PSCI384 The European Governance of migration: reflections on emerging responses
Fall 2019

Course Instructor:
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HOURS AVAILABLE: on appointment

Course Description
International migration is a large, growing and particularly challenging phenomenon. Over 200 million people now live outside their country of origin. Limited legal avenues of entry, global crises (environmental, religious, and political) and rising inequality, combined with multiple methods of travel and communication have significantly shaped migratory flows within and across regions. We are seeing new ‘types’ of migration, mixed migratory flows comprised of asylum seekers, refugees and economic migrants following similar routes, methods of entry and facing similar difficulties and challenges en route. From source to destination, journeys are less linear, entailing transitory movement and transit countries. Yet, the response from governments and policy makers is to focus more on short-term measures, attempting to ‘manage’ irregular movement—a fundamentally fluid phenomenon that is currently rapidly unfolding during a time of crises around the globe. The objective of the course is to provide students with an overview of the ‘global’ governance of irregular migration, looking at the theoretical framework and the policies currently implemented. The course will look at the challenge irregular migration poses for liberal democracies and specifically look at the border management systems in place, border security, and the enforcement measures (and their implications). We will explore themes of mobility, borders, populism, security and the policies applied by liberal democracies to regulate and control human movement.

Course Resources and Activities
To investigate these questions, we will read; analyze and interpret texts, evidence, and experience; work and think with others; and write. Below we describe our explicit goals for your engagement with each of these modes of learning.

Reading: We will read a wide variety of texts, which are included in the weekly class schedule.

Analyzing and synthesizing: beyond reading material, we will analyze audiovisual material and utilize films and short videos to both understand how migration manifests and the reality on the ground.

Working and thinking with others: Building the culture of the class so that genuine inquiry is possible will take all of our efforts. We rely on everyone's contributions to generate discussion and debate.

Presenting: For the second session of every week, you will be asked to prepare a short answer related to the question provided in the weekly class schedule and present your answer in class. Presentations may be individual or in-groups depending on size of class and topic.

Writing: The course requires a substantial amount of writing. Final assessment consists of a 4000 research essay on one of the key topics discussed throughout the semester.

Learning Objectives
By the end of the course, students should be able to:
  1) Learn the theories currently in place to understand and analyse migration
  2) Understand the context and framework from which the management of irregular migration emerges
  3) Learn the EU policies in relation to irregular migration and asylum
  4) Understand the foundation upon which the current migration management approach draws from
  5) Learn to incorporate an anthropocentric dimension in their analysis regarding human mobility and migration
  6) Advocate for particular policy choices using the knowledge and skills gained in this course
Course Requirements
1. Class seminar participation: individual participation in discussions and Q&A sessions during class seminars (including those without class assignment) 15%
2. Class assignments: active participation in the seminars is required by all students. There are 6 seminars in total throughout the course, on average one every three lectures. In 4 of the seminars, class assignment is specified. Each of the 4 class seminars counts for 5% of the grade, total 20%.
3. Midterm: Presentation of research paper progress- topic, structure, purpose and preliminary lit review 25%
4. Research paper of 4,000 words (topics will be discussed at the beginning with the course instructor) 40% of final grade

Assignments
To receive credit, you must turn in the assignment in class by due date. No late assignments will be accepted.

Grading and Evaluation
Your grade for this course will be based on the following distribution:
- Research paper: 40%
- Class seminar assignments (4 in total): 20%
- Research paper progress presentation (Mid-term week): 25%
- Individual Participation/etc. in seminars: 15%

Grades are intended to give you a sense of the quality of a particular piece of work: roughly speaking, a B means that you have done a good job with the writing, the ideas, and the organization of the work and you have utilized a lot of the literature discussed during class; a C conveys that the work lacks some important qualities and has some problems and poor usage of literature, while an A means that the work is exemplary in some key ways: the writing is particularly clear, the ideas thoroughly treated, the organization of the presentation well considered and effective and literature extensively utilized to showcase a wide understanding of arguments and issues.

Research paper
You must produce and submit one research paper of 4,000 words on one of the core issues and themes discussed in this course. The paper can bring theory and case study together or focus only on one issue; however, the precise topic need to be discussed with the course instructor at the beginning of the semester and agreed upon.
The research paper will require support of facts and arguments based on the bibliography of the course as well as additional material identified by you. The research paper needs to be utilize academic literature. Though media sources (i.e. newspaper and online articles) can also be used, they cannot be the sole basis of the research paper.
Grading will take place on the basis of structure (intro, presentation of argument, analysis of argument with evidence and literature, conclusions), type and range of material deployed, analysis offered, clarity of expression and correct referencing of sources!

Notes from the class will not be considered adequate material for the production of the research paper. They can be used occasionally as references however a paper that reproduces class notes, and references class notes will be evaluated accordingly.

Research paper- timeline
Week 3: students should contact the professor and discuss potential topic of interest to research- a one-page proposal by September 26th should be submitted and agreed upon.

Week 7 (Mid-term week) students will present their research paper progress, literature review undertaken thus far, concept note and structure. This will be part of their grading for the research paper and will ensure progress is undertaken.

Final week- December 19th: research papers are emailed to the professor. Unless previously agreed upon for exceptional circumstances, papers not submitted by the agreed deadline will receive ‘F’.
Seminar Participation
Seminar participation serves two functions. One the one hand it is an opportunity for students to bring in questions regarding the literature and lecture on the topics covered previously. On the other hand, students are the one who lead the seminar through their participation, class assignments, discussion and exchange of views and facts. Students are encouraged to engage in a respectful debate with one another.

For students to be able to participate in the seminars, they must have read the required reading of the previous two or three classes, since seminars usually are scheduled on the conclusion of a specific theme taught (e.g. borders and the journey).

Grading will take into account quality of discussion, participation, evidence used to support one’s view and especially knowledge of the readings assigned.

Six seminars are scheduled, of which 4 include class assignments.

Class assignments during seminars
There are four class assignments in the course. Students will split in groups (depending on number of students) and prepare a response of roughly 300 words to the question posed for the upcoming class. Groups should divide speaking time among participants and be prepared to engage also in a ‘debate’ with other groups particularly when views diverge. Answers should be based on the literature given for the class as well as any additional material identified by the students.

Attendance Students are expected to report for classes promptly. CYA regards attendance in class and on-site as essential. Absences are recorded and have consequences. Illness or other such compelling reasons which result in absences should be reported immediately in the Student Affairs Office. Failure to present in class and/or failure to inform the professor well in advance will be penalized with a reduction in the grade. Failure to attend a class exercise will result in 5% loss of grade per exercise.

Policy on Original Work Unless otherwise specified, all submitted work must be your own, original work. Any excerpts from the work of others must be clearly identified as a quotation, and a proper citation provided. (Check Student handbook, pg. 9).

Accommodations for Students with Disabilities If you are a registered (with your home institution) student with a disability and you are entitled to learning accommodation, please inform the Director of Academic Affairs and make sure that your school forwards the necessary documentation.

Books, Course Materials, Moodle
All the reading material is available on the moodle page. Additional material if needed will be provided directly by the professor and uploaded on moodle. Lectures, in the form of powerpoint notes, will be uploaded on moodle in the relevant topic. They are only meant to assist and complement the reading.

Class Schedule The course includes lectures and seminars. On average there is a seminar after every three classes, depending on the time dedicated to discussing particular themes and case studies. The reading list is provided under each lecture and is relevant for the discussion and Q&A during the seminar. Seminars with class assignments are specified.

September 2019 (5 sessions)

10/9 - Introduction to the course

Reading
UNHCR viewpoint: ‘Refugee’ or ‘migrant’ – Which is right?

Carling, Jørgen. 2015. Refugees are also Migrants. All Migrants Matter. In http://bordercriminologies.law.ox.ac.uk/refugees-are-also-migrants/ Border Criminologies.

12/9- Lecture Theories of migration I
The session will look at the different theories in place focusing on macro-structural theories of migration

**Required Reading**


**Optional Reading:**


### 17/09- Lecture Theories of migration II

Transnationalism, agency and mobilities are the new buzz words in a field increasingly incorporating a dynamic approach to understanding human movement.

**Required Reading**


**Optional Reading:**


### 24/09- Class seminar on theories I&II with assignment*

**Class assignment**

Which theory(ies) you think best assist in understanding contemporary mixed migratory movement?

### 26/09- Lecture- Smuggling & trafficking: the new security elements in irregular migration

The session, will discuss transnational organised crime, smuggling, differences and commonalities and how they link (if at all) with irregular migration.

**Required Reading**


**Optional Reading**


Sally Engle Merry (2016) “How big is the trafficking problem? The mysteries of quantification” in Beyond Trafficking and Slavery via OpenDemocracy

**OCTOBER 2019 (10 sessions)**

1/10- Lecture -The border and the state

In this section we look at the physical borders that migrants have to transverse, inside and outside the countries they travel through and arrive in. How are these borders demarcated and what constitutes a border?

**Required Reading**


**Optional Reading**


3/10- Lecture The irregular journey and the border

The session will look at how migration is approached from the migrant perspective and how the journey unfolds as a result, in the form of transit migration.

**Required Reading**


**Optional Reading**


8/10- Class seminar with assignment* for smuggling, border and irregular journey

Borders are political, inherent to logics of inside and outside, practices of inclusion and exclusion, and questions about identity and difference. In the emerging border spaces fragmented or interrupted journeys are the new norm.

**Class assignment**

Should we aim for “open” or “closed” borders and what would each choice result to as regards the migrant journeys?

10/10 Lecture- Securitizing migration

Securitization of migration increasingly determines migration policies in liberal democracies. We look at the theory as well as examples from the US and Europe.

**Required Reading**

**Optional Reading**


Holland J. and Lee J. (2014) “Night Fell on a Different World”: Experiencing, Constructing and Remembering 9/11, draft version to be published in *Critical Studies on Terrorism*

**15/10 The US-Mexico border: virtual and physical security**

From security measures, to projects catering to tourists experiencing the life of a ‘migrant’, the US-Mexico border has paved the way for many of the practices and realities we are seeing around the world.

**Required Reading**


**Optional Reading**


**17/10- Class seminar on US-Mexico border and securitization of migration**

The irregular journey on the US-Mexico border will be discussed as constructed and experienced also through the lens of securitisation

**Question for discussion**

A rancher at the Arizona-Mexico border stated regarding the wall, “the government isn’t controlling the border, it’s controlling what Americans think about the border”- do you agree with this statement and if so why?

**22/10 In class Movie Which Way Home**

**24/10 MID TERM- presentation of everyone’s research topics and key outline**

**29/10- Background Lecture- The European Union and migration: common rules, common values?**

*How is the EU structured as regards migration and asylum policy. What are the common rules shared and what are the common values? The lecture is important to understand how the EU functions in relation to migration and serves as a background to the discussion on the case studies.*

**31/10- At the margins of Europe: the case of Greece (2010-2014)**

To understand how the refugee crisis unfolded, one must first know Greece’s migration and asylum policy in the years prior.
**Required Reading**
Dimitriadi, A (2018) Irregular Afghan Migration to Europe: At the margins, looking in. Palgrave Macmillan, Ch4

**Optional Reading**

**NOVEMBER 2019 (4 sessions)**

**12/11- Lecture- The European ‘refugee crisis’: The Greek-Turkish border 2015-2016**
The main entry point in 2015 was Greece. Class will look at the numbers, composition of arrivals, transitory journey and how the crisis was documented through researchers on the ground in Greece

**Required Reading**
http://www.medmig.info/research-brief-02-Understanding-the-dynamics-of-migration-to-Greece-and-the-EU


**Optional Reading**

**14/11- Class seminar with assignment * on Greece 2010-2016**

**Class assignment**
What were the main elements of the ‘Greek” refugee crisis of 2015-2016? What differences in policies between 2012 and 2016?

**19/11 -Lecture- At the margins of Europe: the case of Italy & Libya until 2014**

How has Italy managed irregular migration prior to the crisis? We will give particular emphasis on the relationship with Libya


**Optional Reading**
21/11- Class seminar

Question for discussion

What is the role of foreign policy in Italy’s migration management prior to 2015?

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DECEMBER 2019 (5 sessions)

3/12- Lecture- The new crisis in the Central Med

*Required Reading*


*Optional Reading*

Pietro Castelli Gattinara (2017) The ‘refugee crisis’ in Italy as a crisis of legitimacy, Contemporary Italian Politics, 9:3, 318-331

5/12 - Lecture- The European ‘refugee crisis’: politicization and mediatization

How have the media covered the ‘crisis’ and how is crisis useful as a political tool? Is there an inherent element of politics in human mobility?

*Required Reading*


*Optional Reading*


6/12 Class Seminar with assignment*

Class assignment

Is the notion of ‘crisis’ political useful for the promotion of specific policies? Would the case of Italy in 2018 apply in your view in this frame of analysis? Can you bring another example of an emergency/crisis framework?
10/12 Final lecture Populism, xenophobia and migration
The rise of populist parties, often far-right in Europe, but also around the world is of concern. The class will explore the concept of populism, and how it links with migration.

Required Reading
Zygmunt Bauman, Europe Of Strangers via http://www.transcomm.ox.ac.uk/working%20papers/bauman.pdf

Optional Reading

12/12 Final class seminar
Class discussion on populism, course assessment and final q&a on paper submission

Question for discussion
Is populism a product of an increase in migration?
How does migration serve populist discourse?

17/12 Final date for submission of Research paper