

**POL5130-01 | Refugees, Citizenship, Immigration
Department of Political Science
Fall Semester 2019**

Course Information

Course Convener: Dr. Shourideh C. Molavi

Class Meeting: Sundays, 5:00-7:40pm

Location:

Course Resources: Available on Blackboard. Students are expected to check the Blackboard site of the course on a weekly basis, where any important announcement on class readings, scheduling and assessment will be posted.

Instructor Contact Information

Email: shourideh.molavi@auc.egypt.edu

Phone: Ext. 1897

Office: 2014 HUSS

Office hours: Sundays and Wednesdays 1:00-2:00pm, by appointment via email

Course Description

This interdisciplinary seminar explores the dynamics, contradictions and politics surrounding 'refugees', 'citizens', 'illegal migrants' and other excluded political figures with particular attention to the responses to them on the part of ostensibly liberal-democratic states. We examine the relationship between citizenship, statelessness, refugee-hood and migration as exceptions to a political order defined by membership in the city, borders, sovereignty and nation-states. Students will engage with film, fiction, visual animations and displacement maps to examine key theoretical and critical interventions by scholars who examine nation-states and cities at their margins. Together we will attempt to explore non-national or post-national alternatives to the nation-state and citizenship as a tool for the organization of people in the context of global migration.

Course Format and Teaching Methods

This course is based on lectures and discussion (2.75-hours) once a week. Each week is assigned one topic and a set of readings.

For each week, we will focus on 1-2 key and largely theoretical texts in relation to one another according to the key themes of the course (outlined below). At this is a multidisciplinary course, students will be given the opportunity to deepen their knowledge of multi-disciplinary and cross-disciplinary approaches to the study of refugees, citizenship and migration structures.

The format of the classes will be discussion led. The instructor will begin the class with an overview, and possibly a film or video, and will then proceed to asking leading questions so that we can collectively extract the key contributions in the assigned readings for that week.

The instructor will make sure that all readings are provided to students in advance of each lecture. In addition to regular attendance, students are expected to participate and contribute actively during the class. Since the discussion will explore the required readings in detail, thorough preparation is essential. Simply put, do all of the assigned readings and make sure to bring them with you to class.

Assessment

1) Active Class Participation

10%

Students are expected to attend all classes regularly without any absence. Students will be evaluated on the quality (not quantity) of their participation in class. Additionally, students who are physically present in class but are unable or unwilling to contribute to the class discussions, or are otherwise distracted (for instance by using their mobile devices during the session), will have marks deducted from the participation grade.

Wherever possible, students will be encouraged to make links among various class discussions and readings from previous lessons and recent events as they develop. Keeping our fingers on the text is also vital as a primary objective of the course will be to understand and analyze the class readings. Importantly, when participating in the classroom, students are encouraged to respect the time and space of the class, how much of it they are taking up in each lesson, and actively listen to their peers so as to deepen our collective learning.

2) Three Reflection Papers

30%

Students are required to write three short Reflection Papers, each on the following texts we read together, due beginning of class:

- Reflection Paper 1, due September 29th on: John Torpey, "Coming and Going: On the State Monopolization of the Legitimate 'Means of Movement', *Sociological Theory* Volume 16, No. 3, (1998): pp. 239-259.
- Reflection Paper 2, due October 13th on: Seyla Benhabib, 'Disaggregation of Citizenship Rights,' *Parallax*. Volume 11, No.1, (2005): pp. 10-18.
- Reflection Paper 3, due November 10th: Giorgio Agamben, "What is a camp?" in *Means Without End: Notes on Politics*. (Minneapolis: University of Minnesota Press, 2000) pp. 37-47.

The Reflection Paper must summarize, discuss and critically analyze the assigned reading. Rather than regurgitating the chosen theory as outlined in the texts, student papers are expected to reflect a level of independent and critical thinking.

Length should be 3-4 pages double spaced (not including references). Materials are limited to course readings for that week and no outside readings are allowed.

3) Mid-Term Essay 20%

Students are required to submit an essay of 1,800-2,000 words, selecting one of the questions provided by the instructor ahead of time. The essay must clearly answer the question selected by the student while: (i) engaging with the topics and readings provided in class (ii) reflecting an in-depth awareness of the core subjects being explored in the seminar and (iii) being properly referenced.

This paper must apply at least 3-4 readings from the class syllabus to inform the writing.

Due Week 7, beginning of class

4) Final Research Paper**(i) Proposal** 10%

Students are required to submit a Proposal that describes the subject, question or problematic related to the study of refugee, citizenship and immigration that they will analyze and critically examine in their Final Research Papers. The instructor will provide detailed instructions on the expected format and content of the Proposals beforehand.

The purpose of this Proposal is to give the instructor a sense of the student's intellectual direction and essay topic, enabling her/him to suggest related readings and arguments for the student to consider. Feedback on the Proposal will be given ahead of the due date of the Final Research Essay.

Due Week 11, beginning of class

(ii) Research Essay 30%

Students have to submit a Research Essay of 2,500-3000 words. The topic of the paper should correspond to the Proposal submitted or otherwise be approved by the instructor beforehand.

The papers are evaluated on the depth of thinking and quality of arguments presented. Focused and clear writing, an outlined and organized flow of arguments, and informed judgment is key to a solid analytical paper. Make sure that the details you provide are relevant to making your argument, and that you remain consistent throughout the paper as to your research question and objective.

Due Wednesday December 18, end of day, via email

Important Notes Regarding Written Assignments

- All written assignments are due in print to the instructor at the beginning of class.
- All written assignments are graded on both form and content. This means that you are graded both on *what* you argue as well as *how* you present your ideas and claims.
- Students are required to include their name, course code, student number, Title Page and Bibliography, including standard formatting written in Times New Roman, 12pt font, and double-spaced.
- Make sure to include correct referencing for any materials used from the readings following the “Chicago Manual of Style” for citation as footnotes. Penalties for overly short and excessive papers may be applied at the discretion of the Instructor.
- Do not exceed the assigned word/page count as indicated above.

Penalties and deductions for any limitations or discrepancies regarding the above for written assignments may be applied at the discretion of the instructor.

Grade Scale

A	93+	B-	80-82
A-	90-92	C+	77-79
B+	87-89	C	70-76
B	83-86	F	Below 70

Grade Policy

The instructor does not accept late assignments. If extenuating circumstances apply and the instructor accepts a late assignment without a justified excuse, a full 5% will be deducted. The grade that you receive at the end of the semester is the sum of grades received for your completed coursework and participation/attendance. This is not negotiable and no additional coursework will be provided to supplant grades. Grades are not altered based on a curve.

Attendance Policy and Behavior in Class

No attendance mark is assigned in this course. However, the following policies will be STRICTLY adhered to:

- Students are expected to attend the seminars (including rescheduled ones) AND take part regularly in class discussions, showing knowledge of – and engagement with – the essential readings. Students who are physically present in class but are unable or unwilling to contribute to the class discussions or are otherwise distracted will be considered as absent.
- Students who, without a valid justification, arrive to class more than 10 minutes late, leave more than 10 minutes early or leave the teaching room repeatedly during the session will be considered as absent.
- Students unable to attend class for justifiable reasons should contact the instructor ideally before class, and in any case no later than seven days after the missed class. Only serious and documented family or health emergencies and documented participation in formal AUC activities will be accepted as valid

justifications. The procedure for correct documentation of such absences is outlined in the university-wide attendance policy.

- Unexcused absence in at least **THREE** sessions, and absence with or without valid justification in at least **FIVE** sessions, will result in an automatic "F" grade.
- Based on the current university-wide attendance policy, if the five-session limit is reached because of absences caused by serious family and health emergencies or participation in formal AUC activities, the student may petition to drop their course after the formal deadline to drop courses and before the deadline for withdrawal from the university, or may petition to continue the course.
- If an attendance sheet is circulated in class, each student is expected to sign only for him-/herself. Falsifying signatures is considered by AUC as a breach of academic integrity and the students involved in this practice will be immediately referred to the AUC Academic Integrity Committee.

Academic Integrity

Teaching is based on a relation of mutual trust between the teacher and the students. When we research, we use other people's work to help develop our own: this is an essential part of the academic world. However, when you use someone else's work, you must cite it. This lets the reader know which parts of the work are your own, and which parts come from other sources. What that means is that anytime you draw from someone's ideas or use their actual words, you must give the name of the author and the book in proper citation form.

All students are expected to be familiar with the AUC code of practice on academic integrity which is available at: <http://in.aucegypt.edu/auc-academics/academic-integrity/academic-integrity-students>.

Please pay particular attention to the regulations on plagiarism, collaborative work and falsification of signatures. All breaches of the code of practice will be acted upon promptly and firmly, resulting at least in zero marks for the relevant piece of assessment and possibly in further action being taken by the instructor, depending on the severity of the offense.

If in doubt as to what constitutes plagiarism, do not hesitate to contact the instructor.

Academic Freedom and Intellectual Interaction

In this course you will deal with a number of topics that are often controversial. You are free to offer the class any disagreement you may have with the readings or lecture. You will not be penalised for disagreeing with other students, the readings or the instructor, but your perspective must be based on documentable evidence from the course or other readings. Freedom of speech and ideas is a basic principle of academic life (and of universal human rights) and every student will have a chance to express her/his opinion as long as it is voiced in a respectful manner. However, varied points of view must be expressed in a manner that is sensitive to differences in abilities, ethnicity, religion, gender and lifestyle, and should not be expressed so as to be perceived as a personal

attack. In short, respect for others' differences is one of the most important prerequisites for us working together in this course.

Note on Electronic Devices in Class

To enable open and uncensored discussion and protect the privacy of students, there is a zero-tolerance policy on any and all recording/surveillance devices in and around the classroom. Discovery of such devices will result in automatic reprimand and removal from the classroom. This is fundamental to ensure a fruitful discussion. As such, computers are also not required nor recommended unless absolutely necessary.

Students Who Are Differently-Abled

If you believe that you are differently-abled/have a disability that impacts your studies, or you have documentation of such, please contact the instructor as soon as possible. The instructor is happy to hear from you even if you do not have a formal proof; however, you may be asked to provide a note from the AUC Disability Services (<http://in.aucegypt.edu/student-life/student-well-being/disability-services>) when your condition requires substantial adjustments (e.g. to the structure of the exams etc.).

Course Syllabus Plan

Week 1: Introductions, Setting the Stage, Short Film

Sept 1

Watch film: *Tuesday by the Sea*, Gaza, Palestine /Tijuana, Mexico, 9mins, 2019

'Nation-state', 'State' and 'Citizenship' in *Oxford English Dictionary*

Week 2: What is a Nation?—Defining Origins

Sept 8

Ernest Renan, "What is a nation?" (1982) in *Nation and Narration*. Homi Bhabha, ed., (London: Routledge, 1991) pp. 8-22.

Anthony Smith, "Nations and their Pasts" AND Ernest Gellner, "Do Nations have Navels?", *Nations and Nationalism*, 1996, Volume 2, No. 3: pp. 358-370.

Week 3: From Nations to States

Sept 15

Watch: Introduction London Olympics 2012,

<https://www.youtube.com/watch?v=4As0e4de-rl>

Charles Taylor, "Why do Nations have to Become States?" (1979) *Reconciling the Solitudes: Essays on Canadian Federalism and Nationalism* (Montreal: McGill-Queen's University Press, 1993) pp. 40-58.

John Torpey, "Coming and Going: On the State Monopolization of the Legitimate 'Means of Movement', *Sociological Theory* Volume 16, No. 3, (1998): pp. 239-259.

Sunday Sept 22, No class

Week 4: Sovereign States as Disciplining Systems

Sept 29

Michel Foucault (2007) *Security, Territory, Population: Lectures at the Collège de France 1977-1978*. London: Palgrave MacMillan, Selected chapters.

Giorgio Agamben, *Homo Sacer*. "Introduction," "Part One: The Logic of Sovereignty", and "Part Two: Homo Sacer." Daniel Heller-Roazen, (Translator) (Stanford: Stanford University Press, 1998).

* *Reflection Paper #1 due beginning of class **

Week 5: Citizens and Subjects—Defining Origins

Oct 6, No class, holiday

Tuesday Oct 8, makeup class

Maas, Willem: <http://www.yorku.ca/maas/Maas2013b.pdf> [Ch.1, Multilevel Citizenship]
<http://www.yorku.ca/maas/Maas2011a.pdf> [Entry on 'Citizenship']

Seyla Benhabib, 'Disaggregation of Citizenship Rights,' *Parallax*. Volume 11, No.1, (2005): pp. 10-18.

Turner, Bryan S. "Outline of a Theory of Citizenship." *Sociology* 24, no. 2 (May 1990): 189-217.

Obrad Savić, "Figures of the Stranger: Citizen as Foreigner," *Parallax*. Volume 11, No. 1 (2005): pp. 70-78.

Week 6: The Refugee and Human Rights

Oct 13

Giorgio Agamben, "Beyond Human Rights," in *Means Without End: Notes on Politics*. (Minneapolis: University of Minnesota Press, 2000) pp. 15-26.

Hannah Arendt, 'The Decline of the Nation-State and the End of the Rights of Man,' in *The Origins of Totalitarianism*. [1951] (New York: Schocken Books, 2004) 341-84

Jacques Ranciere, 'Who Is the Subject of the Rights of Man?' *The South Atlantic Quarterly*. Volume 103, Issue 2/3, (2004): pp. 297-310.

* *Reflection Paper #2 due beginning of class **

Week 7: We? On Exile and Belonging

Oct 20

Hannah Arendt, 'We Refugees,' [1943] in *Altogether Elsewhere: Writers on Exile*. Marc Robinson, ed., (Boston: Faber and Faber, 1994) 110-119 [Originally published 1943].

Edward Said, 'Reflections on exile,' [1984] in *Reflections on Exile and Other Essays*. (Cambridge, Mass.: Harvard University Press, 2000) 175–86.

Emma Haddad, 'The Refugee: The Individual between Sovereigns,' *Global Society*. Volume 17, No. 3 (2003): pp. 297-322.

Liisa Malkki. "Refugees and exile: From 'refugee studies' to the national order of things." *Annual Review of Anthropology* 24 (1995): 495-523.

* *Mid-Term Essay due beginning of class (20%) **

Week 8: Borders of Il/Legality and Border Control

Oct 27

Watch: MIA, 'Borders', <https://www.youtube.com/watch?v=r-Nw7HbaeWY>

Étienne Balibar, "What is a Border?" *Politics and the Other Scene*, (London: Verso, 2002): Selected chapters.

Mark Salter, "When the Exception Becomes the Rule," *Citizenship Studies*. Volume 12, No.4, (2008): pp. 365-80.

Shahram Khosravi. "The 'illegal' traveller: An auto-ethnography of borders," *Social Anthropology*. Volume 15, No. 3, (2007): pp. 321-34.

Week 9: What is a camp?

Nov 3

Giorgio Agamben, "What is a camp?" in *Means Without End: Notes on Politics*. (Minneapolis: University of Minnesota Press, 2000) pp. 37-47

Richard Ek, "Giorgio Agamben and the Spatialities of the Camp: An Introduction," *Geografiska Annaler 88 B* Volume 4: pp. 363-86.

Stuart Elden, "Spaces of humanitarian exception," *Geografiska Annaler, Series B: Human Geography*. Volume 88, No. 4 (2006): pp. 477-485.

Suvendrini Perera, "What is a camp?" *borderlands*. Volume 1, No.1, (2002).

Alessandro Petti, "The Architecture of Exile IV. B," *E-Flux: Refugee Heritage Project*. <https://www.e-flux.com/architecture/refugee-heritage/99756/the-architecture-of-exile-iv-b/>.

Week 10: The Passport and the Sovereign Ban

Nov 10, No class, holiday

Tuesday Nov 12, makeup class

Mark B. Salter, "The Global Visa Regime and the Political Technologies of the International Self: Borders, Bodies, Biopolitics" *Alternatives: Global, Local, Political*, Vol. 31, No. 2 (Apr.-June 2006), pp. 167-189.

Ranjana Khanna, "Disposability,' differences. No. 20 (2009): pp. 181-98.

Bülent Diken, "From refugee camps to gated communities: Bio-politics and the end of the city," *Citizenship Studies*. Volume 8, No. 1, (2004): pp. 83-106.

* *Reflection Paper #3 due beginning of class **

Week 11: Policing the Sea: The 2014 Left-to-Die Boat Case

Nov 17

Read report by Forensic Architecture:

<https://forensic-architecture.org/investigation/the-left-to-die-boat>

Film: *Liquid Traces*, Directed by Charles Heller and Lorenzo Pezzani, 17mins, 2014
<https://vimeo.com/89790770>

Didier Bigo, "Security and immigration: toward a critique of the governmentality of unease," *Alternatives*. Volume 27, No. 1 (2000): pp. 63-92.

* *Proposal due beginning of class **

Week 12: Necropolitics and the Organization of Life

Nov 24

Watch: Warsan Shire, 'Conversations About Home at the Deportation Centre',

<https://vimeo.com/164022700>

Achille Mbembe, "Necropolitics," *Public Culture*. Volume 15, No. 1 (2003): pp. 11-40.

Judith Butler, "Indefinite Detention," in *Precarious Life: Powers of Violence, and Mourning* (London: Verso, 2004) pp. 50-100.

Macklin, Audrey. "Citizenship Revocation, the Privilege to Have Rights and the Production of the Alien," *Queen's LJ* 40:1 (December 2014): 1-54.

Week 13: Regional Racializations

Dec 1

Goldberg, David Theo. *The Threat of Race: Reflections on Racial Neoliberalism*. Oxford: Wiley Blackwell, 2009.

- Ch 3: "Deva-Stating Discriminations, Discriminating Devastations, Racial Americanization" (pp. 66-105)
- Ch 4: "Targets of Opportunity, Racial Palestinianization" (pp. 106-150)
- Ch 5: "Precipitating Evaporation, Racial Europeanization" (pp. 151-198)
- Ch 8: "Enduring Occupations, Racial Neoliberalism" (pp. 327-376)

Week 14: Beyond the Nation-State, Course Wrap-up**Dec 8**

Partha Chatterjee, "Beyond the Nation? Or Within?" *Economic and Political Weekly*, Vol. 32, No. 1/2 (Jan. 4-11, 1997), pp. 30-34

Joan Ramon Resina, "The Scale of the Nation in a Shrinking World," *diacritics* Volume 33, No. 3-4 (2003): pp. 46-74.

* *Final Research Essay Due Wed. December 18, end of day, via email (30%)*