

## PSCI 362 BORDERS, BOUNDARIES AND HUMAN MOBILITY

FALL 2024

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### Course Description

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 Goals

This course will primarily teach students to:

1. understand what is a border and how do borders emerge
2. deploy concepts and theories in analyzing human mobility
3. acquire knowledge of different case studies with a focus on the EU
4. determine the policy priorities of the EU as regards human mobility

### Course Requirements and Assessment

#### **CYA Attendance Policy**

CYA regards attendance in class and on-site (in Athens or during field study trips) as essential, so attendance at all scheduled meetings is required. All absences are recorded and have consequences that may affect your grade. .

Assessment is split between written assignments and oral activities.

**Class Contribution (10%):** 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.** Attendance does not count towards the grade.

**Reflection assignments (40%):** 4 reflections in total- you can choose which topics you will reflect on but you must do 2 in the first segment of the term and 2 in the second segment after the midterms. Your reflections cannot coincide with your presentation topic. You **choose 1 reading** from each class you decide to do the reflections on. Your reflection should be made available the night before on the Moodle. It should address the following elements:

**Group presentations (20%):** students will be responsible for starting the class with a presentation on the readings. Presentations should draw from the readings of the week but should not summarise them. Rather students should identify a concept/issue/element they want to focus on and structure their presentation around it. Presentations should not only be descriptive but also analytical, connecting the topic with the first half of the course where we discuss conceptual approaches to understanding migration and borders. Presentations should also include two critical

questions about the readings that will help facilitate our discussion; Marking is based not only on meeting the minimum requirements but on quality of work.

### **Mid term exam (10%)**

**Final project: (20%):** Students should choose an infographic (1A4 page) or a podcast. Both are accompanied by a 2 page academic report. In all cases academic sources must be used and properly cited where feasible. Identify a question/issue that is compelling for you and relates to one or more themes discussed in class. All projects are presented in the last week of classes.

### **Policy on Assignments and Make-up Work**

Late work will be penalized by 1/3 letter grade (e.g., A lowered to A-) for every day that the work is late. Extensions due to an emergency are granted but where feasible, I should ideally be alerted 24 hours prior. If you miss out on an assignment such as a presentation, due to serious illness or an emergency, and provided you have reached out in advance to me, I will provide you with a make up option. If you miss a class you need to make up for it. Make up entails writing an additional reflection for a topic.

### **CYA Policies and Regulations**

#### **Academic Accommodations**

Students are required to submit an official letter from the office at their school that handles academic accommodations (generally the Office of Disability Services), or to have that office send a letter. Students who have submitted such a letter to CYA should also talk to their professors individually to discuss how these accommodations will work in each specific course.

#### **Accessibility**

This course requires students to give a verbal [group, individual] presentation in front of the class as part of their assessment and engagement is a key part of the grade. Students work in groups or individually (depending on size of class) and group assignments in class also necessitate that students engage verbally with their peers and with the professor often.

#### **ePolicy on Original Work**

Plagiarism is literary theft. As such, it is a serious offense which will not be tolerated either at your home institution or at CYA. Plagiarism on an examination or in a paper will result in an F for the course. You must cite the author of any and all ideas that you use that is neither common knowledge nor your own idea. If you are in doubt, it is safest to cite the source. Your work should be original and reflect your own ideas and thoughts. If you are unsure about what counts as original work, please consult your professor and check the Student Handbook.

#### **Use of Laptops**

Students are encouraged to bring In-class or onsite their laptops or notepads since this can facilitate course-related activities including looking up information for in-class assignments. Laptop or other device privileges will be suspended if devices are not used for class-related work. Mobile phones are not allowed in the classroom and students are requested to keep them switched off for the duration of class.

#### **Upgrade to 400-level course**

Courses can be upgraded to a 400-level. This constitutes usually 25% additional work on the part of the student. The option to upgrade opens the second week of classes. If you are interested in this option, please talk to your professor.

Fall 2024 Tentative Schedule

Day #	Date/Day	Topic / Readings / Assignments Due / Place (if applicable)
	<b>Sep 5-7</b>	<b>Field Study   Delphi and Ancient Olympia</b>
1	Sep 9	Introduction to the course <b>Reading</b> This syllabus
2	Sep 11	<b>Why do people move?</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>
3	Sep 16	<b>Nationalism</b> <b>Reading</b> Mylonas Harris and Maya Tudor, (2021).Nationalism: What We Know and What We Still Need to Know. <i>Annual Review of Political Science</i> , 24:1, 109-132 (open access)
	<b>Sep 18-21</b>	<b>Field Study   Crete</b>
4	Sep 23	<b>The border (is the passport)</b> <b>Readings</b> Hastings, D and Wilson, T (1999) Borders: Frontiers of identity, nation and state. Berg. Ch 2p19-41.
5	Sep 25	<b>Securitisation of migration</b> <b>Readings</b> Brown, W. (2014). <i>Walled States, Waning Sovereignty</i> . Chapter 4, Desiring walls (read from <i>Fantasies of walled democracies onward</i> )
6	Sep 30	<b>Migrant labour &amp; vulnerability</b> <b>Readings:</b> Triandafyllidou, A. (Ed). (2023). <i>Routledge Handbook of Immigration and Refugee Studies</i> . Routledge. Ch 15 Anderson, J. T (2021) Managing labour migration in Malaysia: Foreign workers and the challenges of 'control' beyond liberal democracies, <i>Third World Quarterly</i> , 42 (1): 86-104 Sarah Maslin Nir, "The Price of Nice Nails," <i>New York Times</i> (May 7, 2015). <a href="https://www.nytimes.com/2015/05/10/nyregion/at-nail-salons-in-nyc-manicurists-are-underpaid-and-unprotected.html">https://www.nytimes.com/2015/05/10/nyregion/at-nail-salons-in-nyc-manicurists-are-underpaid-and-unprotected.html</a>
7	Oct 2	<b>Brexit: turning the 'us' into the 'other'</b> <b>Readings</b> Zambelli E. et al How Brexit turned European families into mixed-status families (2023). <a href="https://blogs.lse.ac.uk/europpblog/2023/11/30/how-brexit-turned-european-families-into-mixed-status-families/">https://blogs.lse.ac.uk/europpblog/2023/11/30/how-brexit-turned-european-families-into-mixed-status-families/</a> Listen to the accompanying podcast <a href="https://migzen.net/blog/beyond-the-imagined-national-family-when-borders-cross-families/">https://migzen.net/blog/beyond-the-imagined-national-family-when-borders-cross-families/</a> Zambelli E. Racialized Affectivities of (Un)Belonging: Mixed (Race) Couples in the Shadow of Brexit. <i>Genealogy</i> . 2020; 4(3):83. <a href="https://doi.org/10.3390/genealogy4030083">https://doi.org/10.3390/genealogy4030083</a>
8	Oct 7	<b>Human Smuggling</b> <b>Readings</b> Campana, P., Gelsthorpe, L. Choosing a Smuggler: Decision-making Amongst Migrants Smuggled to Europe. <i>Eur J Crim Policy Res</i> (2020). <a href="https://doi.org/10.1007/s10610-020-09459-y">https://doi.org/10.1007/s10610-020-09459-y</a> <a href="https://publicanthropologist.cmi.no/2020/04/19/the-real-transformation-of-migrant-smuggling-in-the-time-of-covid-19/">https://publicanthropologist.cmi.no/2020/04/19/the-real-transformation-of-migrant-smuggling-in-the-time-of-covid-19/</a>
9	Oct 9	<b>The irregular journey (reflection if chosen, is on the video but based on the reading)</b> <b>Readings</b> Khosravi,S (2007). The 'illegal' traveler: an auto-ethnography of borders. <i>Social Anthropology/Anthropologie Sociale</i> , 15(3): 321-334. Watch: The Journey (on youtube)

Day #	Date/Day	Topic / Readings / Assignments Due / Place (if applicable)
10	Oct 14	<b>Colonial histories and neo-colonialism</b> <b>Readings</b> Hand Kundnani (2023). Euro Whiteness: Culture, Empire and Race in the European Project. Hurst Publishing (Ch3, 69-96) Fanon, F. (1963). <i>The Wretched of the Earth</i> . New York: Grove Press. Chapter 1. Concerning violence (pp. 35 – 95)
11	Oct 16	<b>Hospitality and solidarity</b> <b>Readings</b> Reece Jones (Ed) Open borders : in defense of free movement. Athens, Georgia : University of Georgia Press. Ch 16 (Sanctuary Cities) Berg, M. L., & Fiddian-Qasmiyeh, E. (2018). Introduction to the Issue: Encountering Hospitality and Hostility. <i>Migration and Society</i> , 1(1), 1-6. <a href="https://doi.org/10.3167/arms.2018.010102">https://doi.org/10.3167/arms.2018.010102</a> Isayev, E. (2018). Hospitality: A Timeless Measure of Who We Are?. <i>Migration and Society</i> , 1(1), 7-21. Retrieved Jul 16, 2023, from <a href="https://doi.org/10.3167/arms.2018.010103">https://doi.org/10.3167/arms.2018.010103</a>
12	<b>Oct 21</b>	<b>REVISION</b>
13	<b>Oct 23</b>	Reflection assignment (in class)
	<b>Oct 25-Nov 3</b>	<b>Fall Break</b>
14	Nov 4	<b>The US external border (Presentation)</b> <b>Readings</b> 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). <i>Divided</i> : Why We're Living in an Age of Walls, Elliott & Thompson. Ch 2-USA Watch: The River and the Wall
15	Nov 6	<b>Migration in Greece</b> <b>Reading</b> Triandafyllidou, Anna, and Angeliki Dimitriadi. 2013. Migration management at the Outposts of the EU: the case of Italy and Greece's Borders'. <i>Griffith Law Review</i> 22 (3):598-618.
16	Nov 11	<b>Europe's refugee 'crisis': origins and role of Turkey (presentation)</b> <b>Readings</b> Lehne, S., Muasher, M., Pierini, M., Techau, J., Vimont, P. and Yahya, M. (October 1 2015). The Roots of Europe's Refugee Crisis Q&A. Carnegie Europe via <a href="https://carnegieeurope.eu/2015/10/01/roots-of-europe-s-refugee-crisis-pub-61465">https://carnegieeurope.eu/2015/10/01/roots-of-europe-s-refugee-crisis-pub-61465</a> Düvell, F. (2018). The 'Great Migration' of summer 2015: analysing the assemblage of key drivers in Turkey, <i>Journal of Ethnic and Migration Studies</i> , 1-14.
	<b>Nov 12-15</b>	<b>Field Study   Peloponnese</b>
17	Nov 18	<b>The European refugee 'crisis': 2015-2017 (presentation)</b> <b>Readings</b> Papataxiarchis, E. (2016) «Being 'there': At the frontline of the 'European Refugee Crisis' - Part 1» <i>Anthropology Today</i> 32(2): 5-9. & Papataxiarchis, E. (2016) «Being 'there': At the frontline of the 'European Refugee Crisis' - Part 2» <i>Anthropology Today</i> 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. <a href="https://www.newsdeeply.com/refugees/articles/2017/03/06/the-refugee-archipelago-the-inside-story-of-what-went-wrong-in-greece">https://www.newsdeeply.com/refugees/articles/2017/03/06/the-refugee-archipelago-the-inside-story-of-what-went-wrong-in-greece</a> . [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, <i>Journal of Balkan and Near Eastern Studies</i> , 22:3, 431-447, DOI: <a href="https://doi.org/10.1080/19448953.2020.1752560">10.1080/19448953.2020.1752560</a>
18	Nov 20	<b>The aftermath of the crisis (presentation)</b> <b>Readings</b>

Day #	Date/Day	Topic / Readings / Assignments Due / Place (if applicable)
		Koros, D. (2022) Pushbacks In Greece: State Crime, Denial and the Struggle Against Impunity Available at: <a href="https://www.law.ox.ac.uk/research-subject-groups/centre-criminology/centreborder-criminologies/blog/2022/04/pushbacks-greece">https://www.law.ox.ac.uk/research-subject-groups/centre-criminology/centreborder-criminologies/blog/2022/04/pushbacks-greece</a> Dimitriadi. (2023) A Steel Fence for Europe's External Borders. Available at: <a href="https://blogs.law.ox.ac.uk/border-criminologies-blog/blog-post/2023/05/steel-fence-europes-external-borders">https://blogs.law.ox.ac.uk/border-criminologies-blog/blog-post/2023/05/steel-fence-europes-external-borders</a> .
19	Nov 25	<b>Lessons from the South</b> Luisa Feline Freier. The refugee conundrum: lessons from South America and Europe. (2019). <a href="https://www.friendsofeurope.org/insights/the-refugee-conundrum-lessons-from-south-america-and-europe/">https://www.friendsofeurope.org/insights/the-refugee-conundrum-lessons-from-south-america-and-europe/</a> Andrew Selee Latin America's Migration Lesson for the World (2019) <a href="https://www.americasquarterly.org/article/latin-americas-migration-lesson-for-the-world/">https://www.americasquarterly.org/article/latin-americas-migration-lesson-for-the-world/</a> Anonymous. <i>Flipping the narrative: Why narratives around migration in Latin America need to change</i> (2023) <a href="https://www.thenewhumanitarian.org/opinion/first-person/2023/04/18/narratives-migration-latin-america">https://www.thenewhumanitarian.org/opinion/first-person/2023/04/18/narratives-migration-latin-america</a> Tamara Wood <i>Lessons in refugee hospitality from the Horn of Africa</i> (2015) <a href="https://theconversation.com/lessons-in-refugee-hospitality-from-the-horn-of-africa-49450">https://theconversation.com/lessons-in-refugee-hospitality-from-the-horn-of-africa-49450</a> Alexander Betts. <i>What Europe could learn from the way Africa treats refugees</i> (2018). <a href="https://www.theguardian.com/commentisfree/2018/jun/26/europe-learn-africa-refugees-solutions">https://www.theguardian.com/commentisfree/2018/jun/26/europe-learn-africa-refugees-solutions</a>
20	Nov 27	<b>The war in Ukraine: refugees, displacement and European responses</b> <b>Readings</b> Meltem Ineli Ciger, <a href="#">Reasons for the Activation of the Temporary Protection Directive in 2022: A Tale of Double Standards</a> . Forum on the EU Temporary Protection Responses to the Ukraine War Marie De Somer & Alberto-Horst Neidhardt. <a href="#">EU responses to Ukrainian arrivals – not (yet) a blueprint</a> . EPC
21	Dec 2	<b>Climate crisis and forced migration</b> <b>Readings</b> <a href="#">The concept of 'climate refugee'-Towards a possible definition</a> , European Parliament Briefing Politico- The climate refugee crisis is landing on Europe's shores — and we are far from ready <a href="https://www.politico.eu/article/climate-refugee-crisis-europe-policy/">https://www.politico.eu/article/climate-refugee-crisis-europe-policy/</a> Georgetown Journal of International Affairs, Seeking Recognition for Climate Refugees. Are States the Only Game in Town?
22	Dec 4	NGO visit
23	Dec 9	Final student presentations
24	Dec 11	Final student presentations
<b>FEW</b>	<b>Dec 16</b>	<b>Final Exam Week</b>
<b>FEW</b>	<b>Dec 18</b>	<b>Final Exam Week</b>

**Schedule at a glance**

Day #	Date	Session	Venue
	<b>Sep 5-7</b>	<b>Field Study</b>	<b>Delphi and Ancient Olympia</b>
1	Sep 9	Introduction	
2	Sep 11	Why do people move?	
3	Sep 16	Nationalism	
	<b>Sep 18-21</b>	<b>Field Study</b>	<b>Crete</b>
4	Sep 23	The border is the passport	
5	Sep 25	Securitisation of migration	

Day #	Date	Session	Venue
6	Sep 30	Migrant labour and vulnerability	
7	Oct 2	Brexit and migration	
8	Oct 7	Human Smuggling	
9	Oct 9	The irregular journey	
10	Oct 14	Colonialism and neo colonialism	
11	Oct 16	Hospitality	
12	Oct 21	REVISION	
13	Oct 23	Mid term exam	
	Oct 25-Nov 3	Fall Break	
14	Nov 4	The US border	
15	Nov 6	Migration to Greece	
16	Nov 11	Europe's refugee 'crisis': origins and role of Turkey	
	Nov 12-15	Field Study	Peloponnese
17	Nov 18	The refugee crisis	
18	Nov 20	The aftermath	
19	Nov 25	Lessons from the South	
20	Nov 27	Ukrainian refugees	
21	Dec 2	Climate migration	
22	Dec 4	NGO visit	
23	Dec 9	Final project presentations	
24	Dec 11	Final project presentations	
FEW	Dec 16	Final Exam Week	
FEW	Dec 18	Final Exam Week	

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