

SOCI 350
International Migration and the ‘Crisis’

KOÇ UNIVERSITY, ISTANBUL
2021

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Class Hours: Monday to Thursday 09:30am - 13:30pm

Class location: CASE B40

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 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 axes:

- Learning via lectures, guest lectures, speakers 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

28 June 2021- Monday

Conceptual Framework and Theories of Migration

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.

29 June 2021- Tuesday

Migration Politics and Policies/ Integration and Citizenship/ Guest Lecturer (TBA)

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.

Goodman, S. W. (2015) 'Conceptualizing and Measuring Citizenship and Integration Policy: Past Lessons and New Approaches', *Comparative Political Studies*, 48(14): 1905- 1941.

30 June 2021- Wednesday

Borders and Irregular Migration/ Field Trip 1- Kumkapi

Gazzotti, L. (2018) 'From irregular migration to radicalisation? Fragile borders, securitised development and the government of Moroccan youth', *Journal of Ethnic and Migration Studies*, doi: 10.1080/1369183X.2018.1493914.

Cleaveland, C. and Kirsch, V. (2019) ““They took all my clothes and made me walk naked for two days so I couldn’t escape””: Latina immigrant experiences of human smuggling in Mexico’, *Qualitative Social Work*, doi: 10.1177/1473325018816362.

Sardi, M. (2018) ‘Borders and Privileged Areas for Promotion and Protection of Human Rights to Migrant Worker’, *US-China Law Review*, February 2018, Vol.15, No. 2, 67-74, doi: 10.17265/1548-6605/2018.02.001.

1 July 2021- Thursday

Second generation and Identity/ Movie Screening: ‘The Other Side of Hope’ (2017)

Bloch, A. and Hirsch, S. (2017) ““Second generation” refugees and multilingualism: identity, race and language transmission’, *Ethnic and Racial Studies*, 40(14): 2444-2462.

Eisikovits, A. R. (2014) ‘Second generation identities: The case of transnational young females of Russian descent in Israel’, *Ethnicities*, 14(3): 392- 411.

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.

WEEK 2: UNDOCUMENTED MIGRANTS, REFUGEES, FORCED MIGRATION, MIGRATION AND SECURITY

5 July 2021- Monday

Undocumented Migrants/ Movie screening: ‘Which way home’ (2009)

Cheong, A. R. and Massey, D. S. (2019) ‘Undocumented and Unwell: Legal Status and Health among Mexican Migrants’, *International Migration Review*, 53(2): 571-601.

Galvin, T. M. (2015) ‘We Deport Them but They Keep Coming Back’: The Normalcy of Deportation in the Daily Life of ‘Undocumented’ Zimbabwean Migrant Workers in Botswana’, *Journal of Ethnic and Migration Studies*, 41(4): 617-634.

6 July 2021- Tuesday

Syrian Refugees in Turkey/ Field Trip 2- Sultanbeyli- Refugee Association

Simsek, D. (2018) “Integration Processes of Syrian Refugees in Turkey: ‘Class-based’ Integration, *Journal of Refugee Studies*, doi:10.1093/jrs/fey057.

Simsek, D. (2019) “Transnational Activities of Syrian refugees in Turkey: Hindering or Supporting Integration”, *International Migration*, 57(2): 268- 282.

7 July 2021- Wednesday

Forced Migration/ Field Trip 3- Tarlabası Community Centre

Darling, J. (2017) 'Forced Migration and the City: Irregularity, Informality, and the Politics of Presence', *Progress in Human Geography*, 41(2): 178- 198.

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.

8 July 2021- Thursday

Migration and Security/ Group Presentations/ Guest Lecturer (TBA)

Freedman, J. (2016) 'Engendering Security at the Borders of Europe: Women Migrants and the Mediterranean 'Crisis'', *Journal of Refugee Studies*, 29(4): 568–582.

Fakhoury, T. (2016) 'Securitising Migration: The European Union in the Context of the Post-2011 Arab Upheavals', *The International Spectator*, 51(4): 67-79.

WEEK 3- GENDER, RACISM AND NATION- STATE, DIASPORA AND TRANSNATIONALISM

12 July 2021- Monday

Gender and Migration/ Group Presentations/ Field Trip 4- ASAM (The Association for Solidarity with Asylum Seekers and Migrants)

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.

13 July 2021- Tuesday

Diaspora and Transnationalism/ Group Presentations

Alexander, C. (2017) 'Beyond the "The 'diaspora' diaspora": a response to Rogers Brubaker', *Ethnic and Racial Studies*, 40(9): 1544-1555.

Faist, T., & Bilecen, B. (2017) 'Transnationalism – Updated', (COMCAD Working Papers, 158). Bielefeld: Universität Bielefeld, Fak. für Soziologie, *Centre on*

Migration, Citizenship and Development (COMCAD). <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-55393-5>

14 July 2021- Wednesday

Migration and Racism/ Guest Speaker (TBA)

Grosfoguel, R., Oso, L. and Christou, A. (2015) ‘Racism’, intersectionality and migration studies: framing some theoretical reflections’, *Identities*, 22(6): 635-652.

Nowicka, M. (2018) “I don’t mean to sound racist but...” Transforming racism in transnational Europe’, *Ethnic and Racial Studies*, 41(5): 824-84.

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

15 July 2021- Thursday

Public Holiday

16 July 2021- Friday

Research Methods in Migration Studies/ Exam

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.

FIELD TRIPS

Field trips will take place in the afternoon.

1. **Kumkapı-** Originally primarily populated by Armenians, this neighborhood is now a mix of Iraqis, Georgians, Armenians, Iranians, Algerians, people from Eastern Turkey, and Sudanese. Many immigrants live in this area because the immigration detention center is on the next block and they are waiting for family members or just settling next to where they landed because they don’t intend to be in Turkey for very long.
2. **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.
3. **Tarlabası Community Centre (TTM)-** The centre tries to make equal

conditions in terms of the participation of city life for people in the Tarlabası that is one of the versatile disadvantaged areas in Istanbul. It is a nonprofit organization and engages in right based activities since 2006. Protecting people live in the Tarlabası area who are excluded from the social life and live in poverty and deprivation of fundamental rights, wiping out the biases toward Tarlabası and raising awareness among Tarlabası habitants in terms of violation of their rights are one of the most important aims of the Association for Supporting Tarlabası Community. Since 2006, Tarlabası Community Center has provided social, psychological and educational support for over 15.000 disadvantaged children, young people and women.

- 4. The Association for Solidarity with Asylum Seekers and Migrants (SGDD-ASAM)-** The Association for Solidarity with Asylum Seekers and Migrants (SGDD-ASAM) was established in 1995 in Ankara as an independent, impartial and non-profit association to assist refugees and asylum-seekers living in Turkey. SGDD-ASAM has been providing social and legal support for the refugees and asylum-seekers in reaching their rights and services; psychosocial support and organizing numerous courses and activities for the purposes of integrating them into social life since its establishment and currently continues its activities in more than 60 offices across more than 40 provinces in Turkey.

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%**

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 10%.

- 1- Migration Politics and Policies/ Integration and citizenship: readings for week 1- **TBA**
- 2- Borders and Irregular Migration or Second generation and Identity: readings for week 1- **TBA**

- 3- Undocumented Migrants or Syrian refugees in Turkey: readings for week 2- **TBA**
- 4- Forced Migration or Migration and Security: readings for week 2- **TBA**
- 5- Gender and Migration or Diaspora and Transnationalism: readings for week 3- **TBA**
- 6- Migration and Racism: readings for week 3- **TBA**

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 to 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 Kıraç 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>