

McGill University  
Institute for the Study of International Development  
**Migration and Freedom of Movement in the Twenty-First Century**  
INTD 497(002) – WINTER 2021

**Delivery:** The course begins on January 8 and will proceed through a remote delivery platform.

**Instructor:** Blair Peruniak, Dr.

**Email:** [blair.peruniak@mcgill.ca](mailto:blair.peruniak@mcgill.ca)

**Office Hours (Zoom):** Tuesdays 3-5PM. All meetings should be confirmed in advance by email.

**Teaching Assistant:** TBD based on student enrollment.

### **Course description**

The twenty-first century has already been witness to the most dramatic population movements in human history with tens of millions more seeking to escape poverty, conflict, and the ongoing effects of climate change in the years ahead.<sup>1</sup> At the same time, and especially in response to the global pandemic, governments around the world have demonstrated their capacity for introducing and enforcing previously unimaginable restrictions on free movement both within and beyond their borders. This seminar examines the empirical realities of ongoing and future human migration as well as recent debates on freedom of movement. Throughout the course, students will discuss historical and anticipated policies and practices of border control, problems and justifications related to states' exclusion of 'unwanted' outsiders, technologies of border security and surveillance, and special issues related to forced migration, including human trafficking and climate-induced displacement. Students will also design original policy strategies in response to ongoing and anticipated migration patterns and related development needs.

### **Course Objectives**

By the end of this course, students should be able to:

- Understand how migration has shaped and is shaped by socio-economic conditions, inequitable power distributions, development processes, and the media;
- Critically analyze the political morality of migration policy and laws at intersecting local, national and international levels;
- Develop and present persuasive written and oral arguments on migration and the freedom of movement, and;
- Identify and develop critical skills necessary for designing and planning for future migration and related development needs.

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<sup>1</sup> Recent estimates of climate-induced displacement alone range from fifty million by 2050 to as high as two billion by 2100. See, for example, Editorial. December 2019. *Nature Climate Change* 9 at 895 and Charles Geisler and Ben Currens. 2017. "Impediments to inland resettlement under conditions of accelerated sea level rise," *Land Use Policy* 66: 322–330.

## Teaching Methods

This course utilizes Fixed and Flexible teaching methods to avoid foreseeable and unforeseeable technical issues, to maximize class engagement, and to increase student ownership over course materials during this time. Flexible teaching methods refer to course components that you will cover ‘on your own schedule’ **within each week and subject to deadlines, designated office hours, or virtual group meetings**. ‘Fixed’ components will almost always refer to a pre-scheduled, virtual meeting either with myself (e.g., office hours or a presentation), your peers (e.g., virtual student seminars), or our TA (should we have this level of assistance).

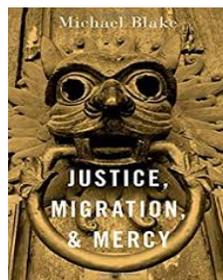
- Short lectures
- Audio-visual materials
- Student-led discussions/debates
- Substantial historical and theoretical readings
- Independent and collaborative research
- Student presentations

## Time Management

To help keep pace and to assist with time management throughout the semester, coursework has been divided into weekly ‘sets’ on myCourses corresponding to the Course Schedule below. Each Week will typically contain two sets. Some sets will require more time than others to complete. Throughout the course, I will offer additional study advice and guidance in my lectures, or on an individual basis as needed. Please reach out if you need assistance.

## Required readings

Required readings are identified in the course schedule below. All required readings and required course materials can be accessed via myCourses. Supplementary material and current events media will be posted weekly on myCourses.



\*Michael Blake’s 2020. *Justice, Migration, and Mercy* (Oxford University Press) will be covered and discussed in full. The book is available for purchase online and will be made freely available through McGill’s electronic library services. A hard copy will also be held on reserve.

## ASSIGNMENTS AND ASSESSMENT OVERVIEW

Virtual Seminars (Group-based): 20%  
Lecture Responses (Individual): 15%  
Border Research Proposal (Individual): 15%  
Borderland Virtual Presentation (Individual): 20%  
Final Border Research Paper (Individual): 30%

## INSTRUCTIONS & MARKING GUIDES

### A. VIRTUAL SEMINARS 20%

Students meet weekly in small, virtual groups (approx. three) for a minimum 30min. session to talk about course material based on a series of weekly ‘prompts’ (e.g., claims, questions, scenarios, or problems) that the group must work together to discuss/answer/solve. I will post the prompts on myCourses by 10AM each Wednesday, beginning on Jan 13 (Week 2). Each week, after your virtual meeting, ONE member of the group will upload max. two single-spaced pages of discussion notes to myCourses in Assignments under the corresponding ‘Virtual Seminar’ week. Notes may be written in point or paragraph form and should briefly summarize the content of your virtual meeting (i.e., the key points, insights, disagreements, conclusions, or ‘answer/solution/strategy’, related to my discussion prompt). Your notes should also reference specific course readings (Author Year) or other source material that your group engaged with in response to the prompt.

**Logistical Note:** On **January 12 (Week 2)**, you will be assigned (via email) to a **Temporary** Virtual Discussion Group with instructions on how to get in touch with your group members. These Temporary groups are to meet during Weeks 2 and 3 at any time throughout those weeks. On **January 26 (Week 4)**, you will be assigned via email to a **Permanent** Virtual Discussion Group. The change is necessary to account for any changes to the student roster during add/drop.

**Due Date:** Discussion notes must be submitted by 10AM Wednesday morning of the following week on myCourses. Students must participate in 10 seminar sessions throughout the course. Once you complete the requisite number of seminars you may choose to discontinue these sessions as you wish.

### B. LECTURE RESPONSES 15%

Each week, students will be invited to submit responses to the course lectures under Assignments in myCourses. Students are expected to submit a total of 10 (single page, double-spaced) lecture responses over the course of the semester. Responses that demonstrate familiarity with both lectures and course materials are strongly encouraged.

**Due Date:** Students are encouraged to keep up with these submissions throughout the course. However, reflections may be submitted to myCourses at any time throughout the semester in the relevant lecture Week until April 21 at 5PM.

### C. BORDER RESEARCH PROPOSAL 15%

A short proposal (**1000 words, excluding bibliography**) that identifies a specific internationally recognized border and border topic suitable for an migration policy intervention in response to an ongoing or anticipated future migration scenario between now and 2050. The proposal should outline the following in three sub-sections:

1. The specific internationally recognized border with some basic background information (e.g., location, geographic/physical description, relevant countries).
2. An ongoing **or** new (i.e., a plausible future hypothetical migration scenario) across your chosen border within or over a specified time period (20XX-20YY).
3. A brief summary of a border policy proposal in response to the anticipated effects of this ongoing or future anticipated movement of persons. Your proposal may seek either to help ease or to restrict the flow of migrants (or particular migration groups) across the border, to deter or to facilitate broader movements of persons, either in response to a development-related need or in preparation for plausible emergencies/crises of your choosing. This section should include a short moral/political justification for your policy.

Sources: The proposal should include **at least 3** relevant, peer-reviewed scholarly sources. Peer-reviewed scholarly sources include peer review journal articles, peer reviewed books or book chapters. You may use media sources and government documents where relevant. However these sources will not count towards your scholarly sources total.

**Logistical Note:** This is a ‘linked’ or ‘integrated’ assignment. It relates to and serves as the basis for Assignments D and E. The border you select here will also be the border for your presentation (Assignment D). Feedback from Assignments C and D are meant to help prepare you to complete Assignment E (your Final research paper). Students should therefore consult all of the relevant assignments below in selecting their border topics. *Students must submit a proposal in order to complete Assignments D and E.*

**Due Date:** Border Research Proposals Dare due on February 17 by 5PM on myCourses.

### D. BORDERLAND VIRTUAL PRESENTATION 20%

This component is an attempt to reproduce the interactivity of live presentations. It is also an opportunity to receive additional feedback in preparation for your final research paper. During the virtual session each student will take turns presenting on their border using a shared screen power-point slide presentation (20min) followed by a short Q&A session (10min).

Each (**20 min. max**) presentation will provide a general physical description of the chosen border along with any supporting visuals. Here you may choose to include details/visuals that help us to understand basic physical features of, and migration activity across, the border. This might include: the border’s general dimensions (e.g., length, geographic location/setting), when and how the border was constructed/renovated/upgraded, relevant local and cross-border demographics, goods and services that regularly cross the border, migration routes/crossing

points (whether deemed legal or illegal), or any unique architectural, security, or aesthetic qualities of your border. Your presentation should also seek to answer the following questions:

1. What is the *historical* significance of this border with regards to previous patterns of migration? [NB. What counts as ‘historically significant’ can be interpreted in more than one way] If your border has a long and complex history, you may choose to provide a general overview or home in on a single time period or major incident at a particular section/sections (i.e., a particular crossing) of the border.
2. How does this border/border section operate *today*? (Here you may include technical details about the facilitation or management of the movement of peoples through the border, recent government border policies, and any incidents or controversial events relevant to your case study).
3. What are the consequences of altering the management of this border—either by dramatically increasing or relaxing restrictions on the free movement of people across the border (either in general or at specific crossing points)?

**Logistical Note:** On Wednesday, Feb 24 (Week 08), you will be assigned to a Virtual Presentation Group (max. 2 students). The presentation sessions will run for approximately 1 hour. The presentation schedule will be posted on myCourses on or shortly after Feb 24<sup>th</sup> with further instructions on how to sign up at that time.

**Due Date:** Presentation sessions begin in Week 11 via Zoom. Please consult the sign-up schedule for the date of your presentation (see logistical note above). A pre-circulated copy of your slide presentation is due at 5PM on myCourses on the day prior to the scheduled presentation.

### **E. FINAL BORDER RESEARCH PAPER 30%**

A fully revised and expanded version of your proposal (3000 words, excluding footnotes and bibliography) based on feedback and further instructions from the proposal and presentation. The paper should have a clear title, and engage **at least 7 relevant**, peer-reviewed scholarly sources. Peer-reviewed sources identified in your original proposal may count towards the source total for this assignment. In such cases, you will be required to identify and draw from at least 3 new sources.

**Due Date:** Wed. April 19 at 5pm in the relevant ‘Assignments’ section in myCourses.

## GRADING CRITERIA

**Formatting:** All assignments are to be written in 12-point font, double-spaced text with standard margins. Please use single spacing for block quotations, footnotes, appendices and bibliographies. References and citations must follow a standard academic format. In-text citations are preferred.

**Late Penalties:** Written work is due at the times indicated in the syllabus (please see due dates and instructions for written assignments). Late papers will be subject to a 5% penalty per day, starting with the due date/time (except in special cases, with the instructor's prior agreement). This penalty does not apply to Lecture Responses – responses received after APRIL 21 at 5PM will not be graded.

### **A. Virtual Student-led Seminar /20**

\*Participation in 10 Seminars in total worth 2 points each per weekly submission.

1 point/Weekly Submission (Semester total: 10 points)

- Level of group inclusiveness/participation as depicted in your group submission
- Quality of response to weekly prompts as depicted in your group submission

1 point/Weekly Submission (Semester total: 10 points)

- Demonstrated knowledge and understanding of required readings including clear explanations of key themes, concepts and examples
- Style and Composition of group submission (e.g., grammar and spelling)

### **B. Lecture Responses /15**

These responses to the lectures will be graded on a simple pass/fail basis to be assessed as a whole at the instructor's discretion at the end of the course. Reflections for any week may be submitted at any time in the relevant assignment section in myCourses until April 21 at 5PM. After this point, no further lecture responses will be accepted. Comprehensive notes are not required, but evidence of *critical* reading and thinking will be rewarded in the assessment of this element of the course. You may choose to include any of the following:

- brief, point-form remarks on content
- brief summaries, discussions, or critical observations
- questions (the answers to which cannot not simply be 'yes' or 'no') along with your own brief attempt at an answer to any question you pose.
- up to two significant quotes from the required readings (citing the Author/Date/Page#).

### **C. Border Research Proposal /15**

7.5 points      Quality and Plausibility of Rationale

- Demonstrated research on border/border topic referencing scholarly sources

- Evidence in support of ongoing or future migration scenario
- Development of basic details of intervention policy
- Plausibility, relevance, and significance of proposed policy

- 7.5 points      Effective communication of ideas
- Procedural statement outlining the steps the paper will take in order
  - Clear and logical organization of ideas conforming to the Procedural statement
  - Quality of research and use of relevant sources and empirical data.
  - Grammar/spelling/style/citations/bibliography/page numbers/etc.

#### **D. Virtual Borderland Presentations /20**

- 10 Points      Analysis and Research
- Demonstrated knowledge and research on your border topic
  - Development and communication of ongoing/anticipated future migration/border scenario
  - Incorporation of feedback from your Proposal (where relevant)
  - Demonstrated development and core details/justification of border intervention policy
  - Preliminary assessment of potential effects of the policy intervention

- 10 Points      Effective communication of ideas
- Preparation, delivery, and timing (**Hint:** practice running the presentation)
  - Quality/organization of Power-point/effectiveness of visuals
  - Quality of responses to instructor's questions
  - Engagement with your presentation peer through constructive criticism, questions, or suggestions.

#### **E. Final Border Research Paper /30**

- 10 Points      Quality of Revisions, Clarity and Style
- Incorporation of feedback from your Proposal including revised procedural statement where necessary.
  - Judicious use of quotes, footnotes, and overall word count
  - Grammar/spelling/references/bibliography/page numbers/etc.

- 10 Points      Analysis and Research
- Understanding, application, and critical analysis of relevant information and literature on your border
  - Empirical/scholarly support for ongoing/hypothetical migration scenario
  - Border Policy justification supported by evidence and logical argumentation
  - Quality, depth, and integration of additional sources/research.

- 10 Points      Significance of Border Policy Intervention
- Assessment of potential obstacles, criticisms, and limitations of the policy

- Convincingness of the policy justification
- Quality of policy recommendations regarding their plausible anticipated effects/effectiveness
- General insightfulness

## COURSE PROGRAM

**\*\*Course materials and scheduling are subject to change\*\***

### IMPORTANT DATES

08 January	Course begins
12 January	Seminar Groups Assigned (by email)
26 January	Permanent Seminar Groups Assigned (by email)
17 February	Border Research Proposal Due (myCourses, 5PM)
03/05 March	Reading Break - No Lectures
02 April	Easter Break - No Lecture
15 March	Presentations Begin
19 April	Final Border Research Papers Due (myCourses, 5PM).
21 April	Last day to submit lecture responses (myCourses, 5PM)

### Week 1: January 08 – Freedom of Movement

- \* Matthew Longo. 2013. “Right of Way? Defining Freedom of Movement within Democratic Societies,” In: W. Maas (ed.) *Democratic Citizenship and the Free Movement of People*, 31–56. Leiden: Brill/Martinus Nijhoff.
- \* Jaya Ramji-Nogales, Iris Goldner Lang. 2020. “Freedom of Movement, Migration, and Borders,” *Journal of Human Rights* 19(5): 593–599.

### Week 2: January 13/15 – Envisioning Migration, Part 1

- \* BBC Documentary (59min.) [Exodus: Our Journey to Europe: Episode 1](#)  
Vimeo links will also be posted on *myCourses*.
- \* Michael Ignatieff. 2017. “The Refugee as Invasive Other,” *Social Research: An International Quarterly* 84(1): 223–231.

### Week 3: January 20/22 – Envisioning Migration, Part 2

- \* BBC Documentary (59min.) [Exodus: Our Journey to Europe: Episode 2](#)  
Vimeo links will also be posted on *myCourses*.
- \* Claudia Tazreiter. 2019. “Narratives of Crisis Migration and the Power of Visual Culture,” In: *The Oxford Handbook of Migration Crises*, Oxford: Oxford University Press.

#### **Week 4: January 27/29 – Envisioning Migration, Part 3**

\* BBC Documentary (59min.) [Exodus: Our Journey to Europe: Episode 3](#)

Vimeo links will also be posted on *myCourses*.

\* Heather Johnson. 2011. “Click to Donate: Visual Images, Constructing Victims and Imagining the Female Refugee” *Third World Quarterly* 32(6): 1015–1037.

#### **Week 5: February 3/5 – Justice and Migration, Part 1**

\* Michael Blake. 2020. Chapter One: ‘On Morality and Migration’, 1–16.

**Video Component:** Forensic Architecture (23min.) [Shipwreck at the Threshold of Europe](#), Lesvos, Aegean Sea, 28 October 2015

**Content warning:** *This video contains scenes of violence that may be disturbing to some students. Please contact me if you have any concerns.*

#### **Week 6: February 10/12 – Justice and Migration, Part 2**

\* Michael Blake. 2020. Chapter Two: ‘Justice and the Excluded, Part One: Open Borders’, 17–47.

\* Vicki Squire. 2020. “Corridoi Umanitari: Dignity in Motion and a Politics of Welcome,” *Europe’s Migration Crisis: Border Deaths and Human Dignity*, 105–133. Cambridge: Cambridge University Press.

**Video Component:** Forensic Architecture European Center for Constitutional and Human Rights (ECCHR). (14min.) [Pushbacks at the Melilla border fence: N.D. and N.T. v. Spain](#)

**Content warning:** *This video contains scenes of violence that may be disturbing to some students. Please contact me if you have any concerns.*

#### **Week 7: February 17/19 – Justice and Migration, Part 3**

\* Michael Blake. 2020. Chapter Three: ‘Justice and the Excluded, Part Two: Closed Borders’, 48–66.

\* Vicki Squire. 2020. ‘Sea-Watch,’ In: *Europe’s Migration Crisis: Border Deaths and Human Dignity*, 134–162. Cambridge: Cambridge University Press.

**Video Component:** Forensic Oceanography (29min.) [Sea Watch vs. Libyan Coastguard](#)

**Content warning:** *This video contains scenes of violence that may be disturbing to some students. Please contact me if you have any concerns.*

### **Week 8: February 24/26 –Jurisdiction and Coercion, Part 1**

- \* Michael Blake. 2020. Chapter Four: ‘Justice, Jurisdiction, and Migration’, 67–93.
- \* Jeffrey S. Kahn. 2020. “Border Laboratories,” In: *Islands of Sovereignty: Haitian Migration and the Borders of Empire*, 1–28. Chicago: The University of Chicago Press.

### **Week 9: March 3/5—Reading Week, No Lectures**

### **Week 10: March 10/12 – Jurisdiction and Coercion, Part 2**

- \* Michael Blake. 2020. Chapter Five: ‘Coercion and Refuge’, 94–116.
- \* María Dolores París Pombo. 2019. “Violence at the US-Mexico Border,” In: Cecilia Menjivar, Marie Ruiz, and Immanuel Ness (eds). *The Oxford Handbook of Migration Crises*, 485-496. Oxford: Oxford University Press.

### **Week 11: March 17/19 – Jurisdiction and Coercion, Part 3**

- \* Michael Blake. 2020. Chapter Six: ‘Choosing and Refusing: On Migration, Exclusion, and the Bigot’s Veto’, 117–142.
- \*Maggy Lee. 2013. “Human Trafficking and Border Control in the Global South,” In: Katja Franko Aas and Mary Bosworth (eds.) *The Borders of Punishment: Migration, Citizenship, and Social Exclusion*, 128–141. Oxford: Oxford University Press.

### **Week 12: March 24/26 – Freedom and Surveillance, Part 1**

- \* Michael Blake. 2020. Chapter Seven: ‘People, Place, and Plans: On Love, Migration, and Documentation’, 143–164.
- \* Mythri Prasad-Aleyamma. 2018. “Cards and Carriers: Migration, Identification and Surveillance in Kerala, South India,” *Contemporary South Asia* 26(2): 191–205.

### **Week 13: March 31 – Freedom and Surveillance, Part 2**

- \* Michael Blake. 2020. Chapter Eight: ‘Reciprocity, the Undocumented, and Jeb Bush’, 165–187.
- \* Jeffrey D. Pugh. 2021. “The Invisibility Bargain,” In: *The Invisibility Bargain Governance Networks and Migrant Human Security*. Oxford: Oxford University Press.

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**April 2 Easter Break, No Lecture**

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**Week 14: April 7/9 – Migration and Mercy, Part 1**

- \* Michael Blake. 2020. Chapter Nine: ‘On Mercy in Politics’, 188–209.
- \* Ian Hacking. 2010. “Pathological Withdrawal of Refugee Children Seeking Asylum in Sweden,” *Studies in History and Philosophy of Biological and Biomedical Sciences* 41(4): 309–17.

**Week 15: April 14/16 – Migration and Mercy, Part 2**

- \* Michael Blake. 2020. Chapter Ten: ‘Migration and Mercy’, 210–225.
- \* Hélène Benveniste, Michael Oppenheimer, and Marc Fleurbaey. 2020. “Effect of Border Policy on Exposure and Vulnerability to Climate Change,” *Proceedings of the National Academy of Sciences* 117(43): 26692-26702.

**\*\*FINAL RESEARCH PAPERS DUE, APRIL 19\*\***

## **GENERAL POLICIES**

**Formatting/Late Penalties: See Grading Criteria (above).**

### **Language of Submission:**

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives. Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

### **Academic Integrity:**

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures" (see [McGill's guide to academic honesty](#) for more information). Note that to support academic integrity, your assignments may be submitted to text-matching or other appropriate software (e.g., formula-, equation-, and graph-matching)."

### **Extraordinary Circumstances Statement:**

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

### **Copyright of lectures Statement:**

All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

### **Netiquette Statement:**

The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, or harmful language will not be tolerated.

**Content warning:** Please be aware that some of the course content may be disturbing for some students. It has been included in the course because it directly relates to the learning outcomes. Please contact the instructor if you have specific concerns about this.

### **Assessment Policy Statement:**

The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations

**Inclusive learning Environment:**

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the *Office for Students with Disabilities*, 514-398-6009.

**Mental Health:**

All health and wellness services at McGill University have been integrated into our new Student Wellness Hub. Please visit the [Virtual Hub](https://mcgill.ca/wellness-hub/) for all health and wellness information, at [<https://mcgill.ca/wellness-hub/>](https://mcgill.ca/wellness-hub/).