



## **CIEE Global Institute - Paris**

<b>Course name:</b>	Migration and Mobility in a Global World
<b>Course number:</b>	(GI) POLI 3006 PAFR
<b>Programs offering course:</b>	Paris Open Campus
<b>Open Campus Track:</b>	International Relations and Political Science
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Fall 2019

### **Course Description**

Subjects of migration vary in different geographies and time scales. Migration is sometimes explored as the movement of people (together with knowledge, goods, capital and networks) across borders. The course will provide an analysis of this dramatic phenomenon in 20<sup>th</sup> and 21<sup>st</sup> centuries, focusing on the major migration waves that have involved Europe and USA. Demographic, economic, social, political and religious causes of migration will be addressed through the analysis of specific case studies, which will contribute to provide the students with a map of the most significant movements of people and their aftermaths in the decades to follow.

Students will be accompanied by the instructor and different guest speakers to gain the knowledge to answer to questions, such as “what are the definitions of migration? What are the features and patterns of migration from and to Europe? What is the role of states in defining and managing migration? Does it complement, compete with, subvert and/or foreshadow ethnic, national, religious, class and gender identities? What are the most vulnerable migrant groups? How do practices of migration cohabit with the state? What are the references in migration studies to concepts such as multiculturalism, toleration, diversity, collective rights, alienation and difference?”

### **Learning Objectives**

By the end of this course, students will be able to:

- Assess and evaluate the importance of migration issues in a globalized world and against a background of labor markets, conflicts and disasters, and how these circumstances affect migration ebbs and flows.
- Understand the migration legal system in the European Union, with special reference to the asylum legislation.
- Contextualize and analyze migration within specific regions (Europe and USA), as well as governance of migration issues in the region with particular emphasis on the host countries.



- Articulate the political and economic contexts of migration while keeping in mind historical ruptures and continuities.
- Interpret migration from interdisciplinary perspectives that include Environmental Studies, Economics, Political Science and International Relations.

### **Course Prerequisites**

Students should have completed a 2000-level or higher course in International Relations, Political Science, Social Sciences, Law.

### **Methods of Instruction**

Among other techniques, the methodology used throughout this course will include: teacher presentations with student-teacher dialogue and discussion; active discussion in which students will be expected to participate in round tables with their fellows about specific case studies; oral presentations; video analysis. Students will also attend site visits, meetings, skype conferences and guest lectures. They are expected to take copious notes of readings, lectures and out-of-class activities to be potentially used for course submissions. Rules for citation and referencing apply.

### **Assessment and Final Grade**

- |    |                         |
|----|-------------------------|
| 1. | Case Studies 20%        |
| 2. | Presentation 15%        |
| 3. | Midterm Exam 20%        |
| 4. | Final Paper 25%         |
| 5. | Class Participation 20% |

### **Course Requirements**

**Important: all course assignments must be turned in on time. Any late submissions, or assignments not delivered on the due date (such as presentations) will receive a grade of 0%.**

#### **Case Studies**

Each student is required to participate in a prepared debate on the role of politics in religion, based on selected case studies. The individual debates will be in groups each given a topic. Grading will be based on knowledge and preparation demonstrated in the in-class debate.

#### **Presentation**

Students will be required to deliver a presentation during the course. Each presentation should be about 10-15 minutes (excluding opponent and class discussion) and it should show a good understanding of a selected topic and the



ability to put it in perspective. The topic should be presented in a concise yet comprehensive manner.

### **Midterm Exam**

The midterm exam will consist of multiple-choice and short answer / paragraph questions to measure the students' progress halfway through the course.

### **Final Paper**

A 1,500-word discussion paper will be required. This paper will cover a specific topic and needs to show a solid understanding of and reflection on the topic assigned. The topic cannot be the same as the presentation topic and it will be assigned to the students on the basis of their main interest. The final will be presented during the last class, in the form of round table.

### **Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

### **Course Attendance and Punctuality**

Regular class attendance is required throughout the program, and all unexcused absences\* may result in *a lower participation grade* for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning and the final course grade will be lowered by 3 percentage points.

\*Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, *excessively tardy (over 15 minutes late) students will be marked absent. Attendance policies also apply to any required co-curricular class excursion or event\*, as well as to Internship, Service Learning, or required field placement.*

\*With the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.



Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. *No make-up or re-sit opportunity will be provided.*

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	Potential reduction of participation grade
10 – 20%	2	Written warning; reduction of the final grade by 3%
More than 20%	3	Automatic course failure, and possible expulsion

### Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

#### **Week 1**

##### **Class 1:1 Introduction. Migration as natural human phenomenon.**

Students will be presented an overview of the course and given a general introduction on the anthropological aspects of migration, with special reference to major ancient migration waves.

Readings: *The Holy Bible*, Abulafia, David, *The Great Sea: A Human History of the Mediterranean*, Castles & Miller 2009. *The age of migration*. Fourth Edition. UK Chapter 3. Chapter 7. Pages 170-180.

#### **Week 2**

**Class 2:1 Why do people move? The many causes of migration**

The different causes of migration will be presented to the students, along with the most recent statistics of the phenomenon.

Readings: UN The International Migration Report, EU Annual Report on Migration and Asylum, Oxford Academics, Migration Studies

**Class 2:2 The major migration waves of the 20th century: Irish, Jews**

Students will be confronted with some examples of major migration waves in the past two centuries, in order to analyze the impact that such movements have had both on the new and the old countries.

**Due date for Oral presentation**

Readings: Irial Glynn, *Emigration Across the Atlantic: Irish, Italians and Swedes compared, 1800–1950*, Stroum Center for Jewish Studies – University of Washington

**Week 3**

**Class 3:1 Site Visit**

**Class 3:2 Searching for freedom: the Political Asylum and the Dublin Convention**

Thousands of people migrate due to The lack of freedom and respect of human rights in their mother countries, and seek for protection elsewhere, by virtue of international treaties, which should grant them those rights they have been denied. During this class specific case studies will be at the center of **round tables**, along with the outlines of the most relevant legislation.

**Due date for Oral presentation**

Readings: Regulation (Eu) No 604/2013 Of The European Parliament And Of The Council Of 26 June 2013 (Current Dublin Regulation), Un Convention And Protocol Relating To The Status Of Refugee

**Class 3:3 We will discuss the way in which the United Kingdom is responding to the numbers of refugees arriving across the English Channel. We will focus on political responses as well as those from welfare organisations.**

**Week 4**

**Class 4:1 Migrants on the screen**



This class will be dedicated to the vision of film excerpts describing one or more aspects of migration.

The **Midterm Exam** will be held during the second part of the class.

**Class 4:2 Searching for peace: war as a cause of migration**

Recent wars in Middle East have forced families and individuals to flee their homes and begin dangerous trips to protect their lives. Students will analyze the general elements of war migration through specific case studies, which will be the topic of **round tables**.

Readings: Are Knudsen, Arne Strand, and Erlend Paasche *War and migration* (2013), Mahmud Abdur-Rahman et. al., *Life in Syria*, (2017), Un Convention And Protocol Relating To The Status Of Refugee.

**Week 5**

**Class 5:1** Today we will discuss how migrant communities have struggled to belong based on both identification and ascription focusing on the Roma community in Paris.

**Class 5:2 Searching for a career: highly educated migrants**

Research and better career perspectives are another drive for highly educated people to leave their countries and study or work abroad. While this kind of migration is not comparable to the ones mentioned above, it created communities where integration and adaptation can be a challenge as well. Students will analyze this phenomenon with the help of expats as guest speakers.

**Due date for Oral presentation**

**Week 6**

**Class 6:1 Calais, Dover and immigration.**

Students will discuss how local administration deals with the presence of migrants.

**Class 6:2 USA and current migration policies**

This class will be dedicated to an overview of the most recent migration policies put into action in the USA and to their consequences in terms of social cohesion.

**Due date for Oral presentation**

**Class 6:3 Final Paper presentations and round table**

The last class will be dedicated to the presentation of the Final Paper assigned to the students by area of interest, in the form of a round table, in which all the aspects of the treated topics will be addressed.

**Course Materials**

***Readings***



Bloemrad, I. Kortweg, A. Yurdakul, G. (2008). Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State. *Annu. Rev. Sociol.* 2008. 34:153–79

Castles & Miller 2009. *The age of migration*. Fourth Edition. UK

Dominguez, R. Rietig, V. *Migrants deported from the United States and Mexico to the Northern Triangle*. 2015.

Putnam, R. (2007). *E Pluribus Unum : Diversity and Community in the Twenty-first Century* The 2006 Johan Skytte Prize Lecture. *Scandinavian Political Studies*, Vol. 30 – No. 2, 2007

Sam, D., Berry, J. (2010) *Acculturation : When Individuals and Groups of Different Cultural Backgrounds Meet*. *Perspectives on Psychological Science* 2010 5: 472

### Academic Integrity

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own*.

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad*.

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person* (the general rule in U.S. higher education is that if



you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student's permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.