

The New School
Julien J. Studley Graduate Program in International Affairs

Mobility and Forced Migration

Fall Term 2018
Programme Code: NINT 5346 | CRN: 7497 | UGLB 4513 | CRN: 7726
Mondays, 4.00-5.50 p.m. | 66 W 12th St., Room 617

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Mobility and Forced Migration introduces students to the key notions, norms, and narratives of human mobility. It engages in discussions on the commonalities and differences between various forms of spatial mobility from legal, sociological, and normative perspectives. The course will further participants' understanding of how forced migrants—including refugees and IDPs—and so called voluntary migrants are conceptualized, as well as of the different policy and legal responses in both, the international and the domestic spheres. The latter include policies aiming at immigration control, immigrant integration, and refugee protection.

Highlighting the social worlds of migrants in different scenarios in the global North, as well as in the global South, the course emphasizes the agency of migrants and gender differences in the experiences and effects, as well as the role their legal status plays. It will address the root causes of displacement and migration, migrants' trajectories and issues of social justice. Connected to current phenomena and debates, the course also includes discussions on displacement and migration issues in the recent agenda on sustainable development, 'climate refugees', and current crisis migration.

Key learning goals

At the end of the course, students will

- Have acquired substantial understanding of:
 - Key definitions and conceptual differences of various forms of human mobility.
 - International norms on refugees and forced migration.
 - Social worlds of refugees in different scenarios in the global North and South.
 - Legal and policy responses to forced migration in the global North and South.
 - Social worlds of migrants in different scenarios in the global North and South.
 - The role of migrants' agency and gender differences when assessing the impact of migration and related policies.
 - Media narratives, representation of migration issues and securitization of human mobility.
- Be able to apply frameworks and approaches to a variety of forced migration scenarios and differentiate between the needs and capabilities of different groups.
- Have enhanced analytical writing capabilities and techniques of media analysis.

Course Assessment

The final grade for this course will be made of the following components:

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|-------------------------|------|----------------------------|------|
| 1) Class attendance: | 5 % | 3) Framing and reflecting: | 20 % |
| 2) Class participation: | 35 % | 4) Group research: | 40 % |

Class Attendance: Discussions of the reading material in class are critical for this course. Hence, your attendance is too. If you cannot make a class for important reasons please inform me at least one hour before the class begins that you'll be unable to attend. If you are unable to make it it is your responsibility to get informed about our discussion and the learning progress.

Class Participation: I expect students to actively participate in class discussions. Active participation requires sufficient reading in advance of the seminar to enable clear arguments and informed opinions related to the topic under discussion. In addition to having read the course readings I expect that you have taken notes and that you have reflected on key aspects before we meet. This way, our discussions will be meaningful and we can all benefit from each other's insights. I will evaluate how prepared you come to class, how much of original critically thinking you bring to the discussion and how you discuss competing concepts and theories with other students.

I understand that not everyone has the same ease of contributing to class discussions. While I expect everyone to share their views and reflections on the course material in our weekly meetings, I offer everyone to supplement their class participation grade with a response paper. This is *not a mandatory assignment* but a possibility to substitute 15 percentage points of your participation grade with a response paper. These papers of not less than 600 and not more than 800 words (excluding references) have to be submitted me via email before the day of the respective class. Response papers should substantially discuss a specific issue that attracts students' interest in the assigned reading material by either comparing how the different texts relate to the chosen issue or by using additional literature to discuss the issue. This should consider the six guiding principles below and the *separate guidelines for response papers* (please consult the guidelines that are uploaded on Canvas and follow the instructions).

Framing and Reflecting: For all substantive classes (all classes but weeks 1, 6 and 12), half of the class will help us to frame discussions while the other half will help the rest to reflect on key takeaway points. Through a lottery, in week 1, we divide the class and after week 7 the groups switch.

Framers provide short reflections on the readings before we meet in class: Two thirds of the reflections should focus on → What concepts and facts surprised you? → What questions arising from the readings should our in-class discussion consider and why? And about a third of the submission should highlight → What links do you see to previous classes/discussions? Framers have the opportunity to shape our discussion in class. Thus, don't focus on summarizing the readings that everyone else read too. Your critical reflections on the readings and your key ideas have the potential to influence the questions we ask and discuss in class.

Reflectors share what their main take-away points from each class discussions were: Two thirds of the reflections should focus on → What surprised you from the presentation and our discussion? → What was interesting? → What should be remembered for the future? And about a third of the submission should highlight → What links do you see to previous classes/discussions? There is no way you can summarize all important points we made in our discussions in a short reflections. Thus, your role is to act as a filter and a highlighter. From your perspective, what are key points and why?

There are two ways of submitting your reflections. I encourage everyone to use a new way of sharing impressions through the *zipstrr* app. After creating a free *zipstrr* account, you can record a short video statement of up to 60 seconds in which you highlight your reflections. You can record these videos on a smartphone and then upload them to the app, which automatically compiles these reactions into a short, joint video. This way we hear from everyone about key points and the videos serve as a collaborative notepad that you can revisit to refresh your knowledge in the future (see the additional document on *instructions for reflection points*).

If you don't want to record your reflections you can submit written points to the forum that you find under the 'discussion board' tab on Canvas. These need to be between 200-300 words.

If you decide to upload short videos, you have to upload at least three videos for each half of the semester, i.e., three as framers and three as reflectors (i.e., a total of six). If you decide to submit written points, you must submit your reflections for at least 4 class sessions in each half (i.e. a total of eight). Please note that week 1, 6 and 12 are not available for submitting reflections. It will count as a *bonus* if you upload at least 8 videos.

The deadline for framers is Saturday 11.59pm before our Monday class to give the rest of the class (and me) time to absorb your thoughts. Reflectors have to upload their key take-away points on Tuesdays, 9pm, following the respective Monday class. Please download the app and join the projects (see *instructions*) before September 11 and on September 12, at 9.00-9.30am there is an optional zoom call with me and our *zipstrr* focal point, in case you have technical questions.

Group Research Project:

In groups of 3-4 students, students will engage in actual analysis of debates or policies. Group research projects can fall in one of three categories:

- Policy regimes that govern migration and human mobility. In addition to the analysis of legal and policy documents this should involve more in-depth primary research, i.e. through expert interviews (interviews with refugees and migrants generally require approval by the university's Institutional Review Board (IRB), which makes them impractical for short projects).
- Substantive and systematic content analysis of media portrayals and narratives (newspaper coverage, video reporting, images, etc.).
- Substantive and systematic content analysis parliamentary debates or official discussions at the United Nations General Assembly on issues related to migration.

The concrete topic will be discussed with the course instructor and approved in advance. To this end, after an initial discussion in week 7 (October 15), student teams will elaborate a draft outline of the project that spells out the key questions, their relevance, the state-of-the art and the research methodology. A two-page outline for the research project is due to be submitted by email by October 21. Two weeks later, on November 4, you need to submit the final methodology for the research project (since for many of you this will be the first substantive research project, I want to make sure your efforts go into the right direction). In week 12, student groups will present their findings to a panel of experts and each other. Final research reports (4,500-6,000 words) have to be submitted by email by December 18, 2018.

Current item: Each day, important news appear on refugees and migrants. This ranges from news on political statement and debates to calamities, from reports about new studies, new policies or technologies used by or for mobile populations to achievements by refugees and migrants. I want you to pay attention to current news that are connected to this course. For this reason, the last 5-10 min of each class are dedicated to current events. You can suggest topics that you see on the news, blog posts or other information sources. While news items need to be in English, you can suggest short publications from around the world. These items don't have to be connected to the main topic of the weekly session (but they can). They do not have to be from the week in which we discuss them but they should be fairly recent. Please upload new ideas to the discussion board on Canvas by Thursday, 11.59pm before our Monday class and provide brief key questions. I will then choose an item from your list that we will discuss.

Guiding Principles

Throughout the course, students are encouraged to scrutinize the reading material by critically considering the following six guiding principles.

- 1. Policy responses and their legitimacy:** What legal and policy responses have been adopted by what institutions and at what levels (international, regional, national, sub-national, local)? What issues do these responses address and what are their shortcomings? What can you say about the commonalities and differences between groups and categories that are treated differently (or lumped together)? What role does time play in the responses and their legitimacy (i.e., some measures may be legitimate for short-term solutions but their legitimacy and appropriateness may decrease over time)?
- 2. Assessing the impact:** What is the impact of different forms of migration and mobility on individuals, their families, communities of origin, transit and destination? How does the movement and mobility of people affect our understanding of political community, social membership, and citizenship?
- 3. Migrants' agency:** Where do we find agency on the part of migrants and refugees and how do people make use of their choices? In what ways do migrants engage in transnational activities? What are the key determinants for migrant women and men to exercise more or less power over their situation? How do policies and narratives reflect or neglect agency?

4. Gender sensitive analysis: In what way play gender differences a role when analyzing the phenomenon at hand, especially, regarding the determinants and the impacts? Are there gender-specific potentials, vulnerabilities, or needs that should be considered? Is the representation of the migration phenomena under scrutiny skewed toward specific narratives of men, women or gender roles in general? What policy options exist?

5. Specific versus generalizable knowledge: To what extent are the described concepts, processes, and effects generalizable and where are they determined by, and limited to, specific framing conditions and situation-specific parameters?

6. Adopting a researcher’s mindset: In an era of “fake news” and “alternative facts”, what are the empirical questions we have to explore to adequately discuss the claims made in the political sphere or by scholars? What are the underlying (often not explicitly stated) assumptions about migrants, refugees, asylum seekers and displaced persons? What language, research, and narratives would be appropriate to address these issues head-on?

Course Overview

Week 1: Trends and Notions of International Migration	27 Aug
<i>No class (University holiday for Labour Day)</i>	3 Sept
<i>No class (University holiday for Rosh Hashanah)</i>	10 Sept
<i>Download zipstrr app, create account, and join class projects</i>	11 Sept
<i>Optional zoom call with zipstrr focal point on technical issues</i>	9am, 12 Sept
Week 2: Gender, Human Rights and Transnational Perspectives on Migration and Displacement	17 Sept
Week 3: Human Mobility, Sustainable Development and the Drivers of Migration	24 Sept
Week 4: Deterrence Policies: In search of controlling mobility	1 Oct
Week 5: The Securitization of Migration	8 Oct
Week 6: Session on Group Projects on Asylum and Migration Narratives and Debates	15 Oct
<i>Outline for research project due</i>	21 Oct
Week 7: Who is a refugee? Access and Processes of Status Determination	22 Oct
<i>Complete mid-term feedback and suggestions</i>	26 Oct
<i>Framers and reflectors switch. Those who were reflectors (framers) for and before week 7, are now framers (reflectors) for week 8</i>	
Week 8: Migrant and Refugee Integration in the ‘Global North’	29 Oct
<i>Final methodology for research project due</i>	4 Nov
Week 9: The Ethics of Immigration and Asylum	5 Nov
Week 10: Refugees in the ‘Global South’: Encampment and Life in Refugee Camps	12 Nov
Week 11: The Syrian Refugee Crisis and Policy Responses in the Middle East and Europe	19 Nov
<i>Submit one-page summary of draft research paper</i>	23 Nov
Week 12: Group Presentations on Research Projects	26 Nov
<i>Complete official course evaluations and separate feedback form</i>	3 Dec
Week 13: The Future of Forced Migration and Mobility	3 Dec
<i>Final research reports due</i>	18 Dec

Course Plan

Week 1: Trends and Notions of International Migration

What are important definitions of and differences in key notions of migration (statistical vs. other definitions (migrant, diaspora, mobility, refugee, IDP))? What are major flows and stocks of international migration? What are the key questions, analytical categories, and disciplinary tools of migration and forced migration studies? Is it justified to differentiate between the two areas of study? If yes, when and why? What are key disciplinary perspectives on migration and forced migration (e.g. sociology, economics, political science, etc.)?

Please read the syllabus and see if you have any questions regarding the assignments or the structure of the class.

- UNHCR. 2018. Global Trends 2017 (pp. 2-22).
- Naujoks, Daniel. (forthcoming, Fall 2018) “Trends, Drivers and Dynamics of Flight and Migration.” In Dirk Messner, Christoph Beier, and Hans-Joachim Preuß (eds), *Global Migration Movements. The Way Ahead - Lessons from Theory and Implementation*, Milton Park and New York: Routledge.
- Bakewell, Oliver. 2011. Conceptualising Displacement and Migration: Processes, Conditions, and Categories. Chapter 2 in: Kalid Koser and Susan Martin (eds.), *The Migration-Displacement Nexus: Patterns, Processes, and Policies*, Oxford: Berghahn Books.
- United Nations General Assembly. 2016. New York Declaration for Refugees and Migrants.

Supplementary reading:

- Chimni, B.S. 2009. The Birth of a Discipline: From Refugee to Forced Migration Studies. *Journal of Refugee Studies* 22 (1), pp. 11-29.
- Castles, Stephen, Hein de Haas, Mark J. Miller. 2014. *The Age of Migration* (5th Edition), Palgrave (Introduction).
- Turton, David. 2003. Conceptualising Forced Migration. RSC Working Paper No. 12, Refugee Studies Centre, University of Oxford.

Week 2: Gender, Human Rights and Transnational Perspectives on Migration and Displacement

Why are a gender-sensitive lens, a ‘human-rights based approach,’ a focus on individuals’ agency and a transnational perspective important for understanding human mobility? How is this neglected in many accounts of the involved phenomena? In what ways can human mobility be empowering or disempowering and what role does gender play in this regard?

- Fiddian-Qasmiyeh, Elena. 2014. “Gender and Forced Migration.” In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 394-408.
- Martin, Susan. 2004. *Refugee Women* (2nd edition). Lanham, MD: Lexington Books (Chapter 2. pp. 13-23).
- Peggy Levitt and Nina Glick Schiller. 2004. “Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society.” *International Migration Review* 38 (3), pp. 1002–39.

Supplementary reading:

- Katharine M. Donato and Donna Gabaccia. 2015. *Gender and international migration: from the slavery era to the global age*. New York: Russell Sage Foundation (Introduction).

Week 3: Human Mobility, Sustainable Development and the Drivers of Migration

How are different dimensions of the Sustainable Development Goals (SDGs) linked to human mobility? To what extent do state policies matter with regard to immigration, emigration, and refugee movement and diaspora engagement? What are key theories of migration and determinants of migration flows? What are shortcomings of many theories and why does it matter? What are the links between environmental factors and human mobility? What are key obstacles for legal and political recognition of the involved phenomena? What policy options exist to prevent and address the negative impact?

After having read the required readings, please make sure you understand the framework elaborated in the Naujoks (2018) reading well that considers the four dimensions (1) development affecting mobility, (2) migration as development, (3) mobile populations as contributors to development and (4) development outcomes targeting vulnerable mobile populations. Then go through the targets for Sustainable Development Goals 4, 8, and 16 and prepare short 'briefing notes' on how different targets relate to one or more dimensions of the framework. These notes will not be submitted to the instructor but they help you to structure your preparation for an exercise we will do in class. I assume you to have made connections between 2-3 targets in each of the three goals but you don't need to find a connection between every target and the dimensions. What targets and what dimensions you prioritize is up to you. To prepare please use the *worksheet* that you find on Canvas and:

- Write down for which dimension(s) the target matters and how and why. This may require coming up with some information on scenarios in which this relationship would matter (e.g., what size and socio-economic characteristics of diaspora or refugee populations do you assume when you say that they can contribute to a certain SDG target? What are the specific vulnerabilities, needs and capabilities of the refugee, IDP, or immigrant population that makes you highlight a certain SDG target?).
- Imagine the Government of the (fictional) country of Globalia has asked you to provide it with suggestions on how to integrate migration and displacement into its policy agenda. Based on the scenario(s) and relationship you described in the previous point, write down ideas for policy and programming interventions that could be devised to affect this relationship. Highlight what information would be needed to devise and implement such programs, what challenges you foresee in this regard and what is the 'theory of change,' that is, the logical steps that lead from specific policy and programming activities to the desired outcome.

NB: The same target can be used for different dimensions and it can be connected to multiple policy interventions, depending on different target groups and scenarios.

In addition, prepare to discuss the following questions:

- ❖ In November 2015, the European Union announced to increase official development aid (ODA) to Africa in order to decrease emigration. What are the assumptions this is based on and how do you assess them?
- ❖ In the Rawlence (2016) reading, Isha eventually leaves her home. Why does she? How is this connected to conflict? How would you describe the causes of her displacement?

Required readings:

- Naujoks, Daniel. 2018. "Achieving the Migration-Related Sustainable Development Goals." In: United Nations and International Organization for Migration, *2017 Situation Report on International Migration. Migration in the Arab Region and the 2030 Agenda for Sustainable Development*, Beirut: UN Economic and Social Commission for Western Asia, pp. 73-122 (required reading read only pp.75-89)
- Foresti, Marta and Jessica Hagen-Zanker. 2017. *Migration and the 2030 Agenda for Sustainable Development*, ODI.
- Stephen Castles, Hein de Haas, Mark J. Miller. 2014. "Theories of Migration." In: *The Age of Migration* (5th Edition), Palgrave.
- Rawlence, Ben. 2016. *City of Thorns: Nine Lives in the World's Largest Refugee Camp*. New York: Picador (pp. 57-61).
- SDG targets for Goals 4, 8, and 16.

Supplementary reading:

- de Haas, Hein. 2010. "Migration and development: a theoretical perspective." *International Migration Review* 44(1): 227-64.
- Non-required sections of the above Naujoks (2018) reading and SDG targets for other goals.
- Video: *Changing Climate, Moving People*, The Energy Resource Institute (TERI) for UNESCO (35 min, April 2015): www.youtube.com/watch?v=MSVUJQd9W5g
- Foresight: Migration and Global Environmental Change (2011) Final Project Report. The Government Office for Science, London (Executive Summary).
- Zetter, Roger, and James Morrissey. 2014. "The Environment-mobility Nexus." In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 342-354.

Week 4: Deterrence Policies: In search of controlling mobility

With what policies do states deter asylum-seekers from claiming asylum? Why have some authors described today's refugee regime as a 'non-entrée regime'? How do deterrence policies affect the safety of migrants and refugees? What legal and moral obligations limit deterrence policies? What is the role of human smuggling and what can be done to make migration routes safer?

- Gammeltoft-Hansen, Thomas. 2014. "International Refugee Law and Refugee Policy: The Case of Deterrence Policies" *Journal of Refugee Studies* 27 (4): 574-595.
- United Nations Special Rapporteur on extrajudicial, summary or arbitrary executions. 2017. Report on Unlawful Death of Refugees and Migrants.
- Orchard, Phil. 2014. *A Right to Flee. Refugees, States, and the Construction of International Cooperation*. Cambridge: Cambridge University Press (Chapter 8: The non-entrée regime, pp. 203-237).

Supplementary reading:

- Crawley, Heaven, Franck Duvell, Nando Sigona, Simon McMahon, Katharine Jones. 2016. Unpacking a rapidly changing scenario: migration flows, routes and trajectories across the Mediterranean. Unravelling the Mediterranean Migration Crisis (MEDMIG) Research Brief No.1.
- Triandafyllidou, Anna and Angeliki Dimitriadi (2014) "Deterrence and Protection in the EU's Migration Policy." *The International Spectator: Italian Journal of International Affairs* 49 (4): 146-162.
- Tinti, Peter and Tuesday Reitano. 2016. *Migrant, Refugee, Smuggler, Savior*. New York: Oxford University Press. (Chapter 2).
- Browse the website <https://missingmigrants.iom.int>

Week 5: The Securitization of Migration

When do we speak of 'securitization' of an issue? What is the 'widening debate'? To what extent are migration issues viewed as threats to security and what actors promote such perspectives? What approaches exist to de-securitize forced migration topics? What changes when we consider 'human security'?

- ❖ I would like you to consider: Are *potatoes* dangerous (yes, I mean the root vegetable)? Why could it be a security risk and for what (think about different 'referent objects')? This may sound silly but please spend a few minutes thinking about the potato as a security risk. Then put yourself into the shoes of a securitizing actor: what would you do to securitize the potato (you can take strategies mentioned in the readings and apply them – or , of course, invent your own approach).
- Buzan, Barry, Ole Wæver, and Jaap de Wilde. 1998. *Security: A New Framework for Analysis*. Boulder: Lynne Rienner Publishers (Chapter 2).
- Huysmans, Jef. 2006. *The Politics of Insecurity: Fear, Migration and Asylum in the EU*. London: Routledge (Chapters 1 and 2).

- Hammerstad, Anne. 2014. "The Securitisation of Forced Migration." In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 265-277.
- Nowrasteh, Alex. 2016. Terrorism and Immigration. A Risk Analysis. *Policy Analysis* 798, Cato Institute.

Supplementary reading:

- Naujoks, Daniel. 2015. "The securitization of dual citizenship. National security concerns and the making of the Overseas Citizenship of India." *Diaspora Studies* 8 (1), pp. 18–36.
- Chebel d'Appollonia, Ariane. 2015. *Migrant Mobilization and Securitization in the United States and Europe*. New York: Palgrave Macmillan (Chapter 1: The Securitization of Immigration and Integration Governance).
- Faist, Thomas. 2005. "The Migration-Security Nexus: International Migration and Security." In: *Migration, Citizenship and Ethnos: Incorporation Regimes in Germany, Western Europe and North America*, edited by Y. Michal Bodemann and Gökce Yurdakul, pp. 103–120. New York: Palgrave Macmillan.
- Adamson, Fiona B. 2006. "Crossing Borders: International Migration and National Security." *International Security* 31 (1): 165-99.
- Gerard, Alison. 2014. *The Securitization of Migration and Refugee Women*. New York: Routledge (Chapter 8).

Week 6: Session on Group Projects on Asylum and Migration Narratives and Debates

To prepare for this session, each student should think about interesting research projects. This involves content analysis of debates in news media or other fora anywhere in the world (but consider the language implications of the research). This session will focus on the importance of narratives and on possible methodologies to conduct such analysis. You can have formed groups to work on group research projects before this session but often groups are formed based on the discussion of topics and interests in class. The better prepared you come the more you can shape your research projects.

The session will also discuss the following key questions: What are dominant representations of "the refugee" in media and by advocates? What narratives and underlying emotions are connected to these representations? Are mainstream representations 'accurate' or what are their shortcomings? How do certain representations and narratives related to the public opinion about displacement, immigration, security and connected issues?

- Wright, Terence. 2014. "Media, Refugees and other Forced Migrants." In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 460-474.
- Bleich, Erik, Irene Bloemraad, and Els de Graauw. 2015. "Migrants, Minorities and the Media: Information, Representations and Participation in the Public Sphere" *Journal of Ethnic and Migration Studies* 41 (6): 857–873.

Have a brief look at the *methodology* of these publications. What are their key research questions? How are they collecting information? How are they sampling publications and from publications?

- Koopmans, Ruud and Paul Statham. "How national citizenship shapes transnationalism: A comparative analysis of migrant claims-making in Germany, Great Britain and the Netherlands", WPTC-01-10 (particularly focus on pp. 21-23).
- Bleich, Eric, Hannah Stonebraker, Hasher Nisar, and Rana Abdelhamid. 2015. "Media Portrayals of Minorities: Muslims in British Newspaper Headlines, 2001-2012." *Journal of Ethnic and Migration Studies* 41 (6): 942-62.
- Bloemraad, Irene, Els de Graauw, and Rebecca Hamlin. 2015. "Immigrants in the Media: Civic Visibility in the USA and Canada." *Journal of Ethnic and Migration Studies* 41 (6): 874-896.

Supplementary reading:

- Sigona, Nando. 2014. "Memories, Narratives and Representations of Forced Migration." In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 369-382.
- White, Aidan. 2015. *Moving Stories - International Review of how media cover migration*. London: Ethical Journalism Network.

Week 7: Who is a refugee? Access and Processes of Status Determination

What are the international and domestic legal definitions and standards for being recognized as refugees? What differences exist and what are the underlying values? Specifically, what are the challenges of recognizing persons fleeing non-state persecution and gender-based violence?

What are processes of refugee admission in countries of the 'Global North'? Why is it important to focus on processes and procedures? What objectives can admission policies have? What are current trends in the granting access to asylum seekers and refugees? And why does gender matter?

- Key Refugee Conventions (please read them!):
 - Convention Relating to the Status of Refugees, 1951, and 1967 Protocol. United Nations.
 - Convention Governing the Specific Aspects of Refugee Problems in Africa. Organisation of African Unity. 1969
- Hathaway, James. 1990. The Development of the Refugee Definition in International Law, pp. 1-27 in *The Law of Refugee Status*, Toronto: Butterworths.
- Kelley, Ninette. 2001. The Convention Refugee Definition and Gender-Based Persecution: A Decade's Progress. *International Journal of Refugee Law* 13 (4), pp. 559-568.
- Hamlin, Rebecca. 2012. "International Law and Administrative Insulation: A Comparison of Refugee Status Determination Regimes in the United States, Canada, and Australia," *Law & Social Inquiry* 37 (4), pp. 933-968. (*only focus on the US part of the paper*)

Supplementary reading:

- UNHCR Handbook on Procedures and Criteria for Determining Refugee Status (UNHCR 1979) [Focus on Introduction and Part one, for the rest, skim].
- UNHCR. 2013. Beyond Proof. Credibility Assessment in EU Asylum Systems (Section 2.1, pp. 27-30).
- Crawley, Heaven. 2000. Gender, Persecution and the Concept of Politics in the Asylum Determination Process. *Forced Migration Review* 9, pp. 17-20.

Week 8: Migrant and Refugee Integration in the 'Global North'

What does 'integration' of migrants and refugees mean and what specific measures have been enacted to facilitate their integration? What public policies have been put into place to 'govern' refugees and migrants, their social welfare, and integration? What challenges exist?

- Alba, Richard, and Nancy Foner. 2014. *Strangers no more. Immigration and the challenges of integration in North America and Western Europe*. Princeton: Princeton University Press (pp. 1-16).
- Strang, Alison, and Alastair Ager. 2010. "Refugee Integration: Emerging Trends and Remaining Agendas." *Journal of Refugee Studies* 23 (4), pp. 589-607.
- UNHCR. 2013. A New Beginning. Refugee Integration in Europe (pp. 74-89, and Chapter 7).

Supplementary reading:

- Wallace Goodman, Sara. 2014. *Immigration and Membership Politics in Western Europe*. Cambridge: Cambridge UP (Chapter 1: Membership matters: concept precision and state identity, pp. 16-36).
- Valenta, Marko, and Nihad Bunar. 2010. "State Assisted Integration: Refugee Integration Policies in Scandinavian Welfare States: the Swedish and Norwegian Experience." *Journal of Refugee Studies* 23 (4), pp. 463-483.
- UNHCR. 2007. "EU integration of refugees." *Forced Migration Review* 28, p. 62.

Week 9: The Ethics of Immigration and Asylum

What are the key moral arguments made to admit refugees and other migrants? What are the underlying assumptions and who is defining the rights in access to space? To what extent are normative perspectives addressed in research and policy discussions on (forced) migration? What real developments, activities, and time-related factors are viewed as being significant from an ethical perspective and why? What are the differences between moral rights to access a geo-political space and moral claims after being admitted?

- Carens, Joseph. 2013. *The Ethics of Immigration*. New York: Oxford University Press (Chapter 10: Refugees).
- Gibney, Matthew. 2014. "Political Theory, Ethics and Forced Migration." In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 48-59.

Supplementary reading:

- Joppke, Christian. 1998. "Why Liberal States Accept Unwanted Immigration." *World Politics* 50(2), pp. 266-293.
- Singer, Peter. 1988. *Practical Ethics* (2nd Edition). Cambridge: Cambridge University Press (Chapter 10).
- Carens, Joseph. 2013. *The Ethics of Immigration*. New York: Oxford University Press (Chapter 11. The Case for Open Borders).
- Betts, Alexander and Paul Collier. 2017. *Refuge. Rethinking Refugee Policy in a Changing World*. New York: Oxford University Press (Chapter 4).

Week 10: Refugees in the 'Global South': Encampment and Life in Refugee Camps

What are the arguments for and against encampment of refugees and what actors favor which arguments? How do we assess life in refugee camps from the perspectives of human security and capabilities? What are specific needs and vulnerabilities of women and children?

In this class, we will play a simulation game, in which a fictive host state, refugees, and the UNHCR negotiate whether refugees should live in a refugee camp or not. More details on the simulation and the respective roles will be shared closer to the class. To ensure you prepare well for your role and the discussion, you need to write a briefing memo following the instructions on Canvas (in the folder for week 10).

- Watch 3 video stories of your choice from www.dadaabstories.org (tab: camp life; explore camp life).
- Black, Richard. 1998. "Putting refugees in camps.: *Forced Migration Review* 2:1-4.
- Horst, Cindy. 2007. *Transnational Nomads: How Somalis Cope with Refugee Life in the Dadaab Camps of Kenya*. Berghahn Books: Oxford (Chapter 3).
- Betts, Alexander, Louise Bloom, Josiah Kaplan, and Naohiko Omata. 2017. *Refugee Economies: Forced Displacement and Development*. Oxford: Oxford University Press (Chapter 6).

- UNHCR. 2014. Policy on Alternatives to Camps.

Supplementary reading:

- Bakewell, Oliver. 2014. “Encampment and Self-settlement.” In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 127-138.
- UNHCR Guidelines on the Protection of Refugee Women (July 1991).
- Jacobsen, Karen. 2005. *The Economic Life of Refugees*. Bloomfield, CT: Kumarian (Chapter 2).
- Turner, Simon. 2015. “What Is a Refugee Camp? Explorations of the Limits and Effects of the Camp.” *Journal of Refugee Studies* 29 (2), pp. 139 – 148.

Week 11: The Syrian Refugee Crisis and Policy Responses in the Middle East and Europe

What are the policy responses to the refugee crisis and their limitations in the neighboring countries (especially Jordan, Lebanon, and Turkey) and in Europe? Why is Europe struggling to cope with the refugee crisis? What does this mean for longer-term development and refugee governance in the region, the EU, and globally?

[Given the current nature of this topic, the reading list may be updated closer to the date of the class.]

- Stavropoulou, Maria. 2016. Refugee protection in Europe: time for a major overhaul? *Forced Migration Review* 51. (The short piece is in the file with all articles from FMR 51).
- Tinti, Peter and Tuesday Reitano. 2016. *Migrant, Refugee, Smuggler, Savior*. New York: Oxford University Press. (Chapter 9).
- Verme, Paolo; Gigliarano, Chiara; Wieser, Christina; Hedlund, Kerren; Petzoldt, Marc; Santacroce, Marco. 2016. The Welfare of Syrian Refugees: Evidence from Jordan and Lebanon. Washington, DC: World Bank (Overview AND pages 123-129 on policies).
- Freedman, Jane, Zeynep Kivilcim, and Nurcan Özgür Baklacioğlu. 2017. “Conclusions.” In: *Idem* (eds), *A gendered approach to the Syrian refugee crisis*. London and New York: Routledge, pp. 175-178.
- And please read the brief description of the EU’s Dublin regulation: <http://openmigration.org/en/analyses/what-is-the-dublin-regulation/>

Supplementary reading:

- Crawley, Heaven, Franck Duvell, Nando Sigona, Simon McMahon, Katharine Jones. 2016. Unpacking a rapidly changing scenario: migration flows, routes and trajectories across the Mediterranean. Unravelling the Mediterranean Migration Crisis (MEDMIG) Research Brief No.1.
- Greenhill, Kelly M. 2016. “Open Arms Behind Barred Doors: Fear, Hypocrisy and Policy Schizophrenia in the European Migration Crisis.” *European Law Journal* 22 (3), pp. 317–332.
- Baklacioğlu, Nurcan Özgür. 2017. “The violence of tolerated temporality: Syrian women refugees on the outskirts of Istanbul.” In: Jane Freedman, Zeynep Kivilcim, Nurcan Özgür Baklacioğlu (eds), *A gendered approach to the Syrian refugee crisis*. London and New York: Routledge, pp. 42-60.
- Human Rights Watch. 2015. Europe’s Refugee Crisis: An Agenda for Action.
- Browse the short articles in the *Forced Migration Review* 51
- For information on the regional response in Lebanon and Jordan, you can browse the following website (on the left, there is a bar with links to reports, data and statistics, situational updates, plans, etc.): <http://data.unhcr.org/syrianrefugees/>

Week 12: Group Presentations on Research Projects

In this session, we will have presentations and discussions of the group research projects, highlighting the key findings, limitations, and challenges during the processes and the relevance of the results. A *panel of experts* will provide you with critical inputs and feedback for the group research papers.

In preparation of the discussion, all groups have to submit a one-page summary of the preliminary draft paper by December 23 (23.59pm). Please also read the other groups' one-pagers so as to provide them with comments and questions.

Week 13: The Future of Forced Migration and Mobility

The last session discusses the emerging Global Compact for Refugees and the proposed Comprehensive Refugee Response Framework. What is it? What is missing? Why do you think that is?

The session also ties the various aspects of Forced Migration and Mobility discussed during the semester together. Please review your notes from the classes throughout the semester. What concepts, interlinkages, normative approaches or facts stand out for you? Thus, what are your “take-away” points from the semester?

[Given the current nature of this topic, the reading list may be updated closer to the date of the class.]

- New York Declaration for Refugees and Migrants (*you read this already for week 1. It's time to re-read it. What has changed in your understanding of the different concepts?*).
- UN Global Compact for Safe, Orderly and Regular Migration (approved draft, July 2018).
- UN Global Compact on Refugees (final draft).
- Browse the site: <http://refugeesmigrants.un.org>

Supplementary reading:

- Betts, Alexander and Paul Collier. 2017. *Refuge. Rethinking Refugee Policy in a Changing World*. New York: Oxford University Press (Chapter 8).
- Special Representative of the UN Secretary-General on Migration. 2017. *Integrated and coordinated implementation of and follow-up to outcomes of the major United Nations conferences and summits in the economic, social and related fields (A/71/728)*.
- Suhrke, Astri. 2017. New refugee compact will struggle to live up to lofty rhetoric, available at www.lowyinstitute.org/the-interpreter/new-refugee-compact-will-struggle-live-lofty-rhetoric

Resources

The university provides many resources to help students achieve academic and artistic excellence. These resources include:

- The University (and associated) Libraries: <http://library.newschool.edu>. This website provides excellent and easily searchable resources, such as full-text, electronic academic journal articles, as well as references to books and other references in affiliated libraries. This should be your first stop for any research activity.
- The University Writing Center: www.newschool.edu/admin/writingcenter
- University Learning Center: For assistance with coursework assigned during the semester, you are encouraged to schedule tutoring sessions at the University Learning Center (ULC). Individual appointments are offered in Writing (all levels), Math, Adobe, Computer Programming, Oral Presentations and Time Management. Sessions are interactive, with both tutor and student participating. Appointments can be scheduled on Starfish or you can stop by for a walk-in session. The ULC is located on the 6th floor of 66 West 12th Street. Academic and skill-

building workshops are also offered. For a complete list of services, workshops, and general information, visit www.newschool.edu/learning-center.

- University Disabilities Services: www.newschool.edu/student-services/disability-services/). In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with me privately. All conversations will be kept confidential. Students requesting any accommodations will also need to contact Student Disability Service (SDS). SDS will conduct an intake and, if appropriate, the Director will provide an academic accommodation notification letter for you to bring to me. At that point, I will review the letter with you and discuss these accommodations in relation to this course.

Academic Honesty and Integrity

Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university. The New School views "academic honesty and integrity" as the duty of every member of an academic community to claim authorship for his or her own work and only for that work, and to recognize the contributions of others accurately and completely. This obligation is fundamental to the integrity of intellectual debate, and creative and academic pursuits. Academic honesty and integrity includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of faculty members and other students). Academic dishonesty results from infractions of this "accurate use". The standards of academic honesty and integrity, and citation of sources, apply to all forms of academic work, including submissions of drafts of final papers or projects. All members of the University community are expected to conduct themselves in accord with the standards of academic honesty and integrity. Students are responsible for understanding the University's policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. It is the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others.

Academic dishonesty includes, but is not limited to:

- Cheating on examinations, either by copying another student's work or by utilizing unauthorized materials;
- Using work of others as one's own original work and submitting such work to the university or to scholarly journals, magazines, or similar publications;
- Submission of another student's work obtained by theft or purchase as one's own original work;
- Submission of work downloaded from paid or unpaid sources on the internet as one's own original work, or including the information in a submitted work without proper citation;
- Submitting the same work for more than one course without the knowledge and explicit approval of all of the faculty members involved;
- Destruction or defacement of the work of others;
- Aiding or abetting any act of academic dishonesty any attempt to gain academic advantage by presenting misleading information, making deceptive statements or falsifying documents, including documents related to internships;
- Engaging in other forms of academic misconduct that violate principles of integrity.

(This is an abridged version of the policy. For the full policy text, which includes adjudication procedures, visit: www.newschool.edu/policies/academic-honesty-and-integrity-policy.pdf.)