

## PSCI 362 | Immigration, Borders and Boundaries Fall 2026

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### **Course Description**

This course invites students to critically examine the politics of immigration and the power of borders: how they are imagined, built, enforced, and contested. In an age of global inequality and mass mobility, borders are more than geographical lines—they are instruments of regulation, exclusion, and identity-making. We'll explore how borders shape, and are shaped by, ideas of belonging, protection, race, class, gender, and national identity. And we'll ask hard questions: Do borders protect or confine? Why are certain migrants criminalized while others are welcomed? Are "illegal" migrants really breaking the law—or are they caught in systems designed to exclude?

We'll delve into debates surrounding irregular migration journeys, the myths that accompany them, and the policy responses they provoke—especially in Europe and the Mediterranean. From legal categories to lived experiences, from detention and deportation to solidarity and resistance, we will analyze how mobility is governed—and how it is resisted.

### **Learning Goals**

**This course will primarily teach students to:**

1. **Rethink Borders** – Understand what borders *really* are, how they come into being, and why they matter far beyond just lines on a map.
2. **Think with Theory** – Use key concepts and theoretical tools to make sense of how and why people move—and how societies respond.
3. **Dive into Real-World Cases** – Explore case studies (with a special focus on Europe) that bring abstract ideas to life and show the complexity of migration in practice.
4. **Decode the Debate** – Sharpen your ability to critically engage with public conversations on migration—whether in the news, in policy, or in everyday life.

### **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 will affect your grade. Illness or other such compelling reasons which result in absences should be reported immediately to the Student Affairs Office, via the form available in the Student Portal.

I allow one undeclared absence in the course. Beyond that, absences are recorded and unless it's a serious or prolonged illness (doctors note must accompany it) or personal issue for which absence can be excused, I will be reducing the grade from class engagement and attendance. This will inevitably also affect the final grade.

It is your responsibility to make up the work while absent.

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

I consider late work anything that is submitted post deadline unless I have granted an extension. The portal will be closed and won't allow access to late submissions, which means any assignments not delivered on time will be marked as Incomplete. If you get an incomplete you will be asked to resubmit the assignment. If you cannot submit your assignment due to medical or other excused reasons (i.e. emergency and/or medical note for absence) you will be given the option to make up the work. If your absence is not excused, you will be losing 5% percentage of the grade.

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.

#### **Evaluation and Grading Percentages** (*rubrics will be shared with students in the first class*)

- Class engagement: 15%
- Reflections (25%)
- Mid term exam (20%)
- Final project (30%)
- Self-reflection: 10%

## **Course evaluation:**

### **Class engagement (15%):**

Think of our classroom as a shared space of discovery. Your voice matters—not just how often you speak, but how you engage. Participation includes asking thoughtful or clarifying questions, reading key passages aloud and offering your take, drawing connections between readings and real-world examples, responding to a classmate's insight or challenging an idea respectfully. Participation is about presence, preparation, and respectful listening—but it is also about speaking. Occasionally you will be asked to pair-share, work in groups, exchange. This will also count towards class engagement.

### **Reflections: (Marked complete/incomplete): 25%**

You will be asked to produce short reflections in class or following guest lecturers. I will be providing you with the prompt on the day. For a reflection to be marked as 'complete' it must draw from the reading(s) of the day, showcase an understanding of the topic, and avoid being general. Unsupported analysis and opinions without any evidence or links to the reading(s) will not be accepted and I will ask you to redo the reflection.

**Keep in mind to get a 'complete' the presentation must fulfil the above requirements. Simply delivering it does not get you the percentage. If it falls short you will be offered the option to do make up work in writing. Alternatively the grade percentage will reduce. I will provide feedback but not a grade.**

### **Mid term Exam: 20%**

The exam will take place during mid- term week in class. It will consist of written answers based on material covered up to that point.

**Final assignment (30%):** individual. A first draft of the idea is submitted for discussion during the mid term week.

### **Proposed prompts to consider/themes:**

#### **1. Who belongs — and who decides?**

Explore how ideas of belonging, identity, and national membership are constructed and contested. Who gets to feel "at home," and what happens to those who don't fit?

*Connects to:* nationalism, securitisation, colonial histories, hospitality and solidarity, the Greece case studies

*Possible formats:* photo essay with written commentary, zine, podcast episode.

#### **2. What does a border actually do?**

Borders are more than lines on a map. What work do they perform — politically, socially, symbolically? Who do they protect, and who do they harm?

*Connects to:* securitisation, smuggling and trafficking, the irregular journey, EU external migration management, pushbacks

*Possible formats:* annotated visual map, infographic series, podcast episode,

#### **3. How is the migrant story told — and by whom?**

Examine how migration is represented: in media, in policy language, in public debate. Whose voices are centered, and whose are erased?

*Connects to:* myths of migration, media coverage session, EU policy, Ukraine/double standards, AI and surveillance

*Possible formats:* zine, podcast episode, annotated image collection

#### **4. When the rules don't protect you, what do you do?**

Look at the gap between legal frameworks and lived experience. How do people navigate, resist, or survive systems that exclude them?

*Connects to:* irregular journeys, smuggling and trafficking, detention and deportation, civil society, solidarity

*Possible formats:* photo essay, zine, illustrated personal narrative (composite/fictional based on real cases), podcast episode

#### **5. Is the "crisis" ever really over?**

Challenge the language of crisis in migration debates. Who benefits from framing migration as an emergency — and what gets normalized in the process?

*Connects to:* refugee crisis 2015-2019, aftermath 2019-2023, Ukraine, climate migration, AI and migration management

*Possible formats:* infographic series, annotated timeline, podcast episode

### **A note on formats**

*These are starting points — if you have a different format in mind that fits the spirit of the project, discuss it with me.*

*Whatever format you choose, your project should make a clear argument, engage with at least three academic*

*readings, does not reproduce a specific class and is not AI based and produced. Usage of AI is not allowed for the*

final projects.

A zine (short for "magazine") is a small, self-published booklet — typically handmade or designed digitally — that combines text, images, illustrations, and layout to make an argument or tell a story. They originated in activist and punk subcultures as a way to communicate ideas outside mainstream media. A student may create an 8page zine that combines short written pieces, images (photographs, drawings, collage), quotes, and visual design to explore the chosen question/prompt.

## **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.

## **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.

## **AI policy:**

The purpose of the assignments is to get you to think, synthesize information and provide an analysis in an academic manner. AI cannot do that for you. **Per Student handbook:** *Students must disclose their AI usage on assignments. Failure to disclose how AI has been used, or submission of AI work as one's own, is a violation of academic integrity. Using AI in any way that is not explicitly permitted by the syllabus, assignment instructions, or the professor is considered a violation of academic integrity. If a professor suspects that AI was improperly used to complete an assignment, they may ask the student to explain or discuss their work orally to confirm that the student has the knowledge their submitted work represents. Mistakes made by AI are the responsibility of the student, even when they have disclosed their AI usage. Using AI does not excuse errors, misrepresentations, plagiarism, or violations of course policies. All allowed AI output should be double-checked and used with caution.*

If I have concerns that you have used AI for an assignment beyond what is allowed, I will ask you to orally 'defend' the work. **Unauthorized usage of AI will result in the reduction of one letter grade (e.g. from A to B)**

## **Use of Laptops**

Mobile phones are not allowed in the classroom and students are requested to keep them switched off for the duration of class and in their bags. Laptop usage is also not allowed unless you have provided CYA with an accommodation from your college. Students are advised to buy a short notebook and keep all their

Session #	Week	Topic / Readings / Assignments Due /
1	7/09	<b>Introduction: myths of migration</b> <i>Reading</i> 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>
2	9/9	<b>Why do people move?</b> <i>Reading</i> 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	14/9	<b>Nationalism (reflection in class)</b> <i>Reading</i> Mylonas Harris and Maya Tudor, (2021).Nationalism: What We Know and What We Still Need to Know. Annual Review of Political Science, 24:1, 109-132 (open access)
4	16/9	<b>Populism</b> <i>Reading</i> Anselmi -On Populism (selected chapters)

5	21/9	<b><u>Securitisation of migration</u></b> <i>Reading</i> Brown, W. (2014). <i>Walled States, Waning Sovereignty</i> . Chapter 4, Desiring walls (read from <i>Fantasies of walled democracies onward</i> )
6	23/9	<b><u>Smuggling and trafficking</u></b> <i>Reading</i> 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>
7	28/9	<b><u>The irregular journey (reflection in class)</u></b> <i>Reading</i> Khosravi, S (2007). The 'illegal' traveler: an auto-ethnography of borders. <i>Social Anthropology/Anthropologie Sociale</i> , 15(3): 321-334.
8	30/9	<b><u>Colonial histories</u></b> <i>Reading</i> Fanon, F. (1963). <i>The Wretched of the Earth</i> . New York: Grove Press. Chapter 1. Concerning violence (pp. 35 – 95)
9	5/10	Migration from and to Greece in the 19 <sup>th</sup> and early 20 <sup>th</sup> century  <i>Reading</i> Kasimis, C. (2013). Greece, migration 1830s to present. In <i>The Encyclopedia of Global Human Migration</i> , I. Ness (Ed.). <a href="https://doi.org/10.1002/9781444351071.wbeghm259">https://doi.org/10.1002/9781444351071.wbeghm259</a>  <b><u>No class on Wednesday - it is make up day for your Tuesday/Thursday classes</u></b>
10	12/10	<b>Hospitality and solidarity in urban settings</b> <i>Reading</i> Agustín, Ó.G., Jørgensen, M.B. (2025). Urban Cosmopolitanism: Towards Multiscalar Networks of Solidarity and Hospitality Cities. In: Bauder, H., Setrana, M.B. (eds) <i>Urban Migrant Inclusion and Refugee Protection - Volume 1</i> . IMISCOE Research Series. Springer, Cham. <a href="https://doi.org/10.1007/978-3-031-95147-3_11">https://doi.org/10.1007/978-3-031-95147-3_11</a>
11	14/10	<b>Mid term revision</b>
12	19/10	<b>Mid term exam (in class)</b>
13	21/10	<b>How does media cover migration? guest speaker</b>  Reflection submitted after class by 9pm  <b>Final project initial idea submitted</b>
14	2/11	<b>European policy on migration- background lecture (reflection submitted by 9pm)</b>
15	4/11	<b>Migration to Greece: 2000-2014</b> <i>Reading</i> Triandafyllidou, Anna and Dimitriadi, Angeliki (2014). MIGRATION MANAGEMENT AT THE OUTPOSTS OF THE EUROPEAN UNION: The Case of Italy's and Greece's Borders. <a href="#">Griffith Law Review</a> Volume 22, 2013 - <a href="#">Issue 3: Irregular Migration: Emerging Regimes of Power and the Disappearing Human</a>
16	9/11	<b><u>The European refugee 'crisis': 2015-2019</u></b> <i>Readings</i> 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. 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>
17	16/11	<b><u>The aftermath of the crisis: 2019-2023</u></b> <i>Readings</i> Koros, D. (2022) Pushbacks In Greece: State Crime, Denial and the Struggle Against Impunity <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> Kourakis, F. (2025). From "crimmigration" to "enemy under-criminalization": the Greek case of immigration control. <i>The Greek Review of Social Research</i> , 164, 31–56. <a href="https://doi.org/10.12681/grsr.40196">https://doi.org/10.12681/grsr.40196</a>

18	18/11	<p>Guest speaker- how has civil society contributed during and post 'refugee' crisis?</p> <p>Reflection submitted by 9pm</p>
19	23/11	<p><b>The external dimension of EU migration management: from Turkey to Albania</b></p> <p><i>Readings</i></p> <p>Dimitriadi, A. (2023). No turning back. Greece and the EU-Turkey Statement Seven Years on. GPPI <a href="https://reliefweb.int/report/greece/no-turning-back-greece-and-eu-turkey-statement-seven-years">https://reliefweb.int/report/greece/no-turning-back-greece-and-eu-turkey-statement-seven-years</a></p> <p>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>)</p> <p>Giordanni, C. (2024) The Italy-Albania Agreement on Migration: From the Fiction of Non-Entry to Functional Entry. <a href="https://www.eliamep.gr/en/to-protokollo-italias-alvancias-gia-ti-metanastefsi-apo-to-plasma-dikaiou-tis-mi-eisodou-fiction-of-non-entry-sti-leitourgiki-eisodo-functional-entry/">https://www.eliamep.gr/en/to-protokollo-italias-alvancias-gia-ti-metanastefsi-apo-to-plasma-dikaiou-tis-mi-eisodou-fiction-of-non-entry-sti-leitourgiki-eisodo-functional-entry/</a></p> <p>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>)</p>
20	25/11	<p><b>Russia's invasion of Ukraine and EU responses:</b></p> <p><i>Reading</i></p> <p>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</p> <p>Marie De Somer &amp; Alberto-Horst Neidhardt. <a href="#">EU responses to Ukrainian arrivals – not (yet) a blueprint</a>. EPC</p>
21	30/11	<p><b>Future challenges: Climate migration and climate refugees</b></p> <p>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?</p>
22	2/12	<p><b>Migration and Artificial Intelligence</b></p> <p><i>Reading</i></p> <p>Molnar, Petra (2025). AI, surveillance and the privatisation of migration management. Mixed Migration Center</p>
23-24	7-9/12	<p><b>Final project presentations and Wrap up</b></p>