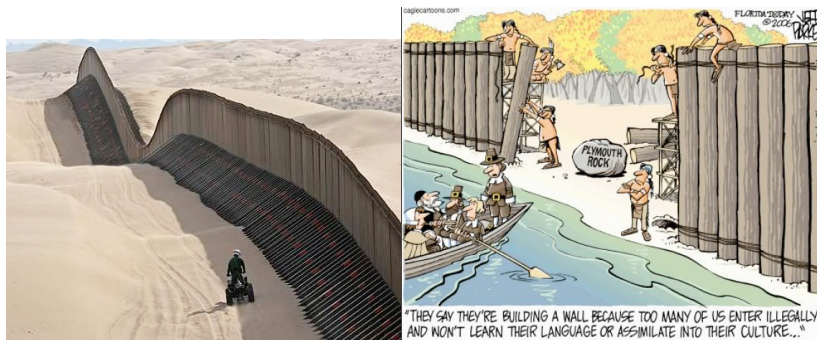


Borders and Migration in a Global World

INTL/GEOG 3000 005



Even as globalization promises a world of increasing flows, borders and their most visible manifestation as fences, are on the rise. Border policy is complicating relations between: the US and Mexico; the European Union and Africa; India and Pakistan; Israel and Palestine among others. This course will develop our understanding of the dynamics of diversifying flows of people with the multiplication of borders within and beyond countries. It will explore key policy debates such as: the relationship between Migration and Development; increased demand for migrant workers; the upswing in migrant detention and deportation; as well as the Right to Freedom of Movement.

INTL/GEOG 3000 005

Borders and Migration in a Global World

Spring 2014
Mondays & Wednesdays
11:00am-12:15pm
Denny 106

Instructor: Sebastian Cobarrubias, PhD.

E-mail: scobarru@uncc.edu

Office: Macy 108C

Office Hours: Mondays & Wednesdays 12:30-2pm or by appointment

Course Description

At the turn of the 21st century, the discourse of globalization promised a world of flows: of money, goods and people. Borders seemed destined to whither away and national identity would have to adjust to new products and people. As the first decade of the century has closed the world has witnessed the largest number of rising border walls in recent history. From the US-Mexico border to the European Union and Africa, or India's border fences with Pakistan and Bangladesh, borders and even their most visible manifestation as fences, are on the rise. This course will develop our understating of the complex dynamics of increasing and diversifying flows of people with the multiplication of borders and border policy within and beyond countries. What are the linkages between increased demand for migrant workers with the upswing in migrant detention and deportation? This course will also explore key policy debates such as: the relationship between Migration and Development; Border Externalization; and the Right to Freedom of Movement.

The course is an upper division undergraduate course focused on Border and International Migration Policy and the politics behind it guiding its implementation. The course is readings-based, organized around key texts and topical/thematic foci. Throughout the semester, regional and national case studies will be integrated into readings, discussions, and exercises. In addition to scholarly readings, students will be exposed to primary texts such as speeches, pamphlets, social movement publications, art group exhibitions, statistical data, as well as papers by government and non-government agencies dealing with course-relevant issues.

Class time will consist of lectures that contextualize the readings, discussion of selected readings and class topics, different class exercises and possible quizzes. Videos and films will be integrated into class times wherever possible, and arranged outside of class time when necessary.

Required Texts:

Squire, Vicky ed.(2011) *The Contested Politics of Mobility: Borderzones and Irregularity*.
Routledge: London
E-book available:
<https://librarylink.uncc.edu/login?url=http://www.tandfebooks.com/isbn/9780203839829>
(must copy and paste)

Messina, Anthony M. and Gallya Lahav, eds. (2006) *The Migration Reader*. Lynne Rienner: Boulder.

All other readings will be available via Moodle or Internet pages.

3 Key things to keep in mind:

-You will be expected to engage in critical thinking during this course. This does not mean being critical engaging with the concepts proposed by authors, examining the context in which they are writing, the audience for whom they are writing as well as trying to challenge ourselves and our assumptions. One helpful insight to keep in mind during every reading is: how issues are being a) named, b) spatialized and thus c) categorized?

-I encourage you to challenge and debate one another. This must always happen in a spirit of collegiality and respect. The space of the classroom will be a 'safe' space for people to express themselves, their perspectives and their questions. For further understanding of this please refer to the section "civility" in the appendix on University/Course polices.

Course Objectives:

Upon completion of this course the student will:

-Build a broad knowledge base as to the political, economic and cultural evolution of International Development as a field as well as current trends and challenges

-Gain insight into how Migration, Migration Policy, Border policy as well as their study, influence and are also influenced by what is happening in different parts of the world

-Become accustomed to extracting and organizing analysis of a situation from different kinds of sources (scholarly journals, news reports, policy documents, political lobbies, community organizations and artwork)

-Develop familiarity with different sorts of assessment tools that can improve written and oral presentation skills.

Course Requirements and Evaluation

Though your grade will be ultimately instructor-evaluated, this course will introduce different methods of self-evaluation. These will be introduced and discussed as the semester progresses. These methods will not be used as a way of enforcing self-discipline. Rather the goal is to be able to further hone the critical thinking and writing skills you bring to and develop throughout this semester.

a. Participation (total 25%)

This is absolutely mandatory! Given the amount of reading and the difficulty of the material, your presence in class and participation in discussions and debate is key to your success.

There will be lecturing during the course especially to tease out themes and key concepts but much of the work will also be accomplished through class discussions. Participating in discussion doesn't mean knowing or understanding everything beforehand- any questions about unclear material or fuzzy concepts is a valid and worthy form of participating. Please make sure to ask whatever is on your mind while engaging the course concepts.

Depending upon the material being dealt with and the quality of discussion, other methods of evaluating your understandings of the readings, such as pop quizzes, maybe used during the term. If you are absent on the day a quiz is given, and have not let me know prior to that day, you may not be allowed to make up the quiz.

a.1. Given that this is an upper-level course there is not an attendance grade. I believe it is your responsibility to manage your own presence in class, I am not a police or truancy officer. Nonetheless attendance will be taken, both to assist me in familiarizing myself with you and as a way to gauge/straw poll a part of the participation grade. Though you will not be directly penalized for absences, if you know ahead of time that you will need to miss class or have any kind of documentation of absences please let me know as soon as you can. Of course you will be responsible for making up work. Take note, that consistent and/or disruptive absence will be penalized and I may ask you to withdraw from the course.

Your attendance will form part of your participation grade. At the same time, merely occupying a chair during class time will not be enough to make it through the course. For one, reading the assigned material is imperative! You will be expected to have read all material assigned for the day when you arrive in class. Nearly all the readings are either posted on Moodle under course documents (organized by week) or available on internet.

a.2. Some of the readings will require you to reread paragraphs several times over in order to understand them, for other readings a skimming for key concepts will give you enough. As an instructor I know that there are days when it will be harder than others to accomplish everything. Nonetheless, if you feel that you will repeatedly be unable or unwilling to get through approximately 80% of the material even on your bad days, then you should reconsider taking the course.

a.3. As the semester progresses, I may require pre-class online discussions on Moodle. These will be class reading and theme based. The purpose is to rev motors for in-depth exploration and discussion on the topics for a given week. All class members will be expected to participate and responses will be assessed for quality and engagement with class material and fellow classmates

b. Reading Response (15%)

You will be expected to submit one short response piece during the semester. These will be individual assignments and you will be asked to sign up for the day that you would like to 'respond' to.

The responses should be about 4-5 typed pages in length and should reflect your understandings of the reading material for that day. They may focus on one particular reading (although should draw on others) or you may use various pieces, including readings from previous class sessions as support material. The pieces must be handed in before or at the end of the class period of the day that we will be discussing the material you are engaging with. Work that engages only previous material will be understood as late.

Your goal with the response paper is two-fold. On one level you will be expected to present what you see as some of the central points of the day's material as well as key-concepts or tools and explain them to your reader. The second goal of these pieces is to relate them to your own experiences, background knowledge, etc. This can be personal events that you'd like to interpret in the light of the readings or possibly news stories that you think are worthy of engaging. Remember, these papers cannot merely be summaries of the readings but rather a personal engagement in which you are free to criticize or ask questions. **Make sure to consult the Writing Guidelines supplement before beginning this and all other written assignments.**

b.1 On the days you sign-up for a reading response I also expect you to pre-prepare your class participation on a given topic. Either based on your paper or more generally on the readings, please prepare 2-3 questions or comments/insights on the readings and topic material (include optional/recommended readings). At some point during our class discussion or lecture on the

material I will expect you to chime in with your own insights gleaned from the readings. This will be calculated into part of your participation grade.

While this is not a full-blown oral presentation on the readings, I do hope for some care in preparing this. As a volunteer to do a reading response to a topic you are expressing your willingness to engage the day's reading's more thoroughly than normal and the whole class can benefit from this. Again, your questions/presentation are not meant as a test of your ability to master the readings and make conclusions about them, rather as a way to initiate class discussions on the given material and themes.

c. Mid-Term Essay (15%)

This paper should be about 5-7 pages in length. Normal spacing and appropriate citation are a must. It should follow some basic rules of structure and clarity that we will discuss during the class, and based on the Writing Guidelines in Moodle.

This assignment will be based on a selection of questions that you will choose from in order to develop an essay response.

d. Oral Examination (15%)

For this portion of the grade the student will be expected to set up a meeting time with the instructor (during or outside of office hours) where the student will be expected to engage in discussion about class topics and answers questions relevant to class materials (readings, lectures, etc.)

e. Class Project: Mapping the border regime in Charlotte (required for completion + computed into participation grade)

In teams you will be assigned to identify and research on an institution, company, organization, etc. that participates in border policy in the Charlotte area. We will put this knowledge together, compare results and information in order to develop a map of border issues in Charlotte. This may include groups and campaigns working for border reform or abolition.

You (your team) may choose the institutions or organization you wish to focus on. Ideas and a list will be provided, other options can be discussed with your instructor.

This project will have several phases, including:

- a) choice of topic
- b) initial research
- c) oral presentation in class of initial results
- d) further research and placing items onto "map"
- e) class discussion/debate about the "border" in Charlotte

Toward the end of the semester, I will ask all teams to present on their initial findings in order to discuss with the class what we are discovering together. This will take the form of an Oral Presentation on your findings. I will provide some basic guidelines (on Moodle) for how an Oral Presentation should be organized. Remember, the goal in this case is building up to a collective class-wide map, thus the presentation can involve challenges or questions you have encountered while your team was researching

f. Final Paper Proposal (5%)

This assignment is to insure that you are thinking about final research topics for your big paper well in advance of the due date. It is essentially an assignment meant to help you avoid a

situation where you may have only 48 hours left and you don't know what to write a paper about. The proposal should be about 2-3 pages in length. It should provide a description of what your thinking of working on, an outline of some of the issues you may be hitting during the paper, and questions you would like to tackle. It should include a short bibliography of works you may be thinking of (about 7 for the proposal assignment, more for the paper) including works from outside of class (at least 4).

g. Final Paper (25%)

This paper should be about 8-10 pages in length. Normal spacing and appropriate citation are a must (double-spaced, with 1-inch margins, and in 10-12 point Times New Roman type, see appendices). It should follow some basic rules of structure and clarity that we will discuss during the class.

Your final paper is the main space you have in this course to follow your own path with regards the course material and topics and be able to present a coherent argument to others. You will be expected to demonstrate a thorough understanding of class material, be able to engage it critically (in the sense we use the word in this course) and apply it systematically to additional cases or questions not necessarily addressed during class.

In order to support your claims, you will be expected to demonstrate a degree of mastery with your bibliographic material (which must be larger than in your paper proposal) and be able to cite accordingly.

FOR ALL WRITING ASSIGNMENTS! Make sure to consult the Writing Guidelines supplement before beginning written assignments

Also, please make use of the Writing Resources Center (wrc.uncc.edu) for any aid or feedback on written and oral assignments as well as research skills.

IMPORTANT NOTE: I maintain the prerogative to subtract a letter grade from the final grade for all unexcused late work for each day it is late.

Event Responses- Extra Credit (to be determined)

As a way for students to participate in different public events at the university, or to take advantage of resources available to us, I will offer several opportunities for extra credit. In general, you will be expected to attend a public talk, exhibit, or similar function and do a (3+page) write-up of your reflections on the event as it relates to this course. This may also include viewing and commenting on one or more films available at the movie library. You may complete a maximum of two of these assignments during the semester. Students should feel free to bring particular events they believe are relevant to my attention in order to announce them as potential extra credit assignments.

The breakdown of Grades is as follows:

100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

Class Policies

Please refer to the appendices for details as to relevant university/class policies that will be upheld during the course. I consider these to be an integral part of the syllabus. In particular pay attention to rules on:

-*Academic Integrity*: your work should be *yours* and all bibliographic information, resources, etc. should be duly cited and noted

-*Civility*: classmates should engage in debate, discussion but in an atmosphere of utmost respect towards one another, the instructor and other groups of people

-*Use of technology*: Use of phones and hand-held devices is prohibited in class and will be duly noted. I request that as a norm you place your devices in your bag. Portable computers may be used for note-taking (though I take your use of the laptop as an invitation for me to call on you often to ask questions)

Keep in mind that modifications to the syllabus (mostly to required readings, class topics and evaluation methods) may be made at the instructor's discretion. These will likely be of a minor nature, and will always be preceded by oral and written notice to students.

Class Meetings and Assignments

All readings are either from your textbooks, posted on Moodle or available on Internet

WEEK 1. Intro

Wed, January 8: Introductions & Class Guidelines

WEEK 2. What is a Border and who is a Migrant?

Mon, January 13: Globalization versus borders OR the Globalization of Borders?

Messina, Anthony M. and Gallya Lahav (2006) "Concepts and Trends: Introduction" in Messina and Lahav (eds) *The Migration Reader* Lynne Rienner: Boulder. Pg 9-14 **FROM NOW ON REFERRED TO AS "The Migration Reader"**

Friedman, Thomas (2005) "It's a Flat World after all" New York Times Magazine
http://www.nytimes.com/2005/04/03/magazine/03DOMINANCE.html?_r=0

Appadurai, Arjun (2002) "Disjuncture and Difference" in Inda and Rosaldo (eds.) *the Anthropology of Globalization* Blackwell: Malden. Pg. 49-53

ABRIDGED VERSION OF ARGUMENT:

<https://www.amherst.edu/academiclife/departments/courses/1011F/MUSI/MUSI-04-1011F/blog/node/229354>

Migreurop (2012) MAP: "Toujours plus de murs dans un 'monde sans frontieres'" (More and more walls in a "world without borders")

Houtum, Henk van, Olivier Kramsch and Wolfgang Zierhofer (2005) "Prologue" *B/ordering Space*. Ashgate. Pg. 1-5

Wed, January 15: Migration Studies...(very) brief overview

Massey, D., J. Arango, G. Hugo, A. Kouaouci, A. Pellegrino and J.E. Taylor (2006) Theories of international Migration: a Review and Appraisal" in *The Migration Reader*

Bruner, Jon (2012) "American Migration [Interactive Map]" & "Migration in America" in *Forbes magazine*

<http://www.forbes.com/special-report/2011/migration.html>

brief info on map:

<http://www.forbes.com/sites/jonbruner/2011/11/16/migration-in-america/>

Multiple authors (forthcoming 2014). "Migration/Migration Studies" in "New Keywords: Migration and Borders" in *Cultural Studies* pg. 10-12

MUSIC: Manu Chao "Clandestino" <http://www.youtube.com/watch?v=rSEUH4KRfN8>

Lyrics: <http://www.loglar.com/song.php?id=19638>

WEEK 3 Autonomy of Migration

Mon, January 20: Martin Luther King Jr. Day- University Closed

Wed, January 22: “Migration Studies” VS. Autonomy of Migration

Mezzadra, Sandro (2011) “The Gaze of Autonomy: Capitalism, Migration and Social Struggles” in Squire, V. (ed) *The Contested Politics of Mobility: Borderzones and Irregularity*. Routledge: London. **FROM NOW ON REFERRED TO AS “The Contested Politics of Mobility”**

Bojadžijev, M., and S. Karakayali. 2010. Recuperating the sideshows of capitalism: the Autonomy of Migration today | E-flux. *E-flux Journal*, 17. Available at: http://www.e-flux.com/journal/recuperating-the-sideshow-of-capitalism-the-autonomy-of-migration-today/#_ftn1

Recommended: Casas, M., Cobarrubias, S. and Pickles, J. (2011) “An interview with Sandro Mezzadra,” in *Environment and Planning D: Society and Space* Vol. 29, Issue 4: 584-598

Kanak Attak (no year) “Speaking of Autonomy of Migration...Racism and Struggles of Migration” Available at: <http://www.kanak-attak.de/ka/text/esf04.html>

Multiple authors (forthcoming 2014). “Introduction” in “New Keywords: Migration and Borders” in *Cultural Studies* pg. 1-8

WEEK 4 Politics of Mobility vs. Politics of Control

Mon, January 27 Freedom of Movement and *Ius Migrandi*

Squire, Vicky (2011) “The Contested Politics of Mobility: Politicizing Mobility, Mobilizing Politics” in *The Contested Politics of Mobility*. pg. 1-16

Pecoud, Antoine and Paul de Guchteneire (2009). *Migration without Borders: Essays on the Free Movement of People*. UNESCO & Bergahn books: New York. Foreword and Introduction (pg. 1-7 & pg. 26)

Carens, Joseph (1987/2006) “Aliens and Citizens: The Case for Open Borders,” in *the Migration Reader* Read only 619-623 and 635-636 (conclusion)

Torpey, John (2000) *The Invention of the Passport*. Cambridge University Press: Cambridge pg. 91-94

Oddities: Sir Alfred Megran/Mehran Karimi Nasser: http://en.wikipedia.org/wiki/Mehran_Karimi_Nasser

Wed, January 29: B/ordering’ and the “Border Regime”

Multiple authors (forthcoming 2014). “(5) Border Regime” in “New Keywords: Migration and Borders” in *Cultural Studies* pg. 21-23

Houtum, Henk van (2010) “human Backlisting: the Global Apartheid of the EU’s External Border Regime” in *Environment and Planning D* 28, pg. 957-965 (Recommended- -975)

Houtum, Henk van and Ton van Naerssen (2002) “Bordering, Ordering and Othering” in *Tijdschrift voor Economische en Sociale Geografie* 93:2 pg. 125-136

WEEK 5 Historical interlude + Current frameworks

Mon, February 3 History of modern border institutions

Torpey, John (2000) *The Invention of the Passport*. Cambridge University Press: Cambridge. Selections: pg. 1-22

Anderson, Bridget (2013) *Us and Them: The Dangerous Politics of Immigration Control*. Oxford University Press: Oxford. Selections: Intro pg. 1-3; Chapter 1 (focus on 12-22 & 28); Chapter 2 pg. 29-32

View/Screen brief video interview on book here:

<http://www.compas.ox.ac.uk/research/citizenship/us-and-them/>

Wed, February 5: Securitization of migration policy + Migration Management

Ceyhan, Ayse and Anastassia Tsoukala (2002) "The Securitization of Migration in Western Societies: Ambivalent Discourses and Policies." *Alternatives* 27: 21-36.

Geiger, Martin and Antoine Pecoud (2012) "The New Politics of International Mobility. Migration Management and its Discontents" in Martin Geiger and Antoine Pecoud(eds) *The New Politics of International Mobility. Migration Management and its Discontents* Institut fur Migrationsforschung und Interkulturelle Studien: Universitat Osnabruck. Pg 11-24

Optional:

Huysmans, Jef. 2000. The European Union and the Securitization of Migration. *Journal of Common Market Studies*. Vol. 38, No. 5 (pp.751-771)

Bigo, Didier (2002) "Security and Immigration: Toward a Critique of the Governmentality of Unease." *Alternatives* 27: 63-85.

Ghosh Bimal (2012) "A Snapshot of Reflections on Migration Management. Is Migration Management a Dirty Word?" in Martin Geiger and Antoine Pecoud(eds) *The New Politics of International Mobility. Migration Management and its Discontents* Institut fur Migrationsforschung und Interkulturelle Studien: Universitat Osnabruck. Pg. 25-32

WEEK 6 Walling + Securitization CONT.

Mon, February 10

Jones, Reece (2012) *Border Walls: Security and the War on Terror in the United States, India and Israel*. Zed Books: London. Selections.

Jones, Reece (2012) "Something there is that doesn't love a wall" in *The New York Times*. Appeared August 27 2012. URL

http://www.nytimes.com/2012/08/28/opinion/Border-Fences-in-United-States-Israel-and-India.html?_r=0

OPTIONAL: Jones, Reece (2012) "Why build a Border Wall?" in *NACLA: North American Congress on Latin America* Fall 2012.

<https://nacla.org/article/why-build-border-wall>

Jones, Reece (2012) "Does Israel play loose with Occupied Territory?"

<http://zed-books.blogspot.com/2012/06/reece-jones-discusses-10-year.html>

Wed, February 12:

Andreas, Peter and Timothy Snyder (2000) *The Wall around the West*. Rowman & Littlefield. Selections

Hooper, John (2013) "Pope Francis condemns global indifference to suffering" in the Guardian <http://www.guardian.co.uk/world/2013/jul/08/pope-francis-condemns-indifference-suffering>

MUSIC: Tiken Jah Fakoly: "Ouvrez les frontieres,"
<http://video.nationalgeographic.com/video/music/genre-wm/reggae/ouvrez-les-frontieres-wm/>
Lyrics:http://www.lyricsmania.com/lyrics/tiken_jah_fakoly_lyrics_10332/lafricain_lyrics_70209/ouvrez_les_frontieres_lyrics_680834.html

WEEK 7 Formation of an External Border

Mon, February 17

McNeill, Donald (2004) "Borderlands and Barriers," in *New Europe: Imagined Spaces*. Arnold: London. pg 144-151-161

An Architektur collective (2002) "European Migration Geographies: Poland," in An Architektur no.11

Cobarrubias, Sebastian (2009) "Migration: Mapping an Emergent Border regime," in *Mapping Machines: Activist Cartographies of the Border and Labor lands of Europe*. Dissertation Manuscript

St. John, R. 2011. "The Space Between" and "Breaking Ties, Building Fences." In *Line in the Sand: A History of the Western US-Mexico Border*. Princeton: Princeton University Press. 90- 147 **COULD MOVE TO WALLING SECOND DAY?**

MUSIC: Asian Dub Foundation: "Fortress Europe":
<http://www.youtube.com/watch?v=eMXKt99W61A>

Wed, February 19:

Ferrer Gallardo, Xavier (2008) "The Spanish-Moroccan Border Complex," in *Political Geography* vol 27, no. 3

Van Houtum, Henk and Freerk Boedeltje (2009) "Europe's Shame: Death at the borders of the EU," in *Antipode* vol. 41, no. 2

FRONTEX: skim website of the European Agency for Coordination of Management at the External Borders

Read policy position on 4-point border strategy:

<http://www.frontex.europa.eu/>
<http://www.frontex.europa.eu/about-frontex/origin>
<http://www.frontex.europa.eu/about-frontex/mission-and-tasks>
<http://www.frontex.europa.eu/intelligence/strategic-analysis>
<http://www.frontex.europa.eu/partners/third-countries>
<http://www.frontex.europa.eu/operations/types-of-operations/general>

Clochard O and Rekacewicz P (2006) Des morts par milliers aux portes de l'Europe. *Le Monde Diplomatique*, December. URL (accessed 12 January 2012): <http://www.monde-diplomatique.fr/cartes/mortsauxfrontieres>.

Migreurop (2009) " 'Schengenisation' de l'espace Europeene" in *Atlas des migrants en Europe* Armand Colin: Paris pg 24-25

Oddities of the French-UK border:

London No Borders Network (2009): "Breaking the Law of the Jungle"
<http://london.noborders.org.uk/node/177>

<http://www.guardian.co.uk/world/2009/sep/22/french-police-jungle-calais>

WEEK 8 Externalization

Mon, February 24:

Nicholson Eleanor Taylor (2011) Cutting off the Flow: Extraterritorial Controls to Prevent Migration" Issue Brief *the Chief Justice Earl Warren Institute on Law and Social Policy* at UC-Berkley Berkley Law review

Casas-Cortes, M., Cobarrubias, S. and Pickles, J. (2011) "Stretching Borders Beyond Sovereign Territories? *Mapping* EU and Spain's Border Externalization Policies," in *Geopolitica(s)* Vol. 2, N.1, pg. 71-90

Multiple authors (forthcoming 2014). "Externalization" in "New Keywords: Migration and Borders" in *Cultural Studies* pg. 27-32

Migreurop (2009) "Les officiers de liaison europeene sur le depart" in *Atlas des migrants en Europe* Armand Colin: Paris pg 34-36

Wed, February 26: // GUEST SPEAKER:

**John Pickles, Professor of Geography at UNC-Chapel Hill
CONE CENTER 208**

Talk: "Bordering the Mediterranean"

MidTerm Essay Assignment Due!

Casas, M., Cobarrubias, S. and Pickles, J. (resubmitted) "Autonomy of Migration and EU Externalization Policies," For *Antipode*

Casas, M., Cobarrubias, S. and Pickles, J. (under revision) "'Good Neighbors make Good Fences': Operation Seahorse and the Implementations of the EU Strategy of Migration Routes Management in North and West Africa,". For *European Urban and Regional Studies*.

Council of the European Union (2005) Global Approach to Migration: Priority Actions Focusing on Africa and the Mediterranean. Brussels, 13 December.

Pezzani, Lorenzo (2010) "A Pacific Solution" in *San Rocco Magazine* no.1. pg. 18-22.

ICMPD. I-Map project: <https://www.imap-migration.org/>
<http://www.imap-migration.org/index.php?id=471&L=1%2527>

WEEK 9- SPRING RECESS

Mon, March 3 SPRING RECESS

Wed, March 5: SPRING RECESS

WEEK 10 Externalization CONT. + Geopolitics of migration policy

Mon, March 10 Some Effects of Externalization

Medicins Sans Frontiers (Doctors Without Borders) (2013) *Violence, Vulnerability and Migration: Trapped at the Gates of Europe*. Executive Summary and Selections (pg. 6-14 and then peruse at your disposition)

Complimentary website&videos: atrapadosenmarruecos.org (Spanish) www.bloquesaumaroc.org (French)

Film Screening: Heller, Charles and Ursula Biemann (2005) *Crossroads at the Edge of Worlds*. Documentary on Transit Migration in Morocco. Available at: <http://vimeo.com/58023858>

Wed, March 12: Geopolitics

Weiner, Myron (1985/2006) "On International Migration and International Relations" in *The Migration Reader* pg. 89-102

MAP *Migreurop* (2009) "L'Union Europeene et les accords de readmission" in *Atlas des migrants en Europe* Armand Colin: Paris pg 85-86

Film Screening: *Harvest of Empire*

WEEK 11 Internalization

Mon, March 17

Bigo, D. (2007). Detention of Foreigners, States of Exception, and the Social Practices of Control of the Banopticon. In P.K. Rajaram and C. Grudy-Warr *Borderscapes: hidden geographies and politics at territory's edge* (Minneapolis: University of Minnesota Press): 3-34.

De Genova, Nicholas (2011) "Alien Powers: Deportable Labour and the Spectacle of Security" in *The Contested Politics of Mobility*

Inda, Jonathan Xavier (2011) "Borderzones of enforcement: Criminalization, Workplace Raids, and Migrant Counterconducts" in *The Contested Politics of Mobility*

The Global Mail (2014) "At work in our detention centres: a guard's story" <http://serco-story.theglobalmail.org/>

MAP *Migreurop* (2009) "Police et douanes aux frontieres francaises (1985-2009)" in *Atlas des migrants en Europe* Armand Colin: Paris pg 24-25

MAP *Migreurop* (2013) Map of Detention centers

Lampedusa detention center revolt: <http://news.bbc.co.uk/2/hi/europe/7898773.stm>

The Secure Communities Debate:

ICE Immigration and Customs Enforcement (DHS) "Secure Communities"

http://www.ice.gov/secure_communities/

Fox New Latino (2014) "Massachusetts Weighs Limiting Local Police Ties to Federal Immigration Officials"

<http://latino.foxnews.com/latino/politics/2014/01/02/massachusetts-weighs-limiting-local-police-ties-to-federal-immigration/>

MUSIC: Outernational- "Todos Somos Ilegales" <http://weareallillegals.com/>

Wed, March 19:

ICE Immigration and Customs Enforcement (DHS) "Fact Sheet: Detention Management"
<http://www.ice.gov/news/library/factsheets/detention-mgmt.htm>

"Operation Return to Sender" ICE Press Releases

Film Screening: PBS FRONTLINE (2011): Lost in Detention URL:
www.pbs.org/wgbh/pages/frontline/lost-in-detention/

WEEK 12 New Actors in Migration Management

Mon, March 24 International organizations

Lahav, Gallya (2006) "The Rise of Nonstate Actors in Migration Regulation in the United States and Europe: Changing the Gatekeepers or Bringing Back the State" in *The Migration Reader*

Georgi, Fabian (2010) "For the Benefit of Some: The International Organization for Migration and its Global Migration Management" in Martin Geiger and Antoine Pecoud(eds) *The Politics of International Migration Management*. Palgrave

Hess, Sabine (2010) "We are Facilitating States! An Ethnographic Analysis of the International Centre for Policy Development" in Martin Geiger and Antoine Pecoud (eds) *The Politics of International Migration Management*. Palgrave

Transitmigration collective (2006). "Migmap". View different map layers at:
<http://www.transitmigration.org/migmap/>

Wed, March 26: Private actors and Universities

Paper Proposal Due

Migreurop (2011) *At the Margins of Europe*. Selections.

Counter Cartographies Collective (2009) *DisOrientation Guide II*. (Sections on student migration and university sponsored visas) Available at <http://www.countercartographies.org/disorientation-guide-mainmenu-31/>

Counter Cartographies Collective and CounterMapping Queen Mary team (2010) *Counter/mapping Qmary*. (Study map and play game) Available at <http://www.countercartographies.org/activities-mainmenu-38/1-news/77-countermapping-qmary-map-released> OR <http://lateral.culturalstudiesassociation.org/issue1/content/countermapping.html>

NPR *All Things Considered* (2009) "Post-Sept. 11, Colleges Take on Law Enforcement Role" Available at:
<http://www.npr.org/templates/story/story.php?storyId=112746263>

WEEK 13 Migration and Development

Mon, March 31

Willis, Katie D. (2008) "Migration and Transnationalism" in Desai, V. and R. Potter (eds) *The Companion to Development Studies* (2nd edition). New York: Routledge.

European Commission Communication on Migration and Development (on Moodle)

Haas, Hein de (2005) "International Migration and Regional Development in Morocco"

Peruse ICMPD (International Center for Migration Policy Development) site. www.icmpd.org
Focus browsing on the following page centered on Migration and Development
(<http://www.icmpd.org/Migration-Development.1568.0.html>)

Read "Migration and Development Factsheet" (ICMPD 2013) (on Moodle)

ICMPD and IOM (2010) *MTM: A Dialogue in Action- Linking Emigrant Communities for More Development Inventory of Institutional Capacities and Practices*

Wed, April 2:

Miller, Mark J. and Boyka Stefanova (2003/2006) "NAFTA and the European Referent: Labor Mobility in European and North American Regional Integration" in *The Migration Reader* pg. 558-568

Rodriguez, Robyn M. (2010) *Migrants for Export*. Selections
OR

Rodriguez, Robyn M. (2008) "The Labor Brokerage State and The Globalization of Filipina Care Workers" in *Signs: Journal of Women in Culture and Society* 33:4 pg. 794-799

The Independent (2014) "Exclusive: The impact of immigrant on British workers 'negligible' March 6, 2014 edition. Available at: <http://www.independent.co.uk/news/uk/politics/exclusive-impact-of-immigrants-on-british-workers-negligible-9171752.html>

Geiger, Martin and Antoine Pecoud (2013) "Migration, Development and the 'Migration and Development' Nexus" in *Population, Space and Place* 19. Pg. 369-374

Gradner, Andrew M. (2010) "Engulfed: Indian Guest Workers, Bahraini Citizens, and the Structural Violence of the *Kafala* System" in Nicholas de Genova and Nathalie Peutz (eds) *The Deportation Regime*. Duke University Press: Durham. Selections

WEEK 14 Migrant Struggles

Mon, April 7

Multiple authors (forthcoming 2014). "Migrant Struggles" in "New Keywords: Migration and Borders" in *Cultural Studies* pg. 38-42

Diop Ababacar (1997) "The Struggle of the 'sans-papiers': realities and perspectives." Available at:
<http://www.bok.net/pajol/sanspap/sptextes/ababacar2.en.html>

Film Screening: !Gigante Despierta! http://submedia.tv/gigante/home_en.htm
Trailer: http://www.youtube.com/watch?v=Q47WQ_RhTlo

De Genova, Nicholas (2010). "The Queer Politics of Migration: Reflections on Illegality and Incurability" in *Studies in Social Justice* 4:2 pg. 101-120

Wed, April 9:

Film Screening: "A day without a Mexican"

The No Border Network and NoBorder Camps

<http://www.noborder.org/about.php>

<http://www.noborder.org/>

Struggles against Detention: the Woomera Centre

Whyte, Jess (2003) "We are Human Beings: the Woomera Breakout" in *Notes from Nowhere* collective (eds) *We are Everywhere* Verso: London. Available at

<http://artactivism.gn.apc.org/stories.htm>

Footage from Woomera Protests. <http://www.youtube.com/watch?v=xYgl9TTMR98>

Photographs: <http://nla.gov.au/nla.pic-vn3408987>

Afrique-Europe Interact (2011) "Bamako- Dakar caravan"

http://www.afrique-europe-interact.net/index.php?article_id=63&clang=1

read/view the first three links in the central column to get an idea of the activity

Mapping and using border surveillance against surveyors: Watch the Med

<http://watchthemed.net/index.php/page/index/3>

www.watchthemed.net

Multiple authors (forthcoming 2014). "Counter-Mapping" in "New Keywords: Migration and Borders" in *Cultural Studies* pg. 38-42

Optional: Casas, M. and Cobarrubias, S. 2007a. "Drawing Escape Tunnels through Borders: Cartographic Research Experiments by European Social Movements," in Lize Mogel and Alexis Bhagat (eds.) *An Atlas of Radical Cartography*. Pp.51-66. Journal of Aesthetics and Protest Press: Los Angeles.

WEEK 15 Integration-Racialization and the "Foreigner" + Demographic Collapse

Mon, April 14

Betz, Hans-Georg (2006) "The New Politics of Resentment: Radical Right-Wing Populist Parties in Western Europe" in *The Migration Reader*

Steve Gamer (2007) "The European Union and the Racialization of Immigration, 1985-2006," in *Race/Ethnicity: Multidisciplinary Global Contexts* 1(1):61-87

http://www.academia.edu/623518/The_European_Union_and_the_Racialization_of_Immigration_1985-2006

Willen, Sarah S. (2010) "Citizens, 'Real' Others and 'Other' Others: The Biopolitics of Otherness and the Deportation of Unauthorized Migrant Workers from Tel Aviv, Israel" in Nicholas de Genova and Nathalie Peutz (eds) *The Deportation Regime*. Duke University Press: Durham. Selections.

Rodriguez, Robyn M. (2008) "(Dis)unity and Diversity in Post 9/11 America" in *Sociological Forum* 33:2 pg. 379-388

MIPEX (Migrant Integration Policy Index), browse website, especially:

What is MIPEX <http://www.mipex.eu/>

Maps and Charts: <http://www.mipex.eu/play/>

Use the maps and charts to compare individual countries on different items related to immigrant integration

Border and Migration vigilante groups (US based): please peruse these to get a feel of what the arguments and goals of these groups are:

The Minuteman Project

<http://minutemanproject.com/>

article on Ranch Rescue

<http://www.sfgate.com/news/article/DANGEROUS-BORDER-Militias-round-up-illegal-2770971.php>

The American Border Patrol (not to be confused with the USBP)

<http://americanborderpatrol.com/>

MUSIC: Tiken Jah Fakoly "Africain a Paris," <http://www.youtube.com/watch?v=ATtFpc7N-js>
Lyrics: <http://www.justsomyrics.com/1707521/Tiken-Jah-Fakoly-Africain-A-Paris-Lyrics>

MUSIC: Supreme NTM "Qu'est-ce qu'on attend?" <http://www.youtube.com/watch?v=ATtFpc7N-js>
lyrics:http://www.lyricsmania.com/lyrics/ntm_lyrics_7942/paris_sous_les_bombes_lyrics_26456/mais_cest_cest_ce_quon_attend_lyrics_288977.html

Wed, April 16: Demographic Collapse + Asylum processing and refugee law

Coleman, David D. (2006) "Mass Migration to Europe: Demographic Salvation, Essential Labor, or Unwanted Foreigners?" in *The Migration Reader*

Treanor Paul. "All 10 million Europeans,"

<http://web.inter.nl.net/users/Paul.Treanor/nohumans.html>

Rogers, Rosemarie and Emily Copeland (2006) "The Evolution of the International Refugee Regime" in *The Migration Reader*

Multiple authors (forthcoming 2014). "Politics of Protection" in "New Keywords: Migration and Borders" in *Cultural Studies* pg. 24-26

MUSIC: Zebda "Le bruit et l'odeur," <http://www.youtube.com/watch?v=Hl41QfVW0hc>
lyrics: http://www.allthelyrics.com/lyrics/zebda/le_bruit_et_l_odeur-lyrics-262396.html

WEEK 16 New Directions of Migration

Mon, April 21

ECOWAS and DIIS studies

Kleist, Nauja. 2011. "Europe Fighting Irregular Migration – Consequences for West African Mobility". Danish Institute for International Studies Policy Brief. October

Haas, Hein de (2007) "The Myth of Invasion: Irregular Migration from West Africa to the Maghreb and the European Union" *International Migration Institute* Research Report

Wed, April 23:

North-South-South migration

“South Africans Take out Rage on Migrants” (2008) in *The New York Times*:
http://www.nytimes.com/2008/05/20/world/africa/20safrica.html?_r=0

AlJazeera (2013) “Europe’s new refugees”
<http://www.aljazeera.com/programmes/peopleandpower/2013/08/2013812144556386810.html>

Time Magazine (2013) “Spain and Portugal’s huddled Masses Seek Jobs in Former Colonies”
<http://world.time.com/2013/05/01/empires-huddled-masses/>

Aljazeera (2013) “Murder sparks India-Nigeria Diplomatic Storm”
<http://www.aljazeera.com/indepth/2013/11/murder-sparks-india-nigeria-diplomatic-storm-201311109531844644.html>

Amnesty International (2012) video screening: “When you Don’t Exist”
<http://www.whenyoudontexist.eu/>

WEEK 17 FINAL PAPERS DUE!!!

Mon, April 28 Last Day of Class

Optional: Houtum, Henk van (2010) “Mapping Transversal Borders: Towards a Choreography of Space” in Bruno Riccio and Chiara Brambilla (eds) *Transnational Migration, Comopolitanism and Dis-located Borders* Guaraldi: Rimini

FINAL EXAM TIME:

Monday May 5th 11:00am-1:30pm