

PSCI384 *The European Governance of migration: reflections on emerging responses* **2021**

Course Instructor:

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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 key issues around migration in Europe with a focus on Greece,

The course will look at the challenge irregular migration poses for the EU Member States and particularly Greece, 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 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.

Presentations/discussion: the course requires significant participation, which is assessed. All students are expected to contribute to the seminars not only with the assignments but also by actively participating in the class discussions. Students will need to come prepared to the seminars having read the corresponding material and with their own questions and critical engagements.

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) Understand the foundation upon which the current migration management approach draws from
- 4) Learn to incorporate an anthropocentric dimension in their analysis regarding human mobility and migration
- 5) Advocate for particular policy choices using the knowledge and skills gained in this course

Course Requirements

Students will be expected to do the assigned readings, and the assignments throughout the course. Readings should be applied to both research projects and in-seminar assignments. Lectures and seminars are linked,

with the latter offering a forum for students to engage in discussions. Methodological questions will also be addressed during the seminars.

Grading and evaluation

- 1. Class participation:** individual participation in discussions and Q&A sessions during class seminars (including those without class assignment) **25% in total**
- 2. 1 Research projects:** short research project is requested by students, based on conducting research including interviews. Guidance and methodology will be provided in advance during the lectures. (20% in total)
- 3. 3 Assignments:** to advance critical analysis thinking, and presenting. Three **assignments** will be required throughout the course from students (**55% in total**)
 - a blog post 700-800 word (**15%**)
 - a podcast or short video max 20min (25%)
 - a presentation to prospective students about the course (15%)

Assignments

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

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. 7).

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 and cannot be used as sources for the assignments.*

Spring 2021

1. Introduction to the course

Introduction to the course and information on the research projects

Reading

UNHCR viewpoint: 'Refugee' or 'migrant' – Which is right?

<http://www.unhcr.org/news/latest/2016/7/55df0e556/unhcr-viewpoint-refugee-migrant-right.html>

Carling, Jørgen. 2015. Refugees are also Migrants. All Migrants Matter. In

<http://bordercriminologies.law.ox.ac.uk/refugees-are-also-migrants/> Border Criminologies.

Understanding migration

2. Lecture: Why do people move? theories of migration

The session will look at the different theories

Required Reading

Castles & Miller (2013). *The Age of Migration: International Population Movements in the modern world* (5th ed) Chapter 2.

3. Lecture How do people move? irregular journeys

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

Mainwaring, Cetta, and Noelle Brigden. 2016. Beyond the Border: Clandestine Migration Journeys. *Geopolitics* 21 (2):243-262.

4. Lecture- The border and the state

Borders are political, inherent to logics of inside and outside, practices of inclusion and exclusion, and questions about identity and difference. 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.

Required Reading

Hastings, D and Wilson, T (1999) Borders: Frontiers of identity, nation and state. Berg. Ch 2p19-41.

5- Lecture- Human Smuggling

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

Required Reading

Campana, P., Gelsthorpe, L. Choosing a Smuggler: Decision-making Amongst Migrants Smuggled to Europe. *Eur J Crim Policy Res* (2020). <https://doi.org/10.1007/s10610-020-09459-y>

<https://publicanthropologist.cmi.no/2020/04/19/the-real-transformation-of-migrant-smuggling-in-the-time-of-covid-19/>

6-Lecture: 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

Rosas, G. (2007) The Fragile Ends of War: Forging The United States – Mexico Border and Borderlands Consciousness. *Social Text* 91, 25(2).

Chávez S.(2011): Navigating the US-Mexico border: the crossing strategies of undocumented workers in Tijuana, Mexico, *Ethnic and Racial Studies*, 34:8, 1320-1337

7- Movie: Fast Food Nation

Students should take notes during the movie, to prepare for the 1st assignment but also in class discussion

8- Class seminar – 1st Assignment project

Students hand in their 1st assignment: Blog post 750 (or more)-word post containing clear argument, evidence, engagement with readings/assignments/speakers/discussions.

What is the representation of migrants in the movie?

9. Human Trafficking

The session, will discuss transnational organised crime and specifically human trafficking

Shelley, L.(2010). *Human trafficking: a global perspective*. Cambridge University Press, pp 37-141 (Ch.1-4).

10- Lecture- Securitization theory and 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

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*

11- Class Seminar: Guest Lecture

12- MID TERM: Presentation of research project

Speak with someone from your family or friend circle to understand how they perceive migration. Do they know the difference between migrant and refugee? do they know main countries of origin of refugees? how familiar are they with irregular migration and smuggling of migrants? what are their key concerns around migration and are they based on facts?

13- Background lecture: migration to the EU, common rules, different problems

14- 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

15- Lecture- The European ‘refugee crisis’: The Greek-Turkish border 2015-2018

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

V. Squire, A. Dimitriadi, N. Perkowski, M. Pisani, D. Stevens, N. Vaughan- Williams (2017) *Crossing the Mediterranean Sea by Boat: Mapping and Documenting Migratory Journeys and Experiences*, Final Project Report,

www.warwick.ac.uk/crossingthemed (the sections on Greece and introduction)

Papataxiarchis, E. (2016) «Being 'there': At the frontline of the 'European Refugee Crisis' - Part 1» Anthropology Today 32(2): 5-9. and Part 2, Anthropology Today 32(3): 3-7.

16- Seminar- Movie

17 - Lecture- Populism 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

Cas Mudde & Cristóbal Rovira Kaltwasser Populism: A Very Short Introduction OUP USA; 2nd ed. Edition

18-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

Triandafyllidou a. (2018) A "Refugee Crisis" Unfolding: "Real" Events and Their Interpretation in Media and Political Debates, Journal of Immigrant & Refugee Studies, 16:1-2, 198-216

Salomi Boukala & Dimitra Dimitrakopoulou (2018) Absurdity and the "Blame Game" Within the Schengen Area: Analyzing Greek (Social) Media Discourses on the Refugee Crisis, Journal of Immigrant & Refugee Studies, 16:1-2, 179-197

19- Class Seminar – 2nd Student Assignment- Podcasts

Students 'present' and discuss their podcasts/videos based on the media representation of the refugee crisis. Information, guidance and prompts will be given to each group in the beginning of the course

20- At the margins of Europe: the case of Italy & Libya

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

Gabriele Abbondanza (2017) Italy's Migration Policies Combating Irregular Immigration: from the Early Days to the Present Times, The International Spectator, 52:4, 76-92

Melike Ekinici (Feb 2018) Italy's Migration Conundrum Continues in 2018. Expert brief, Regional politics via <https://gmdac.iom.int/research-database/sites/default/files/documents/Italy%E2%80%99s-Migration-Conundrum.pdf>

21- 22 Far right, xenophobia and the city

The rise of Golden Dawn and anti-immigrant sentiments in Greece. How much was this a product of the financial crisis? What was the role of civil society and grassroots movements in supporting migrants ?

Lectures will be structured around visual material and guest lecturers

23- Class Seminar – 3rd student assignment

Present the course to a prospective student, using prompts and guidance offered in advance. What are the crucial elements, what is the main take away, what will the future students learn.

This is an opportunity for students to create a mind map of the course ahead of the presentation, identify the issues that they consider important and why, but also offer their suggestions for assignments they would like to see.

24 -Final class (no assignments)