

GINS 3300 – Global and International Studies Abroad

GERMANY: Between ‘Welcome Culture’, Openness, Crises, and Xenophobia

Instructor: Dr. Martin Geiger, Associate Professor, Richcraft Hall, R. 3314 (Institute of European, Russian and Eurasian Studies), martin.geiger@carleton.ca

First class meeting: May 1st, 2019: Group visit at the German Embassy and group orientation

Class meetings Carleton campus: May 1st, May 2nd and May 3rd, 2019

Course component in Germany: May 8th – May 22nd

Last day of course: May 31st (submission of final assignment)

As a student enrolled in this course, you are expected to: (1) read and understand this course outline; (2) come to all class meetings (including site visits) prepared and complete your own work (including documenting your research and not plagiarizing the work of others); (4) fully commit to collective learning and active dissemination of knowledge among all class and group members; (5) be aware of the resources that are available to help you in case of difficulties or which enable you to reach your academic goals and the learning outcomes of this course.

1) Course format and thematic description

This course will provide students with deep insights into past and current discussions on Germany and Europe, and Germany’s unique position in the global and European migration system, and provide crucial discussions on migration and refugee politics. Germany, in particular, continues to struggle with the realities and challenges of immigration and the reception of refugees. This course will focus on:

- Germany’s current and past strategies to manage migration and refugee movements;
- The challenges of ‘demographic change’ and the question how to successfully welcome, include, and ‘integrate’ newcomers; and
- Germany’s past and persistent problems of racism and xenophobia.

Students will be able to learn about and discuss these issues with German academics, experts, practitioners, activists, and students. This will enable students to comment on ongoing and future challenges in refugee and migration politics and examine how these issues might be more effectively addressed in the future.

Following a mandatory introduction to the course at the beginning of May, students will conduct their own initial web and literature-based research prior to traveling to Germany. Students will travel to Germany independently and meet the instructor on May 8th in Osnabrück, Germany.

The first assignment (a fact sheet, developed through group work) will be shared with other class colleagues. All fact sheets and the readings provided by the instructor for the class will serve to familiarize and deepen the groups’ knowledge on Germany, its migration and refugee situation

and related politics, and also guide the groups' interaction and learning from local scholars, experts, practitioners, activists, and other students.

During their stay in Germany, students will continue to work as groups to expand their initial fact sheet and develop a joint thematic briefing note (assignment #2). Students will draw on the information received during the course's field visits and meetings with local scholars, experts, practitioners, students and activists, and through independent research by critically engaging with existing literature. Students will be provided the possibility to actively reflect on their own fact-gathering and learning process. At the end of the course, students will write an individual assignment (assignment #3). This final assignment (an individually assigned take-home research report) must be submitted by May 31st (midnight).

2) Learning Outcomes, Content, and Objectives

International migration, refugee movements, and closely related issues (e.g. border security, rights of migrant workers, irregular migration, trafficking, and xenophobia) receive significant attention from policy-makers, media, and the public. This course offers an introduction to some of the key themes concerning, and related to, cross-border movements of people with focus on Germany and Europe. This course critically engages with policies and approaches to migration and refugees, and analyzes the role of local societies, state institutions, and stakeholders 'beyond the state' in migration and refugee politics and governance.

By the end of the course, students will be familiar with the relevant facets and discussions of migration and refugee studies, as well as with policy-making on migration, asylum, and refugees. Students will be trained in conducting their own research, and in effectively interacting and communicating with other group and class members, local experts, scholars, students, practitioners and activists they will meet during their field visit abroad. Specifically, students will be able to identify and competently evaluate different responses of states (for example Germany), the international and European Union systems, and additional actors as they relate to migration and refugee movements. Students will also be able to evaluate the underpinning political causative factors and the implications of cross-border migration and refugee movements for individuals, societies, states, and the international system. This will help participants in this course in justifying their own informed positions with reference to human and migrant rights, state sovereignty, evolving governance structures beyond the state, and on the security and wellbeing of citizens and non-citizens. In turn, this will enable students to take part in academic and policy-oriented debates about migration, refugees and closely related themes and issues, the social and political effects of migration, refugee, and other mobility-related politics, and the future of migration and refugee governance in Germany, Europe, and at the global level.

3) Course Readings

There is no need to purchase a textbook for this course; all reading material will be available through the MacOdrum Library's ARES system. *Note:* Students are advised to download all required readings prior to leaving for Germany.

4) Requirements and Evaluation

4.1 Evaluation at a Glance

Grading will be done on the following basis (*note*: all elements of evaluation need to be completed in order to receive a passing grade):

- **Participation and attendance – 20%**
- **Thematic fact sheet (group assignment – assignment #1) – 15%**
 - To be submitted by May 9th (midnight). Students receive feedback and a tentative grade at the beginning of the Germany component of the course (May 9th).
- **Thematic briefing note and discussion in class (group assignment – assignment #2) – 25%**
 - To be submitted by May 19th (midnight). Students receive feedback and a tentative grade within 10 business days.
- **Thematic research report (individual take-home paper – assignment #3) – 40%**
 - To be submitted by May 31st (midnight). Students receive feedback and a tentative grade within 10 business days

4.2 Evaluation in Detail

Participation and attendance

Students will be evaluated on the basis of their active, constant, informed, and thoughtful participation in class. Students are expected to do all assigned readings and come to class prepared. Not actively contributing to class, missing classes, late arrivals, and early departures will cause students to lose attendance and participation marks. Students that cannot attend a class for credible reasons (e.g., medical issues) need to provide the instructor with valid documentation that justifies their absence (e.g., doctor's note).

Specifically, students need to prepare themselves for all meetings and field visits and must attend all mandatory class meetings preceding the field visit. They are also asked to actively interact and discuss their research topics with experts, scholars, practitioners, activists, and German students during the Germany component. Furthermore, students need to actively participate in and contribute to class discussions during the Ottawa and Germany components of this course.

Students have to be prepared to discuss other students' presentations and to summarize the key arguments of course readings and invited experts, scholars, activists, practitioners, and local students, and be able to contrast the perspectives of these readings and inputs and respond to them within the context of the course. What argument does the specific reading or contribution make? Is there a link/commonality/tension between the readings and/or the contributions? Do you agree with their position? How do the arguments of the authors/experts relate to the theme of the course and previous discussions in class? It is recommended that students take notes when reading the mandatory texts and during field visits in order to facilitate class discussion as well as group and individual learning progress.

Thematic fact sheet (group assignment) – deadline: May 9th, 11:59 p.m./midnight (Germany)

Each student will be assigned to a group project and contribute to researching, conceptualizing and writing a thematic fact sheet. The instructor provides each group with some introductory readings

or other sources. The purpose of the fact sheet is to familiarize other students in this course (working on other topics) during their field visit in Germany. The thematic fact sheet must be submitted by each group in electronic format (readable pdf). The assignment is to be submitted by email to Dr. Geiger at martin.geiger@carleton.ca. Only submissions from the personal Carleton email-account of the student submitting the assignment for the group will be accepted.

The fact sheet should be max. 1,000 words and 2 pages long, and include the sources used. The fact sheet must be based on students' own intellectual work. It will be marked along the following criteria: argument, organization and logic; research and use of evidence; and communication (fact sheet organized and written as clearly and concisely as possible?). The fact sheet should also be free of spelling and grammar errors.

Thematic briefing note (group assignment) – deadline: May 19th, 11:59 p.m./midnight (Germany)

Following assignment 1 (fact sheet), students will continue to work together in small groups to expand on their fact sheet while in Germany. The fact sheet will be expanded into a briefing note of max. 2,500 words and six pages in length (including all sources used). Each group will provide an oral briefing to other class members/the other groups at the end of the Germany field component, receiving feedback from other class members and the instructor.

Similarly to the first assignment, the briefing note must be submitted in electronic format (readable pdf) and by email to Dr. Geiger at martin.geiger@carleton.ca. Only submissions from the personal Carleton email-account of the student submitting the assignment will be accepted. The briefing note must be based on students' own intellectual work. It will be marked along the following criteria: argument, organization and logic; research and use of evidence; and communication (briefing note organized and written as clearly and concisely as possible?). The briefing note should also be free of spelling and grammar errors.

Thematic research report (take-home paper) – deadline: May 31st, 11:59 pm OTTAWA

Following assignments 1 and 2 (fact sheet and briefing note), each student will be assigned with an *individual* research topic which is closely related to their previous group work. In their final assignment, a take-home research paper, students are to work independently in researching their assigned topic and writing a thematic research report of 4,500 – 6,000 words in length (including references used).

Like all other assignments, the take-home report must be submitted in electronic format (readable pdf) and by email to Dr. Geiger at martin.geiger@carleton.ca. Only submissions from the personal Carleton email-account of the student submitting the assignment will be accepted. The take-home report must be based on the student's individual/own intellectual work. It will be marked along the following criteria: argument, organization and logic; research and use of evidence; and communication (briefing note organized and written as clearly and concisely as possible?). The final assignment should be free of spelling and grammar errors.

4.3 Classroom policies and policies on assignments and emails

The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences, which are outlined in the Undergraduate Calendar. It is also not acceptable to submit the same assignment in two or more different courses.

Classroom teaching and other learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including Power Point presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property

of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

All assignments in this course should be free of spelling and grammar errors. They must include appropriate citations (endnotes or footnotes) and a bibliography. Assignments are due on the dates specified in the course outline or as they were agreed upon between instructor and student(s).

Late submissions will be subject to a penalty of 5% of the assignment grade per 24 hours (not including weekends). Assignments will not be accepted later than seven business days after the due date. Exceptions to this policy will only be made for academic accommodations, as outlined below, or for medical or personal emergencies substantiated by official documentation. If you anticipate any problems, please approach the instructor as soon as you can and well in advance of the respective assignment.

In case you are using email as a way of communication with the instructor and for submitting assignments, make sure that you always use your personal Carleton email address. All email communication to students will be via official Carleton university email accounts and/or cuLearn. As important course and University information is distributed this way, it is your own responsibility to monitor your Carleton and cuLearn accounts.

5) Schedule

- May 1st:** **13:50 – 15:30 German Embassy, 1 Waverley Street, Ottawa**
Meeting with E. Willems, Head of Communications Department
Mandatory readings:
European Commission (2018), *Germany. EMN Country Fact Sheet 2017. Main developments in migration and international protection, including latest statistics*,
http://www.bamf.de/SharedDocs/Anlagen/EN/Publikationen/EMN/SyntheseberichteInform/ZuPolitikStatistikberichten/emn-2017-laenderdatenblatt.pdf?jsessionid=B887CE9127481D17C7EC2E66AC9522EB.2_cid359?__blob=publicationFile
Green, Simon (2013), ‘Germany: A Changing Country of Immigration’, in:
German Politics 22(3): 333-351.
Juran, Sabrina & Broer, P. Niclas (2017), ‘A Profile of Germany’s Refugee Populations’, in: *Population and Development Review* 43 (1): 149-157.
Schönwälder, Karen & Triadafilopoulos, Triadafilos (2012), ‘A bridge or barrier to Incorporation? Germany’s 1999 Citizenship Reform in Critical Perspective’, in: *German Politics and Society* 101(30/1): 52-70.
- May 2nd:** **14:35 – 17:25 Carleton University, RB 3302**
Pre-departure orientation II
Mandatory readings:
Benček, David & Strasheim, Julia (2016), ‘Refugees welcome? A dataset on anti-refugee violence in Germany’, in: *Research and Politics* 1-11.
Bock, Jan-Jonathan (2018), ‘State Failure, Polarisation, and Minority Engagement in Germany’s Refugee Crisis’, in: *International Journal for Political Culture and Society* 31: 375-396.

Jandová, Pavlína (2012), 'Migration and economic conditions in the EU: a case study of immigrants in Germany', in: *International Economics Letters* 1: 41-49.

Start of research assignment #1 (fact sheet)

Students work on assignment #1 (fact sheet)

- (1) Migration, refugees, displacement, and escape in Germany's history: *Aishah, Alexander and Heather*
- (2) German and EU policy-making on migration and refugees: prior/post-2015: *McKinley, Nathan and Sierra*
- (3) Demographic and economic change. Links between population ageing, migration and refugees, innovation and urban change: *Angus, Aoi and Jessica*
- (4) Racism and anti-foreigner sentiments. New political movements and resistance against exclusion and xenophobia: *Anthony, Cassidy and Luke*
- (5) The media, museums and thematic exhibitions: expressions, coverage and representations of migration and refugee-related topics: *Ariane, Ryan and Sabrina*

May 3rd: **14:35 – 17:25 Carleton University, RB 3302**
Pre-departure orientation II
Students work on assignment #1 (fact sheet)

May 8th: **Osnabrück (Niedersachsen)**
18:00 Arrival of group participants, check-in, begin of course program for the arrival day
Hotel B&B, Hamburger Str. 10, 49084 Osnabrück
3 triple women, 2 triple men (2 single rooms)
18:30 Group departure from hotel
19:00 Dinner at Balou with IMIS graduate students ('Balou')
20:00 End of course program (arrival day)

May 9th: **Osnabrück (Niedersachsen)**
Hotel B&B: Buffet breakfast EUR 8.50/person/night extra; other options available
09:00 Group departure from hotel
10:30 – 11:30 'Kaffeeklatsch' with *I. Bartels (Institut für Migrationsforschung und Interkulturelle Studien, IMIS)*, Knowledge production on migration, European outsourcing of migration politics
11:30 – 12:30 Lunch (Mensa Osnabrück)
13:00 – 13:30 Work on assignment #1
14:00 – 15:45 'Kaffeeklatsch' with *S. Hinger (IMIS)*, Protests against deportation, refugee welcome vs. detention in the local context
15:45 End of course program (day 1)
23:59 Submission of assignment #1 (fact sheet)

May 10th: Day trip: Bremerhaven and Bremen (Bremen)
Hotel B&B: Buffet breakfast EUR 8.50/person/night extra; other options available
08:00 Group departure from hotel
08:34 – 10:31 Transfer to Bremerhaven (regional/slow train; city walk)
12:00 – 16:00 Deutsches Auswandererhaus Bremerhaven, transfer to Bremen (*tbc*)
(walk; regional/slow train)
18:07 – 19:23 Transfer Bremen-Osnabrück (walk; regional/slow train) (*tbc*)
19:23 End of course program (day 2)

May 11th: Transfer to Berlin (Berlin)
Hotel B&B: Buffet breakfast EUR 8.50/person/night extra; other options available
07:45 Group departure from hotel
08:05 – 11:40 Transfer to Berlin Charlottenburg (IC, S, walk)
Hotel Atrium, Kaiser-Friedrich-Str. 53, 10627 Berlin
1 quintuple and 1 quadruple women; 1 quadruple and 1 twin men
(2 single rooms)
13:00 – 18:00 Notaufnahmelager Marienfelde, Kreuzberg Museum and
East Side Gallery
18:00 End of course program (day 3)

May 12th: Berlin (Berlin)
Hotel Atrium: breakfast included
Free time and work on assignment #2 (briefing note)
15:15 Independent arrival of student groups at ‘Schneeweiss’
(Simplonstraße 16)
15:30 – 17:00 ‘Kaffeeklatsch’ with *M. Walter-Franke* and *L. Rasche*
(*Jacques-Delors Institute*), and *O. Kleist (IMIS)*, European and
German migration politics; media discourses on migration and
refugees; volunteers and migrant/refugee receptions
17:00 End of course program (day 4)

May 13th: Berlin (Berlin)
Hotel Atrium: breakfast included
09:00 Group departure from hotel
10:00 – 11:30 Bundesministerium für Arbeit und Soziales (Wilhelmstrasse 49)
D. Buchwald and *F. Alff-Lesser*: Main features of Integration policy
(followed by lunch break)
13:00 – 14:30 Entwicklungsgesellschaft für berufliche Bildung (Kurfürsten 131)
A. Güller-Frey: Professional qualification, labor integration
15:00 – 17:00 LIFE e.V. (Alt Moabit 73)
I. Kappel: ‘IQ project’ (Integration through qualification)
17:00 End of course program (day 5)

May 14th: Berlin (Berlin)
Hotel Atrium: breakfast included
08:00 Group departure from hotel
09:00 – 12:00 Christliches Jugenddorfwerk Deutschland, Wannsee
J. Aumüller, Reception center for persons in need of protection
13:00 – 14:30 Stiftung Wissenschaft und Politik
D. Kipp and A. Koch: EU and German migration & refugee politics
16:11 – 18:27 Transfer to Leipzig (RE, ICE, S, walk)
Discussion of assignment #3 (research report)
Hotel Astoria, Georg-Schwarz-Str. 33, 04177 Leipzig
2 triple men; 1 double, 1 triple and 1 quadruple women
(2 single rooms)
18:27 End of course program (day 6)

May 15th: Leipzig (Sachsen)
Hotel Astoria: breakfast included
Free time and work on assignments #2 and/or #3
18:15 Independent arrival of student groups to announced meeting point
18:30 – 19:30 ‘Kaffeeklatsch’ with *S. Henn (University of Jena)*, high-skilled migration, diaspora entrepreneurship, clusters and innovation
19:30 End of course program (day 6)

May 16th: Leipzig (Sachsen)
Hotel Astoria: breakfast included
Group I
07:30 Departure *group I (with M. Geiger)* to reach IFL
08:30 – 09:30 Institut für Länderkunde, IFL, S. Lentz: Introduction
10:00 – 13:00 IFL-Workshop ‘Societies of migration’ (group I)
13:00 End of course program for group I (day 7)
Free time, work on assignment #2 and/or #3
Group II
Free time and work on assignment #2 and/or #3
13:00 Arrival of *group II (with B. Healy)* at IFL
13:00 – 17:00 IFL-Workshop ‘Societies of migration’ (group II)
17:00 End of course program for group II (day 7)

May 17th: Leipzig (Sachsen)
Hotel Astoria: breakfast included
Free time and work on assignments #2 and/or #3
11:30 Group departure from hotel
12:04 – 16:04 Transfer to Frankfurt/Main (train, walk)
Meininger Hotel Frankfurt Flughafen
1 quadruple and 1 twin men; 2 quadruple and 1 twin room women
(Bridget + 1) (1 single room)
16:04 End of course program for group II (day 7)

- May 18th:** **Frankfurt/Main (Hessen)**
 No course program today. Free weekend.
 Hotel rooms provided at Meininger Hotel Frankfurt Flughafen
- May 19th:** **Frankfurt/Main (Hessen)**
 No course program today. Free weekend.
 Hotel rooms provided at Meininger Hotel Frankfurt Flughafen
 All participants should be back at the hotel by 22:00 the latest.
23:59 Submission of assignment 2 (briefing note)
- May 20th:** **Frankfurt/Main (Hessen)**
Meininger Hotel: Breakfast EUR 9.90/person/night extra, other options available
 Free time and work on assignments #2 and/or #3; groups review briefing notes
 13:30 Group meets at Frankfurt main station (exact meeting point to be announced)
 13:42 – 13:53 Transfer to Offenbach (slow train, walk)
 16:00 – 18:00 Meeting with *K. Vöckler (HfG)* and *P. Schmal (Stadt Frankfurt)*,
 Hochschule für Gestaltung (HfG), Schloßstr. 31/Haupteingang, 1st floor, Presentation ‘Arrival City Offenbach’
 18:00 End of course program (day 8)
- May 21st:** **Frankfurt/Main (Hessen)**
Meininger Hotel: Breakfast EUR 9.90/person/night extra, other options available
 08:30 Group departure from hotel
 09:30 – 12:00 Group discussion, assignments #2 (Medico Int’l, Lindleystr. 15)
 12:00 – 13:00 *R. Lenz (Medico Int’l): German, EU migration & refugee politics*
 13:00 End of course segment Germany/end of course program (day 9)
 Hotel rooms provided at Meininger Hotel Frankfurt Flughafen
- May 22nd:** **Departure day from Frankfurt/Main (Hessen)**
Meininger Hotel: Breakfast EUR 9.90/person/night extra, other options available
 Departure day, independently organized by students
- May 31st:** 11:59 p.m./midnight (Ottawa time): Submission of assignment 3 (research report)

6) Introductory readings for group projects

(1) Migration, refugees, displacement and escape in Germany's history

Angenendt, Steffen et al (2017), *Mixed migration. Challenges and options for the ongoing project of German and European asylum and migration policy*, Bertelsmann Stiftung: Gütersloh.

Bommes, Michael et al (1999), 'Structural Conditions, Historical Contexts and Social Effects of Post-1945 Migration to Germany', in: *IMIS-Beiträge* 13: 75-106.

Dib, Kamal (no year), 'Sociocultural integration in Canada and Germany. Multidisciplinary approach to minority populations', in: Zentralstelle für die Weiterbildung im Handwerk (ed.), *Migration to Canada. Migration nach Deutschland*, Zentralstelle für die Weiterbildung im Handwerk: Düsseldorf, 8-15.

Hinger, Sophie (2016), 'Asylum in Germany: The making of the 'crisis' and the role of civil society', in: *Human Geography* 9(2): 78-88.

(2) German and EU policy-making on migration and refugees: prior/post-2015

Angenendt, Steffen et al (2017), *Mixed migration. Challenges and options for the ongoing project of German and European asylum and migration policy*, Bertelsmann Stiftung: Gütersloh.

Hess, Christin & Green, Simon (2016), 'Introduction: The Changing Politics and Policies of Migration in Germany', in: *German Politics* 25 (3): 315-328

Koch, Anne et al (eds.), *Profiteers of Migration? Authoritarian States in Africa and European Migration Management*, SWP Research Paper, SWP: Berlin.

Rasche, Lucas (2018a), *Breaking the deadlock on the asylum front?*, Policy Position, Jacques Delors Institute Berlin.

Walter-Franke, Marie (2018b), *Two years into the EU-Turkey 'deal': Impact and challenges of a turbulent partnership*, Policy Paper, Jacques Delors Institute Berlin.

(3) Demographic and economic change. Links between population ageing, migration and refugees, innovation and urban change

Ette, Andreas et al (2016), 'Tackling Germany's Demographic Skills Shortage: Permanent Settlement Intentions of the Recent Wave of Labour Migrants from Non-European Countries', in: *International Migration & Integration* 17: 429-448.

Godenau, Dirk et al (2012), 'Labour Market Integration and Public Perceptions of Immigrants: A Comparison between Germany and Spain During the Economic Crisis,' in: *Comparative Population Studies – Zeitschrift für Bevölkerungswissenschaft* 37 (1-2): 55-76.

Kaas, Leo & Manger, Christian (2012), 'Ethnic Discrimination in Germany's Labour Market: A Field Experiment', in: *German Economic Review* 13(1): 1-20.

Kolb, Holger (2004), 'Covert Doors: German Immigration Policy between Pragmatic Policy-Making and Symbolic Representation', in: *IMIS-Beiträge* 24: 129-137.

Zentralstelle für die Weiterbildung im Handwerk (ed.), *Migration to Canada. Migration nach Deutschland*, Zentralstelle für die Weiterbildung im Handwerk: Düsseldorf.

(4) Racism and anti-foreigner sentiments. New political movements and resistance against exclusion and xenophobia

Hinger, Sophie (2016), 'Asylum in Germany: The making of the 'crisis' and the role of civil society', in: *Human Geography* 9(2): 78-88.

- Funk, Nanette (2016), 'A spectre in Germany: refugees, a 'welcome culture' and an 'integration politics'', in: *Journal of Global Ethics* 12 (3): 289-299.
- Hinger, Sophie et al (forthcoming, *please do not circulate draft*), *Pro- and Anti-migrant Mobilizations in Germany*.
- Rommel, Inken (2017), "'We are the People.'" Refugee-'Crisis,' and the Drag- Effects of Social Habitus in German Society', in: *Historical Social Research* 42 (4): 133-154.
- Walter-Franke, Marie (2018a), 'Building a European Asylum Regime in Discordance. Polarized representations of refugees in the discursive process of policy-making', in: *L'Harmattan. Politique européenne* 2(60): 34-70.

(5) The media, museums and thematic exhibitions: expressions, coverage and representations of migration and refugee-related topics

- Dempsey, Kara & McDowell, Sara (2019), 'Disaster depictions and geopolitical representations in Europe's migration 'Crisis'', in: *Geoforum* 98: 153-160.
- Hinger, Sophie (2016), 'Asylum in Germany: The making of the 'crisis' and the role of civil society', in: *Human Geography* 9(2): 78-88.
- Sutherland, Claire (2014), 'Leaving and Longing: Migration Museums as Nation-Building Sites', in: *Museum & Society* 12 (1): 118-131.
- Walter-Franke, Marie (2018a), 'Building a European Asylum Regime in Discordance. Polarized representations of refugees in the discursive process of policy-making', in: *L'Harmattan. Politique européenne* 2(60): 34-70.
- Zentralstelle für die Weiterbildung im Handwerk (ed.), *Migration to Canada. Migration nach Deutschland*, Zentralstelle für die Weiterbildung im Handwerk: Düsseldorf.
- Blog 'Museums and Migration', <https://museumsandmigration.wordpress.com/>

7) Mandatory readings and other resources

In preparation for May 9th:

- Bartels, Inken (2018), 'Practices and Power of Knowledge Dissemination. International Organizations in the Externalization of Migration Management in Morocco and Tunisia', in: *movements. Journal for Critical Migration and Border Regime Studies* 4 (1): 47-66.
- Hinger, Sophie et al (2018), "'We Belong Together!'" Collective Anti-deportation Protests in Osnabrück', in: Rosenberger, Sieglinde et al (eds), *Protest Movements in Asylum and Deportation*, Springer: Dordrecht et al, 163-183.

In preparation for May 10th

- Lanz, Francesca (2016), 'Staging Migration (in) Museums. A Reflection on Exhibition Design Practices for the Representation of Migration in European Contemporary Museums', in: *Museum & Society* 14(1): 178-192.
- Walter-Franke, Marie (2018a), 'Building a European Asylum Regime in Discordance. Polarized representations of refugees in the discursive process of policy-making', in: *L'Harmattan. Politique européenne* 2(60): 34-70.

In preparation for May 12th:

- Kleist, J. Olaf (2017), 'The big question: What role does the media play in driving xenophobia?: <https://jolafkleist.net/wp-content/uploads/2017/03/Big-Question-.pdf>

Kleist, J. Olaf & Karakayali, Serhat (2016), 'Volunteers and asylum seekers', in: *Forced Migration Review* 51: 65-76, <https://www.fmreview.org/destination-europe/karakayali-kleist>
Rasche, Lucas (2018c), *Germany's new old coalition: Continuity or change for its role in EU migration policy?*, Blog Post, Jacques Delors Institute Berlin.
Walter-Franke, Marie (2017a), *Asylum detention in Europe. State of play and ways forward*, Policy Paper, Jacques Delors Institute Berlin.

In preparation for May 13th:

Dib, Kamal (no year), 'Sociocultural integration in Canada and Germany. Multidisciplinary approach to minority populations', in: Zentralstelle für die Weiterbildung im Handwerk (ed.), *Migration to Canada. Migration nach Deutschland*, Zentralstelle für die Weiterbildung im Handwerk: Düsseldorf, 8-15.
Beer-Kern, Dagmar & Schröder, Jürgen (no year), 'Training and Employment Policies for Immigrants', in: Zentralstelle für die Weiterbildung im Handwerk (ed.), *Migration to Canada. Migration nach Deutschland*, Zentralstelle für die Weiterbildung im Handwerk: Düsseldorf, 50-52.

In preparation for May 14th:

Angenendt, Steffen et al (2016), *Border Security, Camps, Quotas: The Future of European Refugee Policy?*, SWP Comments, SWP: Berlin
Kipp, David & Koch, Anne (2018), *Looking for External Solutions: Instruments, Actors, and Strategies for European Migration Cooperation with African Countries*, in: Koch, Anne et al (eds.), *Profiteers of Migration? Authoritarian States in Africa and European Migration Management*, SWP Research Paper, SWP: Berlin, 9-21.

In preparation for May 15th:

Schäfer, Susann & Henn, Sebastian (2018), 'The evolution of entrepreneurial ecosystems and the critical role of migrants. A Phase-Model based on a Study of IT startups in the Greater Tel Aviv Area', in: *Cambridge Journal of Regions, Economy and Society* 11 (2): 317-333, <https://academic.oup.com/cjres/article/11/2/317/4996729>

In preparation for May 16th:

Ring Petersen, Anne & Schramm, Moritz (2017), '(Post-)Migration in the age of globalisation: new challenges to imagination and representation', in: *Journal of Aesthetics & Culture* 9(2): 1-12.

In preparation for May 20th:

Saunders, Doug (2011), *Arrival City: How migration is reshaping our world*, <https://www.youtube.com/watch?v=MIK5KUlg7M>
The New York Times (2011), *Want a New Life? Wait Here for a While* (Book review: Doug Saunders 'Arrival City': <https://www.nytimes.com/2011/03/18/books/arrival-city-by-doug-saunders-review.html>)
URBACT (2019), *EU-funded project website on 'Arrival cities'*, <https://urbact.eu/arrival-cities>

In preparation for May 21st:

Gebauer, Thomas & Lenz, Ramona (2017), *Migration and refugees and Germany's responsibility*, Frankfurt: Medico International, <https://www.medico.de/en/migration-and-refugees-and-germanys-responsibility-16472/>

Medico International (2019), *Refugees & Migration*, Website Medico International. Overview, <https://www.medico.de/en/themes/migration/>

Academic Accommodations: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613- 520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

Accommodation for Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Accommodation for Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit carleton.ca/sexual-violence-support.

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the policy.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once

without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGIInS office in 2404R, River Building. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10			4

			60-62	C-	
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from BGINs will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to the BGINs website is the official course outline.