain and Scotland, to try to understand some of the *human* dimensions of modern-day *emigration* and *immigration* within and to Europe.

What are emigrants and immigrants like? What do they do? What kind of lives do they live? What makes them laugh? Cry? Angry? Sad? Worried? And what do neighbors and governments do about them?

We're going to look at immigrants coming to Madrid, Spain, and Spanish emigrants going to Scotland. That is, we're going to look at

people coming to Spain, and other people leaving Spain (for Edinburgh, Scotland), and what appears in the current news of those two countries.

The free movement of people in the European Union (EU) is one of four basic rights guaranteed by the EU charter. “There were over 37.7 million foreigners in EU and EFTA [European Free Trade Association] countries in 2015—8% of the total population. More than 45% of these foreigners were from an EU or EFTA state” ([“Which European countries attract the most immigrants?”](#) swissinfo.ch, 5 December 2017).

Note that this topic is covered this week both by the videos, and discussion assignments . . .

Videos . . .

Extranjeras (Foreign Women)

(74 min., 2005, CC, UM Duluth Library Multimedia -- DVD HD8588.5.A2 E987 2003)



[on-line access](#)

Available at: [Kanopy Streaming Videos \(Duluth Campus\)](https://umduluth.kanopy.com/video/extranjeras-foreign-women)
<https://umduluth.kanopy.com/video/extranjeras-foreign-women>

[course viewing guide](#)

REM: Turn on the Closed Caption (CC)
In Spanish; optional subtitles in English or French.

"Extranjeras (Foreign Women) shows the least known and most typical aspects of other cultures through the experience of various immigrant women living in Madrid. We see these women's everyday existence—their family environments, how they live and what they work at. We are given the chance to know what happens to their dreams, and where their affections lie. We also discover the new places they have created in order to meet and exchange."

"Shows the experiences of immigrant women from China, Bangladesh, South America, Africa, the Middle East, and Eastern Europe in Madrid."

En Tierra Extraña (In a Foreign Land): Struggles of the Spanish Community in Scotland

(74 min., 2014, CC, UM Duluth Library Multimedia -- San Francisco, California, USA: Kanopy Streaming 2015)



[on-line access](#)

transcript available on-line

[course viewing guide](#)

REM: Turn on the Closed Caption (CC)

"Gloria is one of the 700,000 Spanish people who have left Spain since the economic crisis started. The film portrays the experience of intra-European exiles tackled by Spain's highest-profile female director, Iciar Bollain (*Even the Rain, Take My Eyes*). Gloria is a 32 year old native of Almeria, Spain. A teacher without a posting, and a shop assistant in an Edinburgh store for the past two years. Gloria has set up a collective with the motto "Neither lost nor silenced". They express their frustrations and provide visibility and a voice to those who wish to participate, from among the over 20,000 Spaniards in Scotland's capital."

Discussion Question #1 . . .

Emigration/Immigration in the news in Spain and Scotland

NOTE: For Spain and Scotland everyone should check the news, looking especially for items on immigration and emigration, and incorporate what you find in your Week 3 Discussion.

The in-class five-minute summaries of country news begins Week 4. To sign up for one of those check the links in the Canvas "Calendar," the Canvas "Assignments," or the Canvas "Syllabus."

Most of those sign-up links are available for the semester. Some are not due to scheduling of a guest speaker later in the semester.

After you have . . .

(A.) taken both the Selective Attention Test and the "Monkey Business" Test (see assignments from Week 2, and REMinder below), and

(B.) watched both films for this week (*Extranjeras* [*Foreign Women*], and *In a Foreign Land*), **and**

(C.) after you have had a *careful* look at the "Media Bias Chart" (see assignment for Week 3),

(D.) go to the "News Media" sections of both Spain and Scotland and see what is currently under discussion about immigration.

(E.) Then do the ASSIGNMENT: Pick one article from the Spanish news and one article from the Scottish news and relate them to what you observed in the two films for this week (*Extranjeras* and *In a Foreign Land*).

(1.) Specifically *compare* and *contrast* what you see in the news items that you select with what you see in the films, and . . .

(2.)

(3.) Indicate what your *personal* feelings are about the situations

(4.)

(REM "compare" means to say how two or more things are alike, and "contrast" means to say how they are different.)

Your comparison/contrast discussion can be either about immigration in the respective countries, or about immigration in the EU and/or UK in general, or about the current state of affairs concerning immigration throughout much of the world.

RESOURCES:

Selective Attention and "Monkey Business" Tests (see also below)

Course Media Guide for *Extranjeras*

Course Media Guide for *In a Foreign Land*

"Media Bias Chart" from [the Alternative Facts/Fake News page](#)

(you can enlarge the chart on a touch screen)

"News Media" information for [Spain](#)

"News Media" information for [Scotland](#)

Discussion Question #2 . . .

What should *the Pope* do about emigration and immigration?

One other related discussion topic is important for this week. About half of the Christians in the world are at least nominally Roman Catholic. As the political questions surrounding refugees and

European emigration and immigration were heating up a few years ago, the Pope started giving advice to the members of his Church and to the Europeans and world in general.

The second discussion question of the week is, **“What Role, if any, should the Pope play in giving advice to global cultures?”**



Pope Francis

Migration is perhaps *the* major topic in Europe right now. Earlier in the debate Pope Francis weighed in, saying every Catholic parish in Europe should host a migrant family: “Speaking during the *Angelus* [the traditional morning prayer of Roman Catholics], Pope Francis appealed for “every parish, every religious community, every monastery, every sanctuary in Europe” to take in a family ([Migrant crisis: Take in refugee families, says Pope](#), [BBCNews](#), 06 September 2015).

Not too long ago Pope Francis was giving advice on global warming: [Pope to urge swift action on global warming](#) ([BBCNews](#), 16 June 2015).

Pope Francis continues to give advice both on immigration and on global warming.

QUESTIONS:

What do you think the role of the Pope—a religious leader, but also the head of the Vatican State, recognized *as a sovereign entity* [basically a country] by *most other countries*—should be *vis-a-vis* Global Cultures?

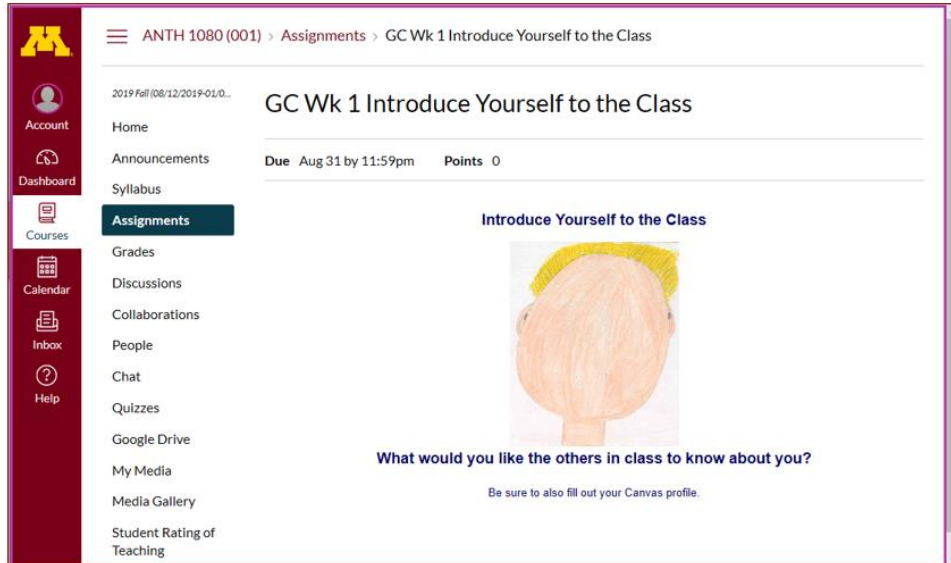
Why?

How does this situation parallel the situation with migration in the United States?

REMINDERS:

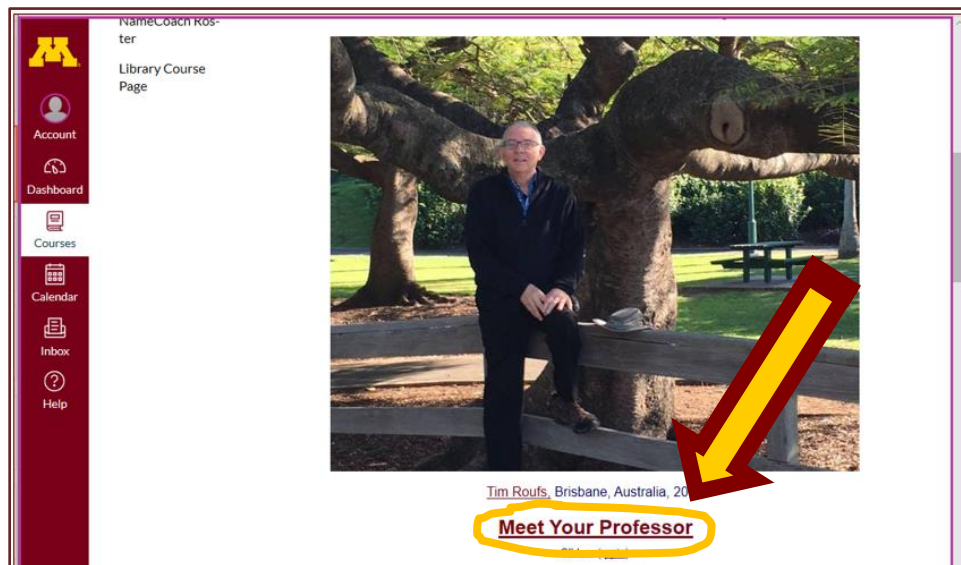
Your Classmates and Professor

If you haven't yet done so, **have a look at the "Introduce Yourself" entries in the "Discussion" section of your  canvas folder.**



And say “Hello” to others in the class and check out the Meet Your Professor page

<<http://www.d.umn.edu/cla/faculty/troufs/MeetYourProfessor.html>>. More that you or anyone needs to know is available, with some nice photos, at <http://www.d.umn.edu/~troufs/anthfood/PowerPoint/af-meet_your_prof.pptx>.



Next week we will continue **the basic analytic, theoretical, and historical framework** for the course. This material should provide you with the **background and analytical tools** to help you with **your class Project**, and help you begin to make sense out of the topics that follow later in the course—a good deal of which will be provided *via* video—and towards the end of the semester with your class presentations.

Your Class Project

Your “informal” proposal for your class project is due in two weeks. I’ll talk about that next week in class, but this week keep thinking about what you might want to do for a class project.

As I mentioned last week, for your Class Project, start with something *that you, personally, are interested in*, and we’ll work things out from there.

This Project is something with which you should be able to have *fun*.

If you haven’t yet done so, have at least a quick look at the information for your class project, which you can find at <http://www.d.umn.edu/cla/faculty/troufs/anth1095/gcproject.html#title>. Your class Project is your Term Paper, plus a short “work-in-progress”.



Demosthenes Practising Oratory (1870)

[Details of Presentation](#)



Charles Dickens (1842)

[Details of Term Paper](#)


REM: Your [Informal Project Statement](#), or Project Proposal, is due by the end of Week 5, **Saturday, 28 September 2019**. Basically that's a short *informal* summary personal statement of what you are interested in doing, how you think you might go about it, and what resources you are thinking about using. It can be as simple as the following:

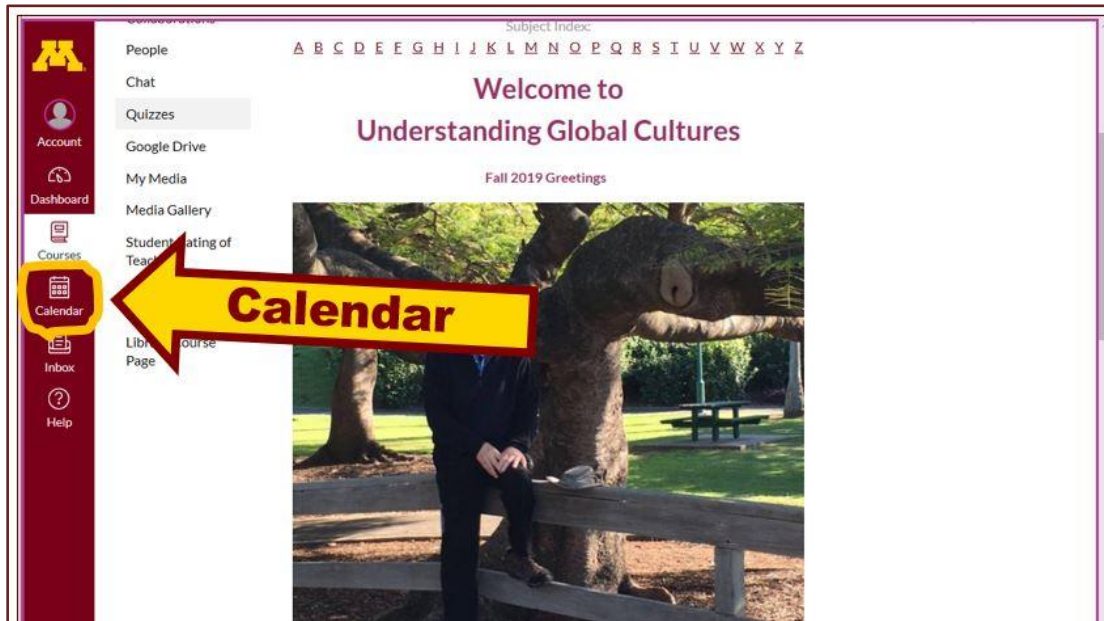
“For my project I’m thinking about X, or Y, and these are the items I’m thinking about using [add short list]. This is why I’m interested in this/these project(s) [add your reason(s)]. . . .

It is an *informal* statement. A more formal statement will come later on (in Week 6, 5 October 2019).

Other Assignments and Events

. . . **this week** are listed on your **”Calendar”**.

Be sure to check the details of the **activities and assignments** of the week in your  **canvas** folder.



This Week's "Calendar"

8	9	10	11	12	13	14
<p> 1a GC Wk 3 Focus: European Emigration and Immigration</p>	<p> GC For Fun Trivia for International Weiner Schnitzel Day, September 9th</p>	<p> 11a CLASS ON-LINE. Focus: European Emigration/Immegrat</p>		<p> 11a CLASS ON-LINE. Focus: European Emigration/Immegrat</p>		<p> GC Wk 3 What Role Should the Pope Play in Global Cultures?</p>
<p> GC 3 For Fun Trivia: What is the Friendliest City in the World?</p>	<p> GC Wk 3 Readings</p>	<p> 11a GC Wk 3 Video: Extranjeras (Foreign Women; 74 min.) (Immigrant Women Living in Spain)</p>		<p> 11a GC Wk 3 Video: En tierra extraña (In a Foreign Land) (74 min.) (Spanish Immigrants living in Scotland)</p>		<p> GC Wk 3 "Fake News"? / Media Bias? / "Alternative Facts"? (Helpful Chart)</p>
<p> GC Week 3 Memo</p>		<p> 11:10a GC Wk 7 News-of-the-Week: Malaysia</p>		<p> 12p GC Wk 3 News-of-the-Week: Scotland (United Kingdom)</p>		<p> GC Wk 3 Emigration/Immigrati in the News in Spain and Scotland</p>
		<p> 12p GC Wk 3 News-of-the-Week: Spain</p>				<p> GC Wk 3 REM Sign up for one In-the-News Report</p>
						<p> GC Wk 3 Start Thinking about Your Semester Project</p>

NOTE that this week our classes are on-line only. We will not meet this week in Cina 214.

If you have any questions about the assignments or class materials, please e-mail troufs@d.umn.edu.

Selective Attention Tests

As I mentioned last week, anthropological analytical skills include careful observation of behavior. We will be visiting many parts of the globe as we go along in the course, like we're going to Madrid, Spain, and Edinburgh, Scotland, this week—so you will have lots of opportunities to practice your observational skills.

If you haven't yet taken the two short minute-and-a-half **tests of your observational skills** before you continue your main discussion assignment on emigration and immigration this week.



**Take the Two (Very Short)
Selective Attention Tests in Preparation for Watching the
many Videos throughout the semester.**

(Be sure to take both tests. Read the instructions carefully.)

First, take the . . .

Selective Attention Test

<<http://www.youtube.com/watch?v=vJG698U2Mvo>>

Read and follow the directions carefully.

(Be sure to also count the *bounce* passes.)



When you are finished with the Selective Attention Test, watch . . .

The Monkey Business Illusion

<http://www.youtube.com/watch?v=IGQmdoK_ZfY>

(It too is short: 1:42)

Again, read and follow the directions carefully.

(And as with The Selective Attention Test, be sure to also count the *bounce* passes.)



For Fun Trivia


Monday, the 9th of September 2019 is National [Wiener schnitzel](#) Day, and in Austria “there's even an online [Schnitzel Museum](#) dedicated to promoting it.” So this week our trivia questions for fun relates to [Wiener schnitzel](#) . . .

Why, in Austria, is a *Wiener schnitzel* protected by law, but a *Weiner wurst* is not protected?



[Wikimedia: Kobako](#)

([answer](#))

If you have any **questions** right now, please do not hesitate to post them on the  **canvas** Course “Chat”, or e-mail troufs@d.umn.edu, or stop by Cina 215 if you’re in the neighborhood [[map](#)].

Best Regards,

Tim Roufs

<<http://www.d.umn.edu/~troufs/>>