Freedom of Movement in the Twenty-First Century: Challenges and Prospects
INTD 497 (5) – WINTER 2020

Class time: Wednesdays, 11:35–2:25
Room: Education Building 216
Instructor: Dr. Blair Peruniak (blair.peruniak@mcgill.ca)
Office: Peterson Hall 238
Office hours: Tuesdays, 10:30-12:30, (or by appointment)

Course description

The Twenty-first century has 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 the 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

This course is organized in three parts:

- Part I: What is Freedom of Movement?
- Part II: Migration by Design
- Part III: Future Prospects

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 the freedom of movement; and

• Identify tools and develop critical skills necessary for designing and planning for future displacement and development needs.

Teaching Methods

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

Required readings

Required readings are identified in the course schedule below. All required readings and required course materials can be accessed via mycourses.

*Michael Blake’s 2020. Justice, Migration, and Mercy. Oxford: 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.

*Supplementary readings and current events media will be posted weekly on mycourses.

Important dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>08 January</td>
<td>Course begins</td>
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<tr>
<td>29 January</td>
<td>Due date to confirm border presentation topic (by email in word doc.).</td>
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<tr>
<td>26 February</td>
<td>Intervention Proposals Due (by email in word doc.).</td>
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<tr>
<td>04 March</td>
<td>No Class, Study Break</td>
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<tr>
<td>08 April</td>
<td>Last Class/Final Development Papers Due (by email in word doc.).</td>
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Assignments and Assessment

A. 15% Participation
B. 15% Seminar discussion panels
C. 15% Development Intervention Proposal
D. 25% Border World Presentation
E. 30% Development Intervention Paper
INSTRUCTIONS & MARKING GUIDES

*Attendance is mandatory* (i.e., students are expected to attend every week). One unexcused absence is allowed. Students with further unexcused absences for reasons other than medical emergencies or course-scheduling issues will not receive the full participation grade for the course. More than two unexcused absences will result in a failing grade for participation.

A. PARTICIPATION (15%)

Participation refers to an active and demonstrated familiarity with the course readings/materials and to the quality of in-class contributions. Students are expected to a) submit brief discussion notes each week before class and b) be prepared to take a position on arguments or issues presented in the course materials. *Students who choose not to submit RR notes on any given week will lose 1%/per session off their final participation grade.*

Required Reading Notes: Upload 1 page (max.) of notes based on the required readings and/or the film for the *upcoming* seminar. Notes should be uploaded either in Word doc. or Pdf. format each Wednesday by 10am starting on January 15.

Comprehensive notes are not required, but evidence of *critical* reading and thinking will be rewarded in the assessment of final grades for 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
- potential seminar discussion questions (the answers to which cannot not simply be ‘yes’ or ‘no’)
- up to two significant quotes from the required readings (citing the Author/Date/Page#)

B. SEMINAR DISCUSSION PANELS (15%)

*Beginning in Week 2,* students in paired groups will be responsible for leading a short class discussion for 30min based on one of the weekly required readings. Each panel will a) briefly summarize the main argument(s), findings, or key points from the chapter or article; b) offer a critical assessment of the reading; and, c) prepare questions (max. 10 min) designed to engage class discussion (for an additional max. 20 min). Students will facilitate class discussion and may submit 1-2 pages to assist in grading at the end of the seminar.

C. DEVELOPMENT INTERVENTION PROPOSAL (15%)

A short proposal (1000 words, excluding bibliography) explaining the rationale for an adaptation/mitigation development strategy—a development intervention—in response to an ongoing or anticipated future migration scenario sometime over the next 80 years. The proposal should be written in a case-study format outlining the ongoing or future hypothetical migration scenario, anticipated effects of this population movement during or over a specified time period,
the intervention strategy, and one potential moral or political objection to your intervention. The proposal should include at least 3 relevant, peer-reviewed scholarly sources.

D. BORDER WORLD PRESENTATION (25%)

Beginning in Class 9, students (in pairs) will deliver a short presentation (max. 15min) 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 (max. 10min).

*Students must confirm their border selection with the course instructor no later than February 10 by email. Please note: each student must choose a different border or, at least, a different segment of a border, or border crossing. On the day of the presentation, students are allowed to submit max. 2 pages of notes to facilitate grading of the assignment.

Each presentation will 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 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 major incident.

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 are the consequences of altering the management of this border–either by dramatically increasing or relaxing restrictions on the free movement of people and/or goods through the border itself?

E. DEVELOPMENT INTERVENTION PAPER (30%)

A fully revised and expanded version of your intervention proposal (3000 words, excluding footnotes and bibliography) (using 12-point Times New Roman font and standard 1-inch margins). Citations should be in-text, following a standard academic format, e.g. Chicago. The pages must be numbered. The paper should have a clear title, and engage at least 8 relevant, peer-reviewed scholarly sources.

Papers are due by email in word doc, by 10am on Wednesday 08 April.
Extra credit opportunities

Course evaluations

In order to encourage the timely completion of course evaluations, each student will receive an extra 0.5% if at least 85% of enrolled students complete the on-line course evaluation on time. This will count toward participation grades. Please note that the participation grade is never to exceed the maximum percentage established for the course.

MARKING GUIDES

D: PRESENTATION /25

/12.5 points

- Preparation, delivery, and timing (Hint: practice)
- Development and communication of a key points and/or arguments
- Quality of answers to the main questions.

/12.5 points

- Facilitation of class discussion
- Quality of responses to questions from peers and instructor.

E: DEVELOPMENT INTERVENTION PAPER /30

Quality of Revisions, Clarity and Style /10

- Improvements and thorough revision of papers based on edits and incorporation of feedback
- Expanded intervention rationale supported by evidence and logical argumentation
- Grammar/spelling/references/bibliography/page numbers/etc.

Analysis and Research /10

- Understanding, application, and critical analysis of relevant empirical/social science literature
- Details and step-by-step analysis of the main design elements of the intervention strategy
- Quality, depth, and integration of additional sources/research.

Significance of Intervention Strategy /10

- Originality and insight
- Assessment of potential obstacles, criticisms, and limitations of the proposal.
- Quality of conclusions and/or recommendations
COURSE PROGRAM

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

PART 1: What is Freedom of Movement?

Class 1: January 08

* Introduction to the Course

Class 2: January 15 – Envisioning Migration

* BBC Documentary (59min.) Exodus: Our Journey to Europe: Episode 1 & Episode 2
  Duration: 59 min/episode. Vimeo links will also be posted on mycourses.


Class 3: January 22 – Migration Tracking and Counter-Surveillance Technologies

* BBC Documentary (59min.) Exodus: Our Journey to Europe: Episode 3
  Vimeo links will also be posted on mycourses.


Class 4: January 29 – Morality, Politics, and History


Class 5: February 05 – Borders: Open and Closed


Part II: Migration by Design

Class 6: February 12 – Jurisdiction and International Law


Class 7: February 19 – From Transfer to Trafficking


Class 8: February 26 – Migration, Coercion, and Social Trauma


March 04: Study Break

Part III: Future Prospects

Class 9: March 11 – Climate Mobilities: Part 1


PRESENTATIONS BEGIN (Groups 1–4): CONSULT THE SCHEDULE ON MYCOURSES

Class 10: March 18 – Climate Mobilities: Part 2


PRESENTATIONS CONTINUE (5–8): CONSULT THE SCHEDULE ON MYCOURSES
Class 11: March 25 – Reciprocity


PRESENTATIONS CONTINUE (09–12): CONSULT THE SCHEDULE ON MYCOURSES

Class 12: April 1 – On Migration and Mercy: Part 1


PRESENTATIONS CONTINUE (13–16): CONSULT THE SCHEDULE ON MYCOURSES

Class 13: April 8 – On Migration and Mercy: Part 2


PRESENTATIONS CONTINUE (17–20): CONSULT THE SCHEDULE ON MYCOURSES
GENERAL POLICIES

Late policy

Written work is due at the start of class on the specified due dates. Late papers will be subject to a 5% penalty per day, starting with the due date, except in exceptional cases (e.g. documented medical concerns and family emergencies), with the professor’s prior agreement. Extensions will not be granted in relation to deadlines or assignments in other classes, or extra-curricular commitments; it is the responsibility of each student to manage these obligations.

Language

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.

Format and style

Students are required to type their text in 12-point font with standard margins. Please double space the text. Use single spacing for block quotations, any explanatory footnotes and bibliographies. References and citations must follow a standard academic format; citations should be in-text.

Mental Health

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

Special Needs

As the instructor of this course I endeavour to foster an inclusive learning environment. However, if you experience barriers to learning in this course, please do not hesitate to discuss them with me and the Office for Students with Disabilities.

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 www.mcgill.ca/students/srr/honest/ for more information).