

**Migration & Freedom of Movement in the Twenty-First Century:
Challenges and Prospects
INTD 497 (002) – WINTER 2022**

Course delivery: This Course will be delivered remotely from January 5th until January 23rd. The course delivery status will be updated in accordance with health conditions and regulations. I will let you know of any changes and post an announcement to *myCourses* as information becomes available. For the latest information, please consult McGill's [Winter 2022 term updates](#).

Class time: Mondays & Wednesdays, 4:05PM-5:25PM

Class Location: ARTS Building, Room W120, 853 rue Sherbrooke Ouest

Instructor: Blair Peruniak, Dr.

Email: blair.peruniak@mcgill.ca

Office: Room# 12–4, 1st Floor, 3610 McTavish Street

Office Hours: Tuesdays Noon-2PM, or by appointment. Zoom meetings should be confirmed in advance by email.

Course description

The Twenty-first century has already witnessed some of 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. Recent estimates of climate-induced displacement alone range from fifty million by 2050 to as high as two billion by 2100.¹ This seminar examines ongoing and future migration challenges in the context of recent debates on the political morality of forced migration and freedom of movement. Students will discuss when and why states should be allowed to exclude ‘unwanted’ outsiders focusing on current and anticipated problems related to climate-induced displacement, technologies of human tracking, border security, human trafficking, migrant kidnapping, and asylum law. Students will also design original adaptation and mitigation strategies in response to ongoing and anticipated future migration patterns and development needs.

Learning objectives and approach. By the end of this course, students should be able to:

- Understand, from a variety of disciplinary perspectives, 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 oral and written arguments on forced migration and freedom of movement; and
- Identify tools and develop critical skills necessary for designing and planning for future displacement and development needs.

¹ Editorial. December 2019. *Nature Climate Change* 9: 895; Charles Geislera and Ben Currens. 2017. “Impediments to inland resettlement under conditions of accelerated sea level rise,” *Land Use Policy* 66: 322–330.

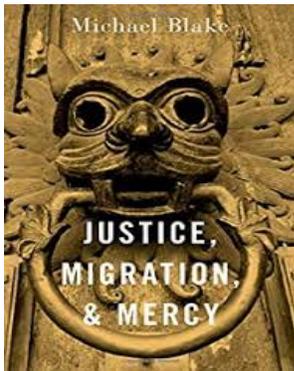
Lectures/Seminars

During the initial weeks of remote learning, I will post pre-recorded lectures Mondays & Wednesdays on myCourses. There will be no attendance during this time and you may listen to lectures and cover course materials ‘on your own schedule’ within each week and subject to deadlines, designated office hours, or group meetings.

Attendance will be mandatory during regularly scheduled in-person sessions on Mondays and Wednesdays, subject to reasonable accommodations and public health directives.

Required readings

Required readings are identified in the course schedule below. All required readings and required course materials can be accessed via *myCourses* with the exception of films which are either available electronically through our library services or through readily available rental or online streaming services. Supplementary (non-required) material will also be posted on *myCourses* for those who are interested throughout the term.



Michael Blake’s 2020. *Justice, Migration, and Mercy*. Oxford: Oxford University Press will be covered and discussed in full. The book is freely available through McGill’s electronic library services. A hard copy will also be held on reserve at the McLennan Library Building.

ASSIGNMENTS

A	Discussion Seminars	Group	20%
B	Film Critique	Individual	20%
C	Border Presentation	Individual	20%
D	Final Research Paper	Individual	40%

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, and page numbers. References and citations can follow any 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).

INSTRUCTIONS AND GRADING CRITERIA

A. Student-led Discussion Seminars /20

How it works: Each Monday, for Weeks 2–14, I will post a ‘discussion prompt’ on myCourses by 4:05PM. These prompts will raise questions, highlight problems, or create ‘scenarios’ that students will meet to discuss, *either virtually or in class, as health conditions and regulations permit*. The content of the discussions are then written up by the group and submitted as seminar notes (see below). Each group (as a whole) is responsible for submitting seminar notes for **10 prompts** (some prompts may have more than one part). Seminar notes should be submitted by ONE person on behalf of the group on *myCourses*, each week before the next prompt is posted, by 4:05PM the following Monday.

Logistics: On Monday (Jan 10) you will receive an email with further instructions, including how to connect and meet with your pre-assigned group members. Groups are expected to meet for a (minimum) 30 minute session during the week to critically engage with course material based on that week’s discussion prompt.

Group Notes: Each set of notes (max. 3pgs per group submission) should briefly summarize the content of your meeting—i.e., the key points, insights, disagreements, conclusions, or your answer(s), solution(s), or strategies as related to the prompts, along with brief citations for any required readings, course materials, or other source materials that were referenced in your discussion.

Grading Criteria:

*Participation in 10 Seminars total worth 2 points each. There is a Weekly due date for this assignment which must be submitted during the week in which the prompt is released on *myCourses*.

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. Film Critique /20

A short essay (1500 words \pm 10%, excluding bibliography) discussing and critically evaluating the strengths and weaknesses of one relevant film (see below) in relation to issues addressed in

lectures and readings for our course. Students should use their own discretion to determine which issues/readings will be explored in the Film Critique. To encourage depth of analysis (rather than breadth) students are strongly encouraged to limit their discussion/analysis to one or two main aspects of the film. Please reach out if you would like to discuss your preparation for the paper.

Film Options: Select one of the films listed in the 'Films' tab in *myCourses*.

Due by 5PM on February 16, via myCourses.

Grading Criteria:

- | | |
|-----------|---|
| 10 points | Effective communication of ideas <ul style="list-style-type: none">• Clear and logical organization of ideas/structure• Clear explanations of key themes, concepts and ideas to be discussed in relation to a selected film.• Style, grammar and spelling |
| 10 points | Insightful analysis of film drawing on concepts and ideas from course material: <ul style="list-style-type: none">• Accurate expression and analysis of key themes in a selected film• Clear identification of themes, perspectives, events, or ideas illuminated by or raised in the film.• Examination of the strengths and weaknesses of a particular aspect (or aspects) of the film in light of ideas, issues, or concepts covered in course material (readings and lectures). |

C. Border Presentation /20

Beginning in Week 10, students will deliver a short presentation (10min) on an internationally recognized border of their choosing. Alternatively, you may choose *a clearly defined segment of a border, or border crossing*. Presentations will be followed by a Q&A session (5min).

Scheduling: Students must confirm their border selection with me no later than **February 14 by email**. Please note: each person must choose a different border or, at least, a different segment of a border, or border crossing. Borders (or segments/crossing point) will be assigned on a 'first come, first served' basis and the schedule of topics/times will be updated regularly on *myCourses*. On the day of the presentation, students should submit max. 2 pages of notes to facilitate grading of the assignment.

Each presentation should provide a general physical description of the chosen border. Here you may choose to include details such as: when and how the border was constructed/renovated, its general dimensions, geography, location, relevant demographics, unique architectural or aesthetic qualities, etc.). Your presentation should then seek to briefly answer the following questions:

1. What is the *historical* significance, if any, 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 significant event.

2. How does this border operate *today*? (Here you may include technical details about the facilitation or management of the movement of peoples through the border, recent government policies, and any incidents or controversial events relevant to your case study).
3. What consequences would likely result from altering the management of this border—either a) by dramatically *increasing* or b) by *relaxing* restrictions on the free movement of people and/or goods through the border itself?

***Note:** The border you select here should serve as the basis for your Final Research Paper.

Grading Criteria:

- | | |
|-----------|---|
| 10 Points | Analysis and Research <ul style="list-style-type: none">• Demonstrated knowledge and research on your border/migration topic• Development and communication of ongoing/anticipated future migration/border scenario• 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 <ul style="list-style-type: none">• 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 peers through constructive criticism, questions, or suggestions. |

D. Research Paper /40

A research paper (4500 words \pm 10%, excluding bibliography) that proposes a policy intervention in response to an ongoing or anticipated future migration scenario (i.e., a problematic scenario) sometime between now and 2050 based on a specific international border or border crossing point. The paper should:

1. Identify an internationally recognized border with some basic background information (e.g., location, geographic/physical description, relevant countries).
2. A specific ongoing **or** plausible future hypothetical migration challenge related to your chosen border within or over a specified time period (2022-20YY).
3. A detailed description of a border policy proposal that responds to anticipated effects of the ongoing or future anticipated migration challenge identified above. For example, 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 paper should include **at least 10** 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.

**It is strongly recommended that you discuss your chosen topic and the scope of your paper with your instructor well before you submit the final paper.*

Due by 5PM on April 11, via myCourses.

Grading Criteria:

- | | |
|-----------|--|
| 10 points | Effective communication of ideas <ul style="list-style-type: none">• Procedural statement outlining the steps the paper will take in order• Clear and logical organization of ideas conforming to the Procedural statement• Incorporation of relevant feedback (if any) from your Presentation.• Grammar/spelling/spacing/citations/bibliography/page numbers/etc.• Judicious use of quotes, footnotes, and overall word count |
| 10 points | Quality and Plausibility of Rationale <ul style="list-style-type: none">• Explanation/Description of ongoing or future migration scenario• Empirical/scholarly support for ongoing/hypothetical migration scenario• Development of basic details of intervention policy• Plausibility, relevance, and significance of proposed policy |
| 10 Points | Analysis and Research <ul style="list-style-type: none">• Demonstrated research on border/border topic referencing scholarly sources• Incorporation of feedback from your presentation (where relevant)• Understanding, application, and critical analysis of relevant information and literature on your border• Border Policy justification supported by evidence and logical argumentation |
| 10 Points | Significance of Border Policy Intervention <ul style="list-style-type: none">• Assessment of potential obstacles, criticisms, and limitations of the policy• Convincingness of the policy justification• Quality of policy recommendation(s) including anticipated effects/effectiveness• General insightfulness |

COURSE SCHEDULE

*Please note that scheduling and content for Assignments A&C are subject to change based on health conditions, regulations, and student enrollment.

IMPORTANT DATES

05–23 January	Course begins remotely
14 February	Confirmation of border presentation topic due (by email)
16 February	Film Critiques due (myCourses, 5PM)
28 Feb/02March	Reading Break
07 March	Presentations begin (see schedule on myCourses)
11 April	Final Class/Final Research Papers due (myCourses, 5PM).

Week 1: January 05 – Course Introduction

Week 2: January 10/12 – 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 17/19 – 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 24/26 – 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: January 31/February 02 – 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.

Week 6: February 07/09 – Justice and Migration, Part 2

- * 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,*” In: *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](#)

Week 7: February 14/16 – Justice and Migration, Part 3

- * Blake. 2020. Chapter Three: ‘Justice and the Excluded, Part Two: Closed Borders’, 48–66.
- * Vicki Squire. 2020. ‘Sea-Watch: Dignity in Danger and a Politics of Witness,’ 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](#)

Week 8: February 21/23 –Jurisdiction and Coercion, Part 1

- * Blake. 2020. Chapter Four: ‘Justice, Jurisdiction, and Migration’, 67–93.
- * Jeffrey S. Kahn. 2019. “Border Laboratories,” In: *Islands of Sovereignty: Haitian Migration and the Borders of Empire*, 1–28. Chicago: The University of Chicago Press.

Week 9: Feb28/March 02—Reading Week

Week 10: March 07/09 – Jurisdiction and Coercion, Part 2

- * 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 14/16 – Jurisdiction and Coercion, Part 3

- * 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 21/23 – Freedom and Surveillance, Part 1

- * 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 28/30 – Freedom and Surveillance, Part 2

- * 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.

Week 14: April 04/06 – Migration and Mercy, Part 1

- * 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 11 – Migration and Mercy, Part 2

- * 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 11, 2022 at 5PM**
on myCourses**

GENERAL POLICIES

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).”

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).

Extraordinary Circumstances Statement:

The content and evaluation of this course is subject to change in the case of unforeseeable events.

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.

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.

Netiquette:

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 arising in contexts such as the following may be cause for disciplinary action:

1. Username (use only your legal or preferred name)
2. Visual backgrounds
3. "Chat" boxes

To maintain a clear and uninterrupted learning space for all, you should keep your microphone muted throughout your class, unless invited by the instructor to speak. You should follow instructors' directions about the use of the "chat" function on remote learning platforms.

Course Evaluations:

End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available on Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students.