

Professor: Natalie Chwalisz

Preferred pronouns: she/ her/ hers

Preferred address: Professor Natalie

Course Description

Currently, both forced and voluntary migration is at historic highs. Simultaneously, immigration control is becoming a global phenomenon. The rise of border control contrasts with the vulnerability of many migrants today. This course will give an overview of migration and forced migration and then look at issues and rationales in migration control from a comparative perspective.

The questions we will ask are: What drives migration? What are the historical roots of migration? What is the purpose of immigration control? What are the politics of migration control in comparative perspective?

This course incorporates various levels of analysis (international, national, subnational, transnational) and draws on interdisciplinary theoretical frameworks. Students will gain an understanding of migration and the legal frameworks governing the process. Students will then explore how migration relates to state sovereignty, human rights, and international law. Students will also interrogate the process of creating immigration policies, and the actors and stakeholders driving this process. (International Relations and Foreign Policy)

This course is part of the Mellon Foundation Public Humanities Labs Initiative on Migration supported by the Axinn Center for the Humanities. As such, you will complete a public facing digital product as your main assignment, and you will be working with a Gambian Partner Organization in the process.

Student learning objectives

1. To understand theoretical approaches to the study of international migration and border management.
2. To develop writing, research, and communication skills necessary to analyze and convey information about migration trends to academic and public audiences.
3. To evaluate and compare prominent theories of migration and migration control.
4. To apply knowledge from scholarly articles to different regional and national contexts.
5. To critically assess articles and research on migration and identify biases and assumptions inherent in the texts.
6. To critically assess media and political discourses on migration politics.
7. To consider and assess the ethical dilemmas at the intersection of human rights, security, state sovereignty, border control, and peoplehood.
8. To conduct original research for a collaborative project and collaborate with other students in writing and presenting research.

Policy on constructive and respectful class engagement

Please come to class on time, prepared with materials, and ready to engage. Additionally, please engage in class discussions in a respectful manner. Learning thrives in an environment where others can exchange ideas and opinions, even if they differ from yours. Respectful engagement with a different opinion acknowledges the point of view and respectfully challenges it. I will not accept patronizing language, personal attacks, or disparaging language regarding identity, ethnicity, race, class, ability, or social class.

To allow inclusive discussion, I encourage you to cite class material or cite materials and information in a way that other students can access in the comments.

Scholarly Comments

- Are respectful of diverse opinions and open to follow-up questions and/or disagreement
- Are related to class and/or the course material
- Focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- Are delivered in a polite fashion.

Unacceptable Comments

- Are personal in nature. This includes attacks on a person's demeanor or political beliefs.

Finally, if your tendency is to contribute frequently to class discussion, take a breather, and read the room: are there people who would like to contribute given the chance? If your tendency is to contribute infrequently to class discussions, I encourage you to step up!

Technology Policy

No Wi-Fi use in class, and no smartphone usage during lectures or group discussions- unless required for collaborative projects.

Scientific studies have shown that laptops increase multitasking, decrease you and your fellow cohort member's attention, and negatively impact your ability to retain the material and your course performance. That said, many of us use laptops for notetaking. So, you may use laptops may be used for notetaking or to refer to readings. Even so, I want to encourage you to take notes by hand as much as possible, and to close the screens during discussions. It is extremely easy for me to see, whether you are browsing the internet, or whether you are engaged in class, and taking notes. Violation of this policy will impact your participation grade.

Exceptions to this policy may be granted on a case-by-case basis if documentation from the ADA office specifically enumerating the need for a Wi-Fi connection is provided or if there is some other extenuating circumstance meriting an exception.

Unless you have extenuating family circumstances, phones must be on silent during class.

Limited Use of AI

You may use AI tools (e.g. ChatGPT, Bard) to help generate ideas and brainstorm, but only on assignments for which I have given permission to use AI tools, as specified on the syllabus. Outputs generated by these programs may be inaccurate, incomplete, or otherwise problematic. I

will hold you accountable for the accuracy of your work. Be aware that use of AI may also limit your own independent thinking and creativity. **Do not submit any work generated by an AI tool as your own.** If you include material generated by an AI tool, it should be cited like any other reference material (e.g., [MLA](#) or [APA](#) style citation). Any uncited or inappropriate use of AI tools will be treated as a violation of Middlebury's Honor Code.

Academic Integrity and Plagiarism

Academic integrity is vital to scholarship. Please review the [Academic Honesty, Honor Code, and Related Disciplinary Policies](#). Plagiarism is never acceptable and constitutes both a violation of academic integrity and of university rules.

The library also offers a Tutorial, if you feel like you would benefit from learning more about plagiarism.

Students Resources

If you have trouble with this course, please do not hesitate to consult me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

Writing Center: We all can benefit from writing mentorship. The [Writing Center](#) offers free writing tutoring from “the beginning to the end of any piece of writing, from projects like research papers, response posts, memos, white paper etc.” You can book an appointment through their [online scheduler](#) or their [drop in peer tutoring offering](#).

Disability Support Services offers technical and practical support and assistance with accommodations for students who have needs affecting learning, vision, hearing, speech, mobility, and physical and psychological health. Location: Service Building. [Website](#).

The Counseling Center offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. Counseling visits are free of charge for students. [Visit their website](#) for more information.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice. I will inform you of any changes via both email and Canvas. Make sure to check your university-supplied email regularly. You are accountable for all such communications.

Required Texts

There are no required text.

Expected Engagement

News & current events:

You are *required* to follow current events relating to international migration. Throughout the semester, we will discuss news stories and relate them to course materials. As part of your work, once during the semester, you will be asked to share a news story, and you will be asked to describe various ways that news outlets covered this news. For this presentation, you will be

asked to share both a centrist, left and right leaning news outlet take on the same news story.
Please refer to the [Media Bias Chart](#) to guide you

Additionally, throughout the semester, you are (not so gently) encouraged to peruse both U.S. and non-U.S. news sources. You may consider signing up for daily email updates to facilitate the process. Relatively serious options include, but are certainly not limited to:

U.S.-based

- New York Times <http://www.nytimes.com/pages/world/index.html>
- Los Angeles Times <http://www.latimes.com/world/>
- Washington Post <https://www.washingtonpost.com/world/>
- Wall Street Journal <http://www.wsj.com/news/world>
- NPR <https://www.npr.org/sections/world/>

International

- BBC [UK] <http://www.bbc.com/news/world>
 - Also has a decent podcast:
<https://www.bbc.co.uk/programmes/p002vsnk/episodes/downloads>
- Al Jazeera [Qatar] <http://www.aljazeera.com/news/>
- The Guardian [UK] <https://www.theguardian.com/international>
- The Economist [UK] <http://www.economist.com/>
- Christian Science Monitor <https://www.csmonitor.com>

To prepare for your presentation, please budget 30 minutes. For the regular news consumption, please budget 15 minutes a day.

Event Write Ups

You will be asked to attend two relevant Middlebury College events. Those weeks, you are asked to write a 2 page write up on how the event relates to class materials.

Annotated Bibliography

(as part of the Collaborative Project)

To ensure everyone is contributing to the collaborative project, there will be one required individual assignment. Every student will conduct an annotated bibliography related to their team research to ensure that everyone is contributing important research and contextual understanding.

Once you sign up for a team, find and select 8-10 sources (academic, journalistic, policy reports, etc.) that may help you begin to understand the topic. For each source, compile a brief summary (1-2 paragraphs) of the main argument and findings. Here is a resource for an [annotated bibliography](#). You will be required to summarize a mixture of academic and policy research, and outline, how that will inform your contribution to the group project. These will be due March 3rd.

Collaborative Project

Overview

This course is part of the Mellon Foundation Public Humanities Labs Initiative on Migration supported by the Axinn Center for the Humanities. Over the course of the semester, you will design and produce a digital ‘public humanities’ project. This assignment is in collaboration with the Gambian NGO, Their Voices Must Be Heard, and we will share the final product so that the NGO can use them in their advocacy on behalf of missing migrants.

For this project, you will have the choice between an ARC GIS Briefings Story, or a Digital Story Map. There will be sign-up sheets for both, after we have an in-class workshop on both platforms.

This will be a collaborative project, and you will be graded as a group. This assignment will be broken into several steps.

Given that migration and borders are inherently geographic and spatial phenomena, this assignment allows you to use digital spatial tools to analyze and critically engage with the concepts. The goals of the two assignments are slightly different, but the groups will be sharing and presenting to each other, ensuring that your research and work informs each other.

The story map collaborative team(s) will create a digital story map showing either the land or the water route of Gambian migrants, highlighting the stories of some of the missing migrants, and visualizing the various forms of border control, migrants encounter on their journey north.

The briefings team will instead focus on creating a briefings presentation that conveys the risks and the alternative pathways for prospective migrants, with which Their Voices Must Be Heard interacts. They may integrate the story maps of the journeys but must complement them with information that would be educational for prospective migrants.

Please note that working with a digital platform and building your own maps is rather time-consuming, but also extremely rewarding. This assignment may be intimidating if you have little experience with GIS or other digital platforms, but its gradual steps will make it approachable for everyone.

Timeline

Wednesday February 19th: Sign up for your group

Wednesday February 25: First progress report due:

- What do you want to convey with this project?
- What data do you need to collect?
- What research do you need to do about the context?
- Who is responsible for what research?

March 3rd: Annotated Bibliography due- individual grade but research contributes to the group project.

Friday March 14: 2nd Progress report:

- How is the project coming along?
- How did your vision evolve?
- What are the next steps?
- Who is in charge of what components?
- What support do you need to succeed?

March 28: Outline of your project due, with sources.

April 17: Story Map Draft Due- In class presentation for feedback.

Thursday April 24th: Briefings Draft Due- In class presentation for feedback.

Sub-components:

Assessment strategy and grading scheme

Assessment	Number/Frequency	Cumulative % of course grade	Due Dates	Learning Objective	Time involved
News Presentation	1 time per semester. Sign-up sheet	5%	Student dependent	4, 5, 6,7, 8	<i>Budget 1 hour</i>
Participation	Weekly – in class or online	10%	Weekly	2, 4, 5, 6,7,	<i>Weekly in class or online</i>
Event Write Up	2 per semester	20%	1: March 10 th 2: May 16th	2, 4, 5, 6,7	<i>Budget 3-5 hours</i>
Annotated Bibliography	1	10%	1: March 3 rd	2 -5	<i>Budget 6-8 hours</i>

Collaborative Project	With staggered assignments throughout the semester	55% cumulative-divided over sub-components	1: March 3 rd Wednesday February 19 th : Sign up for your group February 25: First progress March 3rd: Annotated Bibliography Friday March 14: 2nd Progress report: March 28: Outline of your project due, with sources. April 17: Story Map Draft Due- In class presentation for feedback. Thursday: April 24th: Briefings Draft Due May 10 th : Final Due	4, 7 & 8	<i>Budget 30- 40 hours</i>
-----------------------	--	--	---	----------	----------------------------

Grading Scale

A: 93 – 96%; A-: 90 – 92%; B+: 87 – 89%; B: 83 – 86%; B-: 80 – 82%; C+: 77 – 79%; C: 70 – 76%; D: 60 – 69% and F: Below 60%

Course overview:

Week 1:

Tuesday February 11: Introduction & how do we discuss policies?

This class will focus on an overview of the syllabus, and then we will set classroom discussion guidelines together.

In preparation, read these readings and think about these questions:

- *What have your most positive classroom experiences been? What made those experiences so positive, and how might that be recreated elsewhere?*
- *What are the benefits of promoting civility in the classroom? Should the rules of the classroom be applied to political conversation more generally?*
- *What kinds of voices, themes, and perspectives might a civil approach to politics exclude?*

Academic texts:

- Harvard Educational Guide “Calling In and Calling Out” Guide
https://edib.harvard.edu/files/dib/files/calling_in_and_calling_out_guide_v4.pdf
- Brian Arao and Kristi Clemens (2013). “From Safe Spaces to Brave Spaces: A New Way to Frame Dialogue around Diversity and Social Justice.” *The Art of Effective Facilitation*. Stylus Publishing.
- Highlighted sections from: Zeus Leonardo & Ronald K. Porter (2010) Pedagogy of fear: toward a Fanonian theory of ‘safety’ in race dialogue, *Race Ethnicity and Education*, 13:2, 139-157, DOI: 10.1080/13613324.2010.482898

Policy texts:

- Michel Martin (2018). “Politics, Facts and Civility: A Lesson in Engaging in Discourse.” *NPR All Things Considered*. October 27.
- Ibram X. Kendi (2018). “More Devoted to Order Than to Justice.” *The Atlantic*. June 28.

Recommended readings:

- Christopher F. Zurn (2013). “Political Civility: Another Illusionistic Ideal.” *Public Affairs Quarterly*. 27.4: 341-368

Thursday February 13th: Multidisciplinary prisms: What is migration? Why does it matter?

Questions: What are the different reasons why migrants leave their home countries? What are recent trends in international migration?

Academic texts:

- Brettell, Caroline B. & James F. Hollifield. 2023. “Migration Theory: Talking Across Disciplines.” Pp. 1-21 in Brettell, Caroline B. and James F. Hollifield, *Migration Theory: Talking Across Disciplines*. 4th ed. NY: Routledge.

- Castles, Stephen and Mark J. Miller, 'Chapter 2,' in *The Age of Migration*, Third edition, New York, Guilford Press: 2003.

Policy Texts:

- Migration Policy Institute (2024) "Top 10 Migration Issues of 2024." Washington, DC. <https://www.migrationpolicy.org/programs/migration-information-source/top-10-migration-issues-2024>
- Carling, Jørgen. 2021. "What Makes People Want to Migrate? One Chart Sums It Up." Medium <https://medium.com/swlh/what-makes-people-want-to-migrate-b91ad7d9ddb0> (skim + view chart)

Recommended readings:

- Castles, Stephen and Nicholas Van Hearst. 2011. 'Root Causes,' in: *Global Migration Governance*, Oxford, University of Oxford Press: 287–306.
- Fitzgerald, David Scott. 2023. "The Sociology of International Migration," Brettell, Caroline B. and James F. Hollifield, *Migration Theory: Talking Across Disciplines*. New York: Routledge.
- Goldin, Ian, Geoffry Cameron and Meera Balarajan. 2011. Chapter 4: "Leaving Home: Migration Decisions and Processes. *Exceptional People: How Migration Shaped Our World and Will Define Our Future*. Princeton, NJ: Princeton University Press.
- Levy, Nathan, Pisarevskaya, Asya. & Scholten, Peter. 2020. "Between Fragmentation and Institutionalisation: The Rise of Migration Studies as a Research Field. *Comparative Migration Studies* (8)24.
- Massey, Douglas S. 1988. "Economic Development and International Migration in Comparative Perspective," *Population and Development Review* 14 (3) 383-413

Week 2:

Tuesday February 18th: Workshop Number 1: What are Story Maps and Arc GIS and Briefings?

Review these examples ahead of class:

- [The Hillbilly Highway](#)
- [Syrian Migration Route](#)
- [Climate Migrants](#)
- [Food and Culture Briefing](#)
- TVMBH Website: <https://www.theirvoicemustbeheard.com/>

Extra credit event: "Academic Freedom in Higher education after October 7th" Post to online discussion forum a reflection on how this discussion informed your approach on how to discuss politics on campus.

Wednesday February 19th: Sign up for your group

Thursday February 20th: Nations, Borders, Migration

- Andreas, P. (2003). Redrawing the line: Borders and security in the twenty-first century. *International security*, 28(2), 78-111.
- Simmons, Beth A. and Kenwick, Michael R. 2021. "Border Orientation in a Globalizing World." *American Journal of Political Science*. 0 (0): 1-19.

Recommended readings:

- Balibar, E. (2010). At the borders of citizenship: A democracy in translation?. *European journal of social theory*, 13(3), 315-322.
- Herbst, Jeffrey. 1989. "The Creation and Maintenance of National Boundaries in Africa," *International Organization* 43(4): 673-692.
- Thomas Hüskens, The practice and culture of smuggling in the borderland of Egypt and Libya, *International Affairs*, Volume 93, Issue 4, July 2017, Pages 897–915, <https://doi.org/10.1093/ia/iix121>
- Steffen Mau, Fabian Gülzau, Lena Laube and Natascha Zaun. 2015. "The Global Mobility Divide: How Visa Policies Have Evolved over Time." *Journal of Ethnic and Migration Studies* 41 (8): 1192–1213.
- Frymer, Paul. 2014. "A Rush and a Push and the Land Is Ours": Territorial Expansion, Land Policy, and U.S. State Formation." *Perspectives on Politics* 12 (2): 119-144.
- Torpey, John. 1998. "Coming and Going: On the State Monopolization of the Legitimate 'Means of Movement'". *Sociological Theory* 16(3): 239-259

Week 3:

Tuesday February 25: Theorizing Border Controls and Immigration Policies

Questions: How did states come to regulate the movement of people? What is the history behind documents that control this movement? How did we arrive at the modern system of border control? How do border controls maintain global inequality?

Academic Texts:

- Meyers, Eytan. 2000. "Theories of International Immigration Policy - A Comparative Analysis". *International Migration Review* 34(4): 1245-1282.
- Simmons, B. A. (2019). Border rules. *International Studies Review*, 21(2), 256-283.

Recommended readings:

- Boswell, Christina. 2007. "Theorizing Migration Policy: Is There a Third Way?" *International Migration Review* 41(1): 75-100.
- Massey, Douglas. 1999. "International Migration at the Dawn of the 21st Century: The Role of the State." *Population and Development Review* 25(2): 303-322.

- Ruhs, Martin and Philip Martin. 2008. "Numbers vs. Rights: Trade-Offs and Guest Worker Programs." *International Migration Review* 42(1): 249-265.

Wednesday February 25:

First progress report due:

- What do you want to convey with this project?
- What data do you need to collect?
- What research do you need to do about the context?
- Who is responsible for what research?

Thursday February 27: Ethics of Border Controls

Questions: What are the ethical arguments for and against border control? Can states ethically conduct border control? What are the normative arguments behind open borders? Are they convincing? Are they implementable?

Academic Readings:

- Carens, Joseph H. 1987. "Aliens and Citizens: The Case for Open Borders," *The Review of Politics* 49(2): 251-73.
- Schmid, Lukas. "Saving migrants' basic human rights from sovereign rule." *American Political Science Review* 116.3 (2022): 954-967.
- Wellman, C. H. (2008). Immigration and freedom of association. *Ethics*, 119(1), 109-141.

Policy Texts:

- Walia, Harsha. 2022. "There is No Migrant Crisis," *Boston Review*. <https://www.bostonreview.net/articles/there-is-no-migrant-crisis/>
- Hanson, Victor Davis. 2016. "Why Borders Matter; and a Borderless World is a Fantasy," *Los Angeles Times*. <https://www.latimes.com/opinion/op-ed/la-oe-hanson-borders-20160731-snap-story.html>

Recommended Readings:

- Anderson, Bridget, Nandita Sharma and Cynthia Wright. 2009. "Editorial: Why No Borders?" *Refuge*. 26(2): 5-18
- Betts, Alexander. 2015. "The Normative Terrain of the Global Refugee Regime," *Ethics and International Affairs* 29(4).
- Carens, Joseph H. 2008. "The Rights of Irregular Migrants," *Ethics & International Affairs* 22(2): 163– 186.
- Walzer, Michael. 1983. *Spheres of Justice: A Defense of Pluralism and Equality*. New York: Basic Books.

Week 4:

March 3rd: Attend Event: [Legacy of Lies: From the Salvadoran Civil War to the U.S. Border Crisis](#). First Event Memo due March 10th

March 3rd: Annotated Bibliography due.

Tuesday March 4: Zoom session with Mustapha on migration in The Gambia?

Readings:

- Altrogge, J., & Zanker, F. (2019). The political economy of migration governance in the Gambia. *Arnold Bergstraesser Institute, Freiburg*. https://www.arnold-bergstraesser.de/sites/default/files/field/pubdownload/medam_gambia_report_altrogge_zanker.pdf.
- Cham, O. N. (2024). “Even if I am going to die, I must go”: Understanding the influence of predestination thinking on migration decision-making in the Gambia. *International Migration*, 62(6), 45-58.

Thursday March 6: Politics of Border Controls

Questions: What migration policy trends characterize the last century? What political incentives drive migration and border control?

Academic texts:

- Antje Ellermann. 2021. *The Comparative Politics of Immigration: Policy Choices in Germany, Canada, Switzerland, and the United States*. Cambridge University Press. (Chapter 2).
- de Haas, Hein, Katharina Natter, and Simona Vezzoli. 2018. “Growing Restrictiveness or Changing Selection? The Nature and Evolution of Migration Policies”. *International Migration Review* 52(2): 324-367.

Policy Texts:

Recommended Texts:

- Boswell, C. (2007). Theorizing Migration Policy: Is There a Third Way? 1. *International migration review*, 41(1), 75-100.
- Ellermann, Antje. 2021. *The Comparative Politics of Immigration: Policy Choices in Germany, Canada, Switzerland and the United States*. New York: Cambridge University Press. Chapter 2 only.
- Kenwick, Michael R., and Beth A. Simmons. "Pandemic response as border politics." *International Organization* 74, no. S1 (2020): E36-E58.
- Ragazzi, Francesco. 2014. “A comparative analysis of diaspora policies,” *Political Geography* 41: 74-89.
- Helbling, Marc and Dorina Kalkum. 2018. “Migration policy trends in OECD countries”, *Journal of European Public Policy* 25(12): 1779-1797.

- Braun, R., & Kienitz, O. (2022). Comparative politics in borderlands: Actors, identities, and strategies. *Annual Review of Political Science*, 25(1), 303-321.

Week 5:

Monday March 10th: First event memo due

Tuesday March 11: The (In)Efficiency of Border Controls

- Golash-Boza, Tanya. 2009. "The Immigration Industrial Complex: Why We Enforce Immigration Policies Destined to Fail." *Sociology Compass*, 3(2): 295-309.
- Cornelius, Wayne A. 2005 "Controlling 'Unwanted' Immigration: Lessons from the United States, 1993 – 2004." *Journal of Ethnic and Migration Studies*, 31(4): 775-794.

Policy/ Media:

- Radiolab (2018) "Border Trilogy Part 1: Hole in the Fence" [accessed 3/7/2024]
<https://radiolab.org/podcast/border-trilogy-part-1>

Thursday March 13: Borders and human lives and deaths – Missing migrants

Academic readings:

- Kovras, I., & Robins, S. (2016). Death as the border: Managing missing migrants and unidentified bodies at the EU's Mediterranean frontier. *Political Geography*, 55, 40-49.
- Robins, S. (2022). The affective border: Missing migrants and the governance of migrant bodies at the EU's southern frontier. *Journal of Refugee Studies*, 35(2), 948-967.

Policy Media:

- Radiolab (2018) "Border Trilogy Part 2: Hold the Line" [accessed 3/7/2024]
<https://radiolab.org/podcast/border-trilogy-part-2-hold-line>

Recommended Readings:

- Squire, V. (2017). Governing migration through death in Europe and the US: Identification, burial and the crisis of modern humanism. *European Journal of International Relations*, 23(3), 513-532.
- M'charek, A. (2020). Harraga: Burning borders, navigating colonialism. *The Sociological Review*, 68(2), 418-434.
- De León, J. (2015). *The land of open graves: Living and dying on the migrant trail* (Vol. 36). Univ of California Press.

Friday March 14: 2nd Progress report:

- How is the project coming along?

- How did your vision evolve?
- What are the next steps?
- Who is in charge of what components?

Week 6: Spring Break

Week 7:

Tuesday March 25: Externalizing Borders

Questions: How have countries in the Global North sought to extend their borders beyond their own territories? How has externalization impacted countries in the Global South? How has externalization impacted migrants and refugees?

Academic Readings:

- Michael Clemens and Hannah Postel. "Deterring Emigration with Foreign Aid: An Overview of Evidence from Low-Income Countries. *Population and Development Review*. 2018 44(4):667-693
- David Scott Fitzgerald. 2019. *Refuge Beyond Reach: How Rich Democracies Repel Asylum Seekers*. Oxford University Press. (Chapter 1 and skim 3).

Policy Readings:

- Susan Fratzke. 2019. "International Experience Suggests Safe Third-Country Agreement Would not Solve the US-Mexico Border Crisis," Migration Policy Institute. [accessed 2/9/2025] <https://www.migrationpolicy.org/news/safe-third-country-agreement-would-not-solve-us-mexico-border-crisis>
- Radiolab (2018) "Border Trilogy Part 3: What Remains" [accessed 3/7/2024] <https://radiolab.org/podcast/border-trilogy-part-3-what-remains>
- Andrei Popoviciu (2023) "How Europe Outsourced Border Enforcement to Africa" In These Times [accessed 3/7/2024] <https://inthesetimes.com/article/europe-militarize-africa-senegal-borders-anti-migration-surveillance>

Recommended Readings:

- Ayelet Shachar and Peter Niesen, editors. 2020. *The Shifting Border: Legal Cartographies of Migration and Mobility: Ayelet Shachar in Dialogue*. Manchester University Press. (Part I).
- Loyd, J, E Mitchell-Eaton, A Mountz. 2016. "The Militarization of Islands and Migration: Tracing Human Mobility through U.S. Bases in the Caribbean and the Pacific." *Political Geography* 53: 65-75.
-

Extra credit event: Tuesday, March 25, 2025

4:30–6:00 PM ET ["Being Jewish after the Destruction of Gaza,"](#) Guest Lecture by Prof. Peter Beinart Post- to the online discussion board a paragraph on how this connects to migration and identity.

Thursday March 27: Collaborative Time with relevant readings

Readings:

- Tecca, V. (2024). The affective economy of ‘self-deportation’: materiality, spatiality, temporality. *Journal of Ethnic and Migration Studies*, 51(4), 970–986.
<https://doi.org/10.1080/1369183X.2024.2377858>
- Suso, C. C. (2022). Totally *napse*: aspirations of mobility in Essau, the Gambia. *Third World Quarterly*, 43(8), 1915–1931. <https://doi.org/10.1080/01436597.2022.2074827>
-

Week 8:

Tuesday April 1: Interstate relations and border/ migration policies

- Adamson, Fiona B. and Gerasimos Tsourapas. 2019. “Migration Diplomacy in World Politics.” *International Studies Perspectives* 20(2): 113–28.
- Micinski, Nicholas R. 2021, “Threats, Deportability, and Aid: The Politics of Refugee Rentier States and Regional Stability,” *Security Dialogue* (2021): 1-19.

Thursday April 3: Collaborative Project Time, with relevant readings. Workshop Story Map with Sarah.

- Fine, S., & Walters, W. (2021). No place like home? The International Organization for Migration and the new political imaginary of deportation. *Journal of Ethnic and Migration Studies*, 48(13), 3060–3077. <https://doi.org/10.1080/1369183X.2021.1984218>

Week 9: Migration & Climate Change (part of Midd Teach in on Climate).

Tuesday April 8th: Climate & Migration

Academic texts:

- Michael Brzoska & Christiane Fröhlich. 2016. “Climate Change, Migration and Violent Conflict: Vulnerabilities, Pathways and Adaptation Strategies.” *Migration and Development* 5 (2) 190-210
- Bates-Eamer, N. (2019). Border and Migration Controls and Migrant Precarity in the Context of Climate Change. *Social Sciences*, 8(7), 198.
<https://doi.org/10.3390/socsci8070198>

Policy Texts:

- Abraham Lustgarten and Meridith Kohut. 2020. “The Great Climate Migration Has Begun.” *New York Times Magazine* [accessed 02/09/2025]
<https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html>

Recommended readings:

- H. Benveniste, M. Oppenheimer, & M. Fleurbaey, (2020). Effect of border policy on exposure and vulnerability to climate change, *Proc. Natl. Acad. Sci. U.S.A.* 117 (43) 26692-26702, <https://doi.org/10.1073/pnas.2007597117>
- Ribot, J. (2023). Violent silence: framing out social causes of climate-related crises. In *Climate Change and Critical Agrarian Studies* (pp. 60-89). Routledge.

Thursday April 10th: Collaborative Project Time, with relevant readings. Briefings Training.

- Pañeda-Fernández, I., & Meierrieks, D. (2024). *Exposure to climate disasters and individual migration aspirations: Evidence from Senegal and the Gambia* (No. SP VI 2024-101). WZB Discussion Paper.
- Ribot, J., Faye, P., & Turner, M. D. (2020). Climate of anxiety in the Sahel: emigration in xenophobic times. *Public Culture*, 32(1), 45-75.

Week 10:

Monday, April 14th – last day to drop courses

Tuesday April 15th: Borders, migration and human smuggling

Academic Texts:

Choose either Andreas OR Triandafyllidou. You will teach each other the lessons from each article.

- Andreas, P. (2023). How the State Made Smuggling and Smuggling Made the State. *Global Human Smuggling: Buying Freedom in a Retreating World*, 65.
- Triandafyllidou, A. (2018). Migrant Smuggling: Novel Insights and Implications for Migration Control Policies. *The ANNALS of the American Academy of Political and Social Science*, 676(1), 212-221. <https://doi.org/10.1177/0002716217752330>
- Chwalisz, Natalie (Draft 2025) “From Deception to Protection: Understanding Variations in Smuggling Practices and Migrant Experiences” (On Canvas- not for citation)

Thursday April 17th: Collaborative Project Time, with relevant readings.

Readings:

- Raineri, L. (2023). Smuggling Migrants from Africa to Europe. *Global human smuggling: Buying freedom in a retreating world*.

Story Map Draft Due- In class presentation for feedback.

Week 11:

Tuesday April 22nd: The Refugee/Migrant Binary and Forced Migration

Questions: How is a migrant different than a refugee? What are undocumented or irregular migrants versus regular migrants? How do we define who qualifies as a refugee? What are the modern challenges of forced migration? Why is the distinction between voluntary and forced migration problematic? What legal and political implications arise from categorizing migrants as voluntary versus forced?

- Crawley, Heaven & Dimitris Skleparis. 2018. “Refugees, Migrants, Neither, Both: Categorical Fetishism and the Politics of Bounding in European’s ‘Migration Crisis’.” *Journal of Ethnic and Migration Studies* 44 (1) 48-64
- Hamlin, Rebecca. 2021. *Crossing: How We Label and React to People on the Move*. Stanford University Press. (Chapter 1)

Thursday April 24th: Collaborative Project Time, with relevant readings.

Briefings Draft Due- In class presentation for feedback.

Readings:

- Berhane, F. (2024). THE PARADOX OF HUMANITARIAN RECOGNITION: Blackness, Predation, and Non-Statist Solidarities in the Migration of Eritreans to Europe. *Cultural Anthropology*, 39(3), 374-399.

Week 10:

Tuesday April 29th The Big Business of Migration Controls

Academic texts:

- Cuttitta, Paolo, Jana Häberlein and Polly Pallister-Wilkins. 2020. “Various Actors: The Border Death Regime.” In Paolo Cuttitta and Tamara Last (eds.) *Border Deaths: Causes, Dynamics and Consequences of Migration-related Mortality*. Amsterdam: Amsterdam University Press. Chapter 1: 35-52.
- Doty, Roxanne Lynne and Elizabeth Shannon Wheatley. 2013. “Private Detention and the Immigration Industrial Complex.” *International Political Sociology*. 7(4): 426-443.

Recommended readings:

- Guiraudon, Virginie and Gallya Lahav. 2000. “A Reappraisal of the State Sovereignty Debate.” *Comparative Political Studies*. 33(2): 163-195.

Thursday May 1st: Collaborative Project Time, with relevant readings.

Attend David Vine's lecture. Write up event memo.

Week 11:

Tuesday May 8th: Time as border control

Academic readings:

- Cohen, E. F. (2015). The political economy of immigrant time: Rights, citizenship, and temporariness in the post-1965 era. *Polity*, 47(3), 337-351.
- Cook-Martín, D. (2019). Temp Nations? A Research Agenda on Migration, Temporariness, and Membership. *American Behavioral Scientist*, 63(9), 1389-1403. <https://doi.org/10.1177/0002764219835247>

Recommended:

- Heidbrink, L. (2022). 'How Can I Have a Future?': The Temporal Violence of Deportation. *Journal of Intercultural Studies*, 43(4), 480–496.
<https://doi.org/10.1080/07256868.2022.2086224>

Thursday May 10th: Class presentation of Briefings and StoryMaps.