Course Description

This 4-credit course will explore and seek to understand how a long history of neoliberal development and worsening global inequalities are connected to structurally determined constructions, as well as material realities, of gender, race and sexuality in the context of global migration. The course connects contemporary trends in global migrations with a historical understanding of how and why migrants move, as well as how modern nation-states have developed a precedent for inclusion and exclusion on the basis of who has the potential to ‘belong’ as a participating citizen. Drawing from memory studies, the course explores the role of memory in the development of the nation-state, and how memories of migration play a central role in how identity is reconstructed and expressed beyond "home". The course is organized into key topics that attempt to create an intellectual narrative (or guide map) to constructions of nations, borders, categories of legal and illegal migrants, and the migrant body. The goal of the course is to expose how today’s gendered discourses of illegality and borders borrow from a much longer history of state-sovereignty premised upon constructing – and excluding – the ‘other’. Bringing new discussions to bear on established bodies of work in migration studies, ethnic studies of migrant communities, and histories of immigration and exclusion, the course draws upon postcolonial and post-structural feminist and gender critiques of ‘new migrations’, and the ways in which the human costs of migration are intricately linked to global trends in environmental, financial, and cultural development.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Identify and engage with the major themes outlined in the course syllabus, and offer a critical interpretation of all class readings assigned to these themes.

- Understand the key methodological developments in the field of global migration and refugee studies, and be able to reflect upon how these intersect with historical trajectories of migration, and more current modes of forced migration, diaspora and labour migration.
• Adopt an intersectional approach to the major themes of the course, and understand how gendered experiences and interpretations of migration, both in the past and in the present, shape the ways we conceptualize a ‘new refugee crisis’.

• Identify how interdisciplinary qualitative work adds depth and context to a quantitative and numbers-based approach to understanding migration in the post-1945 period.

• Draw upon key concepts in migration theory and employ these towards and integrative approach to exploring how and why the ‘new crisis’ opens up new fields of inquiry into the gendering of migration routes and experiences globally.

• Engage actively with political rhetoric and media influence on the concept of a ‘new crisis’, and speak with some authority on why the idea of a ‘new crisis’ is a dangerous development that threatens to reinforce old Eurocentric boundaries of First and Third World/developed and developing/new and old-world migrants (and their problematic categorizations!).

Course Assessment

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Active Class Participation</td>
<td>30%</td>
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<tr>
<td>Blog Posts (x2)</td>
<td>20%</td>
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<tr>
<td>Paper Proposal</td>
<td>10%</td>
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<tr>
<td>Proposal Presentation</td>
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<td>Final Paper</td>
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Course Assignments and Requirements

Active Class Participation (30%)

This is a discussion-based course, and therefore you must come to class – and actively participate in discussion - in order to receive a participation grade. If you do not come to class and participate every week, you cannot pass this course. Should you be forced to miss a class, you can write a one-page reflection on the readings and hand it in at the beginning of the next class. If you anticipate missing classes (including for religious observances) please get in touch with me as soon as possible.

You should arrive for class having completed the reading and prepared to engage in a discussion of the material with your colleagues. Simply showing up and sitting silently in class is not
considered participation, and you will not receive participation points for doing so. You must take an active part in classroom discussion and in-class activities.

This course deals with sensitive and controversial material – especially given the current political climate in the U.S. and the long history of American imperialism that has shaped many of the developments we will discuss. I ask that you show every person in the classroom the same kind of courtesy and respect that you expect in return, regardless of colour, creed, sexual orientation and/or religious background. You are encouraged to share your life stories and experiences in class, and therefore it is imperative that we maintain a free and warm intellectual environment so that we can provide the same respect to each individual student.

If you are auditing the course, you are welcome to come as often as possible and to participate as an active member of the discussion. You are not required to hand in any written assignments, and you will not receive credit for the course.

Blog Posts (20%) DUE: TBA

During the term, you will write two blog posts, each based on a reflection and analysis of a weekly topic, and each post will be worth 10% of your final grade. These posts are designed to critically engage with the readings, and also to keep you in dialogue with other students beyond the classroom.

You will sign up for the weeks in advance (please see the course website), and bring your blog posts to share with the class on the relevant week. Students who have completed a blog post for the week will be asked to open the discussion with a pertinent question, thematic problem they would like to pose, or a specific theoretical, methodological or analytical idea explored in the text that will help us ‘unpack’ the readings for the week.

Each post should be no more than 500 words in length, and you can upload these to our course website where a designated space will be available for each weekly topic on Moodle.

You must submit the post no later than Monday at 5pm of your chosen week so that your post will appear for other students to read in advance of the class.

The blog post should include the following:

• Review and identify the key themes in the course readings
• Identify connections between at the readings, and hopefully across topics
• Pick out one or two key concepts that you want to talk more about in class
• Discuss your response to the articles/chapters
• Raise questions for your peers that we can then take up in our class discussion

Paper Proposal (10%) DUE: Monday 24th October by 11.59pm
The purpose of the paper proposal is to submit a short intended plan for your final paper. The final paper may make up the beginnings of one of your thesis chapters, and so it is important to consider how and why you plan to examine the topic in relation to the course themes, and also how you will integrate this essay into a thesis chapter. Broadly, the proposal indicates your research topic and specific question/s, including what sources, archives or collections you will use for the research, and a short overview of the pertinent literature on the topic. The proposal should be no more than 1000 words in total.

A handout will be available on the website to explain exactly what the requirements are for the proposal, and a week has been blocked off during the course to give you time to start the research for the final paper.

Proposal Presentation (10%) IN CLASS: 7th November 2017

After you hand in your paper proposal and receive my comments, you will then prepare a short (10 minutes max) presentation for our class, where you will share with your peers what your ambitions are in the research paper, including where you currently are in terms of the research, and how you plan to execute both the research and analysis by the end of the semester. Since our semesters are short, it is expected that you will not be in an advanced stage in terms of completing the research or writing for the paper at the time you present.

The purpose of the presentation is to get you familiar with the exercise of concisely communicating a complex research question and idea to a group, and then to defend that question and research in front of a panel of your colleagues. This practice is intrinsic to our profession, and so this assignment is designed to prepare you for a conference-style presentation of your research question, sources, method, findings, and how your research connects to the main themes and discussions of the course.

Final Paper (30%) DUE: 29th December at 11.59pm

The research essay comprises the singe largest portion of your grade, and as such, should be taken very seriously. The assignment requires that you write a research paper, which much comprise of a set of research questions, a review of the literature, sources and a description of why you chose these, and the analysis of your method and sources. Explore the course themes as soon as possible, and consult with the instructor on how you can integrate this research into your thesis proposal. Every effort will be made to accommodate topics that fall within the range of the course that will help you start to write chapters or to prepare for your thesis submission and defense.

As part of the final essay, you must include a section that addresses a review of the literature on the topic you have chosen. If you wish to write a historical analysis of your topic of choice, this will take the form of a more traditional historiography – we will discuss in class the methodological differences between these categories, and how best to structure your paper, and what kinds of research questions you can integrate from the course readings.
A handout that explains in detail what is expected of the final paper, including helpful links for journals and printed sources will be available on the course website.

**Writing Guidelines**

All written material must be printed in 12-point font (Times New Roman, Arial) and double- or 1½-spaced with page numbers at the bottom. Provide full references for all literature cited, including those on our syllabus. If you are unsure about rules for citations and avoiding plagiarism, please see the Center for Academic Writing or the course instructor. **Assignments must be submitted in hard copy AND uploaded to the e-learning site** (unless we agree otherwise). Please print double-sided. Electronic documents must indicate your name and which assignment it is in the file name. And remember to back up your files so you don’t have to repeat your work!

**Policy on electronic devices in class**

You may work from a laptop or large tablet in class to take notes and/or access readings in electronic form unless this becomes too disruptive, at which point we will change the policy. Do NOT do this with a mobile phone. Phones must be switched off or on mute and must not be taken out during class.

**Late Penalties**

Students should make every effort to have in assignments, essays, and all other coursework by the date stated on the syllabus. I am willing to discuss the possibility of an extension for essays if you contact me a week in advance of the due date. Late assignments are subject to a 2% deduction per day until the assignment is handed in to the instructor.

**Academic Integrity and Plagiarism Policy**

Plagiarism will not be tolerated – any instance of plagiarism will automatically result in an “F” for the assignment and potentially a failing grade in the course. Please see the regulations on academic integrity as they are outlined by CEU. You are responsible for knowing and adhering to these regulations, and understanding the consequences of your actions if you are in violation of any of them.

**Readings**

You will notice that there are readings that are assigned for almost each class, in addition to suggested readings for each topic. Please be advised that you are NOT required to have read suggested/background readings listed for the course – these are provided for those who require additional background on a topic, or for the purpose of additional research on a particular topic for the final paper.
Topics and readings are subject to change by the instructor.

**TOPIC 1: HISTORICIZING THE STUDY OF MIGRATION**

**Week 1: Memory, Migration and History**

*Tuesday (19th September 2017)*


**Week 2: Reconsidering the Role of the Nation-State**

*Tuesday (26th September 2017)*


**SKIM the following chapter:**


**Week 3: Decolonizing Imperial Geographies**

*Tuesday (3rd October 2017)*

Gert Oostindie, “History brought home: Post-colonial migrations and the Dutch


**TOPIC II: DISPLACEMENT AND THE REFUGEE REGIME**

**Week 4: Rethinking Refuge and the ‘Refugee’**

*Tuesday (10th October 2017)*

**Printed primary source (skim):**


**Readings:**


**Week 5: Research Week (NO CLASS)**

*Tuesday (17th October 2017)*

The purpose of this time away from the classroom is to give you adequate time to work on your paper proposal. As you are already aware (though it does not hurt to have this as a reminder), this kind of work can take time, and it should not be left to this week alone to work on the ideas you will submit in the proposal. Consult the handout online, and speak to
your instructor before you begin to write the proposal – they will be due via Moodle on Monday 24rd October by 11.59pm.

TOPIC III: ‘ILLEGAL’ BODIES ACROSS BORDERS

Week 6: ‘Illegality’ and Identity Politics

**Tuesday (24rd October 2017)**


Week 7: Temporalities of Uncertainty

**Tuesday (31st October 2017)**


TOPIC IV: ‘QUEERING’ THE MIGRANT BODY

Week 8: The Politics of Citizenship

**Tuesday (7th November 2017)**
In-class Presentations

Each student will have a chance to present their thesis topic, research questions, and to give the class a short synopsis of their paper, which will include preliminary analysis, findings or observations (especially true if you plan to conduct oral histories – please see me well in advance if this is the case).


Week 9: ‘Queer’ Migration and Asylum

**Tuesday (14th November 2017)**


Week 10: Sexuality, Desire and Death Across Borders

**Tuesday (21st November 2017)**


**TOPIC V: MEMORY AND MOBILITY**

**Week 11: Migrant Memories and Transnational Identity**

**Tuesday (28th November 2017)**


**Week 12: Invisible and ‘Missing’ Migrants**

**Tuesday (5th December 2017)**


Background Readings

Week 1: Memory, Migration and History


Week 2: Locating Memory Within Imperial Geographies


Week 3: Geographies of Vulnerability; Geographies of Privilege


Week 4: The History of Refuge and ‘Refugee’


**Week 6: Categories of Illegality**


**Week 7: Temporalities of Uncertainty**


Robert Gonzales and Leo Chavez, “‘Awakening to a Nightmare” Abjectivity and Illegality in the


**Week 8: The Politics of Citizenship**


**Week 11: Migrant Memories**


**Week 12: Invisible and ‘Missing’ Migrants**


**Journals (for consultation)**

- International Migration Review
- European Journal of Public Policy
- Journal of Ethnic and Migration Studies
- Journal of Refugee Studies
- Forced Migration Review
- Journal of Ethnic and Racial Studies
- Refugee Survey Quarterly
- Third World Studies
- Migration Studies
- International Migration