

## **PSCI 362 | BORDERS, BOUNDARIES AND HUMAN MOBILITY SPRING 2025**

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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. Acquire the skills to understand the migration debates around you

### **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.

**Class Contribution (15%):** 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.

**Assignments (20%):** in select classes you will be asked to provide a short answer to questions based also on the reading(s) of that class or select a passage to annotate from a chapter or bring to class for discussion two relevant and well thought out questions regarding the material. When producing written responses **don't quote segment of the article as an answer! Responses should not exceed 200 words.** Guidelines for annotations will be included on the moodle under the first relevant assignment. Answers are uploaded on the moodle prior to class. Any response not completed will result in the loss of 5% mark each time. I will be offering feedback where needed on your assignments. Full completion of all assignments without any major concerns (I will be reaching out of that's the case) will result in full marks.

**Group or individual presentations (20%):** students will be responsible for starting the class with a presentation on the readings. Presentations can 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 be only 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 (15%): on moodle**

**Final project: (20%):** Students should choose an infographic (1A4 page) or a podcast or a (poster) presentation. All 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.

**Self-reflection: (10%):** a 1page 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 on the final week of classes and provided you do the work, completion means full marks.

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

I consider late work anything that is submitted post deadline unless i have granted an extension. For late submission the assignment will be marked down a grade (e.g. from A range to B range) provided it is submitted with 24 hours delay. Anything beyond that will not be accepted for marking. In case of extenuating life circumstances or serious illness extensions are granted and I will be available to discuss make up and/or late submission. Please reach out in advance to discuss an extension. You are responsible for organizing your schedule and ensuring busy weeks, CYA or personal travels and visits from friends do not affect your ability to submit an assignment.

### **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 me to individually discuss how these accommodations will work in the 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.

**UNLESS EXPLICITLY STATED YOU CHOOSE ONLY ONE READING PER CLASS**

**SPRING 2024 Tentative Schedule**

Day #	Date/Day	Topic / Readings / Assignments Due / Place (if applicable)
1	27/01	Introduction to the course <b>Reading</b> This syllabus
2	29/01	<b>Myths of Migration</b> <b>Readings:</b> Hein de Haas, "Myths of Migration: Much of What We Think is Wrong," <a href="http://heindehaas.blogspot.com/2017/03/myths-of-migration-much-of-what-we.htm">http://heindehaas.blogspot.com/2017/03/myths-of-migration-much-of-what-we.htm</a> Fighting myths about immigration? Facts and evidence are not enough. <a href="https://blogs.eui.eu/migrationpolicycentre/fighting-myths-immigration-facts-evidence-not-enough/">https://blogs.eui.eu/migrationpolicycentre/fighting-myths-immigration-facts-evidence-not-enough/</a>
3	03/02	<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>
4	05/02	<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)
5	10/02	<b>The border (is the passport)</b> <b>Readings</b> Hastings, D and Wilson, T (1999) <i>Borders: Frontiers of identity, nation and state</i> . Berg. Ch 2p19-41.
6	12/02	<b>Securitisation of migration</b> <b>Readings</b> Brown, W. (2014). <i>Walled States, Waning Sovereignty</i> . Chapter 4, <i>Desiring walls (read from Fantasies of walled democracies onward)</i>
7	17/02	<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>
8	24/02	<b>The irregular journey (assignment)</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)
9	26/02	<b>Colonial histories</b> <b>Readings</b> The Dividing of a Continent: Africa's Separatist Problem <a href="https://www.theatlantic.com/international/archive/2012/09/the-dividing-of-a-continent-africas-separatist-problem/262171/">https://www.theatlantic.com/international/archive/2012/09/the-dividing-of-a-continent-africas-separatist-problem/262171/</a> Fanon, F. (1963). <i>The Wretched of the Earth</i> . New York: Grove Press. Chapter 1. Concerning violence (pp. 35 – 95)
10	05/03	<b>Hospitality and solidarity</b> <b>Readings</b> Reece Jones (Ed) <i>Open borders : in defense of free movement</i> . 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>
11	10/03	<b>MID TERM REVISION</b>
12	12/03	<b>MID TERM EXAM</b>
13	17/03	<b>Gated Communities (internal borders)</b> <b>Reading</b> <a href="#">Edward J. Blakely</a> , <a href="#">Mary Gail Snyder</a> (1997). <i>Fortress America: Gated Communities in the United States</i> . Brookings Institute. Introduction
14	24/03	<b>The US external border</b>

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		<p><b>Readings</b>  Reece Jones Border Walls: Security and the War on Terror in the United States, India, and Israel (2012, Zed)- Ch 2 &amp;5  Tim Marshall (2018). <a href="#">Divided</a>: Why We're Living in an Age of Walls, Elliott &amp; Thompson. Ch 2- USA  Watch: The River and the Wall</p>
15	26/03	<p><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.</p>
16	31/03	<p><b>Europe's refugee 'crisis': origins and role of Turkey</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&amp;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.</p>
17	04/04	<p><b>The European refugee 'crisis': 2015-2017</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. &amp; 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></p>
18	07/04	<p><b>The aftermath of the crisis</b>  <b>Readings</b>  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>.</p>
19	09/04	<p><b>Externalisation practices:</b>  <b>Readings:</b>  EU- Tunisia (<a href="https://www.euronews.com/my-europe/2023/07/17/the-contentious-eu-tunisia-deal-is-finally-here-but-what-exactly-is-in-it">https://www.euronews.com/my-europe/2023/07/17/the-contentious-eu-tunisia-deal-is-finally-here-but-what-exactly-is-in-it</a> and <a href="https://www.theguardian.com/world/2023/sep/18/what-is-the-controversy-over-the-eu-migration-deal-with-tunisia">https://www.theguardian.com/world/2023/sep/18/what-is-the-controversy-over-the-eu-migration-deal-with-tunisia</a> )  Britain-Rwanda (<a href="https://www.rescue.org/uk/article/rwanda-plan-explained-why-uk-government-should-rethink-scheme">https://www.rescue.org/uk/article/rwanda-plan-explained-why-uk-government-should-rethink-scheme</a>)  Italy-Albania (<a href="https://www.euronews.com/2024/02/22/albanian-parliament-approves-controversial-deal-to-hold-migrants-for-italy">https://www.euronews.com/2024/02/22/albanian-parliament-approves-controversial-deal-to-hold-migrants-for-italy</a> )  Hyndman, J. and Mountz, A. Another brick in the wall? Neo-refoulement and the externalization of asylum by Australia and Europe, (2008). <i>Government and Opposition</i>, 43(2)2:249-269</p>
20	23/04	<p><b>The Pandemic and migration</b>  <i>How has the pandemic revealed vulnerabilities of the capitalist economy? How has it influenced migration and specifically labor migration?</i>  <b>Readings</b>  Triandafyllidou, A. (Ed). (2023). Routledge Handbook of Immigration and Refugee Studies. Routledge. Ch 9  Triandafyllidou, A. (2022). Spaces of Solidarity and Spaces of Exception: Migration and Membership During Pandemic Times. In: Triandafyllidou, A. (eds) Migration and Pandemics. IMISCOE Research Series. Springer, Cham. <a href="https://doi.org/10.1007/978-3-030-81210-2_1">https://doi.org/10.1007/978-3-030-81210-2_1</a>  Hansen, R. (2020) COVID-19 and the global addiction to cheap migrant labour. <a href="https://www.opendemocracy.net/en/pandemic-border/covid-19-and-global-addiction-cheap-migrant-labour/">https://www.opendemocracy.net/en/pandemic-border/covid-19-and-global-addiction-cheap-migrant-labour/</a></p>
21	28/04	<p><b>Lessons from the South</b></p>

Day #	Date/Day	Topic / Readings / Assignments Due / Place (if applicable)
		<p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p>
22	30/04	<p><b>Climate crisis and forced migration</b></p> <p><i>Readings</i></p> <p><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></p> <p>Georgetown Journal of International Affairs, Seeking Recognition for Climate Refugees. Are States the Only Game in Town?</p>
<b>23</b>	<b>05/05</b>	<b>Final student presentations</b>
<b>24</b>	<b>07/05</b>	<b>Final student presentations</b>