COURSE MANUAL

CLIMATE CHANGE, MIGRATION AND SOCIAL CONTROL

(MIGRATION_CTRL)

WINTER SCHOOL 2025

(3RD PERIOD, JANUARY)

CONTENTS

Course name	**CLIMATE CHANGE, MIGRATION AND SOCIAL CONTROL**
Executed by	Organization Sciences
Course code	MIGRATION_CTRL
Level	500
Academic Year	2024-2025
Period	3 (January)
EC & Study load	3 ECTS (100 hours)
Teaching staff	Ioana Vrabiescu, e-mail: i.vrabiescu@vu.nl
Mode of instruction	Interactive meetings, working groups and studying time
Mode of assessment	1) Group assignment 2) Individual written assignment
Language of instruction	English
Open to	(Research) Master students, exchange students, PhD Students

GENERAL AIM OF THIS COURSE

This course starts with the premises of growing climate-induced migration and reveals new and old forms of migration management. Theoretically, we engage with the literature on slow violence, such as humans' and non-humans' (forced) mobility due to ecological changes and the dynamics of power and knowledge related to multi-layered injustices in the Anthropocene. We ask what are the processes that facilitate the organizational changes and structuring of migration apparatus, and we try to determine who are the main ideas put forward by influential social scientists. The course starts from the main debates in the field, encouraging you to critically assess these discussions and transform them to academic and thoughtful insights on this socially heated topics. This course aims to enlarge the reflective capacity of the students to comprehend the complexity of climate and migration nexus and its value for society at large.

COURSE CONTENT

Climate-induced migration is an urgent topic of research and policy, triggering hot debates around border control, detention and deportation, labour market inclusion, and refugees' recognition. Policymakers, civil society, and academics have reached some corners in assessing how host societies perceive, manage, or reject people on the move.

This course focuses on migration control policies and practices, from access to the labour market to deportation measures, in order to investigate who is more likely to be welcomed (or rejected) from Europe and why. The course dives deep into scholarly discussions on the refugees' recognition (who's a climate refugee?), differential integration of racialised groups, and methods of migration control (e.g., smart borders). Special attention is paid to the processes of organising at different international, national, and local levels that respond to the needs of more inclusive societies in an era of mass mobility and climate change. Theoretically, we engage with the literature on slow violence, such as the (forced) mobility of humans and non-humans due to ecological changes, and the dynamics of power and knowledge related to multi-layered injustices in the Anthropocene.

First, the macro-level analysis advances an interdisciplinary perspective in order to highlight power configurations and different actors' roles and accountability, including inter-state and inter-organizational dynamics. Second, we aim to tackle organisational roles and responsibility – the meso-level – by studying how decisions are taken, when, why and what realities (*scientific facts*) are acknowledged, and how actions and change agendas are initiated or resisted. Third, we study the intra-state and intra-organizational dynamics of such decisions – the micro-level – pointing to frictions as well as to uplifting moments that can encourage societal acceptance of change in order to tackle environmental damages.

Furthermore, bringing together sensitive aspects of migration control, the course encourages students to challenge their understanding of migration and state borders, as well as the role of organisations in shaping our understanding of mobility. The course offers students the chance to focus on their own subject within the field of migration management, choosing between enforcement of migration control, moral and legal debates on the freedom of movement, labour rights and social provisions for non-citizens, refugees' legal status, or the hierarchisation of identities during cross-border mobility.

COURSE DESCRIPTION

The course includes literature from Sociology, Organization science, Anthropology, Political Science, International Relations, and Gender Studies. It underlines the value of qualitative methodologies, and points to the richness of mix-methods. The course starts with an introduction to the context of climate and migration nexus, specifically focusing on the climate-induced migrations. The literature should be read beforehand and disscused during our meetings.

LEARNING GOALS

The course contributes to learning outcomes in knowledge and understanding of climate change and migration control nexus.

The student has acquired knowledge and understanding of:

- The intertwined role of various decision-makers in public and private organizations who shape identities and ethics or implement laws that regulate cliamte & migration nexus
- The multifaced dynamics between migration, cliamte change and social control
- Debates around the current strategies and policies for climate migrantion.

The student has acquired the competences to:

- Analyze several aspects and insights from various perspectives to specific case studies pertaining to cross-border mobility determined by social conflict.
- Take multiple, sometimes opposing interests into account when addressing problems such as migration control or green transitions.

The student demonstrates:

- A critical attitude towards the theory and practice of migration control, based on the assigned literature and the lectures.
- Ability to build an argument in support of migration management based on ethical grounds and aims to improve as much possible human livelihoods.

The student has acquired the skills to:

- Formulate critical questions in relation to literature and case studies presented in the course.
- Present in a creative form a team product that reveals the knowledge acquired or opens-up new debates in the field.
- Express knowledge and insights obtained in this course by writing a well-grounded essay.

REQUIRED LEVEL OF ENTRANCE

Before you start, you should make sure that you have knowledge about basic concepts and theories of migration studies, and that you master the following competences: qualitative research methods, academic writing and presenting.

LECTURES, MEETINGS, AND EXAMINATION

Online meetings last approximately 1 hour and 45 minutes with a 15-minute break. We will meet three times a week (Mondays, Tuesdays and Thursdays). The meetings on Thursdays can be longer so that there is more time for questions and in-depth comments. During our meetings, we learn about scholarly theories on migration management and climate induced migration and we discuss research questions and research methods of empirical studies on the topics.

ASSESSMENTS AND GRADING

MODE OF ASSESSMENT

Assessment	Grading	Weight	Deadline
Written paper	1-10	80%	Friday, January 24
Participation in class	+/-	10%	Friday, January 17
Poster / Policy paper	+/-	10%	Friday, January 17

PER ASSIGNMENT

1.   Written examination (80%)

The written assignement consisting of a paper of no more than 2500 words that will show your ability to critically engage with presented theories. Ideally, you will analyse one empirical example from your daily life.

2.   Policy paper (10%)

This assigneent incites you to use your creativity in producing a media outlet (poster, podcast, video) or a draft policy paper. You will work towards presenting a research question on the topic of migration control and climate change that is socially and scientifically relevant.

LITERATURE

The literature in this course consists of theoretical and empirical papers on the following topics:

- Conceptualization of climate induced migration
- Infrastructures and management of migration

COURSE SCHEDULE

Monday January 13
- ➢ Conceptual clarification
    - ○ Ferris, E. (2020). Research on climate change and migration where are we and where are we going?. *Migration Studies*, *8*(4), 612-625.
    - ○ Ahmed, B. (2017). Who takes responsibility for the climate refugees?. *International Journal of Climate Change Strategies and Management*, *10*(1), 5-26.

Tuesday January 14
- ➢ Climate induced migration
    - ○ Bhambra, G. K., & Newell, P. (2022). More than a metaphor: 'climate colonialism' in perspective. *Global Social Challenges Journal*, *1*(aop), 1-9.
    - ○ **Watch**: A tour of the exhibition *We Are History: Race Colonialism & Climate Change* with curator Ekow Eshun: https://www.somersethouse.org.uk/blog/we-are-history-virtual-tour

Wendsday January 15
- ➢ Class, citizenship and migration
    - ○ Ellermann, Antje. "Discrimination in migration and citizenship." *Journal of Ethnic and Migration Studies* 46, no. 12 (2020): 2463-2479.
    - ○ Glick Schiller, Nina. "Theorising transnational migration in our times: A multiscalar temporal perspective." *Nordic Journal of Migration Research* 8, no. 4 (2018): 201-212.

Thursday January 16
- ➢ Emotions and affects in migration control
    - ○ Vrabiescu, Ioana, and Bridget Anderson. "Affective control: the emotional life of (en) forcing mobility control in Europe." *Identities* 31, no. 1 (2024): 1-13.
    - ○ Vrabiescu, Ioana. "'Detention is morally exhausting': melancholia of detention centres in France." *Identities* 31, no. 1 (2024): 123-139.

Friday January 17
- ➢ Migration and global appartheit
    - ○ Besteman, Catherine. "Militarized global apartheid." *Current Anthropology* 60, no. S19 (2019): S26-S38.
    - ○ Kalir, Barak. "Departheid: The Draconian governance of illegalized migrants in western states." *Conflict and Society* 5, no. 1 (2019): 19-40.

WRITING A PAPER (INDIVIDUAL ASSIGNMENT)

Throughout the course, you scrutinized theories and distilled a relevant research question. You investigated scientific relevance of this research question by consulting experts and reviewing literature. You aim to give a theoretical framework and the research question(s) and hence to endeavor developing the research of the field by e.g., adding a new perspective, advancing a theory or adding empirical knowledge. The theoretical paper comprises:

- an introduction on the topic;
- the relevant theoretical concepts: what are central concepts that will help you to better understand the topic and how do they relate to each other? There may be concepts that you should clearly define;
- a precise statement of the problem you want to investigate, culminating to a research question that may result to additional sub questions;
- a description why the research question is important and its societal and scientific relevance;
- clearly explicated research gaps and indication of how the RQ moves beyond the state-of-the-art
- if applicable, visualizations such as a structural or causal model

The theoretical paper is no longer than five pages (2500 words), excluding the reference list.

Formal requirements:

- Assignments should be typed in Times New Roman, 11 pt, 1.5 line spacing. Use page numbers. Always mention your name, your student number, title of the paper, the name of the course, your e-mail address and a word count.
- Use APA style for references.
- Transparent and correct English are prerequisite.
- Plagiarism is absolutely not allowed. For more information: http://www.fsw.vu.nl/nl/Images/RR%20excie%20FSW%202012-13_tcm30-246808.pdf

RUBRIC FOR ASSESSING THE THEORETICAL PAPER

Student name:

Student number:

Course code:

Title:

Assignment:

Name examiner:

Date:

The attached evaluation tool (rubric) is designed to assist the assessment of the theoretical paper.
- ☐ The rubric includes 5 assessment criteria.
- ☐ The weight of the criteria is given below.
- ☐ The minimum final grade is 6. The final grade is the result of the sum and weights as given below.

Assessment criteria for the paper:	Weight	Grade
1. Introduction to the topic and theoretical framework:	30 %	_____
2. Theoretical basis, choice of literature:	30 %	_____
3. Research question	20%	_____
4. Critical thinking:	20%	_____

Final grade:

_____

Summary of the assessment:

Criterion	Grade				
	4-5	**6**	**7**	**8**	**9-10**
1. Introduction to the topic and theoretical framework Weight: 20%	The topic is described in too broad terms: * no /hardly a link between what is already known *delineation and the relevance of the topic is weak.	Description of topic is to follow: *the link between the topic and previous research does not go beyond the information provided by the supervisor *delineation or the relevance of the topic is clear * theories are rather random discussed, aim in relation to topic is weak at certain points.	Topic description is clear: *topic is well defined and its relevance described but not completely clear *a link with previous research *some relevant concepts are defined, although are not completely clear * overall description of theories is coherent.	Topic description is informative: * context of the topic is defined sharply and to-the point. * the delineation and the * relevance are clear *all relevant concepts are defined.	The introduction gives a coherent overview: * topic is positioned sharply in the relevant scientific field * delineation is precisely formulated and the relevance is clear *the approach to the topic is innovative.
	Comments on introduction to the topic and the theoretical framework:				
2. Theoretical basis, choice of literature Weight: 30%	*Some discussion of underlying theory, but the description shows serious errors. *Reference list consists of literature provided by the course, is limited, lacks key studies.	*Relevant theory, but the description has not been tailored to the research at hand or shows occasional errors. *Some primary scientific texts provided, but also a significant body of gray literature, key studies are included	*Relevant theory, partially tailored to the description of the research with few errors. *Sufficient scientific texts provided, but some included references less rel- evant.	*Effective choice of relevant theory, tailored to the description of the research. *Broad selection of peer reviewed papers or specialized monographs. An occasional reference may be less relevant.	* Relevant and original overview of theory, successfully tailored to the research at hand. *If relevant, conflicting theories are discussed. *Abundant and relevant peer reviewed papers or specialized monographs.
	Comments on Theoretical basis and choice of literature:				
3. Research question(s) and its societal and scientific relevance Weight: 20%	No understandable research question: * no or no clear societal or scientific relevance * is not clearly linked to the topic and/or the literature.	The research question: * is related to topic and literature but does not have much signifycance for our body of knowledge *needs reframing to make it researchable *is viewed from societal resilience perspective but contribution remains vague and not soundly based in empirical analysis.	The research question: * has significance for to the topic and the literature but how is not clearly stated * is understandable but may be fine-tuned to fit the problem statement *is relevant for societal needs and challenges as partly supported by empirical analysis.	A clear research question which: * is firmly grounded in the literature and adds to previous research *is molded to the aim of theory development or confirmative and tries hypothesizing *is societal relevant as concluded from empirical analysis .	A clear and insightful research question which: * evidently adds to what is known in previous research, is creative, offers surprising view *reveals aim: theory building, theory confirmative & relevant hypotheses *societal relevant & up-to-date as concluded from empirical analysis.
	Comments on the formulated research question(s):				

4. Critical thinking Weight: 20%	Own perspective or stance towards theories or previous research is not discussed.	*Acknowledges different views	*Acknowledges different views *Indicate controversies and evaluate the usefulness of the theories for the topic. * Reflection on societal need of research question by only roughly checking empirical data.	*Critical review of literature *Synthesis of views, indicate controversies and nuances *Evaluation of relevance of theories. * Synthesis of literature and empirical findings. Has studied relevant data for the research question.	*Critical review of literature *Synthesis & evaluation of views, indicate nuances and controversies, reveals underlying assumptions * Confrontation of literature and empirical findings. Thorough analysis of relevant data. * Transformation to a new approach.
	Comments on critical thinking:				
5. Writing skills Weight: 10 %	Main structure incorrect in some places, and placement of material in different sections/chapters illogical in many places. Level of detail varies widely (information missing, or irrelevant information given). Vagueness and/or inexactness in wording occur regularly and affect the interpretation of the text.	Main structure is correct, but lower level hierarchy of sections is not logical in places. Some sections/chapters are overlapping, which leads to ambiguity of information. Level of detail varies (information missing, or irrelevant information given). The text is somewhat ambiguous but this does not inhibit a correct interpretation.	Main structure correct, but placement of material in different chapters/ sections is questionable. Level of detail inappropriate in a number of places. Formulations in text are predominantly clear and exact. Assignment could have been written more concisely.	Chapters and sections have a clear and unique function. Ordering of sections is correct and logical. All information occurs at the correct place. In most places level of detail is appropriate. Formulations in text are clear, convincing, as well as concise.	Outstandingly well-structured, with each section/chapter serving its exact purpose. All information provided at the correct place, with good sense of detail. Textual quality of assignment is such that it could be acceptable for a peer-reviewed journal.
	Comments on Writing skills:				