

SO202 A Lexicon of Migration

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Office Hours: by appointment

Course Description

As one of the most important features of today's globalized world, migration remains highly debated on local, national, and international levels. Migration is assigned various meanings and statuses (high skilled and low-skilled, legal and illegal, documented and undocumented, forced and voluntary, restricted and unrestricted), which are, in turn, contested in multiple ways through grassroots activism, academic and artistic interventions, as well as the work of local and international NGOs. Today, migration affects everyone regardless of their own migratory status, and many contemporary societies – especially but not exclusively their urban centers – have been described as post-migrant or superdiverse. The course critically explores migration from global and local perspectives, emphasizing the postcolonial and neocolonial power geometries that produce specific forms of mobility. Drawing on a range of primary texts (UN documents, first-person narratives, poetry) and analytical contributions from migration studies, cultural studies, anthropology, urban sociology, human geography, and philosophy, students will examine diverse social experiences of migration, as well as a range of related concepts such as belonging, border, citizenship, and solidarity, among others.

The in-class discussions, guest lectures, off-campus visits, as well as group and individual assignments aim at deepening students' understanding of migration regimes, migration discourses, and migrant infrastructures in various geographical and historical contexts. Designed by scholars and educators from across the Bard International Network (AlQuds University in Palestine, American University of Central Asia in Kyrgyzstan, Bard College in the United States, Bard College Berlin in Germany), as well as faculty and students from the Mellon-funded Consortium on Forced Migration, Displacement, and Education (Vassar College, Sarah Lawrence College, Bennington College, Bard College, and Bard College Berlin), the course aims at advancing students' understanding of migration both in the specific local contexts in which they study, as well as from international perspectives. Through a series of joint assignments, students will have a unique opportunity to engage with their peers and professors from other campuses.

Requirements

Attendance and participation

Your preparation for class, attendance, and participation are crucial. Please complete the required readings, be on time for each class, and contribute regularly to the discussions.

Please consult the Student Handbook for BCB's policy on absences and notify me in advance when you know you will miss a class. Attendance and participation make up 30% of the final grade.

Academic Integrity

Bard College Berlin maintains the highest standards of academic integrity and expects students to adhere to these standards at all times. Instances in which students fail to meet the expected standards of academic integrity will be dealt with under the Code of Student Conduct, Section 14.3 (Academic Misconduct) in the Student Handbook.

Attendance

Attendance at all classes is a crucial part of the education offered by Bard College Berlin. To account for minor circumstances, two absences from twice-per-week courses or the equivalent (e.g. one absence from a once-per-week course) should not affect the participation grade or require documentation.

Bard College Berlin does not offer credit for any course in which a student has missed more than 30%

of classes, regardless of the reasons for the absences. The full Bard College Berlin attendance policy can be found in the Student Handbook, Section 2.8.

SPECIAL CONSIDERATIONS FOR SPRING 2022: Some students may need to begin the semester remotely due to travel restrictions caused by the pandemic. In addition, all students and instructors must refrain from in-person attendance if they are feeling ill.

Readings

All the readings will be available via Google Classroom. On a weekly basis, you will be expected to complete all the readings. As you read the assigned texts, please remember to annotate them: write down questions, comments, observations –we will use them as a basis for our class discussions. Please note that several of the readings (marked red in the syllabus) will be shared across the Bard network campuses taking part in this co-taught course initiative.

Assignments

Several assignments will add up to your final grade for this class alongside your participation grade: 1) an image assignment (10%); 2) a keyword (20%); 3) a cross-campus peer review (10%) 4) a 3000-word academic essay (30%). Most of the assignments will be developed in several stages, allowing you to revise your and your peers' work. The deadlines for the network assignments will be announced at the beginning of the semester. Please make sure to check Google Classroom regularly for the in-between deadlines and details regarding the assignments.

Policy on Late Submission of Papers

Essays that are up to 24 hours late can be downgraded up to one full grade (from B+ to C+, for example). Instructors are not obliged to accept essays that are more than 24 hours late. Where an instructor agrees to accept a late essay, it must be submitted within four weeks of the deadline. Thereafter, the student will receive a failing grade for the assignment. Grades and comments will be returned to students in a timely fashion. Students are also entitled to make an appointment to discuss essay assignments and feedback during instructors' office hours.

Students receive mid- and end-of-semester grades for their seminar work. Students are entitled to make an appointment with an instructor to discuss seminar participation, or may be asked to meet with the instructor at any stage in the semester regarding class progress.

Grade Breakdown and Final Deadlines

Class participation: 30%
Assignment 1 (image response): 10% // TBA
Assignment 2 (keyword): 20% // TBA
Assignment 3 (peer review): 10% // TBA
Assignment 4 (final paper): 30% // TBA

Schedule

Week 1: The Worlds of Migration

1 February

- The 1951 United Nations Convention Relating to the Status of Refugees
- UNHCR Forced Displacement in 2019 (Global Trends Report)

2 February

- Crawley, Heaven and Dimitris Skleparis. 2018. Refugees, migrants, neither, both: categorical fetishism and the politics of bounding in Europe's 'migration crisis'. *Journal of Ethnic and Migration Studies*, 44:1, 48-64.
- Dhaliwal, Sukhwant and Kirsten Forkert. 2016. Deserving and undeserving migrants. *Soundings* 61: 49-61.

ASSIGNMENT 1a: Find an image that depicts or engages with migration and post it on the padlet in the BCB column by **5 February**. Please caption the image, write a 500-word explanation how it engages with migration, and add three hashtags. If you are not the author of the image, make sure to mention its source and author.

For the next session (February 8), please prepare to briefly (3 min) present your chosen image in relation to one or both of the texts assigned for **February 8 and 9**.

Week 2:

8 February

- Hegde, Radha S. 2016. *Mediating Migration*. Cambridge: Polity. Excerpt.
- Mitchell, WJT. 2012. Migration, Law, and the Image: Beyond the Veil of Ignorance. In: *Seeing Through Race*. Cambridge: Harvard UP, 126-148.
- Cole, Teju. 2019. A Crime Scene at the Border. *The New York Times*.

9 February

- Mayblin, Lucy and Joe Turner. 2020. *Migration Studies and Colonialism*. Chapter 3.
- Nof Nasser-Eddin and Nour Abu-Assab in Conversation. 2020. "Decolonial Approaches to Refugee Migration." *Migration and Society*.
- What should we call people who migrate because of climate-related reasons? *Migration Matters* 2020: https://www.youtube.com/watch?v=I99hQr8gMjU&feature=emb_logo

ASSIGNMENT 1b: Joint assignment TBC

Week 3: Forced Displacement and Refugees

15 February

- Malkki, Liisa. 1996. *Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization*. *Cultural Anthropology* 11.3: 377-404.
- Farah, Reem. 2020. Expat, Local, and Refugee: "Studying Up" the Global Division of Labor and Mobility in the Humanitarian Industry in Jordan. *Migration and Society*.
- Fiddian-Quasmieh, Elena. *Representations of Displacement Series*. Refugee Hosts. 2017.

ASSIGNMENT 1c: Revise your original 500-word statement to an 800-word text and upload it to Google Classroom by 18 February.

16 February: **Keywords of Migration, Part 1**

- Arendt, Hannah. 1943. *We, Refugees. Altogether Elsewhere: Writers on Exile*. Ed. Marc Robinson. Boston: Faber & Faber, 110-119.
- Said, Edward. 2000. *Reflections on Exile and Other Essays*. Cambridge: Harvard UP,
- Nayeri, Dina. 2017. *The Ungrateful Refugee: We Have No Debt to Repay*. *The Guardian*.

Week 4:

22 February: Keywords of Migration, Part 2

- Williams, Raymond. 1983. *Culture. Keywords: A Vocabulary of Culture and Society*. Oxford: Oxford University Press.
- Casas-Cortés, Maribel et al. 2015. "New Keywords: Migration and Borders." *Cultural Studies* 29(1): 55-87. (Selection)
- Campus in Camps. Citizenship. 2013: <http://www.campusincamps.ps/wpcontent/uploads/2013/02/citizenship.pdf>

23 February

JOINT SESSION (TBC)

ASSIGNMENT 2a: Pick three keywords from the keywords of migration pool created by faculty and/or add different keywords. Please email your selected keywords to me by 26 February specifying your first, second, and third choices.

Week 5:

1 March

The Coloniality of Migration

- Distretti, Emilio. 2018. *The Colonial Mediterranean, Anonymity and Migration Control*. In *Routledge Handbook of Postcolonial Politics*: 126-139. Routledge.
- Achiume, E. Tendayi. "Reimagining International Law for Global Migration: Migration as Decolonization?." *AJIL Unbound* 111 (2017): 142-146.

2 March

Keywords workshop (TBC)

ASSIGNMENT 2b: Joint assignment TBC

Week 6:

8 March

INTERNATIONAL WOMEN'S DAY / PUBLIC HOLIDAY – NO CLASS

9 March Gendering Migration Part 1

- Caritas International, *The Female Face of Migration Background paper*, <http://www.caritas.org/includes/pdf/backgroundmigration.pdf>
- Freedman, Jane. "The uses and abuses of" vulnerability" in EU asylum and refugee protection: Protecting women or reducing autonomy?." pp.1-15. (2019)
- Korteweg, Anna. "Gendered racializations: Producing subordinate immigrant subjects, discrimination, and oppressive feminist and queer

politics." In *Routledge International Handbook of Contemporary Racisms*, pp. 344-355. Routledge, 2020.

Week 7:

15 March Gendering Migration Part 2

- Allsopp, Jennifer. "Agent, Victim, Soldier, Son: Intersecting Masculinities in the European 'Refugee Crisis'." A gendered approach to the Syrian refugee crisis 1 (2017).
- Lewis, Rachel A. "LGBTQ migration crises." In *The Oxford Handbook of Migration Crises*. 2019.
- Doezema, Joe. "Sex worker rights, abolitionism, and the possibilities for a rights-based approach to trafficking." *WOMEN IN ACTION-ROME THEN MANILA*- 1 (2005): 20.

16 March

Joint Keynote lecture (TBC)

Week 8:

22 March

KEYWORD PEER REVIEW WORKSHOP

In preparation for this session, please read all the keyword drafts and prepare your comments according to the handout you will receive.

ASSIGNMENT 2c: Please consider the feedback you received on your keyword during today's workshop and make an appointment with your assigned partner to revise it. The keyword assignment is due on 29 March.

23 March Migration and Protests

- Köttig, Michaela, and Johanna Sigl. "Racist mobilisation and sexualisation in the 'refugee debate' in Germany." *Journal of Sociology* 56, no. 1 (2020): 69-83.
- Ataç, Ilker, and Elias Steinhilper. "Arenas of fragile alliance making. Space and interaction in precarious migrant protest in Berlin and Vienna." *Social Movement Studies* (2020): 1-17.

Week 9: Borders

29 March

- deGenova, Nicholas. 2017. Introduction to The Borders of "Europe" and the European Question. Durham: Duke UP. 1-24.
- Crawley, Heaven, et al. 2017. Unravelling Europe's 'Migration Crisis': Journeys over land and sea. Bristol: Policy Press. Excerpts.

30 March

- Walia, Harsha. 2013. What Is Border Imperialism? Undoing Border Colonialism.
- Mac, Juno and Molly Smith. 2018. Borders. Revolting Prostitutes: The Fight for Sex Workers' Rights. London: Verso.
- Young, Gary. 2017. End all immigration controls.

<https://www.theguardian.com/commentisfree/2017/oct/16/end-immigration-controls-moneypeople-barriers>.

Week 10: Conversations about Home Part 1

5 April

- Masalha, Nur. 2018. Decolonizing methodology, reclaiming memory: Palestinian oral histories and memories of the Nakba. An Oral History of the Palestinian Nakba. Eds. Nahla Abdo and Nur Masalha. London: Zed Books.
- Bhan, Mona, Haley Duschinski, and Ather Zia. 2018. "Rebels of the Streets": Violence, Protest, and Freedom in Kashmir Resisting Occupation in Kashmir. Edited by Haley Duschinski, Mona Bhan, Ather Zia, and Cynthia Mahmood.
- Tanya Habjouqa. Occupied Pleasures: <http://tanyahabjouqa.com/occupied-pleasures>.
- Voices: Palestinian Women Narrate Displacement: <http://almashriq.hiof.no/palestine/300/301/voices/index2.html>.

6 April

FIRST IDEAS FOR FINAL PAPERS.

Assignment 3a: Please write a 300-500 word abstract presenting your final paper ideas email it to me by 19 April.

SPRING BREAK & FEDERAL HOLIDAYS

Week 11: Migrants' Labor

19 April:

- ILO, Global Estimates on International Migrant Workers, 2021.
- Farris, Sara R. "Femonationalism and the "Regular" Army of Labor Called Migrant Women." *History of the Present* 2, no. 2 (2012): 184-199.

20 April

- Muniandy, Parthiban. 2018. From the pasar to the mamak stall: refugees and migrants as surplus ghost labor in Malaysia's food service industry. *Journal of Ethnic and Migration Studies*.
- Haid, Christian. 2016. The Janus face of urban governance: State, informality and ambiguity in Berlin. *Current Sociology*.

Assignment 3b: Please review your peers' abstracts according to the handout you will receive. Please email your peer review to me by 23 April and prepare to discuss your peers' projects on 26 April.

Week 12: Migration and the Pandemic

26 April

CROSS-NETWORK PEER-REVIEW SESSION (TBC)

During this session you will be working in small groups to offer each other feedback on final papers/sound project ideas.

Assignment 4: Please closely consider the feedback you received on your final project/paper abstract and continue working on it according to the guidelines you have received. The final project/paper is due on TBA

27 April

Migration, refugees, and COVID

Listen to International Women Space Radio: Life in the Lagers during the Corona Pandemic
<https://iwspace.de/2021/10/lager-reports-september-2021/>

Migration Data Portal, *COVID-19 Global Thematic Update #1 - 1 September 2020 Impact of COVID-19 on migrant smuggling*, https://mixedmigration.org/wp-content/uploads/2020/10/131_covid_thematic_update_smuggling.pdf

Week 13:

3 May: Migration and Ordinary Cities, Part 1

- Home Cooking with Samin Nosrat and Hrishikesh Hirway. Episode 4: Guess What? Chicken Butt Is Delicious (with Yo-Yo Ma) <https://homecooking.show/episodes/4>
- Lemon, Robert. *The Taco Truck: How Mexican Street Food Is Transforming the American City*. Champaign: University of Illinois Press, 2019. Excerpts.
- Hemon, Aleksandar. 2019. 'Bread is practically sacred': how the taste of home sustained my refugee parents. *The Guardian*: <https://www.theguardian.com/food/2019/jun/13/bread-ispractically-sacred-how-the-taste-of-home-sustained-my-refugee-parents>

4 May Migration and Ordinary Cities, Part 2

- Simone, AbdouMaliq. 2004. *People as Infrastructure: Intersecting Fragments in Johannesburg*. *Public Culture*, 16(3): 407-429.
- Amin, Ash. 2013. *Land of Strangers*. Cambridge: Polity. Excerpts.

Week 14: Conversations about Home, Part 2

10 May

- Shire, Warsan. 2011. *Conversations about Home. Teaching My Mother How To Give Birth*.
- Doshi, Tishani. 2018. *Grandmothers. Girls Are Coming Out of the Woods*. Bloodaxe Books Ltd.
- More poems suggested by students

11 May

- Concluding reflections and discussion of students' final papers.