

MIGRATION CONTROL: BORDERS, IDENTITIES and ORGANIZATIONS



SYLLABUS

VU GRADUATE WINTER SCHOOL

9 JANUARY - 20 JANUARY 2023

Course MIGRATION CONTROL: BORDERS, IDENTITIES and ORGANIZATIONS by prof. dr. Ioana Vrăbiescu

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COURSE MANUAL

MIGRATION CONTROL: BORDERS, IDENTITIES and ORGANIZATIONS

(MIGRATION_CTRL)



WINTER SCHOOL 2023
(3RD PERIOD, JANUARY)

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GENERAL INFORMATION

Course name	MIGRATION CONTROL: BORDERS, IDENTITIES and ORGANIZATIONS
Executed by	Organization Sciences
Course code	MIGRATION_CTRL
Level	500
Academic Year	2022-2023
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

The aim of this course is to profoundly engage you in the most important theoretical discussions on migration management and control. 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. How can we challenge the current discussions on the borders and identity and how can we keep accountable the organizations active in migration control? 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 migration control and its value for society at large.

COURSE CONTENT

Migration is an urgent topic of research and policy triggering hot debates around border control, access to the labour market, social and economic provisions, or refugees' legal recognition. Policy makers, civil society and academics have reached some corners in assessing how different identities of people on the move are perceived, managed, and lead to inclusion or exclusion from host societies.

This course will focus on migration management, 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 will dive deep into scholarly discussions on the freedom of movement in the EU, (differentiated) integration and inclusion/exclusion of vulnerable and/or racialised migrants, and the meaning of diversity at work. A special attention will be paid to struggles of private and public organizations that must respond, adapt and change their own culture to become more inclusive in an era of mass mobility and globalization.

Bringing together these sensitive aspects of migration, the course encourages students to challenge their understanding of human mobility and state borders, as well as the role of organizations in shaping identities and migration diversity at work. 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 or the hierarchization 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 contemporary border and migration regime, specifically focusing on the nation-state sovereign power. Then the course dwelves on the top-down, meso, and bottom-up approaches to migration control. The literature should be read beforehand and discussed during our meetings.

LEARNING GOALS

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

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 migration in Europe.
- The multifaced dynamics between migration, identities and labor organization
- Debates around the current strategies and policies for migrants' inclusion/exclusion.

The student has acquired the competences to:

- Analyze several aspects and insights from various perspectives to specific case studies pertaining to the identities shaped during cross-border mobility and on the labor market.
- Take multiple, sometimes opposing interests into account when addressing problems such as migration laws and state borders, perceived identities, or organizational change.

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 a migration management strategy that is 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.

POSITION OF THE COURSE & REQUIRED LEVEL OF ENTRANCE

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 will longer so that there is more time for questions and in-depth comments. During our meetings, we discuss scholarly theories on identities in organizations, il/liberal democracy, border surveillance, and migration policies; we engage with theoretical discussion on migration control; and discuss research questions and research methods of empirical studies on the topics.

ASSESSMENTS AND GRADING

MODE OF ASSESSMENT

Assessment	Grading	Weight	Date/Deadline
1.Group presentation	1-10	40%	Week 1
2.Written paper	1-10	60%	Week 2

PER ASSIGNMENT

1. Written examination (60%)

The written assignment consisting of a paper of no more than 3000 words that will show your ability to critically engage with presented theories. Ideally, you will analyse one empirical example from your daily life.

2. Group presentation (40%)

This assignment incites you to use your creativity in producing a media outlet (poster, podcast, video). The group will work towards presenting a research question on the topic of migration control that is socially and scientifically relevant.

LITERATURE

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

- Entry: Conceptualization of migration control
- Infrastructures: Identities on the move
- Exit: Deportation and return

COURSE SCHEDULE

Monday January 9

Entry: Conceptualization of migration control

- Legality / illegality / illegalization
 - Damsa, Dorina, and Katja Franko. "'Without Papers I Can't Do Anything': The Neglected Role of Citizenship Status and 'Illegality' in Intersectional Analysis." *Sociology* (2022): 00380385221096043.
- Paper trails and global apartheid
 - Besteman, Catherine. "Militarized global apartheid." *Current Anthropology* 60, no. S19 (2019): S26-S38.

Tuesday January 10

Entry: Conceptualization of migration control

- Border surveillance
 - Richter, Line. "Moral Borderwork: Policies, Policing, and Practices of Migrant Smuggling at the EU-Morocco Border." *Geopolitics* 27, no. 5 (2022): 1430-1449.
 - Witteborn, Saskia. "Digitalization, Digitization and Datafication: The 'Three D' Transformation of Forced Migration Management." *Communication, Culture and Critique* 15, no. 2 (2022): 157-175.
- The barberwired road to citizenship
 - Anderson and Hughes, *Citizenship and its Others*, Palgrave MacMillan, 2015. Introduction.

Thursday January 12

Infrastructures: Identities on the move

- Bilateral and Multilateral agreements
 - Glick Schiller, Nina. "Theorising transnational migration in our times: A multiscale temporal perspective." *Nordic Journal of Migration Research* 8, no. 4 (2018): 201-212.
 - Vrăbiescu, Ioana. "Devised to punish: Policing, detaining and deporting Romanians from France." *European Journal of Criminology* 18, no. 4 (2021): 585-602.

Monday January 16

Infrastructures: Identities on the move

- Class and migration
 - Ellermann, Antje. "Discrimination in migration and citizenship." *Journal of Ethnic and Migration Studies* 46, no. 12 (2020): 2463-2479.
 - Tapia, Maite, and Gabriella Alberti. "Unpacking the category of migrant workers in trade

union research: a multi-level approach to migrant intersectionalities." *Work, Employment and Society* 33, no. 2 (2019): 314-325.

Tuesday January 17

Exit: Deportation and Return

- Kalir, Barak. "Departheid: The Draconian governance of illegalized migrants in western states." *Conflict and Society* 5, no. 1 (2019): 19-40.
- Fortress Europe
 - Marie Borrelli, Lisa, Annika Lindberg, and Anna Wyss. "States of suspicion: How institutionalised disbelief shapes migration control regimes." *Geopolitics* 27, no. 4 (2022): 1025-1041.

Thursday January 19

Exit: Deportation and Return

- The 'voluntary' return
 - Vrăbiescu, Ioana. "Voluntary return as forced mobility: Humanitarianism and the securitization of Romani migrants in Spain." In *The Securitization of the Roma in Europe*, pp. 207-229. Palgrave Macmillan, Cham, 2019.
 - Apostolova, Raia. "The Re (production) of Restless Bodies: Freedom of Movement and Social Reproduction." *International Migration* 59, no. 5 (2021): 166-179.

APPENDIX A: ASSESSMENT RUBRIC PAPER

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 six pages (3000 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:	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 <u>or</u> 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 <u>and</u> 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 relevant.	*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 significance 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:				

