

SOCI 350
International Migration and the Crisis

KOÇ UNIVERSITY, ISTANBUL
JUNE 25- JULY 13, 2018

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Class Hours: Mondays, Tuesdays, Wednesdays and Thursdays 09:30am - 13:30 pm

Class location: TBA

COURSE DESCRIPTION

International migration has become a major political issue worldwide. This course presents an overview of the main issues raised by the cross-border movements of people. It will introduce students to current trends in migration flows, to the different types of human mobility and the dynamics behind them, and to governments' responses to the social, political and legal challenges raised by international migration. The course material is organized to reflect on the social issues such as social mobility, poverty, gender, inequality and citizenship as they relate to different types of international mobility. Particularly, we will look at changing trends in global mobility, at theories explaining international mobility, forced migration, migrant integration; the impact of migration in sending and receiving societies, the basic methods used for analyzing migration related issues. This course will not only seek to learn from, but also to evaluate, critique, and expand existing methods. In addition, students will have the opportunity to develop their own professional thinking in this field.

COURSE AIM

Taking the recent mass refugee movement as the case study, this course aims to offer participants an understanding of the complex and varied nature of global migration in general and forced migration in specific and their centrality to global, regional and national processes of political, social and economic change and of the needs of displaced people themselves.

On completion participants will:

- Develop a broad understanding of key concepts and debates in global migration;
- Gain skills in critical analysis and the ability to plan, organize and carry out research into aspects of global migration as well as forced migration and refugees
- Develop an ability to contribute new perspectives to the study of migration.
- Produce an investigative piece for a publication.

- Gain an understanding of the dilemmas facing policy-makers at both national and international level
- Gain ability to help transfer theoretical knowledge to policy-oriented research

COURSE STRUCTURE

The summer school is structured around three main methodological axis:

- Learning via lectures, guest lectures and student presentations,
- Participatory observations via field trips,
- Writing an academic article on global migration and crisis

COURSE SCHEDULE AND READING ASSIGNMENTS

CONTENTS AND TIMETABLE

WEEK 1: TRENDS IN GLOBAL MOBILITY: THE THEORY AND PRACTICE

Day 1: 25 June 2018- Monday

Introduction and Conceptual Framework

Castles, S.; de Haas, H.; and Miller, M.J. (2014) 'Introduction', *The Age of Migration*, London: Macmillan, pp.1-24.

Castles, S.; de Haas, H.; and Miller, M.J. (2014) 'Theories of Migration', *The Age of Migration*, London: Macmillan, pp.25-53.

Bakewell, O. (2010) 'Some Reflections on Structure and Agency in Migration Theory', *Journal of Ethnic and Migration Studies*, 36(10): 1689- 1708.

Day 2- 26 June 2018- Tuesday

Migration Politics and Policies/ Integration and Citizenship/ Field Trip 1- ASAM (Association for Solidarity with Asylum Seekers and Migrants)

Castles, S. (2017) 'Migration policies are problematic – because they are about migration', *Ethnic and Racial Studies*, 40:9, 1538-1543.

Ager, A. and Strang, A. (2008) 'Understanding Integration: A Conceptual Framework', *Journal of Refugee Studies* 21(2): 166–191.

Castles S.; Davidson A. (2000) 'The Crisis of Citizenship', *Citizenship and Migration* New York: Routledge, pp. 1-24.

Day 3- 27 June 2018- Wednesday

Borders and Irregular Migration

Bloch, A. and Chimienti, M. (2011) 'Irregular migration in a globalizing world', *Ethnic and Racial Studies*, 34(8): 1271- 1285.

Jandl, M. (2007) 'Irregular Migration, Human Smuggling, and the Eastern Enlargement of the European Union', *International Migration Review*, 41(2): 291-315.

Day 4- 28 June 2018- Thursday

Second generation and Identity/ Group Presentations

Simsek, D. (2014) "'Inclusion' and 'Exclusion': Transnational Experiences of Turkish and Kurdish Youth in London" in *Contemporary Turkey at a Glance: Interdisciplinary Perspectives on Local and Translocal Dynamics*, Kaya, A., Keyman, E.F., Onursal Besgul, O., Kamp, K. (eds.), Springer Publishing, p.p. 191- 205, ISBN 978-3-658-04916-4

King, R., Christou, A. and Teerling, J. (2011) 'We took a bath with Chickens: Memories of Childhood Visits to the Homeland by Second Generation Greek and Greek-Cypriot "returnees"', *Global Networks*, 11(1): 1- 23.

WEEK 2: TYPES OF MIGRANTS: UNDOCUMENTED MIGRANTS, REFUGEES, TRANSNATIONAL MIGRANTS

Day 1- 2 July 2018- Monday

Undocumented Migrants/ Movie 'screening: 'Le Havre' (2011)

Bloch, A. (2013) 'The labour market experiences and strategies of young undocumented migrants', *Work, Employment and Society*, 27(2): 272- 287

Dijajic, S. and Vinogradova, A. (2013) 'Undocumented migrants in dept', *Labour Economics*, Vol. 21, p.p.15-24.

Day 2- 3 July 2018- Tuesday

Syrian Refugees in Turkey/ Group Presentations

Icduygu, A. and Simsek, D. (2016) 'Syrian refugees in Turkey: Towards Integration Policies', *Turkish Policy Quarterly*, Vol.15, No.3, Fall 2016, pp.59-69.

Baban, F.; Ilcan S. and Rygiel, K. (2017) 'Syrian refugees in Turkey: pathways to precarity, differential inclusion, and negotiated citizenship rights', *Journal of Ethnic and Migration Studies*, 43(1): 41- 57.

Day 3- 4 July 2018- Wednesday

Research Methods in Migration Studies/ Guest Lecturer (TBA)/ Field Trip 2- Sultanbeyli- Refugee Association

Düvell, F. (2012) 'Qualitative Research in Migration Studies', *CARIM-East Analytic and Synthetic Notes*, 2012/01.

Balaz, V. and M. Williams, A. (2017) 'Experimental Research Methods in Migration: From Natural to True Experiments', *Population, Space and Place*, 23.

Day 4- 5 July 2018- Thursday

Diaspora and Transnationalism/ Group Presentations

Dickinson, J. (2017) 'The political geographies of diaspora strategies: Rethinking the 'sending state'', *Geography Compass*, 11.

Dahinden, J. (2017) 'Transnationalism reloaded: the historical trajectory of a concept', *Ethnic and Racial Studies*, 40(9), 1474-1485.

WEEK 3- FORCED MIGRATION, GENDER, RACISM AND NATION- STATE

Day 1- 9 July 2018- Monday

Gender and Migration/ Field Trip 3- Tarlabaşı Community Centre and AD-DAR (Syrian Community Centre)

Gea-Sanchez, M., Alconada-Romero, A., Briones-Vozmediano, E., Pastells, R., Gastaldo, D. and Molina, F. (2017) 'Undocumented Immigrant Women in Spain: A Scoping Review on Access to and Utilization of Health and Social Services', *Journal of Immigrant Minority Health*, 19: 194- 204.

Foner, N. (2008) 'Gender and Migration: West Indians in Comparative Perspective', *International Migration*, 47(1): 3- 29.

Day 2- 10 July 2018- Tuesday

Forced Migration/ Guest Lecturer (TBA)

Eastmond, M. (2007) 'Stories as Lived Experience: Narratives in Forced Migration Research', *Journal of Refugee Studies*, 20(2): 248-264.

Stefanovic, D., Loizides, N. and Parsons, S. (2015) 'Home is Where the Heart Is? Forced Migration and Voluntary Return in Turkey's Kurdish Regions', *Journal of Refugee Studies*, 28(2): 276- 296.

Day 3- 11 July 2018- Wednesday

Migration and Racism/ Movie screening: Rain in a Dry Land (2007)/ Field Trip 4- Aksaray

Vasquez- Tokos, J. (2017) 'Talking back to controlling images: Latino's changing responses to racism over the life course', *Ethnic and Racial Studies*, 40(6): 912- 930.

Vincent, L. (2009) 'The limitations of 'inter-racial contact': Stories from Young South Africa', *Ethnic and Racial Studies*, 31(8): 1426- 1451.

Simsek, D. (2015) "Anti-Syrian racism in Turkey" *Open Democracy*, <https://www.opendemocracy.net/arab-awakening/dogus-simsek/antisyrian-racism-in-turkey>

Day 4- 12 July 2018- Thursday

Migration and Security/ Group Presentations

Dijstelbloem, H., van Reemkum, R. and Schinkel, W. (2017) 'Surveillance at sea: The transactional politics of border control in the Aegean', *Security and Dialogue*, 48(3): 224- 240.

Vietti, F. and Scribner, T. (2013) 'Human Insecurity: Understanding International Migration from Human Security Perspective', *Journal on Migration and Human Security* 1(1): 17-31.

FIELD TRIPS

Field trips will take place in the afternoon.

- 1. NGO Trip- ASAM-**Association for Solidarity with Asylum Seekers and Migrants
- 2. Aksaray-** Aksaray, a neighbourhood in the centre of Istanbul, is the first point of contact for many Syrian refugees looking for help to start a new life.
- 3. Sultanbeyli- Refugees Association-** The association was established in 2014 to seek solutions to the problems of people who have left their country and are in need of international protection. They work in cooperation with the private sector, NGOs and public institutions and organizations to help solve problems about vital needs and create social inclusion. It is operating in many fields for the Syrians who have left their countries because of war and took refuge in Turkey. Priority activities include shelter, health, education and employment.
- 4. NGO Trip- Tarlabası Community Centre and AD-DAR** (Syrian Community Centre)

COURSE ORGANIZATION AND REQUIREMENTS

Students are expected to come to class having read the material assigned for each session. Lectures will include both the material in the readings and additional information. Lectures will include both the material in the readings and additional information. Your active participation in class is very important. It can greatly affect your final grade in one way or another. Students are expected to be informed about both the reading material content and in-class lectures and discussions. The final grades will be based on:

Critical Reflection Papers: **40%**

Group Presentation: **20%**

Final Exam: **40%**

You can take make-up exams only if you have documented medical emergencies. There will be only one make-up exam. Students are responsible for all announcements made in classes even if they are absent that day.

Information on critical reflection papers:

Students are required to write **4 (out of a possible 6)** brief critical reflection papers on the readings for the different substantive sections of the course. These are intended to support you to actively engage with the literature and the issues discussed in class. Each critical reflection is worth 5%.

- 1- Migration Politics and Policies/ Integration and citizenship: readings for week 1- day 2 **due 27 June**
- 2- Borders and Irregular Migration: readings for week 1- day 3 **due 28 June**
- 3- Undocumented Migrants: readings for week 2- day 1 **due 3 July**
- 4- Syrian refugees in Turkey: readings for week 2- day 2: **due 4 July**
- 5- Gender and Migration: readings for week 3- day 1: **due 10 July**
- 6- Forced Migration: readings for week 3- day 2: **due 11 July**

All critical reflections are **due in class** on the due date.

The critical reflections are not intended to be a summary of the readings. It is intended a series of short ‘thought pieces’ that convey how you are thinking about the material, thoughts about specific points or issues raised, or conclusions you might draw. For instance, you can disagree with an author’s arguments or conclusions; to extend their analysis somewhat different directions; to contribute different theoretical insights; to raise additional questions or points that you think are important; or you may wish to make links between readings in different weeks, or draw analytical connections to other current events.

Each reflection should be about **250 words (1000 words total)**. It is crucial to include citations for the readings you address.

Information on group presentation

The aim of this task is improve your oral presentation and team working skills and to invite to reflect on the concepts and theories we cover in class.

Students are required to deliver a group presentation (5-10 minutes) based on the course topics.

Grading Criteria:

These assignments will be graded on the following criteria:

- a) Demonstrates a sound grasp of the week's readings
- b) Offers some additional insights, questions, or thoughts
- c) Reflections are connected to broader themes in the course and/or sociological concepts and theories
- d) Should be well written, clearly organised, and persuasively argued

READING MATERIALS

Reading materials are available at Copyland and some are downloadable from Suna Kiraç Library electronic databases.

Statement on Academic Honesty with Emphasis on Plagiarism

Koç University expects all its students to perform course-related activities in accordance with the rules set forth in the Student Code of Conduct (<http://vpaa.ku.edu.tr/academic/student-code-of-conduct>). Actions considered as academic dishonesty at Koç University include but are not limited to cheating, plagiarism, collusion, and impersonating. This statement's goal is to draw attention to cheating and plagiarism related actions deemed unacceptable within the context of Student Code of Conduct:

All individual assignments must be completed by the student himself/herself, and all team assignments must be completed by the members of the team, without the aid of other individuals. If a team member does not contribute to the written documents or participate in the activities of the team, his/her name should not appear on the work submitted for evaluation.

Plagiarism is defined as 'borrowing or using someone else's written statements or ideas without giving written acknowledgement to the author'. Students are encouraged to conduct research beyond the course material, but they must not use any documents prepared by current or previous students, or notes prepared by instructors at Koç University or other universities without properly citing the source. Furthermore, students are expected to adhere to the Classroom Code of Conduct (<http://vpaa.ku.edu.tr/academic/classroom-code-of-conduct>) and to refrain from all forms of unacceptable behavior during lectures. Failure to adhere to expected behavior may result in disciplinary action.

There are two kinds of plagiarism: Intentional and accidental. Intentional plagiarism (Example: Using a classmate's homework as one's own because the student does not want to spend time working on that homework) is considered intellectual theft, and there is no need to emphasize the wrongfulness of this act. Accidental plagiarism, on the other hand, may be considered as a 'more acceptable' form of plagiarism by some students, which is certainly not how it is perceived by the University administration and faculty. The student is responsible from properly citing a source if he/she is making use of another person's work. For an example on accidental plagiarism, please refer to the document titled "An Example on Accidental Plagiarism".

If you are unsure whether the action you will take would be a violation of Koç University's Student Code of Conduct, please consult with your instructor before taking that action.

An Example on Accidental Plagiarism

This example is taken from a document prepared by the City University of New York.

The following text is taken from Elaine Tyler May's *'Myths and Realities of the American Family'*:

"Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate."

Below, there is an excerpt from a student's homework, who made use of May's original text:

"As Elaine Tyler May points out, "women's wages often continue to reflect the fiction that men earn the family wage" (588). Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still "woefully inadequate." (May 589)".

You may think that there is no plagiarism here since the student is citing the original author. However, this is an instance of accidental plagiarism. Although the student cites May and uses quotation marks occasionally, the rest of the sentences, more specifically the following section: "Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still "woefully inadequate." (May 589)" almost exactly duplicates May's original language. So, in order to avoid plagiarism, the student either had to use quotation marks for the rest of the sentences as well, or he/she had to paraphrase May's ideas by using not only his/her own words, but his/her own original ideas as well. You should keep in mind that accidental plagiarism often occurs when the student does not really understand the original text but still tries to make use of it. Understanding the original text and

understanding why you agree or disagree with the ideas proposed in that text is crucial both for avoiding plagiarism and for your intellectual development.

Reference(s):

Avoiding and Detecting Plagiarism: A Guide for Graduate Students and Faculty.
The Graduate Center. City University of New York, 2012. Web.
<http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/AvoidingPlagiarism.pdf>