

**Carleton University**  
**Fall 2021**  
**Institute of European, Russian and Eurasian Studies**

**EURR 4304/5304 and MGDS 5002**  
**Europe and International Migration**

**Instructor:** Dr. Agnieszka Weinar

Office hours: Friday 14:45-15:45 Zoom (access from Brightspace)

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## **I. Course description**

The purpose of this course is to familiarise the students with a range of theoretical and empirical concepts that define international migration dynamics in Europe. We will explore the demographic, geographic, economic, social and political drivers of migration in the region, from the perspective of European Union, but not limited to it.

The course takes a predominantly political science approach to international migration, therefore we will be focusing on policy creation, design and implementation. To settle the theory in policy practice, the course offers experiential learning activity (simulation) of EU-level negotiations, which will enable us to explore a variety of future scenarios of international migration in Europe. The simulation “Negotiating European Migration Pact 2025” will be prepared in a co-creation mode with students. Based on specific guidelines, students will engage in research to develop background information that will shape the context of the simulation. Based on this work, they will define the negotiating mandates of the personalities they will play. The simulation will take place in the last month of the course, over two rounds.

## **II. Requirements and assessment**

The course is an advanced seminar and thus it has objectives going beyond purely academic performance. Upon the completion of the course:

1. Students will gain knowledge of theoretical and empirical approaches to studying migration in Europe as a continent.
2. Students will be able to identify different types of mobility in Europe, their drivers and the implications of cross-border mobility and migration for the states, the EU and the international system.
3. Students will learn to apply a critical and multilevel perspective in order to understand the interplay between the EU, the EU member states, and neighbouring countries.
4. Students will gain knowledge of analytical and research tools used in desk research on the topic.

5. Students will be able to discuss in an informed way how the main challenges related to migration and facing Europe today are approached by European policymakers and European societies.
6. Students will be able to prepare negotiating mandates and briefing notes.

**Grading:**

All assignments will have guidelines to help students achieve the best results.

1. **Analytical essay based on case study: 25%.** Students will have 3 weeks to complete the task. The starting point of the essay is the summary of the New EU Migration and Asylum pact package.
  - **EURR4304:** a written analytical essay in response to one question, 600-800 words.
  - **EURR5304/MGDS5002:** an analytical essay in response to two questions, 600-800 words per question.

Questions will be posted in the Assignments Description in Brightspace in the third week of the class. Students can use Brightspace forms to respond. The analytical essay will help students prepare for their role in the simulation game.

- Late assignment: **2%** per calendar day.

2. **Research paper: 30%**

- Students are asked to prepare research paper based on individual desk research. The paper should cover background information on a country represented by each student in the simulation. The research paper will serve as background information to be uploaded to the Simulation Portfolio.
- Students will base their research on the background material placed in the recommended resources section of the “Future of Migration in Europe” module, but are encouraged to broaden their research and reference at least one other source.
- The paper will follow specific Table of Content (ToC) proposed by the instructor. The final document should be between 2000 and 2500 words, and should include at least one table and at least one figure (both prepared by student, not reproduced).
- Late assignment: **2%** per calendar day.

3. **Briefing note with negotiating mandate: 2x10%.**

- Each student will prepare a 700-800 words (EURR4304) and 600-700 words (EURR5304/MGDS5002) briefing note/negotiating note for their character in the simulation, based on the information delivered in the research papers.
- The papers will be uploaded as a text to build the e-portfolio on cuPortfolio for the simulation.
- Students will use the annotated templates.
- Late assignment: **5%** per calendar day

4. **Participation: 25%**

Participation is measured in two ways:

- Each week students will offer their reflections in response to the Discussion Forum theme/question. Students’ comments on the readings should demonstrate familiarity with the

week's required readings and may draw on lecture material. The score will be weighted according to the number and quality of students' contributions and reactivity to other students' comments. Students are encouraged to react to each other posts. **15%**

- On-line participation in the simulation: "Negotiating European Migration Pact 2025." There will be a practice round before the actual simulation. The performance is not graded, but participation and preparation are. **10% (10% or 0% in case of unjustified no-show).**

#### Late assignments:

It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late. If you do not communicate in advance, and your reason for being late does not also explain this lack of communication, then you should be prepared to be penalized percentage points as per above. Justified lateness includes, among others, sickness and death in the family and you will have to submit proper medical or other professional documentation with the late work.

### **III. Weekly schedule and readings**

This is a blended asynchronous course developed on Brightspace platform. As such it requires a high degree of autonomy and responsibility for student's own learning. In the light of this, students are expected to:

- read and understand this course outline;
- plan and execute course work in the required timeframe: reading the capsules on the platform and following the multimedia material (podcasts, videos), as well as completing the compulsory reading;
- documenting their research, showing digital research skills and limiting digital recycling;
- be aware of the resources at Carleton University that support this course;
- be collaborative and actively support the coursework in virtual environment.

There will be several on-line meetings scheduled.

- Two facultative meetings with the invited guest (TBC, recorded on Zoom)
- Three sessions with the instructor to discuss the topics of the course (facultative, recorded on Zoom)
- Three meetings for the experiential learning rounds (obligatory).

The core reading is, A. Weinar, S. Bonjour and L. Zhyznomirska (eds). Routledge, London, 2019, available on-line through the Carleton library. All chapters from the book are marked with an asterix (\*) below. Academic articles complete the required reading list and are available through Carleton library/ARES. Additional recommended readings will be listed on the course platform.

In addition, each course module will feature information capsules (including multimedia material) to provide further information and context.

Please, note that the course is reading-intensive for the first 7 weeks to build the ground for the experiential learning activity. It is expected that all readings should be completed before the Monday, Week 9, as they form the core of the preparation of the background scenarios.

## I. Understanding Migration in Europe

### *WEEK 1 (Sept 10) – Introduction: setting the stage*

- Getting acquainted with the on-line learning environment
- Review of the module capsule, including Glossaries
- **Q&A on-line session with the instructor (facultative): 12pm to 1 pm.**

#### Readings:

- Migration in Europe since 1945, in De Haas, H., Miller, M. J., & Castles, S. (2019). *The age of migration: International population movements in the modern world*. Red Globe Press, pp. 117-144
- \* 34. “Apples and oranges? Politics of data sources on international migration in Europe,” by Anna Di Bartolomeo, pp. 439-449.

### *WEEK 2 (Sept 17) – Stakeholders in European migration and mobility*

- Review of the module capsule

#### Readings

- \* 9. “EU Institutions: Venue for Restrictions or Liberal Constraint?,” by Ariana Ripoll Servent, pp. 109-117
- \*10. “The Party Politics of Migration,” by Pontus Odmalm, pp. 118-125
- \*31 “International organisations and the politics of migration in Europe” by Marta Jaroszewicz, pp. 401-410.
- Geiger, Martin & Pécoud, Antoine (2013), “International organisations and the politics of migration”, *Journal of Ethnic and Migration Studies* 40 (6): 865-887.

#### Resources:

- Global Compact on Migration <https://refugeesmigrants.un.org/migration-compact>
- European Parliament:  
<https://www.europarl.europa.eu/news/en/headlines/priorities/migration>  
<https://www.consilium.europa.eu/en/policies/strengthening-external-borders/>
- Sergio Carrera (2020) *Whose Pact? The Cognitive Dimensions of the New EU Pact on Migration and Asylum*. CEPS, Brussels.

### *WEEK 3 (Sept 24) - Legal migration in Europe*

- **Guest speaker from the EU institutions (TBC)**
- Review of the module capsule
- Case study and questions for the **Analytical Essay** posted on Wednesday, September 22 (due October 15)

#### Readings

- \*15. “Family Migration and Membership,” by Anne-Marie D’Aoust, pp. 179-189.
- \*28. *The Politics of Care Work and Migration*, pp. 363-373.

- Burmann, M., Perez, M. H., Hoffmann, V., Rhode, C., & Schworm, S. (2018). Highly Skilled Labour Migration in Europe. ifo DICE Report, 16(1), 42-52.  
<https://www.econstor.eu/bitstream/10419/181272/1/dice-report-2018-1-5000000001959.pdf>

**WEEK 4 (Oct 1) – Populations in need of protection in Europe**

- Review of the module capsule

Readings:

- \*22. “The Historical Development of Refugee Protection in Europe,” by Phil Orchard, pp. 283-292.
- \*24. “Does European Refugee Policy Exist? Regional Dimensions of the Refugee Protection Approach in Europe,” by Joanne van Selm, pp. 303-314.
- M., Bobić, D. Šantić (2020). “Forced migrations and Externalization of European Union Border Control: Serbia on the Balkan Migration Route.” *International Migration*, 58(3), 220-234.
- Hnatyuk, T. O. (2014), *Internally Displaced Persons: A New Challenge for Ukraine*, Демографія та соціальна економіка (2): 187-197.

**WEEK 5 (Oct 8) – Migration and borders in Europe**

- Review of the module capsules

Readings:

- \*20. “Return and Readmission Policy in Europe: Understanding Negotiation and Implementation Dynamics,” by Florian Trauner, pp. 251-260.
- Michael Collyer. (2016) “Geopolitics as a Migration Governance Strategy: European Union Bilateral Relations with Southern Mediterranean Countries.” *Journal of Ethnic and Migration studies*, 42(4), 606–624.
- Luigi Achilli (2015) *The smuggler: hero or felon?*, EUI Migration Policy Centre; Policy Brief; 2015/10  
[http://cadmus.eui.eu/bitstream/handle/1814/36296/MPC\\_2015\\_10\\_PB.pdf?sequence=1&isAllowed=y](http://cadmus.eui.eu/bitstream/handle/1814/36296/MPC_2015_10_PB.pdf?sequence=1&isAllowed=y)
- \*16. “Politics of Irregular Migration in Europe: Moving beyond an EU-driven Research Agenda,” by Lyubov Zhyznomirska, pp. 199-212.

**WEEK 6 (Oct 15) – Migration management on the European continent**

- **Analytical essay due on Friday, October 15, at 23:59.**
- Facultative session with the instructor on MS Teams
- Review of the module capsules
- Assignment “Background Research Paper” for the “European Pact on Migration 2025” open on Brightspace on **Monday, October 11** (to be uploaded to the e-portfolio by Friday, November 5). **Consult suggested resources in “The Future of Migration in Europe” Module.**

Readings:

- \*30. *The Politics of EU External Migration Policy*, by Natasha Reslow, pp. 391-400.

- \*21. A Spurious Relationship? Assisted Voluntary Return and Development, by Katie Kuschminder, pp. 261-273.
- Sarah Léonard, Christian Kaunert (2021) “De-centring the Securitisation of Asylum and Migration in the European Union: Securitisation, Vulnerability and the Role of Turkey,” Geopolitics, DOI: 10.1080/14650045.2021.1929183
- Gulina, O. R. (2020). “Migration and the development of the Russian state: Three centuries of migration management.” In Routledge Handbook of Migration and Development (pp. 557-566). Routledge.

#### **WEEK 7 (Oct 22) – Integration and EU mobilities**

- Review of the module capsules
- On-line session with the instructor: 30 minutes trial run of the game
- Q&A session with EU policy expert on migrant integration (30 mins, TBC)

#### Readings:

- \*14. The Civic Integration Turn, by Sara W. Goodman, pp. 167-178
- Roxana Barbulescu and Adrian Favell, (2020). Commentary: A citizenship without social rights? EU freedom of movement and changing access to welfare rights. *International Migration*, 58(1), 151-165.
- One chapter of your choice from: Baubock, Rainer, Tripkovic, Milena (2017) *The integration of migrants and refugees: an EUI forum on migration, citizenship and demography*, EUI: Florence, IT. Open source at: [https://cadmus.eui.eu/bitstream/handle/1814/45187/Ebook\\_IntegrationMigrantsRefugees2017.pdf?sequence=3&isAllowed=y](https://cadmus.eui.eu/bitstream/handle/1814/45187/Ebook_IntegrationMigrantsRefugees2017.pdf?sequence=3&isAllowed=y)
- Mukomel, Vladimir (2013) “Integration of Migrants: Russian Federation,” CARIM-East Research Report 2013/02, EUI, Florence. [https://cadmus.eui.eu/bitstream/handle/1814/27862/CARIM-East\\_RR-2013-02.pdf?sequence=1&isAllowed=y](https://cadmus.eui.eu/bitstream/handle/1814/27862/CARIM-East_RR-2013-02.pdf?sequence=1&isAllowed=y)

#### **WEEK 8 (Oct 29) – Reading week**

#### **WEEK 9 (Nov 5) – The Future of Migration in Europe**

- **The background research paper due on Friday, November 5, by 23:59.**

#### **WEEK 10 (Nov 12) – Simulation game on-line: “Negotiating European Migration Pact 2025” 1<sup>st</sup> round - Asylum**

- **Briefing note Round 1 due on Monday, November 8, by 23:59** via personal message on Brightspace.
- Upload the **graded background research paper** on the course cuPortfolio by Wednesday, **November 10.**

#### **WEEK 11 (Nov 19) – Simulation game on-line: “Negotiating European Migration Pact 2025” 2<sup>nd</sup> round – Labour migration**

- **Briefing note Round 2 due on Monday, November 15 by 23:59** via personal message on Brightspace.

- If relevant: update the background on cuPortfolio by Wednesday, **November 17**.

**WEEK 12 (Nov 26) – The European Migration Pact 2025 – final voting and expert reaction**

- Final voting round of the simulation game
- Guest expert EU (TBC)

**WEEK 13 (Dec 3) – Scenarios of migration in Europe: post-course discussion**

- Complete the post-game quiz in Brightspace
- Game assessment on the discussion forum
- On-line session with the instructor and debriefing (12pm-1pm)

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### **Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me 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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

**Religious obligation:** write to me 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 [click here](#).

**Academic Accommodations for Students with Disabilities:** 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).

### **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: <https://carleton.ca/equity/sexual-assault-support-services>

### **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 will be provided to students who compete or perform at the national or international level. Write to me 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

**Plagiarism:**

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of “F” for the course or even suspension or expulsion from the University.

**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.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

#	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 Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton and Brightspace accounts.

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