

## **PSCI362 Borders, boundaries and human mobility Spring 2024**

**Dr. Angeliki Dimitriadi**

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**Class Times (days, hours):** M,W 3.30-5.05

**Office hours:** email me to schedule a physical or online meeting.

**Make up classes:** if a class needs to be rescheduled it will likely take place online. You will be alerted by email

### **Course Description**

*Borders are at once real and imagined. They divide and they are crossed. They are lines and transitions. Borders are limits and opportunities. Borders are binaries, and in the 21st century, binaries are the quintessential act of bordering and of crossing borders. Borders, then, are increasingly complex human responses and social constructions in a world where the globalizing forces of instant communication, expedited travel and enhanced economic flows, confront the basic human concerns for security and certainty (Konrad,2013)*

Borders exist all around us. We move between and within borders in our daily lives whether these borders are real and refer to the external borders of a country or social borders, in the form of limits but also opportunities. Membership, belonging, segregation, illegality and protection take place in a world where borders are not only prevalent but continuously reimagined and reconstructed.

The course allows students to critically reflect on the notion of borders and barriers and human mobility and discuss both the construction and reimagining of borders not only as physical barriers but as barriers constantly in the making at the boundaries and within states. Migration and mobility are key themes, with borders (re)imagining who is allowed to enter and remain and who should be expelled or prevented from entering.

These will be explored through a range of academic readings as well as audiovisual material.

The first part of the course will address concepts and theoretical perspectives. The second part will focus on case studies. Human mobility, border making and re-making and who in the end is allowed to cross borders and under what conditions are the key themes of the course.

### **Learning Objectives**

*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 the nature and complexity of borders

*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:* All students are expected to contribute to class not only with the assignments but also engaging in the sessions. Students will need to come prepared to the seminars having read the corresponding material and with their own questions and critical engagements.

By the end of the course, students should be able to:

- 1) Learn the theories currently in place to understand and analyse the role and presence of borders
- 2) Understand the context and framework from which borders emerges

- 3) Learn to incorporate an anthropocentric dimension in their analysis regarding borders, bordering processes and human movement.

### Usage of audiovisual material

Throughout out the course visual material will be utilised, either in the form of documentaries/films or short videos. The material serves dual purpose. To enhance the understanding of students but also to function as a trigger for discussion and class engagement.

### Course Requirements

Most classes are split between a short lecture, and in-class activities/discussion. Students will be expected to participate in the in- class activities, individually or in groups and will be unable to do so if they have not prepared in advance. In-class activities aim to foster collaboration and facilitate class engagement and active learning. They also generate the class engagement grade.

Lectures will cover the topic of the week by offering you background and contextualisation of the material you have read and engaged with.

**Lecture notes:** all lecture notes are uploaded in a relevant folder on the Moodle within 2 days of class. All class material including rubrics and readings will be available on Moodle at the start of the semester. You will find many of the books also in the library under the reserved section. Additional material on migration can be found also in the library. Where no pdf's are included in the moodle the articles are open access and with links embedded- just click on them.

### Evaluation and Grading

The majority of your grade will come from class assignments, submitted before class or taking place in class.

Your grade for this course will be based on the following distribution:

1. **Reflection assignments (25%)**- individual activity.
2. **In class Presentations (20%)**-group activity
3. **Final project (35%)** -individual activity
4. **Self-reflection paper (10%)**- individual activity
5. **Class engagement (10%)**- individual & group activity

Adjustments may be made depending on size of class however this will take place during the end of week 1 and you will be informed in advance via email and on moodle.

### Description

#### 1. Reflection assignments (25%):

You **choose 1 reading** for classes where reflections are required (marked on the syllabus). Your reflection should be made available the night before on the Moodle. It should address the following elements:

- What is a central argument that is being developed in the reading? What are some of the major takeaways?
- What do you make of the author's claims? Do you find them persuasive, based on the evidence presented? Why or why not?
- Is there anything that you find confusing in the text that we should try to clarify in class? If not, which passage/quote you think best highlights the essence of the text and why?
- Do you see any connections to prior readings? If yes, what?
- Write two questions based on the reading that you think are worth reflecting further on or discussing in class (this is separate from the word count)

The above elements are all required for the assignment to be considered complete. Reflections should be around 400 words. Further information can be found on the rubric provided first week of classes.

**2. Presentations (20%):** 2 students (or 1 depending on size of class) will be responsible for starting the seminar with a presentation on the readings. Presentations should be no more than 15 minutes long and must include: (1) a brief summary of the readings; (2) an introduction to the key arguments and main ideas of the piece; (3) three critical questions about the readings that will help facilitate our discussion; Students are presenting essentially their reflection assignment, but they should collaborate to ensure they cover at least two different readings and draw connections.

If you have additional readings (including literature) or media that you feel will expand our discussion you are encouraged to share with the class. A sign-up sheet will be provided on moodle end of week 1.

**3. Self reflection paper (10%):** a 2- page self-assessment of the knowledge gained, the potential assumptions negated throughout the course, biases and conflicts. You are asked to explore what you have learnt and utilize the concepts and literature you have read to reflect critically on what were your original perceptions and knowledge prior to this course and how this has changed or be reinforced. **This is submitted via moodle on May 13<sup>th</sup>.**

#### 4. Final project (35%)

Students must write a final research paper based on secondary textual sources and fieldwork (including interviews) undertaken during the semester. The paper is 10 pages in length. Identify a question that is compelling for you and relates to one or more themes discussed in class. Is this a question worth asking? Is it a question that can be answered in a 10-page paper using a combination of primary and secondary sources and/or ethnographic material gathered during fieldwork? If so, you will submit a proposal for your final paper, including 2 paragraphs outlining your research question(s), why and how the paper is relevant to the themes of the class, which sources you anticipate that you will use (or where, when, and how you will conduct fieldwork), and a preliminary bibliography of 10-15 potential sources that you will use to situate and answer those questions. The proposal is submitted during mid term week and we will spend both days discussing students' proposals and ways of navigating the research. **The final project is submitted on May 8<sup>th</sup> via moodle.**

#### Late Work

Late work is deducted **one grade for every 12 hours** that it is late (e.g. from a B+ to a B). Late work is considered any submissions within 48hs of the deadline. Past that (and unless priorly agreed with me) assignments will not be graded and the relevant percentage of the grade will be subtracted.

Extensions will only be granted for justifiable reasons, and I must be notified well in advance of the due date. Last-minute extension requests will not be granted except for emergencies.

#### Attendance Policy

Attendance is mandatory and please make sure to be on time. Attendance is not engagement. Simply showing up to class will not count towards the grade, however failure to appear will result in grade reduction. Late arrivals (of more than 10min) particularly when recurrent, will result in deduction of 5% of the grade. For online classes (if scheduled) it is required that you keep your camera on during the session.

Illness or other such compelling reasons which result in absences should be reported immediately to the Academic advisor and I must be notified also at the same time. For justifiable reasons, the grade will not be affected. If an assignment is due and they are absent I should be contacted for make-up options. Minor discomfort, failure to wake up in the morning etc are not considered justifiable absences.

If you observe a religious holiday that conflicts with our class schedule, you have the right to be excused from class on that date. For this to be a valid absence you need to declare it in advance with the academic advisor. If this is the case, please notify me also so I take note. All communication remains confidential.

### **Class Engagement**

The classroom is a **collaborative learning environment** and sessions work best when students take an active role in discussion and debate. I expect you to come to class having carefully read the assigned material and to participate as fully as possible. Engagement encompasses a wide range of activities, including asking clarifying questions, taking detailed notes, drawing our attention to a relevant passage, and reading it out loud, listening attentively, responding to something that has been said, explaining why you agree or disagree with something, posing questions to your classmates and answering questions posed by others. **It is about quality rather than quantity.** You are not expected to speak every time and you should experiment with different forms of engagement.

### **Academic Accommodations**

If you are a registered (with your home institution) student with a disability and you are entitled to learning accommodation, please inform the Office of Academic Affairs and make sure that your school forwards the necessary documentation. Please also reach out to me within the first two weeks of class to discuss necessary arrangements in collaboration with you.

### **Additional notes**

In a lot of the issues raised in this course, students arrive having their own perspectives, biases and opinions. The classroom functions as a safe space for students to voice their views and potentially differences. You are not expected to agree with each other, nor with the professor who at times will put forth a different perspective so as to educate you on the different points of views.

### **Etiquette**

Toilet breaks should be taken before or after class or during class breaks. Food consumption is forbidden in class.

### **Electronic devices**

Mobiles are prohibited in the classroom and you will not be able to use them to take notes. You are asked to ensure they remain in your bags throughout the session. Laptops or note-taking electronic devices will not be used for the portion of the discussion, and you will often be asked to close your devices and work with your peers. Classes are an opportunity for you to listen, reflect and exchange, ideally without the distraction of electronic devices. Laptop or other device privileges will be suspended if devices are not used for class-related work.

### **Office hours & availability**

I am available to meet with you, should you have any questions or want to discuss any issues or concerns relating to this course.

Email is generally the best way to reach me to make an appointment.

1. For all questions that will require an answer longer than a short paragraph please email me to schedule an appointment for after class. However, for questions pertaining to course content, assessment etc. ensure you review the Moodle and syllabus first, as all the information will be there.
2. During the work week, I tend to respond to emails in a timely manner (usually within 48 hours) unless travelling.
3. On weekends, I do not check email. If you contact me, please do not expect a response before the beginning of the work week. if you wish for an extension it should be discussed before the weekend.

## Policy on Original Work

Unless otherwise specified, all submitted work must be your own original work. Any ideas taken from the work of others must be clearly identified as quotations, paraphrases, summaries, figures etc., and accurate internal citations and/or captions (for visuals) as well as an accompanying bibliography must be provided (Check the Student Handbook). Usage of AI software to write up reflections is not allowed.

## Note on the syllabus:

Some of the readings on the syllabus may change to adapt to the needs of the class and discussions. Any changes to the syllabus will take place only on the moodle and you will be alerted through an email.

## Class Schedule and Topics

### students choose one of the readings per week

29/01	<b><u>Introduction</u></b> learning outcomes, examinations and thematic perspectives. Presentation of literature, schedule, student assignments
31/01	<b><u>Why do people move?</u></b> <b>Reading</b> Castles & Miller (2020). <i>The Age of Migration: International Population Movements in the modern world</i> (6 <sup>th</sup> ed) <b>Chapter3</b> . (specifically you read pp 42-56 and pp 62- to the end) <b>(Do not read 'Migration transition theories through pp 61)</b>
02/02	<b><u>A constant crisis? (1<sup>st</sup> reflection)</u></b> <b>Readings</b> Emily Bazelon, "The Unwelcome Return of Illegals," <i>New York Times Magazine</i> , August 18, 2015. <a href="https://www.nytimes.com/2015/08/23/magazine/the-unwelcome-return-of-illegals.html">https://www.nytimes.com/2015/08/23/magazine/the-unwelcome-return-of-illegals.html</a> . ---"Trump Claims there is a Crisis at the Border. What is the Reality?" <i>The New York Times</i> . January 11, 2019. <a href="https://www.nytimes.com/interactive/2019/01/11/us/politics/trumpborder-crisis-reality.html">https://www.nytimes.com/interactive/2019/01/11/us/politics/trumpborder-crisis-reality.html</a> . New Keywords Collective, "Europe /Crisis: New Keywords of 'the Crisis' in and of 'Europe,'" <i>Near Futures Online</i> 1 "Europe at a Crossroads" (March 2016): <a href="http://nearfuturesonline.org/europecrisis-new-keywords-of-crisis-in-and-of-europe/">http://nearfuturesonline.org/europecrisis-new-keywords-of-crisis-in-and-of-europe/</a> .
05/02	<b><u>Nationalism (presentation)</u></b> <b>Readings</b> Daniele Conversi (1995) Reassessing current theories of nationalism: Nationalism as boundary maintenance and creation, <i>Nationalism and Ethnic Politics</i> , 1:1, 73-85, DOI: 10.1080/13537119508428421 Koulisch, Robert, and Maartje van der Woude, editors. <i>Crimmigrant Nations: Resurgent Nationalism and the Closing of Borders</i> . 1st ed., Fordham University Press, 2020. <a href="https://doi.org/10.2307/j.ctvxrphz">https://doi.org/10.2307/j.ctvxrphz</a> . From pp9 onward
07/02	<b><u>Populism (presentation)</u></b> <b>Readings</b> Anselmi -On Populism (selected chapters) Oscar Mazzoleni, Cecilia Biancalana, Andrea Pilotti, Laurent Ber - National Populism and Borders. The Politicisation of Cross-Border Mobilisations in Europe (2023, Edward Elgar (Intro)

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12/02 **The external border (presentation)**

**Readings**

Joseph Nevins. *Operation Gatekeeper: The Rise of the Illegal Alien and the Remaking of the U.S. – Mexico Boundary*. (2001) Chapter 7: Nationalism, the Territorial State, and the Construction of Boundary Related Identities. Pp. 125 – 136.

Reece Jones Border Walls: Security and the War on Terror in the United States, India, and Israel (2012, Zed)- Ch 2 &5

Tim Marshall (2018). *Divided: Why We're Living in an Age of Walls*, Elliott & Thompson. Ch 2- USA

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19/02 **The border is the passport (2<sup>nd</sup> reflection)**

**Readings**

John Torpey (2000) *The Invention of the Passport*, Cambridge University Press (2000), Chapter One:

Rubio, Eliza beth Hanna, and Xitlalli Alvarez Almendariz. 2019. "Refusing "Undocumented": Imagining Survival Beyond the Gift of Papers." Member Voices, *Fieldsights*, January 17.

<https://culanth.org/fieldsights/refusing-undocumented-imagining-survival-beyond-the-gift-of-papers>

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21/02 **Securitisation of migration (lecture)**

**Reading**

Brown, W. (2014). Walled States, Waning Sovereignty. Chapter 4, Desiring walls (read from Fantasies of walled democracies onward)

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26/02 **Human Smuggling (only lecture)**

**Readings**

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/>

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28/02 **The irregular journey (3<sup>rd</sup> reflection)**

**Readings**

Khosravi, S (2007). The 'illegal' traveler: an auto-ethnography of borders. *Social Anthropology/Anthropologie Sociale*, 15(3): 321-334.

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

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04/03 **Colonialism and borders (4<sup>th</sup> reflection)**

**Readings**

Fanon, F. (1963). *The Wretched of the Earth*. New York: Grove Press. Chapter 1. Concerning violence (pp. 35 – 95)

Veracini, L. (2010). *Settler Colonialism*. Palgrave Macmillan (Intro)

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06/03 **Coloniality and borders (presentation)**

**Readings**

Hernandez, R. (2018) *Coloniality of the US/Mexico Border: Power, Violence and the Decolonial Imperative*. Selections.

Simpson, A. (2014). *Mowhawk Interruptus. Political life across the borders of settler states*. Durham: Duke University Press. Chapter 5. Borders, cigarettes and sovereignty. (pp. 115 – 145).

Giglioli, I. (2017). Producing Sicily as Europe. Migration, colonialism and the making of the Mediterranean border between Italy and Tunisia. *Geopolitics* 22(2); (pp. 407-428).

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11/03- **MIDTERM WEEK- during midterm week we will host two workshops on the**  
 13/03 **final projects**

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20/03 **Hospitality and solidarity (5<sup>th</sup> reflection)**

**Readings**

Berg, M. L., & Fiddian-Qasmiyeh, E. (2018). Introduction to the Issue: Encountering Hospitality and Hostility. *Migration and Society*, 1(1), 1-6. Retrieved Jul 16, 2023, from <https://doi.org/10.3167/arms.2018.010102>

Isayev, E. (2018). Hospitality: A Timeless Measure of Who We Are?. *Migration and Society*, 1(1), 7-21. Retrieved Jul 16, 2023, from <https://doi.org/10.3167/arms.2018.010103>

Dina Nayeri. The ungrateful refugee: 'We have no debt to repay'  
<https://www.theguardian.com/world/2017/apr/04/dina-nayeri-ungrateful-refugee>

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27/03 **Europe's migration diplomacy and redrawing of borders (lecture only)**

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01/04 **Migration to Greece (lecture only)**

**Readings**

Triandafyllidou, Anna, and Angeliki Dimitriadi. 2013. Migration management at the Outposts of the EU: the case of Italy and Greece's Borders'. *Griffith Law Review* 22 (3):598-618.

Triandafyllidou, A. (2013) Migration in Greece. IRMA, ELIAMEP.

Dimitriadi, A. (2018). Irregular Afghan migration to Europe: at the margins, looking in. Palgrave (Ch2)

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08/04 Visit NGO

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10/04 **The European refugee 'crisis': 2015-today (presentation)**

1<sup>st</sup> session covering the refugee 'crisis' period

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

Howden, D. , and A.Fotiadis . 2017. "The Refugee Archipelago: The Inside Story of What Went Wrong in Greece." 6 March. Accessed June 16, 2020.  
<https://www.newsdeeply.com/refugees/articles/2017/03/06/the-refugee-archipelago-the-inside-story-of-what-went-wrong-ingreece>. [Google Scholar]

Bousiou, A.(2020) From Humanitarian Crisis Management to Prison Island: Implementing the European Asylum Regime at the Border Island of Lesbos 2015-2017, *Journal of Balkan and Near Eastern Studies*, 22:3, 431-447, DOI: [10.1080/19448953.2020.1752560](https://doi.org/10.1080/19448953.2020.1752560)

Zaragoza-Cristiani, J. (2017). Containing the Refugee Crisis: How the EU Turned the Balkans and Turkey into an EU Borderland. *The International Spectator*, 52(4), 59–75

Antonis Vradis, Evie Papada,Joe Painter,Anna Papoutsi (2018) New Borders: Hotspots and the European Migration Regime. Pluto books Chapter 2

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15/04 **The European refugee 'crisis': 2015-today (presentation)**

2<sup>nd</sup> session covering the refugee 'crisis' period

**Readings**

Yannis Christodoulou, Evie Papada, Anna Papoutsis & Antonis Vradis (2016) Crisis or Zemblanity? Viewing the 'Migration Crisis' through a Greek Lens, *Mediterranean Politics*, 21:2, 321-325.

Polly Pallister-Wilkins (2016) Interrogating the Mediterranean 'Migration Crisis', *Mediterranean Politics*, 21:2, 311-315.

Martina Tazzioli, (2016) Greece's Camps, Europe's Hotspots Available at:

<https://blogs.law.ox.ac.uk/research-subject-groups/centre-criminology/centrebordercriminologies/blog/2016/10/greece%E2%80%99s-camps>

Koros, D. (2022) Pushbacks In Greece: State Crime, Denial and the Struggle Against Impunity Available at: <https://www.law.ox.ac.uk/research-subject-groups/centre-criminology/centreborder-criminologies/blog/2022/04/pushbacks-greece>

Dimitriadi. (2023) A Steel Fence for Europe's External Borders. Available at: <https://blogs.law.ox.ac.uk/border-criminologies-blog/blog-post/2023/05/steel-fenceeuropes-external-borders>.

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17/04 **Italy and North Africa (presentations- 2groups)**

**Readings**

*For Libya*

Mathias Hatleskog Tjønn (2020) The Persistence of Colonialism. Available at:

<https://blogs.prio.org/2020/05/the-persistence-of-colonialism/>

Ferrini, A. (2023). "Italy, Libya and the EU". In *The entangled legacies of empire*. Manchester, England: Manchester University Press. Retrieved Jul 18, 2023, from

<https://doi.org/10.7765/9781526163455.00029>

*For Tunisia*

Country Report - TUNISIA - ASILE Project. (hyperlinked)

ROULAND, B. (2021). Redistributing EU 'Burdens': The Tunisian Perspective on The New Pact on Migration and Asylum. In S. Carrera and A. Geddes (Ed.), *The EU Pact on Migration and Asylum in light of the United Nations Global Compact on Refugees: International Experiences on Containment and Mobility and their Impacts on Trust and Rights* (2021, pp. 240-250), European University Institute (EUI).

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22/04 **The fall and the return of the Taliban: migration from Afghanistan (presentation)**

**Readings**

Dimitriadi, A. (2018). *Irregular Afghan migration to Europe: at the margins, looking in*. Palgrave.

Karolína Augustová, Hameed Hakimi. 2021. Migration from Afghanistan under the Taliban Implications and strategies in the neighbourhood and Europe. FES

Heinrich Boll Stiftung. 2021. Afghanistan: return of the Taliban dossier- you will find a selection of articles relevant from background to policy responses.

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24/04 **The war in Ukraine: refugees, displacement and European responses (presentation)**

**Readings**

Meltem Ineli Ciger, Reasons for the Activation of the Temporary Protection Directive in 2022: A Tale of Double Standards. Forum on the EU Temporary Protection Responses to the Ukraine War

Marie De Somer & Alberto-Horst Neidhardt. EU responses to Ukrainian arrivals – not (yet) a blueprint. EPC

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8/04 *Final project presentations*

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*N.B.: The course schedule, in terms of subjects and readings, may be subject to change to benefit student learning and to keep up to date with current research.*