

*Preliminary Course Outline*

**EURR 5106 / PSCI 5609**

Selected Topics of European Integration Studies

**“Europe and International Migration”**

**Tuesday, 11:35 a.m. – 2:25 p.m.**

*Please confirm location on Carleton Central*

Instructor: Professor Dr. Martin Geiger  
Office: Loeb Building, Section D, 6<sup>th</sup> floor – Room D696  
Office Hours: Tuesdays, 03:00 p.m. – 05:00 p.m. and by appointment  
Phone: (613) 520-2600 ext. 3232  
E-mail: martin.geiger@carleton.ca  
Skype: geiger.carleton

Course-related e-mails will be usually answered within 2 business days. For longer conversations meeting during office hours (also by appointment or via Skype) is preferred.

**Remarks:**

First class: 12 January 2016  
Last class: 05 April 2016  
No classes: 16 February (Winter break)  
No office hours: 05 January and 16 February

Additional office hours may be provided, if necessary and during peak times. On-line components of this course will be managed through cuLearn. Please visit cuLearn at least once a week to receive any updated information pertaining to the scheduling of the course and required readings.

=> Please note: As a student enrolled in this course, you are expected to: read and understand this course outline; come to class prepared; not distract others in class (e.g. by mobile devices, social networking sites and side conversations, unless permitted to do so by your instructor); complete your own work (including documenting your research, and not cheating or plagiarizing); be aware of the resources at Carleton University that are available to help you to reach your academic goals and the learning outcomes of this class and the program you are enrolled in.

**1) Course Description**

The mass displacement, migration and mobility of people across state border currently dominate the news. European states and, in particular, the member states of the European Union (EU), are globally significant destinations for people fleeing conflict or simply seeking a better life, better changes for education or work. A majority of European countries are at the same time themselves important countries of departure.

While actively encouraging the mobility of EU citizens within the EU (including labor mobility and long-term labor migration, the intra-EU movement and circulation of professionals and students etcetera), member states and institutions of the EU are often accused of creating and reinforcing a so-called “Fortress Europe”. In fact – almost all policy documents and action programs (e.g. Hague Program) of the EU, while stressing the need to guarantee or realize an open, welcoming, tolerant and humanitarian EU “area”, are placing their real emphasis on this vision of a fortified, well guarded and safe union of member states. Events in recent months have demonstrated once again that mobility and international migration are seen and discussed as fundamentally important challenges for European societies and their future. The salience of the question as to how to politically govern or ‘manage’ cross-border flows of people has significantly increased – especially in Europe where this issue has been for a long time already a (very) “hot topic.”

Cross-border flows of people are nowadays, in general, highly ‘problematized’ and securitized. Obvious recent examples include: the EU’s reactions to the Syrian and other refugee crises; the renewed discussions about security and whether migrants, refugees and travellers should be considered, per se, as potential terrorists following the November 13 attacks of Paris; the fierce debate between member states as to whether, for example, Germany’s decision to allow substantial refugees into Germany and the EU was wrong and dangerous; or the open confrontation between EU

member states and institutions over the resistance of certain EU states against taking in any refugees at all and against any participation in a EU-wide resettlement scheme. In recent months these discussions and assumptions about the potential “threats” of (mass) migration have culminated to such an extent that some leaders, and, as well, the general public started (again) to openly question and even to lobby for an abolishment of integral elements and historical achievements such as the Schengen system, and for the re-erection of borders and walls within the EU and along its (now perhaps not longer “common”?) external border.

The EU seems to be in serious political trouble and fights have erupted that are almost unparalleled in the recent history of EU-Europe. Hence, this course touches on highly politically salient and sensitive issues of the EU integration process and the future of an united, common Europe – – However, while this course is “topical” and will be able to respond to a selection of at least some of the (daily changing) discourses, political actions taken and certain events, the principal aim of this course lies first and foremost *not* in discussing day-to-day politics, but in delivering a deeper and academic understanding of migration and displacement as processes in world society, on different theories and scholarly concepts aiming to explain movements of people, and about the different explanations available as to how and why political systems opt to respond (or do not respond) to mobility and displacement in the way they do.

Consequently, this class has as its primary goal the aim to equip students with advanced and more general scholarly knowledge and insights into cross-border mobility and migration, and the societal forces and impacts shaping and resulting from migration, mobility and displacement. Our course will critically engage with the political causation and implications of human cross-border mobility. While related aspects and topics of e.g. “integration” will be touched upon, the focus of this course will be on the differing political attempts to regulate and control mobility and the effects of migration and mobility globally and, particularly, in Europe and the European Union.

While the main geographical and institutional focus will be placed upon the European Union and the integration of European states into this quite specific form of international cooperation and organization, the course will devote special attention to other international actors (namely intergovernmental organizations and UN institutions) that are able to influence politics and flows of mobility today almost in the same way (sometimes even more strongly) as the EU and individual states do.

This course is, as a special feature, closely linked with an international workshop at Carleton University in March 2016 (March 10-11). Students will have the chance to learn from experts and also from emerging scholars in the field, and they will also be provided with the opportunity to contribute actively with their own research by attending the workshop and presenting their work.

## **2) Learning Outcomes, Content and Objectives**

Border security, the governance or management of migratory flows, including the reception of refugees, mark strongly debated and contested fields of political practice. Researchers, migrant advocates, support groups and human rights organizations criticize the unfavorable effects migration control often entail for migrants and societies. At the same time, political leaders and experts are pressured to reconsider their policies and find more effective and adequate approaches to control, regulate and facilitate the international mobility and migration of people.

By the end of this course, students will be familiar with fundamental concepts and theories in migration studies. They will be able to identify different types of mobility, be competent in evaluating political responses of European states, the EU and the international system as they relate to mobility and migration movements in different thematic and country-related case studies. Students will also be able to evaluate the underpinning political causative factors and the implications of cross-border mobility and migration for individuals, societies, states, the EU and the international system. This will help participants in this course in justifying their own informed position 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. This will enable students to take part in academic and policy-oriented debates about migration, mobility and closely related themes and issues (including e.g. development or the protection of human rights), the social and political effects of migration and mobility-related politics, and the future of migration governance in Europe and globally.

## **3) Course Readings and Required Textbook**

Please consult the attached course schedule to find out about the readings required for each individual session – some of these texts might change and be replaced, also in light of current events and the constantly developing situation in the EU. In case this happens, you will receive timely information from your course instructor.

Most of the readings will be provided online through ARES. You should download all of these texts as soon as they are available because the ARES system is sometimes down and you are required to read all of the texts prior to our class meetings and your assignments.

The course works mostly with journal articles, chapters or sections of (edited) books and other documents that are available online, for free. In case you are interested to purchase some books for this course and future purposes, please contact the instructor. He may also refer you, during office hours, to certain additional publications that are not included in this syllabus but are nevertheless relevant for your individual assignments.

## **4) Requirements**

### **4.1 General Remarks**

This class is a weekly three-hour seminar course. Each student is required to read, study and use material related to the completion of his/her assignments. They are also expected to attend all course sessions and must be prepared to actively participate in each session. Attendance and participation will be checked and noted throughout the term. All required readings and other assigned tasks must be completed prior to each class. Exceptions to this policy will only be made for academic accommodations or for medical reasons or personal emergencies substantiated by official documentation.

### **4.2 Assignments and Evaluation**

#### **4.2.1 At a glance overview**

- Individual Poster Proposal and Class Presentation – 20% (15+5)
- Group Poster and Class Presentation – 10% (5+5)
- Summary and two discussion questions – 10%
- Take-Home Research Paper (Final Paper) – 45%
- Attendance and Participation – 15%

Note: Students must complete all evaluative elements to receive a passing grade.

- Workshop bonus (attendance or workshop attendance and poster discussion) on March 11<sup>th</sup>: 1% or 3 %

#### **4.2.2 Detailed description**

Students in this course are required to produce a final research paper as the main outcome of this course. They will be provided with the chance to voluntarily submit a brief outline/sketch of a potential final research paper on **March 22<sup>nd</sup>, 2016** (hardcopy version, submission in class). They will receive feedback and then have the chance to further discuss potential topics with the instructor. On the last day of class each student will be assigned a final topic for the research paper – the final research paper will be a take-home assignment.

Already at the beginning of the course, students will be assigned another topic for a thematic poster (templates will be provided). This poster will be presented in class and, in the following, form the basis of a group poster which will be conceptualized and collated together with other students. This poster will also be presented and discussed in class. The finalized version of the group poster will be put on display during an international workshop at Carleton University (March 10-11). The group or individual members of the group have the chance to earn up to 3% as bonus percentage towards their final grade, if they choose to attend the workshop (1%) and present the poster there to workshop participants (poster presentation gives an additional 2% = 3% in total).

Students in this course, furthermore, will be assigned one reading of the syllabus each. They will be required to provide a brief oral summary on this reading in class and to prepare two questions on the reading and class content for class discussion.

All students in this course are required to do all the assigned class readings, attend all sessions, participate and contribute to class actively, throughout the term. They must also complete all evaluative elements to pass the course.

#### **Individual Poster Proposal and Class Presentation: 20% (15+5)**

- Each student will be individually assigned a topic for his/her poster (a template will be provided) at the first class meeting – or, in exceptional cases, during office hours or in one of the next subsequent classes. Students can choose from a list of topics provided by the instructor.
- Students are required to do own independent research on the assigned topic, collate and then summarize key information (in visual and textual form) in a poster proposal.
- They will present their individual poster proposal (in digital version, using powerpoint) in class, depending on the topic they were assigned, either on **February 2<sup>nd</sup>, 2016** or **February 9<sup>th</sup>, 2016**. While the poster submitted in electronic version receives 15%, the brief oral presentation of the poster to the class (5-7 minutes each) by individual students will receive an additional 5%.

- Students will receive feedback from the class and the instructor, and a grade for both assignments. The posters will be revised and then form part of a group project.
- Assistance in preparing these assignments will be provided by the instructor.
- The assignments will be evaluated in terms of the content, quality, relevance, appropriateness of the material collected, and an adequate style and format of the representation.
- Students will submit the electronic version of their poster proposal (based on the template provided) to the instructor by providing him with an electronic copy a day before the presentation in class. Date and time of submission will be registered; in cases of late submission a late penalty will apply (see below).

### **Group Poster and Presentation: 10% (5+5)**

- The individual poster proposals and their discussion in class will serve as the basis for this group assignment.
- Provided with feedback on his/her individual poster proposal, each student will form together with other students a thematic group. They will revise and finalize their individual posters, then collate all these posters to a joint, bigger group poster. The submitted electronic version of this poster will receive 5%.
- Each group will present its poster on **February 23<sup>rd</sup>, 2016** in class (in digital version, using powerpoint, brief presentation of max. 10-12minutes). This group assignment gives another 5% of the final grade.
- The group will receive feedback from the class and the instructor, and a grade for both assignments. The posters will be revised, printed and then put on display during the March 10-11 workshop at Carleton University. Students can earn bonus percentage towards their final grade when they choose to attend and present orally their poster during this workshop, see below.
- Assistance in preparing these assignments will be provided by the instructor.
- The assignments will be evaluated in terms of the content, quality, relevance, appropriateness of the material collected, and an adequate style and format of the representation.
- Students will submit the electronic version of their group poster (based on the template provided), in preliminary and final version, to the instructor by providing him with an electronic copy a day before the group presentation in class (preliminary version) and by **March 4<sup>th</sup>, 2016** (final version, to be printed and for display during workshop). Date and time of submission will be registered; in cases of late submission a late penalty will apply (see below).

### **Summary and two discussion questions (5%)**

- Each student will be required to give an oral summary of one of the course readings in one of the class sessions. He/she will also prepare two questions for discussions and then lead the class discussion on the respective reading, the two prepared questions and the previous class content.
- Readings will be assigned during the first class session and, if needed, in subsequent sessions. However, students who fail to report and/or are not assigned a course reading by **February 2<sup>nd</sup>, 2016** will receive a failing grade (exceptions may apply).
- You should familiarize yourself with the assigned reading and take notes. In case you need assistance, approach the instructor for further advice/guidance ahead of the assignment. On the day of the class, you first need to provide to the class a short oral summary of the reading, its main points/arguments/themes and how the text relates to the course in general, other (previous) course readings and our discussions in class.
- This summary intentionally needs to be kept brief in order to allow further input by other students and the instructor. It should be no longer than five to seven minutes. You should give this presentation without using any powerpoint, prezi etc., but you can definitely use your written notes (however, don't read them, prepare to talk freely to the class).
- Following your summary, you will present the two questions you have prepared on the basis of the text and our previous class content. The other students are then invited to answer and discuss these questions. Your task is to lead and moderate class discussion. These questions should be kept succinct and precise so that they can be answered (realistically) by the class within 10 minutes.
- You can find out about the preliminary grades for this assignment at the end of the term, once all students have provided their summaries.

### **Take-Home Research Paper (Final Paper) – 45%**

- Students will be assigned a topic for this final, take-home assignment on the last day of class. They can explore potential topics and discuss them already beforehand with the instructor. If they wish, they are given the opportunity to provide a written brief outline (proposal) voluntarily to the instructor by **March 22<sup>nd</sup>, 2016** to

receive feedback. The discussion of this voluntary submission (which will receive no grade) needs to be finalized before the last day of class and will serve the basis for the final individual assignments (topics) handed out by the instructor on the last day of class to each student.

- The take-home research paper is due **April 23<sup>rd</sup>, 2016** (the latest) via email and will be graded within seven business days. It is the student's own responsibility to ensure that the instructor receives this assignment as a readable PDF-file via email (martin.geiger@carleton.ca) by the mentioned day. Students will receive a confirmation of their submission shortly after they have submitted their paper. Only submissions from Carleton email-accounts will be accepted.
- The take-home research paper gives you 45% of your final grade. The research paper should be maximum 6,000 words long, including all references, footnotes/endnotes and chapter headings etc. The purpose of the research paper is to provide you with an opportunity to conduct independent research and to discuss your findings in form of a comprehensive, scholarly research paper. It is expected that you research the topic assigned to you by yourself, that you critically engage with the existing scholarly literature and that you make use of what you have learned during the course.
- The take-home research paper must be based on your own intellectual work and it is must be written by yourself – you alone. It is not permitted that you work together with others on your paper; group work is not permitted in this assignment. The instructor will decide with you on which topic you will be working.
- The paper will be marked along the following criteria: argument, organization and logic (Is the paper presented in a logical and convincing manner?); research and use of evidence (Does the paper contain extensive and effective use of available research sources? Does the paper refer to class discussions, class talks and readings? Minimum number of sources 10. Does the paper contain proper footnotes/endnotes and bibliographic style?); communication (Is the paper organized and written as clearly and concisely as possible?). The research paper should also be free of spelling and grammar errors; Take-home research papers that do not address the topic which was previously discussed (see above) and assigned by the instructor will receive a failing grade and not pass this course.

#### **Attendance and Participation (15%)**

- 15% of the final grade is for attendance and participation. Students are expected to attend all classes and to actively engage – to participate in a meaningful and thoughtful way – in all class discussions. Students have to be prepared to discuss all readings, lectures and inputs provided by other students or guest speakers invited to the lecture. They also have to be prepared to summarize in class the key arguments of the assigned readings, lectures and discussions. It is a goal that students will be able to contrast different perspectives and opinions, and respond to the readings, lectures and discussions within the context of the course. There may be quizzes and group exercises based on course readings, lectures and other inputs (e.g. guest talks, video clips, newspaper reports, other material).
- It is recommended that students take notes when reading the mandatory texts, during class discussions and throughout the lecture. This facilitates discussion and individual learning progress. Students will be evaluated on the basis of their active, constant, informed and thoughtful participation in class. Attendance will be taken at every class; missed classes, late arrivals and early departures will not receive full credit for attendance and participation.

#### **Workshop bonus (1% or 3 %)**

- In addition, there is a bonus of 1% or 3% available for students to earn. Students can earn this bonus towards their final grade on the basis of attending selected workshop sessions on March 11 (detailed information will be provided in class) – 1% bonus – and presenting a group poster at the workshop (additional 2% => 3% in total). The international workshop held at Carleton University and organized by the instructor of this course and involving many of his students is closely related to this course. Attendance is therefore strongly recommended and encouraged.
- Detailed information on this event and how to earn the extra percentage will be provided in class, on the basis of the finalized workshop program.

#### **4.3 General Policies on Assignments**

- 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. Also, it is not acceptable to submit the same assignment in two different courses. Students can learn

about academic integrity by means of an online training provided through cuLearn (log-on to cuLearn first, then follow this link <https://culearn.carleton.ca/moodle/enrol/index.php?id=36148>, this link will be also posted on the cuLearn page of this course).

- Classroom teaching and 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 PowerPoint 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 bibliography. Assignments are due on the dates specified in the course outline or, in the case of individually or group assigned tasks, as they were agreed upon between instructor and student(s).
- 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. If you write emails to the instructor and send him assignments, please note that that emails from other accounts might end up in spam folders and will also not be answered because it is not possible to verify that it was really you writing, replying or submitting an assignment through this different email account. This also applies for forwarded messages to/from other accounts than Carleton accounts.
- It is the student's responsibility to ensure that the instructor receives all assignments. Students should keep copies of all their assignments and are advised to keep all notes and drafts of work until after the final grade has been assigned and awarded.
- Assignments are due on the date specified in the course outline and as communicated in class. They should be submitted electronically by email (from your personal Carleton email address) to the instructor. Late submissions will be assessed a penalty (3% per 24 hours, not including weekends) based on the date the instructor actually receives the paper.
- Assignments will not be accepted five 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 a problem with one of the above deadlines please approach the instructor as soon as you can and well in advance of the assignment.

## **5) Schedule**

### **January 12<sup>th</sup>: Introduction**

- Course overview, topics and organization of course including assignments and requirements --- Learning objectives and intended learning outcomes --- Individual assignments of topics --- Assignment of group tasks

### **January 19<sup>th</sup>: Categorizations, Concepts and Theories**

- How to understand and differentiate different types of mobility?
- The limited range of simplistic policy or expert explanations on mobility, migration and displacement

Required background readings:

1. Richmond, A. H. (1988): Sociological Theories of International Migration. The Case of Refugees, *Current Sociology* 36 (2): 7-25.
2. Massey, D. S. et al. (1993), Theories of International Migration. A Review and Appraisal, *Population and Development Review* 19(3): 431-466.
3. Malkki, L. (1992): National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees, *Cultural Anthropology* 7(1): 24-44.
4. Faist, T. (2012), Toward a Transnational Methodology: Methods to Address Methodological Nationalism, Essentialism, and Positionality, *Revue Européenne des Migrations Internationales* 28: 51-70.

### **January 26<sup>th</sup>: The State and the Challenge of Cross-Border Movements of People**

- The state and (today's) realities in governing migration and mobility.
- Why do states (often) fail in controlling and regulating migration?

Required background readings:

5. Zolberg, A. (1989), The Next Waves: Migration Theory for a Changing World, *International Migration Review* 23(3): 403-430.
6. Massey, D. (1999), International Migration at the Dawn of the Twenty-First Century: The Role of the State, *Population and Development Review* 25(2): 303-322.
7. Papastergiadis, N. (2010), Wars of Mobility, *European Journal of Social Theory* 13: 343.
8. Castles, S. (2004), Why Migration Policies Fail, *Ethnic and Racial Studies* 27(2): 205-227.

Remark:

By February 1<sup>st</sup>, 2016 all students in Group 1 are required to submit an electronic copy of their poster proposal to the instructor (email-submission).

By February 2<sup>nd</sup>, 2016 all students need to be assigned one of the mandatory readings. See above.

### **February 2<sup>nd</sup>: International Cooperation on Migration and Mobility**

- What explains international cooperation in the particular, highly sovereignty-relevant domain of migration and mobility?
- What explains the rise of international organizations and other “actors beyond the nation-state in the field of migration “governance” or “management”?”
- Presentation and Discussion of individual poster proposals – Group 1 (electronic copies need to be submitted earlier, by February 1<sup>st</sup>, 2016 the latest)

Required background readings:

9. Bigo, D. (2002), Security and Immigration: Toward a Critique of the Governmentality of Unease, *Alternatives: Global, Local, Political* 27: 63-92.
10. Betts, Alexander (2011), Global Migration Governance, in: Betts, Alexander (ed.), *Global Migration Governance*, Oxford: Oxford University Press, pp. 1-28.
11. Geiger, M. (2013), The Transformation of Migration Politics: From Migration Control to Disciplining Mobility, in: Geiger, M. and Pécoud, A. (eds.), *Disciplining the Transnational Mobility of People*, Basingstoke et al.: Palgrave Macmillan, pp. 15-40.

Remark:

By February 8<sup>th</sup>, 2016 all students in Group 2 are required to submit an electronic copy of their poster proposal to the instructor (email-submission)

### **February 9<sup>th</sup>: Introducing the EU as a Form of Regional Integration of Border, Migration and Mobility Politics**

- What explains and what drives EU integration on issues of borders, migration and mobility?
- What are the benefits of regional integration and positive outcomes?
- What are the drawbacks and inherent failures of the current EU system?
- Presentation and Discussion of individual poster proposals in class – Group 2 (electronic copies need to be submitted earlier, by February 1<sup>st</sup>, 2016 the latest)

Required background readings:

12. Geddes, A. (2014), The European Union. Supranational Governance and the Remaking of European Migration Policy and Politics, in: Hollifield, J. F. et al. (eds.), *Controlling Immigration. A Global Perspective*, 3<sup>rd</sup> edition, Stanford: Stanford University Press, pp. 433-451.
13. Guiraudon, V. (2002), European Integration and Migration Policy: Vertical Policy-Making as Venue Shopping, *Journal of Common Market Studies* 38(2): 251-271.

Remark:

By February 22<sup>nd</sup>, 2016 all groups are required to submit an electronic copy of their joint poster proposal to the instructor (email-submission).

**February 16<sup>th</sup>: No class (winter break)**

### **February 23<sup>th</sup>: Presentation of group posters – Student training – Workshop preparation**

- Presentation and Discussion of group poster proposals in class (note: electronic copy needs to be submitted by February 22<sup>nd</sup>, 2016, the latest)

- Student-led training: “How to finalize group posters and how to present posters at conferences” (provided by research assistants and Carleton’s Discovery Centre)
- International workshop at Carleton University and “Mobility & Politics” research cluster: How to get involved, how to contribute and benefit?

### **March 1<sup>st</sup>: Externalization and Exterritorialization of Migration Control**

- The external dimension of EU migration policy-action

Required background readings:

14. Thouez, C. and Channac, F. (2006), Shaping International Migration Policy: The Role of Consultative Processes, *West European Politics* 29(2): 370-387.
15. Lavenex, S. (2006), Shifting Up and Out: The Foreign Policy of European Immigration Control, *West European Politics* 29(2): 329-350.
16. Kunz, R. (2013), Governing International Migration through Partnership, *Third World Quarterly* 34(7): 1227-1246.
17. Geiger, M. and Pécoud, A. (2014), International Organizations and the Politics of Migration, *Journal of Ethnic and Migration Studies* 40(6): 865-887.

Remark:

By March 4<sup>th</sup>, 2016 all groups are required to submit an electronic copy of their final group poster to the instructor (email-submission)

### **March 8<sup>th</sup>: The EU and its Cooperation with Neighboring States**

- Outsourcing and Pushing out the Border – Limits, Impacts, Success?
- Migration policy as a fundamental component or perhaps even driving force of EU external action?

Required background readings:

18. Bialasiewicz, L. (2012), Off-Shoring and Out-Sourcing the Borders of Europe: Libya and EU Border Work in the Mediterranean, *Geopolitics* 17: 843-866.
19. Korneev, O. (2014), Exchanging Knowledge, Enhancing Capacities, Developing Mechanisms: The IOM’s Role in the Implementation of the EU-Russia Readmission Agreement, *Journal of Ethnic and Migration Studies* 40(6): 888-904.
20. Geiger, M. (2013), The Production of a Safe Neighborhood and the Disciplining of International Mobility, in: Walton-Roberts, M. and Hennebry, J. (eds.), *Territoriality and Migration in the E.U. Neighbourhood. Spilling over the Wall*, Dordrecht: Springer, pp. 225-243.
21. Mountz, A. and Kempin, R. (2013), The Spatial Logics of Migration Governance Along the Southern Frontier of the European Union, in: Walton-Roberts, M. and Hennebry, J. (eds.), *Territoriality and Migration in the E.U. Neighbourhood. Spilling over the Wall*, Dordrecht: Springer, pp. 85-95.

### **<March 10<sup>th</sup> and 11<sup>th</sup>, International Workshop at Carleton University>**

- Extra-curricular, but strongly recommended activity for students in this class
- Topics: migration management, the role of international organizations, impacts of migration policies
- Different regional perspectives (EU/Europe included)
- Bonus percentage available: attendance (1%) and contribution (poster presentation: an additional 2%)

### **March 15<sup>th</sup>: International Workshop: Review and Reports**

- Joint review of the international workshop and group poster presentations

Remark:

March 22<sup>nd</sup>, 2016: voluntary submission of a brief outline/sketch of a potential final research paper (hardcopy-version, submission in class)

### **March 22<sup>nd</sup>: Current Challenges and the (Potential) Answers of EU Migration Governance (1)**

- External policies: recent developments in light of the Syrian refugee crisis, the mobility of militant islamists and other challenges
- Frontex, its metamorphosis/reform and potential future in EU migration governance

Required readings:

22. Bauer, P. (2013), European-Mediterranean Security and the Arab Spring: Changes and Challenges, *Democracy and Security* 9: 1-18.
23. Carrera, S. and Den Hertog, L. (2015), *Whose Mare? Rule of Law Challenges in the Field of European Border Surveillance in the Mediterranean*, CEPS Paper in Liberty and Security in Europe 79, <https://www.ceps.eu/publications/whose-mare-rule-law-challenges-field-european-border-surveillance-mediterranean>

**Voluntary:**

Submission of a brief outline/sketch of a potential final research paper (hardcopy-version, submission in class)

**March 29<sup>th</sup>: Recent Challenges and the (Potential) Answers of EU Migration Governance (2)**

- External policies driven by internal and home-made challenges of the EU
- The new rise and establishment of anti-immigrant groups and parties

**Required readings:**

24. Korkut, U. (2014), The Migration Myth in the Absence of Immigrants: How does the conservative right in Hungary and Turkey grapple with immigration?, *Comparative European Politics* 12(6): 620-636.
25. Carrera, S. and Guild, E. (2015), Can the New Refugee Relocation System Work? Perils in the Dublin Logic and Flawed Reception Conditions in the EU, CEPS Policy Brief 33, <https://www.ceps.eu/publications/can-new-refugee-relocation-system-work-perils-dublin-logic-and-flawed-reception>

**April 5<sup>th</sup>: Future Challenges – Class Review**

- The challenges of climate change, global inequality and continuing political instability outside (and inside) Europe
- Summary and review of class contents

**Remark:**

By April 23<sup>rd</sup>, 2016 all students are required to submit an electronic copy of their final paper to the instructor (email-submission)

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**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](mailto: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*).

**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](http://www.carleton.ca/equity)).

**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.

**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.

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, Return and Grading of Term Work:**

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. Late assignments may be submitted to the drop box in the corridor outside room 3305 River Building. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments 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.

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	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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 the Institute of European, Russian and Eurasian Studies 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 EURUS website is the official course outline.