Mobility and Forced Migration

Programme Code: NINT 5346 A | CRN: 7497 | Fall Term 2016
Thursdays, 8.00-9.50 p.m. | 66 W 12th St., Room 420
Daniel Naujoks (naujoksd@newschool.edu)
Office hours: by appointment.

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.

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?

2. 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?

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. 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?

6. Adopting a researcher’s mindset: 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 Assessment

Grading: The final grade for this course will be made of four components:
1) 3 response papers: 35 %
2) Group research: 40 %
3) Class attendance: 5 %
4) Class participation: 20 %

Response Papers: Students will write three short response papers to the weekly readings of their choice. These papers of up to 800 words have to be submitted before the day of the respective class via email. 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 above and the additional guidelines for response papers. Of the three papers that you write, the paper with the highest grade will count 15%, the other two count 10% each of the final grade.

Group Research Project: In groups of 3-4 students, students will engage in actual analysis of debates. This will involve a meaningful content analysis of media reports, parliamentary debates or official discussions at the United Nations General Assembly on issues related to the class. The concrete topic will be discussed with the course instructor and approved in advance. To this end, after an initial discussion in week 7, 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 19, 2016. In the final session student groups will present their findings to each other and final research reports (4,500-5,000 words) have to be submitted by email by December 19, 2016. For the assessment of the research, I will evaluate the research and writing skills (including your writing style, grammar, spelling mistakes, and the structure of the paper), the quality of the primary research, use of quality literature and incorporation of references and ideas from the literature into the text, the value and clarity of ideas you present and stringency of argumentation. As these are group projects I will also ask for peer evaluation that I will consider in the grading process. You will also receive additional pointers on the projects.

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 is your responsibility to get informed about our discussion and learning progress.

Class Participation: In addition to mere physical presence 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. I expect that you not only read the course readings but also have notes and that you have reflected on key aspects before we met. This way, our discussions will be meaningful and we can all benefit from each other’s insights. Thus, 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.

Current 20 min: The last 15-20 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. These items don't have to be connected to the main topic of the weekly session (but they can). Please upload new ideas by Tuesday 3pm before our class and provide brief key questions. Everyone can cast their 'vote' for any number of articles that are of interest to them by 23:59pm on Tuesdays. http://tinyurl.com/jcyaroo
### Course Overview

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<td>Gender, Human Rights and Transnational Perspectives on Migration and Displacement</td>
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<td>Drivers and Root causes: explaining migration and displacement</td>
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<td>Who is a refugee? Access and Processes of Status Determination</td>
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<td>Migrant and Refugee Integration in the ‘Global North’</td>
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<td>Outline for research project due</td>
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<td>The Ethics of Immigration and Asylum</td>
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<td>Refugees in the ‘Global South’ I: Encampment and Life in Refugee Camps</td>
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<td>Refugees in the ‘Global South’ II: Protracted Situations and Durable Solutions</td>
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<td>Case Study: The Syrian Refugee Crisis and Policy Responses in the Middle East and Europe</td>
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<td>No class (University holiday for Thanksgiving)</td>
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<td>[Buffer class]</td>
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<td>Group Presentations on Research Projects</td>
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<td>Final research reports due</td>
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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?


Supplementary reading:

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?


Supplementary reading:
Week 3: Drivers and Root causes: explaining migration and displacement

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 other factors do environmental aspects interact with and with what results? What policy options exist to prevent and address the negative impact?

Prepare to discuss the following question: 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?

- Watch the video: *Changing Climate, Moving People*, The Energy Resource Institute (TERI) for UNESCO (35 min, April 2015): www.youtube.com/watch?v=MSVUJQd9W5g

Supplementary reading:
- Video: *Climate change and migration—Living on the Go*, Climate and Development Knowledge Network (in Bangladesh, June 2014, 20min): www.youtube.com/watch?v=-Gz_EnVwRlw.

Week 4: 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!):
  - Cartagena Declaration on Refugees. 1984.
Supplementary reading:

- UNHCR Handbook on Procedures and Criteria for Determining Refugee Status (UNHCR 1979) [Focus on Introduction and Part one, for the rest, skim].

**Week 5: 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?


**Supplementary reading:**


**Week 6: The Securitization of Migration**

When do we speak of ‘securitization’ of an issue? 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?

Supplementary reading:


Week 7: Session on Group Projects on Asylum and Migration Narratives and Debates

By this session (at the latest during this session), students have to have formed groups to work on group research projects. This involves content analysis of debates in news media or other fora. This session will focus on the importance of narratives and on possible methodologies to conduct such analysis.

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?


Have a brief look at the methodology of these 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).


Supplementary reading:


Week 8: 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?


Supplementary reading:

Week 9: Refugees in the ‘Global South’ I: 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.

• Watch 3 video stories of your choice from www.dadaabstories.org (tab: camp life; explore camp life).


• UNHCR. 2014. Policy on Alternatives to Camps.

Supplementary reading:
**Week 10: Refugees in the ‘Global South’ II: Protracted Situations and Durable Solutions**

What are protracted situations and what are their root causes? What durable solutions are discussed and how do you assess these solutions from normative and practical perspectives?

- Fagen, Patricia. 2011. Refugees and IDPs after Conflict, Why They Do Not Go Home, Special Report, United States Institute of Peace.

**Supplementary reading:**

**Week 11: Internally Displaced Persons (IDPs)**

How are IDPs different from refugees and how are they not? What are the consequences of classifying an individual and IDP instead of a refugee? What rights, guidelines, and norms exist for IDPs?


**Supplementary reading:**
- UN General Assembly resolution: Protection of and assistance to internally displaced persons (2013).
- Browse publications at [www.internal-displacement.org/publications](http://www.internal-displacement.org/publications)
Week 12: Case Study: 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.]

- And please read the brief description of the EU’s Dublin regulation: www.ecre.org/topics/areas-of-work/protection-in-europe/10-dublinregulation.html

Supplementary reading:
- 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 13: Group Presentations on Research Projects

In the last session we will have presentations and discussions of the group research projects, highlighting the key findings, limitations, challenges during the processes and the relevance of the results. This will provide the final inputs and feedback for the group research reports.
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
- The University Writing Center: www.newschool.edu/admin/writingcenter
- University Disabilities Services: www.newschool.edu/studentservices/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. Individual divisions/programs may require their students to sign an Academic Integrity Statement declaring that they understand and agree to comply with this policy.

The New School recognizes that the different nature of work across the schools of the University may require different procedures for citing sources and referring to the work of others. Particular academic procedures, however, are based in universal principles valid in all schools of The New School and institutions of higher education in general. This policy is not intended to interfere with the exercise of academic freedom and artistic expression. 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 students’ 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/WorkArea/DownloadAsset.aspx?id=81698)