CMEN15

Perceptions and Politics of Migration, Asylum and Integration

Spring 2018

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COURSE DESCRIPTION
This course examines the complex migration realities with respect to the Middle East. Utilizing a range of multi-disciplinary theoretical and conceptual frameworks, the course focuses on issues relating to Middle Eastern societies as sending, receiving and transit contexts of migrants and refugees in recent decades. While the course may focus more on the Middle East as a context for understanding migration dynamics, parallels between the ME and other regions are to be drawn during class discussions, or in the literature review assignment.

Starting with an overview of migratory trends in the region, we will ask why do people migrate across borders? Investigating the political aspects of migration, we will analyze migration and asylum regimes through examining state policies that categorize migrants, manage populations, and sometimes induce movement and displacements. Can states control migration, including “unwanted” migrants? How do we understand the politics of im/migration? We begin with these questions and examine the policies that let some people in, while keeping others out. The relationship between global economic processes and the dynamics of migration in the Middle East will then be introduced through the study of labor migration and its impact on different parts of the region. The relationship between migration and development in both sending and receiving countries will be discussed, as well as the ways economic migration is politicized in different parts of the world. Moving on, we will discuss the social and cultural aspects of migration and probe the meaning of power and mobility through looking at interpersonal relations, forms of identification and cultural representation. Social and cultural aspects provide us with an understanding of the second side of the migration coin, namely the subjective experiences of the migrants who are subjected to macro historical, political and economic processes discussed earlier in the course.

The second part of the course will focus primarily on the different aspects of forced migration. In week five, we will address the main theoretical and methodological concerns in studying forced migration. We discuss a look at the ways these concerns have been used in understanding the experiences of specific groups who have experienced forced migration. Week seven places emphasis on contexts of transit that mediate initial movement from the homeland and resettlement in host societies. Week eight, finally, looks at integration as the final stage of the migration processes and highlights the importance of the transnational or global outlook in understanding integration in today’s societies.
The last two weeks of the course will be devoted to the literature review and seminar assignment, where students will formulate a research question of their interest in relation to current research on the field, and provide constructive, well-founded feedback on another student’s project.

Learning Outcomes

On completion of the course the student shall be able to:

Knowledge and understanding
- Describe concepts and theories essential for the study of migration;
- Identify the relevance of migration theories and concepts for the study of migration and refugees in the Middle East in general and in particular national contexts;
- Explain the socio-historical context of migration processes in and from the Middle East;

Competence and skills
- Analyze living conditions, strategies for identity formation, and communal belonging and expression among stateless individuals, refugees and migrants in and from the Middle East;
- Examine the effects of migration on hosting society, with regard to economic, social, demographic, cultural and political effects.
- Apply concepts and theories of migration studies to specific empirical examples of migration processes in the Middle East, as well to examples of minority formation and diaspora communities with roots in the region;
- Design an empirical study with relevance for migration related issues in the contemporary Middle East or among migrant communities with background in the region;

Judgment and approach
- Evaluate the political function of narratives and memories of migration in the construction of current individual, collective and national identities and imaginations, and its relevance for and application in current political agenda and programs as well as public debates;

COURSE ASSESSMENT

The course requires readings, class participation, three written assignments and one oral assignment. All written assignments should include a list of references used based on the Chicago Manual of Style. The assignments are to be submitted through live@lund by the set deadline. The grade distribution is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignment 1 (written statistical profile)</td>
<td>25 percent</td>
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<tr>
<td>Assignment 2 (written oral history or CSO case study)</td>
<td>25 percent</td>
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<tr>
<td>Assignment 3 (written literature review)</td>
<td>25 percent</td>
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<tr>
<td>Assignment 4 (oral seminar presentation)</td>
<td>25 percent</td>
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Class Attendance and Participation
This course will be run in a seminar format, meaning that group discussions (in smaller groups or for the entire class) will take place every class meeting. Students are expected to keep up with reading assignments and think about the readings critically before they come to class. Informed participation
is expected from all students. Students are expected to focus their class participation on analytical insights and theoretical details to construct their arguments.

Students should:
• Attend all class meetings;
• Read all course material before coming to class;
• Discuss the readings during class;
• Integrate arguments across readings;
• Answer questions presented by the instructor and other students;
• Engage in dialogue with other students to highlight the analytical utility and empirical relevance of theoretical ideas;
• Ask questions relating to readings or comments that are presented by other students; and
• Utilize office hours and email to communicate ideas, questions or comments.

While in class please follow these common courtesy rules:
• Turn off cell-phones (and don’t just put them on vibrate)
• Laptops and other electronic devices are not acceptable for use during class
• Show up to class on time
• Stay alert in class
• Show respect to your instructor and fellow students
• Refrain from disruptive behavior

Since students’ involvement is required in every class meeting, attendance records will be kept for each class. In case of having to miss a class meeting, a three-page paper reflecting on the readings for that class is required (deadline is Friday at 16:00 following each class). The reflection papers will be evaluated based on the following rubric:

<table>
<thead>
<tr>
<th>Identification</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Fails to meet expectations (1 point)</th>
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<tbody>
<tr>
<td>You identified the main arguments and the important concepts used to make it.</td>
<td>You identified a concept and provided a comprehensive definition.</td>
<td>You inadequately identified or defined a concept from the reading.</td>
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<table>
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<tr>
<th>Significance</th>
<th>You placed the argument within the general field of Middle East Studies, and your own views and empirical applications. You used comparisons with other authors to make your point. You creatively highlighted the ways the argument can be used in future research.</th>
<th>You expressed the practical and theoretical significance of the argument.</th>
<th>You failed to mention the significance of the argument.</th>
</tr>
</thead>
</table>

| Technical exposition | Your statement is well organized and interesting. | Adequate organization and flow of statement. | Incomprehensible organization, stylistic problems and lacks coherence. |
Assignment One

Statistical Profile of an Immigrant Group – individual or group assignment

The goal of this assignment is to familiarize you with ways of reading, synthesizing and presenting numerical data.

On your own or with a partner, you will write a statistical profile of one or two immigrant group(s) in the Middle East or of Middle Eastern origin in another country. Individual projects should be 1500 words, including figures, and examine one group in one country. Partner projects should be 2500-3000 words, comparing two groups in the same country or the same migrant group living in two different countries. Doing this as a group project will help in gathering and interpreting the statistical information, but I will expect a more sophisticated write-up comparing the groups and speculating on the reason for similarities or differences.

Your profile should integrate graphical displays of numerical data (tables or graphs) with a narrative explaining the most important points from the figures.

In your statistical profile, please answer the following:

- Describe, in broad terms, the migration history of your group, graphically and in words.
- When did your group begin arriving in significant numbers? Have there been peaks and dips in the group’s migration? Speculate about the reasons for changes over time.
- What is the total number of foreign-born of your immigrant group today? What is their percentage of all foreign born residents? What is their size relative to other groups?
- What are the predominant means of immigrant entry for your group today, i.e., migration as family sponsored immigrants, employment immigrants, temporary workers, refugees & asylees and/or undocumented migrants?

After answering these question, you are expected to investigate two or three demographic or socio-economic characteristics of the group, e.g., their residential patterns, gender or age composition, educational attainment, poverty, ethnic diversity, family structure, citizenship status, etc. Speculate on why you see these patterns. In speculating about the numbers, make links between the different patterns and draw on the course readings and lecture materials. You do not have to do further reading, but you may if you wish.

In putting together your report, you must use at least three different sources of statistical data. You can use more if you wish. You must also provide proper referencing for all your sources. In the write up, give some thought to the credibility of the numbers and discuss any concerns you might have.

Evaluation: You will be evaluated on how well you use statistical data to profile your group and your ability to integrate the numerical data within a narrative account. The profile should be neat and easy-to-read. If you are working with a partner, I only need one report per group; both students will receive the same grade.

The deadline for the assignment is April 20th at 16:00.
Assignment Two (option one)

Oral History with an Immigrant – Individual assignment

The goal of this assignment is to have you reflect on your class readings by considering the experience of an immigrant, in person. Using an in-depth interview format, you are expected to provide an analysis of an individual migrant’s experience with migration. For tips on conducting an in-depth interview, you can consult: Hermanowicz, Joseph C. (2002). The Great Interview: 25 Strategies for Studying People in Bed. *Qualitative Sociology*, 25 (4): 479-499.

**The interview guide** must be approved by me before you actually conduct the interview. In thinking about the questions to pose, you should consider experiences with movement (and/or displacement, and transit), and integration. You should find ways to focus your questions on one or two themes related to the experience of migration and integration. For example, when considering integration, you can choose one or two aspects (economic, political, social or cultural).

**The person to be interviewed** must be an adult (18 years or older) resident of Sweden who was not born in Sweden. The age of migration must be at least 13 years old. Since this assignment takes place prior to discussions of forced migration, it is best if your interviewee is not a refugee. You must follow ethical considerations when conducting the interview (based on related discussion in the methods course). The interview should last between 60 and 90 minutes.

You are expected to record the interview, following the consent of the respondent. There are various apps available and you can easily use your mobile phone or computing device for that purpose. Make sure that you test your equipment prior to the interview.

**A transcript of the interview** is expected as part of this assignment. Type up the whole interview, verbatim (everything that was said including every ah and um). Include non-verbal information (laughs, pauses, cries, etc.). With your transcript include a short paragraph of the details surrounding the interview (where it took place, how you found the respondent, your impressions of the conversation). Please keep in mind that it usually takes 3-5 hours of transcribing for every hour of recording.

**The oral history report** should be attached to your interview guide and transcript. The report should not exceed 1500 words, and it should integrate three sources from class readings in reflecting on the experience of the respondent you interviewed. You can include brief quotes from the interview to highlight specific arguments. Give your respondent a pseudonym and provide very brief introductory information on them at the beginning of your report, and then proceed to explain the main insights you gained by learning about their experience. Summarizing their life history, how do you reflect on what you’ve learned in class.

I will evaluate the assignment based on 1) the originality of your questions; 2) your interviewing skills (ability to open, probe, listen, and comfort if needed); 3) the completeness of your transcript; and 4) the analytical thoughtfulness of the oral history you provide (how you identify significant findings and reflect on the experience using class readings).

The deadline for the assignment is **May 11th at 16:00**.
Assignment Two (option two)

Civil Society Organization Case Study – Individual or Group assignment

The goal of this assignment is to have you become familiar with the role of civil society organizations in influencing the immigrant experience. You are expected to use multiple data collection sources (interviews, textual analysis, or participant observation) in conducting your case study. Your essay should analyze the role of a particular organization in addressing the problems associated with migrants’ experiences in a particular context.

Ideally, you would choose an organization that is based in the Malmö/Copenhagen greater metropolitan area. You can also choose organizations that are located in other national contexts (for example in the Middle East) and conduct your research digitally – which would limit your ability to conduct participant observations. Familiarize yourself with the operations of the organization beforehand and list 2-3 employees that you would talk to. You need to have your organization approved by me before conducting your case study.

Upon gaining approval for your organization, you should contact the people in charge and gain their approval to be the topic of your inquiry. Please keep in mind that many of these organizations are operating in crisis mode, and that they may be willing to talk to you but too busy to actually do so. Give yourself ample time to work around their schedule.

Based on the nature of the operations conducted by the organization, formulate a list of questions that you would like to investigate as part of your case study. You can share your questions with me if you need assistance in the process. To begin with, you will need to gain deeper understanding of the organization’s activities, beyond general descriptions. You will also need to highlight the specific aspects of migration that the organization aims to address: Is it locating employment, providing legal advocacy, social integration programs, etc.? You will also need to specify how the organization wishes to address these aspects and provide the services.

Importantly, your case study should evaluate the effectiveness of the organization in meeting its goals. To do so, you may wish to talk to a few of the beneficiaries, but you can focus your analysis on the self-reflections of the organizations’ employees. In your evaluation you need to highlight the obstacles that the organization faces, or in other words, what is stopping the staff from achieving what they have set out to accomplish. You should also consider other barriers to the organization’s success that emerge out of your own investigations and reflections. In doing so, you should reflect on the organization’s culture and the ways it could facilitate or impede the set goals.

The case study report should be 1,500 words (3,000 words for group projects) and integrate three sources from class readings in evaluating the operations of the organization. Your report should also include a brief description of the organization and a description of your methods. Attach your interview guide, field notes, transcripts and list of references.

I will evaluate the case study report based on: 1) its completeness (all steps have been thoughtfully followed and all components are included); and 2) the analytical thoughtfulness of the analysis you provide (how you identify significant findings and reflect on the operations of the organization using class readings). If you are working with a partner, I only need one report per group; both students will receive the same grade.

The deadline for the assignment is May 11th at 16:00.
Assignment Three and Four

Literature Review and Seminar Presentation – Individual Assignments

The final two assignments are interconnected. Assignment Three consists of a written Literature Review, where you will formulate a research question based on the analysis of existing literature related to the topic. You are supposed to identify gaps in current research and propose a way of contributing to filling such a gap. In Assignment Four, at the final seminar of the course, you will provide oral feedback on a draft of another student’s Literature Review, again based on the existing literature related to the topic. You are to critically engage with another student’s literature review draft, and provide constructive critique and improvement proposals based on strategic references to the course readings.

Choosing a topic of interest to you and relevance to the course, you are expected to conduct a literature review that highlights the state of the art on a particular subject. Your review should provide more than a mere summary of the existing literature. Instead, you are expected to provide analysis and critique, and evaluate the different arguments provided in the literature. Your review should focus on the findings provided in the different academic sources and also shed light on the key theories used. The goal is to evaluate the state of knowledge related to the topic: what do we know; how well do we know it; and what still needs to be known? As such, the literature review should ultimately pose a research question that is based on the existing literature but remains unanswered by it. For a short guideline on how to conduct a literature review, please read Knopf, Jeffrey (2006). Doing a Literature Review, *PS: Political Science and Politics*, 39 (1): 127-132.

To consider when working on your review:

- Think about the topic you choose.
  - The topic needs to move beyond descriptive analysis and focus on a question, puzzle or problematic.

- Pick literature that is most relevant to that topic.
  - Use at least three readings from the class.

- Find references in the library that supplement class readings.
  - Be extensive but also pay attention to finding relevant ones that relate directly to your topic.

- Formulate an argument that the paper addresses based on your sources.
  - Your paper should be based on a clear thesis statement that reflects the organization of your thoughts in a logical way that develops throughout the paper.

- Summarize the arguments in the various readings and use these summaries to formulate the outline for the paper.
  - Your thesis statement and outline will probably change over time, but they keep you focused when it is time to write.

- Follow the outline to elaborate the arguments of the different authors in a clear manner. Build your literature review in an interesting way.
  - And make sure that you are connecting it to your thesis statement.
• Make sure that the paper provides a single focused line of argument, and includes an introduction and a conclusion.
  o Your thesis should indicate a clear purpose for the paper and should be established in the introduction, developed logically and fully throughout the paper, and summarized and clearly articulated in the conclusion.

• Reference all sources used in the paper both within the body of the paper and in a Works Cited page.
  o CMES requires that use the Chicago Manual of Style for your MA thesis. I highly recommend that you familiarize yourself with that style and start using it now.

**Students should keep in mind some basics of writing good papers:**

• Support your claims. Make an argument instead of unsupported assertions.
• Focus on analytical insights instead of opinions.
• Connect ideas, sentences and paragraphs.
• Make sure that your writing flows and that sentences are well constructed to show how ideas relate. Write simply.
• DO NOT use Google or Wikipedia (Google Scholar is OK).
• Use course material, academic journals (obtained through databases) and scholarly books.

**Students should keep in the following when preparing their role as discussants:**

• Prepare before the seminar and have a clear plan for presenting your main points
• Organize your comments as follows:
  o Start with a short summary of the paper and its purpose, questions, main argument and key references (approx. 2 – 3 minutes).
  o Then proceed to number of well-prepared, strategic and constructive suggestions about how the paper can be improved and questions about the authors argument and relation to previous research (approx. 10 – 12 minutes).
• Make sure that the comments/questions clearly relate to research (“As argued by….”; “According to…”; “This argument is based on…”; etc.)
• Keep your comments constructive and concrete
• Aim for quality rather than quantity. 2 - 3 well chosen, constructive and clearly formulated comments/questions is preferable to a long series of non-productive or unclear comments.
• Keep track of time – and use the time strategically!
• Present you comments in a clear, organized manner, and refrain from draw out monologues.

**Deadlines**

Drafts of the Literature Review are due on **May 24th** at 16:00. The drafts will be discussed during the final seminar on **May 29th**. The length of the drafts may vary, but must be minimum 1500 and maximum 3700 words. Your draft may be a near to finished version or less complete, but it must be ready enough to give your fellow students a clear idea of your subject, argument and main references.

Final versions of the Literature Review is due on **June 1st** at 16:00. The final version of the assignment must be 3200 - 3700 words.

**Evaluation of Literature Review and Seminar**
Students will be evaluated based both of their performance as discussants during the seminar (25% of the overall course grade) and their written final assignments (25% of the overall course grade).

The final versions of the literature review will be evaluated based on the following rubric:

<table>
<thead>
<tr>
<th>General Structure</th>
<th>Exceeds expectations (20 points)</th>
<th>Meets expectations (15 points)</th>
<th>Fails to meet expectations (10 points)</th>
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</thead>
<tbody>
<tr>
<td>• Thesis statement well stated.</td>
<td>• Clear thesis.</td>
<td>• No clear thesis statement.</td>
<td></td>
</tr>
<tr>
<td>• Literature well chosen for topic.</td>
<td>• Literature well chosen for topic.</td>
<td>• Discussed concepts are not applicable to topic.</td>
<td></td>
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<tr>
<td>• All relevant concepts are discussed.</td>
<td>• Some concepts are discussed.</td>
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</table>

<table>
<thead>
<tr>
<th>Content</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Uses topic to apply knowledge of the Middle East.</td>
<td>• Clear connections between paper topic and the field.</td>
<td>• Inadequate application of the knowledge of the field to paper topic.</td>
<td></td>
</tr>
<tr>
<td>• Identifies similarities and differences between different sources.</td>
<td>• Identifies some of the main agreements and disagreements in the literature.</td>
<td>• Cursory identification of similarities and differences.</td>
<td></td>
</tr>
<tr>
<td>• Identifies gaps and draws thoughtful conclusions from the literature review.</td>
<td>• Gaps identified are not very clear.</td>
<td>• No identification of gaps and unsupported or irrelevant conclusions.</td>
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<tr>
<td>• Summarizes contributions of the topic to Middle Eastern Studies.</td>
<td>• Attempts to make conclusions but with some difficulty explaining the contributions of these conclusions.</td>
<td>• Ignores the discussion of contributions to the field.</td>
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<tr>
<th>Organization and Development</th>
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<tbody>
<tr>
<td>• Thesis is established in the introduction, is fully developed throughout the paper, and a reasonable conclusion is articulated.</td>
<td>• Thesis reflects the purpose of the paper.</td>
<td>• No main idea.</td>
<td></td>
</tr>
<tr>
<td>• Strong connections of ideas and transitions through the paper that facilitate understanding.</td>
<td>• Introduction and conclusion are present but may be incompletely developed.</td>
<td>• Ineffective introduction and/or conclusion.</td>
<td></td>
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<tr>
<td></td>
<td>• Makes coherent connections between sentences. Uses transitions between paragraphs and within them.</td>
<td>• Connections between ideas are confusing or not present.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Conventions and editing</th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accurate and consistent citations.</td>
<td>• Accurate and consistent citations.</td>
<td>• Improper citations, phrasing interferes with reader understanding, no editing apparent.</td>
<td></td>
</tr>
<tr>
<td>• Writing flows and contains well-constructed sentences that show relations between ideas.</td>
<td>• Thoughtful writing, but not always effective.</td>
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<td></td>
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<tr>
<td>• Precise sentence-level editing.</td>
<td>• Occasional use of awkward sentences.</td>
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Students of performance during the seminar will be based on the discussants ability to:
• Provide a short, coherent summary of the subject and aims of one drafted literature review
• Engage in a critical discussion of the line of argument in the drafted literature review, with strategic references to the course readings
• Provide constructive and concrete suggestions to improve the drafted literature review
• Organize the comments in a clear, efficient and timely fashion within the given time limits

GENERAL GUIDELINES

Dishonesty

I am quite confident that no one in this class would violate academic conventions regarding dishonesty. However, it is my duty to inform you that any student who breaks the rules by cheating, plagiarizing, or falsifying records will receive a failing grade for the course and have their case reported to the University administration.

COURSE GRADES

Course grades will be granted based on the following scale:

A = 93-100
A: Outstanding work that goes above and beyond the requirements of the assignments and demonstrates exceptional critical skills and creativity. Outstanding effort, significant achievement, and mastery of the material of the course are clearly evident.

B = 85-92
B: Above Average work that demonstrates a thorough understanding of the course material, fulfills all aspects of the assignments and goes a bit beyond minimum competence to extra effort, extra achievement or extra improvement.

C = 76-84
C: Average work that fulfills ALL aspects of the assignment with satisfactory understanding of course material. If you do the assignment exactly as it is assigned, you will receive an average grade.

D = 68-75
D: Below Average work that shows a marginal understanding of the material but also failure to fully follow instructions, implement specific recommendations or demonstrate personal effort.

E = 60-67
E: While all assignments have been submitted and meet minimum requirements, the work shows examples of failure to follow instructions for assignment or to demonstrate an understanding of basic course material.

F = 0-59
F: Failure to show up to class, submit assignments and/or submitting work that shows consistent failure to follow instructions for assignment or to demonstrate an understanding of basic course material.
CLASS SCHEDULE

Class 1, March 20: Overview and history: Why do people migrate?  
(Torsten Janson)

Questions for Discussion:

- What were some of the major migrations affecting the late Ottoman world? What propelled the late nineteenth- and early twentieth-century migrations of Muslim peoples (e.g., the Chechens) from the Caucasus and Balkans into Ottoman domains?

- Thinking as historians, how can or should we distinguish between “good” and “bad” migrations (e.g., voluntary vs. forced, seeking brighter pastures vs. escaping poverty)? How do these historical trends compare to more recent waves of migration in the region? World?

- What are some of the key concepts in migration research? How do they affect our understanding of migratory processes? What are some of the ways to utilize these concepts and incorporate them in our research?

- What are some of the new perspectives of research in migration research? How can these new perspectives be carried out in concrete ways?

Required Readings:


Recommended:


Questions for Discussion:

- What are the tensions underlying the relationship between nation-states and migrant communities?

- How can states control their emigrants? What factors go into shaping a state’s emigration policies? Why would states desire to manage its emigrants? What is the relationship between emigration and the demands for state building?

- What historical insights can help us understand migration policies today?

- What are some of the factors that are linked to shaping the failures and successes of migration policies? Social, global, and political? How can more appropriate process of policy formation take place? How can we conceptualize fairer and more effective migration policies?

- How are migration policies and incorporation regimes related? What roles do states, markets, welfare systems, cultures shape incorporation regimes? How do incorporation regimes shape immigrant experiences? Can we speak to a Middle Eastern, or Arab, approach to immigrant incorporation?

- What are the tensions between being a receiving and a sending state? How do states in the Middle East reconcile their status as sending and receiving states? How have Arab states dealt with the influx of migrants into their territories in more recent decades?

- Why are migrants considered a security threat to sending and receiving states? How have state institutions responded to such threats? What factors may strengthen the view of migrants as security threat? How do such constructions affect the experience of migrants?

Required Readings:


Fargues, Philipe (2013). International Migration and the Nation State in Arab Countries. Middle East Law and Governance 5: 5-35.


**Class 3, April 3: Migration and the Economy**
*(Torsten Janson)*

**Questions for Discussion:**

- What is the relationship between economic development and migration? What factors underline the demand for labour at times of economic growth? How do migrants contribute to development processes in both sending and receiving countries?

- What are the differences and similarities between guest-workers’ programs used in post WWII Europe and current forms of labour migration in the GCC? What triggered countries in both regions to import foreign labour? What were the expectations? Outcomes? Specifically, how are societies and economies of the GCC affected by foreign workers?

- What are the perceived advantages and disadvantages of Arabs and non-Arab foreign workers in the GCC? Local vs. foreign workers? How are some of the disadvantages dealt with?

- What is the relationship between economic and political aspects of migration in the Middle East? Specifically, how has economic migration been politicized over the years and in different national contexts? What role do labour migrants play in shaping the political (and social) lives/attributes of the region?

- What is meant by migration systems? How does migration system theory influence our understanding of migration processes in the Middle East?

**Required Readings:**


Chapter from Abdelhadi’s edited book.


**Recommended:**


**Class 4, April 10 Geographies of migration: love, sex, care, identity, and family life**

*(Torsten Janson)*

**Discussion question:**

- Having discussed political and economic factors related to migration, how does the shift to social and cultural aspects change the kinds of research questions that we can pose in understanding migration experiences and processes? How does it affect our understanding of the meaning of work, care, intimacy, power, control, resistance, sexuality, and mobility?

- Hochschild (2000) – not part of your reading list – coined the term ‘the care gap’. In light of this week’s readings, how may we understand that term? How is the subjectivity of the migrant produced in the process of care work?

- What theoretical insights can we discern looking at the fluffy side of the experiences of migrants? What methods can we use to undertake research on the fluffy side?

- How is the cultural impact of migrants understood in the case of GCC examples?

- How do physical space, social position, and daily experience intertwine in shaping our understanding of migration? What other factors can be brought into the mix, based on the week’s readings?

- What strategies are employed by immigrants in the construction of identities, forms of belonging, or modes of representation? Why are these constructions relevant to understanding migration?

**Required Readings:**


**Recommended:**


**Class 5, April 24 ** Forced migration: Theoretical and Methodological Concerns (Torsten Janson)

**Questions for Discussion:**

- What insights can you draw from Arendt’s reading into the understanding of forced migration? According to Agamben, what are the ambiguities or contradictions inherent in the status of the refugee? In light of both author’s accounts, how do we understand the predicament of refugees at present? Consequently, how does the position of the refugee or stateless person challenge the international human rights regime? What are the specific areas where international human rights law can have an impact?

- Agier points out that solutions for protection (for refugees and stateless individuals) are intertwined with policies for control. Can you ponder that statement and examine how it can play out?

- According to Chatty et al. what are the theoretical and methodological challenges of studying refugee youth? Extending the argument presented in the article, how do you envision some methodological challenges for studying refugee groups in general?

- What role does labelling play in the experience of forced migrants?

**Required Readings:**


**Recommended:**


**Class 6, May 8  Forced Migration: Group Experiences**

*(Torsten Janson)*

**Questions for Discussion:**

- What accounted for what Chatty calls the “tragic conclusions of the ‘Armenian question’” in the closing years of the Ottoman Empire? Was it a genocide (and what is a genocide)? Who are the Kurds, how has a history of dispersion challenged them, and how has their location at the crossroads of four states (Iraq, Syria, Iran, and Turkey) compounded their difficulties?

- What role have nationalisms played in the displacements of Armenians, Palestinians, and Kurds?

- Why did the “Palestinian exodus” (as Chatty’s calls it) happen and why did so many Arabs from the former territory of mandate Palestine become “stateless refugees without protection or rights of return”? How has the experience of displacement shaped a Palestinian consciousness? What characterizes the state of exception in the Palestinian refugee camps of Lebanon? What ensures the daily functioning of the camps, according to Hanafi and Long? Do Palestinians living outside camps, as in Egypt for example, also live in a state of exception? What dilemmas do stateless Palestinians face in articulating their claims to rights?
• How do we understand the concept of embodiment with regards to refugee experiences? What insights can we gain by understanding processes of refugees’ embodied narratives?

• According to Beaugrand, statelessness involves different forms of violence. How are these different forms enacted? How do groups of stateless individuals react towards such forms of violence?

• Revisiting the concept of intersectionality from earlier class meetings, how does Clare utilize it to understand the construction of gay Syrian men’s subjectivities in Lebanon? How does the analysis Clare challenge the assumptions of the international human rights regime?

**Required Readings:**

Chatty, Dawn *Displacement and Dispossession in the Modern Middle East*, pp. 134-278.


**Recommended:**


Olwan, Mohamed and Shiyab, Ahmad (2012). Forced Migration of Syrians to Jordan: An Exploratory Study, Migration Policy Centre Research Report; 2012/06.

Class 7, May 15 Transit, Smuggling and Trafficking
(Eda Hatice Farsakoglu)

Questions for Discussion:

• What are some of the characteristics of human trafficking in the Middle East? What are some of the most popular patterns of trafficking? How would you assess policy initiatives to deal with trafficking in concerned countries? What are the methodological problems encountered when researching trafficking?

• What are the differences between smuggling and trafficking? What are the problems associated with these labels? Van Liempt offers the term ‘assisted’ migration, what nuance does this term offer? What other theoretical pitfalls is Van Liempt attempting to challenge? Can we think of ways in which her argument is somewhat similar to that offered by Clare in last week’s reading?

• What role do transit countries like Morocco and Libya play in Africa’s human trafficking? Bringing back the earlier discussion on the role of state policies in shaping immigrant experiences, how do European migration policies shape the processes of trafficking and smuggling? What about the Kafala system in the GCC?

• Why are social networks important for understanding transit experiences? What does the inclusion of transit experiences in general bring into the understanding of migration processes?

• Research on Syrian refugees traveling through Europe is still being formulated. Based on this week’s readings of other the experiences of other groups, what are some of similarities and differences in the patterns of movement, discourses on transit and refugeehood in general, and state policies dealing with the different groups?

Required Readings:


OR:


**Recommended:**


**Class 8, May 22**  
(Torsten Janson)  
Revisiting integration: transnationalism, diasporic communities, and inter-generational mobility
Questions for Discussion:

- What do concepts like transnationalism and diaspora mean? What do they bring into the discussion of migration? What are the ways to study transnationalism or diasporic communities?

- How do transnational and diasporic identification influence migrants’ understanding of their position in society? Their access to mobility channels? Differential power positions?

- How do these concepts relate to our understanding of intersectionality?

- How do they contribute to our understanding of the nation-state, nationalism, citizenship and belonging? How do they redefine notions of incorporation, integration policies?

- Revisiting some of the course discussions from a different lens: To what extent do global economic developments influence migrants’ transnational and diasporic connection?

Required Readings:


Stahlschmidt, Marie (2014). The Role of Education in Integration: A Case Study of the Children of Immigrants from Turkey in Danish Schools.

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