

**POLS BC 3410 HUMAN RIGHTS IN A DIVERSE WORLD**

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Office hours: M 2-4 pm, EST  
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Fall 2023  
POLS BC 3410  
Tue 12:10-2 pm, EST  
Milstein 119

**INTRODUCTION**

This course aims to inquire into some of the most challenging issues and problems related to human rights in a world shaped increasingly by international migration. Today over 280 million people are estimated to be living outside their country of birth. In conjunction with this massive human migration, there is an unprecedented increase in the number of people who lack the rights associated with citizenship and become vulnerable to various forms of violence, discrimination, and abuse as they cross borders.

Why do migrants experience these pervasive problems? What do these problems tell us about the relationship between citizenship and rights within the international system? To what extent can these problems be remedied by appealing to human rights? What are some of the most illuminating theoretical frameworks that can help us understand the human rights problems and struggles of migrants? These are some of the key questions that will guide our critical inquiry of human rights in this course, as we turn our attention to topics such as asylum, refugee camps, immigration detention, deportation, illegalization, and border deaths.

**LEARNING OBJECTIVES**

This course has three main objectives:

- (1) to develop a theoretical understanding of the complex relationship between human rights, citizenship, immigration, and the nation-state;
- (2) to acquire a critical, analytical understanding of human rights norms, institutions, and practices in the context of international migration;
- (3) to develop skills of close reading, critical thinking, analytical writing, independent research, and public speaking.

**STUDENT LEARNING OUTCOMES**

Upon the completion of this course, students should be able to:

- (1) analyze, discuss, and write about the complex relationship between human rights, citizenship, immigration, and the nation-state;
- (2) demonstrate broad factual knowledge about the main human rights norms and institutions related to the rights of migrants (especially asylum-seekers, refugees, and undocumented immigrants);
- (3) develop a theoretically informed understanding of the challenging human rights problems faced by different categories of migrants;
- (4) critically assess the merits and strengths of alternative scholarly explanations of these problems;
- (5) independently design, research, and write a substantial research paper that investigates a specific question related to the course topics.

## ACCESSIBILITY

Fostering **an accessible and inclusive educational experience** is my top priority in this course, and to this end, I will strive to attend to different learning needs and styles. In return, I ask for your patience, understanding, and willingness to share feedback with me about the practices that you believe will best support an inclusive and accessible classroom.

If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please feel free to contact me and/or the Center for Accessibility Resources & Disability Services (CARDS) at 212-854-4634, [cards@barnard.edu](mailto:cards@barnard.edu), or learn more at [barnard.edu/disabilityservices](http://barnard.edu/disabilityservices).

## ACADEMIC INTEGRITY

Students affirm that all work turned in is their own and that they have fully and accurately cited every source, including web-based sources, used in their writing. All students taking this course must adhere to the Barnard College Honor Code (see below). Please note that **any student who does not abide by the Honor Code will fail the class and will be reported to the Honor Board**. If in doubt about any of these provisions, please contact me as soon as possible.

**Utilizing an AI text generator such as ChatGPT, when an assignment does not explicitly ask or allow for it, constitutes plagiarism.** On the “Course Calendar” on pp. 10 and 12, you will find specific instructions for two pre-class assignments (one for September 12 and the other for September 26) for which we will use ChatGPT; these assignments are designed for our in-class discussion on the potential uses and limitations of this technology in academic research and writing. Outside of these two instances, you are not allowed to use AI technology to generate your writing assignments in this class. You may use AI tools to improve the linguistic aspects of your writing (i.e., spelling and grammar check). If you have questions about what is permissible at any point in the semester, please reach out to me. Please also note that this policy applies only to my class, and it is your responsibility to check with each instructor if you are unsure about what constitutes academic honesty in their class.

**Courseworks will utilize Turnitin to check all assignments for plagiarism.** If an assignment includes word-for-word plagiarism (i.e., directly copying from the source or changing it only slightly) and/or patchwork paraphrase (i.e., rearranging an author’s words by mixing them with the student’s own words), it is in violation of the Honor Code. Taking an idea from a source without acknowledging it is also a form of plagiarism. Citing the original source will not be sufficient if there are no quotation marks to properly acknowledge the borrowed pieces. Please consult the guidelines in the document titled “Acknowledging, Paraphrasing, and Quoting Sources” (see Week 4 on the Course Calendar below) for additional guidance, and if in doubt about any of these provisions, please contact me as soon as possible.

For more information on academic integrity and plagiarism, please see:

- <https://barnard.edu/honor-code>
- <https://www.college.columbia.edu/academics/academicintegrity>

## HONOR CODE

Approved by the student body in 1912 and updated in 2016, the Code states:

*We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic*

*integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.*

Please note that the Barnard Honor Code includes relevant language for the proper use of electronic class material: *We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources.*

To be clear, this means that any recorded class content—from lectures, labs, seminars, office hours, and discussion groups—is the intellectual property of your professor and your fellow students and should not be distributed or shared outside of class.

## COURSE REQUIREMENTS

### 1. CLASS PARTICIPATION:

#### ○ Class meetings:

The success of the colloquium depends on the intensive participation of each and every student. For this reason, attendance at every session and thoughtful contribution to our discussion based on a thorough analysis of the readings are crucial. Regular in-class participation will constitute **10% of your course grade**.

If you must miss a class meeting because of illness, family emergency, or a religious holiday that forbids work, you are expected to inform me as soon as you can and write a 500-word make-up response to the class readings for that day and email it to me by 8 am on the day of the following class. Please note that make-up assignment is available only in cases of excused absence.

As you participate, please be mindful of our goal to create a learning environment that gives everyone a chance to participate. Your contributions to the class discussion should be constructive and respectful of everyone in class. You can criticize an opinion that you disagree with by offering counterpoints or counterevidence, but without attacking the person who expressed it.

Your class participation grade is based on how seriously you take both the course material and this process: whether your participation shows that you've done the reading before class; whether your questions and comments are germane to class themes, show independent thought, and help to move discussion forward; whether your participation demonstrates your ability to carefully listen to your peers and engage with their points, while maintaining respect and allowing others to share their voices.

Please **turn off all electronic devices before the class starts**. I strongly encourage you to make hard copies of your readings and take notes by hand, as many studies show that employing these methods results in fewer distractions and a deeper understanding of the material. If you must use a **laptop**, I ask that you **limit its use exclusively to note-taking**; please note that there could be instances when I may request you to temporarily refrain from using it, so that our focus remains on the ongoing discussion.

**IMPORTANT:** If you are experiencing any symptoms of an infectious disease or have received a positive test result (even if you are not experiencing any symptoms), please do not come to class, and I will do the same to avoid any risks. Please inform me as soon as possible before the class, and as a **make-up assignment**, write a 500-word response to the class readings for that day and email it to me by 8 am on the day of the following class.

The most recent [Covid-19 update from the College](#), sent on August 30, 2023, notes “an increase in COVID-19 rates both on campus and in the surrounding area.” Given this increase and the small size of our classroom, I strongly **encourage wearing masks in consideration of the well-being of our entire community.**

○ **Course Blog:**

We have a course blog that is accessible only to the members of this course: <https://edblogs.columbia.edu/20233pols3410x001/>

Before you start posting on the blog, please make sure to complete your profile information so that we can all see your name (instead of your UNI). You can follow the instructions here: <http://help.edublogs.org/changing-your-personal-settings-in-your-profile/>

- Each student is required to submit a minimum of **5 blog posts** throughout the semester (each on a different week). These posts constitute **5% of your course grade**. You are welcome to submit more posts, especially if you find it challenging to participate in class discussions.
- In these brief blog posts (**~200-250 words**), you are expected to comment on the readings of that particular week (prior to our class meeting). The posts should be submitted on the blog **by 8 am (EDT) on the day of the class.**
  - Since you can write blog posts on course readings of your choice, **no late blog posts will be accepted under any circumstances.**
- All students are expected to have looked at these posts before class and come prepared to talk about the issues raised in them. The goal is to create a conversation prior to class so that our discussions are as lively as possible.
- These posts should not be simply summaries or compilations of quotes but rather focused and carefully thought commentaries supported by evidence.
- Just to give you some ideas about what you can do in a blog post:
  - offer a close reading of an important and puzzling passage;
  - discuss a key area of consensus or disagreement in different readings;
  - explore a specific connection to a theme or argument from a previous week;
  - consider a question left unanswered by the author’s analysis;
  - challenge an author’s analysis of the problem;
  - incorporate a relevant news story, a classmate’s post, or the findings of your own research.
- You can submit a post on a week of your choice, but you are expected to submit **at least two blog posts (not on the same week) by October 10.**
  - This deadline aims to help you pace yourself so that you do not have as many posts left towards the end of the semester when you will be busy writing your research paper.

You will not receive comments or grades on individual posts. Each post that meets the requirements outlined above will automatically receive a check mark. I will reach out to you about your posts only if I identify areas of improvement.

○ **Presentations:**

- ***Presentations on readings:*** Once our class has its first round of workshops with our speaking fellow (details below), we will start each class session with a presentation on the readings assigned for that week. Each class session will start with a 7-8 min. student presentation on the readings; given the size of our class, we are likely to have two students for most weeks (~15 minutes total in those cases).

- **Research presentations:** We will devote the last two weeks of the semester to the presentations of your research projects. Each student will have 8-10 minutes to present their research, followed by a 5-7-minute Q-A session.
- **Some tips for a successful presentation:**
  - Please coordinate with the other presenter(s) to make sure that each group member clearly knows what they will cover and when they will speak. Each of you should have an equal role in developing the presentation, and you should each present for approximately the same amount of time.
  - Since your classmates are expected to have completed the readings prior to class, please avoid author-by-author or chapter-by-chapter summaries.
  - Your group presentation should be structured around a specific and clear focus; instead of reviewing multiple themes discussed in the reading(s), select a key problem, concept, passage, or argument that deserves close attention, or identify a key area of consensus or disagreement among authors.
  - Conclude by raising a couple of stimulating questions for class discussion—ideally related to the key focus you selected for your presentation.
  - Try to keep your audience actively engaged—e.g., by referring to blog posts, giving examples from relevant news stories, incorporating visual aids such as slides, charts, photos, and videos.
  - Your presentation will be assessed on the basis of the following evaluation criteria: organization, content, delivery style, and the use of visual aids.
- Presentations and attendance at the Speaking Fellows workshops will constitute **2.5% of your course grade**.
- **Peer feedback:**  
Early in the semester you will be assigned a peer partner. Peer partners are expected to consult with each other throughout the semester and provide constructive feedback on the ancillary writing assignments for the research paper (see below). Your feedback will be due a week after you receive your peer’s assignment. Peer feedback is **2.5% of your course grade**.
- **Assessment of class participation:**  
Class participation is **20% of the final grade**, and it is composed of the following:

1. Regular and thoughtful contributions to class discussion	10 %
2. Blog posts	5 %
3. Peer partner feedback	2.5 %
4. Presentations and attendance at the Speaking Fellows workshop(s)	2.5 %

**2. RESEARCH PAPER AND ANCILLARY ASSIGNMENTS:**

- This requirement allows you to explore in depth a challenging theoretical problem or political issue related to human rights in the context of international migration. The **research paper (~6,500 words)** should build on the material studied in class, and it should work with the theories and concepts studied to explore questions of interest to students.
- To address the challenges of researching and writing a substantial paper, we will break down the research process into manageable steps with ancillary writing assignments:
  - **Research proposal** (~750 words) with **at least 10 references** (due **by 5 pm EST on October 17, 15% of the final grade**).
  - You will then submit a **detailed outline** of the paper (~2-3 pages, single-spaced) **by 5 pm EST on November 21 (10% of the final grade)**.

- Throughout the semester, you will keep a **research journal** to keep track of your progress on the research paper **(15% of the final grade)**.
  - While the journal will not be graded till the end of the semester, you will receive informal, periodic feedback on these entries. I encourage you to start journaling as early as possible in the semester and write in this journal regularly (ideally, every week) about everything that you are thinking about and doing for your research (e.g., brainstorm research questions, make a list of hypotheses or possible answers, track literature searches, reflect on method, gather material on case study, comment on sources read, outline specific sections, tag me to request research assistance). Your journal will be assessed on the basis of **the regularity and quality of your entries**.
- The **final research paper** is due **December 11, 5 pm EST (40% of the final grade)**.

### Resources for Research and Writing

- I strongly encourage you to schedule a **research consultation with Jennie Correia, Personal Librarian for Political Science**, to make the most of our library resources. To make an appointment, please check: <https://library.barnard.edu/profiles/Jennie-Correia>
- Please check the **Research Guide** prepared by Jennie Correia for our course: <https://guides.library.barnard.edu/POLS-X3410-001>
- Here are some additional research guides that are relevant for our course:
  - <https://guides.library.barnard.edu/POLS> (Political Science Research Guide, Barnard Library)
  - <https://guides.library.columbia.edu/polisci> (Political Science Research Guide, Columbia University Libraries)
  - [https://guides.library.columbia.edu/humanrights\\_studies](https://guides.library.columbia.edu/humanrights_studies) (Human Rights Studies Research Guide, Columbia University Libraries)
  - <https://guides.library.columbia.edu/migration> (Population, Migration and Refugee Studies Research Guide, Columbia University Libraries)
- Here are some websites with guidelines for research, writing, citations, and academic integrity:
  - [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html) (excellent resource on the different dimensions of research and writing process)
  - <https://library.barnard.edu/help/research> (links to research and citation guides prepared by Barnard Library)
  - <https://barnard.edu/frequently-asked-questions-4> (FAQs about academic integrity and the Barnard Honor Code)
  - <https://libguides.colum.edu/avoidingplagiarism> (a helpful CU guide for the steps to take to avoid plagiarism)

### **SENIOR CAPSTONE REQUIREMENT**

In addition to the above requirements, all students who have designated this colloquium to fulfill their Political Science Senior Capstone requirement will prepare a PowerPoint poster to summarize the research questions, arguments, and findings of their research papers. These posters will be due **December 15, 5 pm EST**; please email your poster to [PolSci@barnard.edu](mailto:PolSci@barnard.edu) and copy me on your email. The poster will not be graded but it is required to receive a “Pass” for your Senior requirement and will factor into Departmental considerations for Senior Project Distinction.

- For further information, please check: <http://polisci.barnard.edu/senior-poster-requirement>
- For PowerPoint poster templates, please check: <https://www.genigraphics.com/templates>

## GRADING

- Class participation: 20%
  - Regular and thoughtful contributions to class discussion 10 %
  - Blog posts 5 %
  - Peer partner feedback 2.5 %
  - Presentations and attendance at the Speaking Fellows workshop(s) 2.5 %
  
- Research paper and ancillary assignments: 80%
  - Research proposal with 10 references 15%
  - Detailed outline 10%
  - Research journal 15%
  - Final research paper 40%

## GRADING SCALE

95-100	A
90-94	A-
85-89	B+
80-84	B
75-79	B-
70-74	C+
65-69	C
60-64	C-
50-59	D
49 and below	F

## SCHEDULE OF ASSIGNMENTS

<b>October 10, 8 am EST</b>	<ul style="list-style-type: none"><li>• Deadline for posting at least 2 blog posts (each posted on a different week)</li></ul>
<b>October 17, 5 pm EST</b>	<ul style="list-style-type: none"><li>• Research proposal with at least 10 references</li></ul>
<b>November 21, 5 pm EST</b>	<ul style="list-style-type: none"><li>• Detailed outline</li></ul>
<b>December 11, 5 pm EST</b>	<ul style="list-style-type: none"><li>• Research paper</li><li>• Research journal</li></ul>
<b>December 15, 5 pm EST</b>	<ul style="list-style-type: none"><li>• <b>(Senior capstone only)</b> Poster</li></ul>

## POLICY ON LATE ASSIGNMENTS

Completion of all assignments is a necessary condition for passing this course. In addition, I urge you to submit all assignments on time to avoid late penalties. The penalty for late turn-ins is one-third of a letter grade per day after the deadline. For example, an “A-” paper due Tuesday but submitted on Wednesday will receive a “B+”. Extensions will be given only in the case of documented illness, family emergency, or other types of crisis situation.



## OFFICE HOURS

I encourage you to make use of my office hours (**Monday, 2-4 pm, EST**) for purposes of discussing all matters pertaining to the course. Please sign up for an appointment slot by using [Google Calendar](#). We will use Zoom for these meetings.

If you cannot make it to my office hours due to a scheduling conflict, please e-mail me to set up an appointment. In your e-mail, please provide at least four options for meeting times (listing as many different days as possible) so that we can schedule our meeting efficiently.

## COURSE EXPECTATIONS

1. Read the syllabus thoroughly, and please let me know if you have any questions; you are responsible for all of the contents of this syllabus.
2. Complete all the assignments to qualify for a passing grade.
3. One of the requirements of this course is working with Barnard Speaking Fellows; please see below for details.
4. Read assigned texts in time before their discussion in class; check the blog posts and come prepared with questions or issues to discuss.
5. Colloquium, derived from Latin *colloqui* (*col+loqui*), means “speaking together.” Given the seminar format, it is crucial to attend class regularly and participate actively in ways that are constructive and respectful of everyone in class.
  - a) The quality of your participation is more important than the quantity. Your comments should reflect your careful reading of assigned materials *and* your attentive listening of others in class.
  - b) Be respectful as you articulate your opinions and respond to others. You can criticize an opinion that you disagree with by offering counterpoints or counterevidence, but without attacking or deriding the person who expressed it.
  - c) As you participate in class, please be mindful of our goal to create a class environment that gives everyone a chance to talk. If you realize that you may be talking too much, please try to hold back a bit, and if you find it difficult to participate in the discussion, please do not hesitate to discuss it with me.
6. Each class session will begin promptly at **12:10 pm (EST)**; please come to class on time and remain for the entire session.
7. Please **turn off all electronic devices** before the class starts, and if you must use a laptop, please restrict its use to note-taking purposes only.
8. Please follow the College guidelines for the health and safety of our community. **If you have any symptoms and/or have tested positive, please do not come to class and inform me as soon as possible.**

## INFORMATION ABOUT BARNARD SPEAKING FELLOWS

One of the requirements of this course is working with a Barnard Speaking Fellow. The Barnard Speaking Program (founded in 2007) recognizes that speech is a vital part of our everyday lives. Speaking Fellows, thus, are trained peer-to-peer educators who collaborate with students seeking to practice and develop any form of verbal and non-verbal communication within and beyond academic spaces.

Speaking Fellows facilitate workshops for students to reflect on their style of speech, use of verbal and non-verbal language, and to consider how they engage with and listen to their peers. The Speaking Fellows’ role is not to prescribe methods of how students should speak. They are not tutors or TAs. Speaking Fellows, rather, value the authentic styles of each speaker and aim to assist students as they articulate what they want to say and explore how best to say it to a particular audience. Authenticity matters more than any form of rhetorical device.



The Head Speaking Fellow for your course is **Rachel Landesman** ([rl12182@barnard.edu](mailto:rl12182@barnard.edu)) Please contact your Head Speaking Fellow for any administrative questions or questions about the Speaking Fellows working with your course. If you have other questions about the Speaking Program, please contact Isabelle Eshraghi, the Program Coordinator ([ieshragh@barnard.edu](mailto:ieshragh@barnard.edu)) or the Associate Director, Daniela Kempf ([dkempf@barnard.edu](mailto:dkempf@barnard.edu)). For more detailed information about our philosophy, policies, and FAQs, please see our website: [speaking.barnard.edu](http://speaking.barnard.edu).

**Please note our program-wide attendance policy:** Because workshops are experiential and based on the group dynamic, if you miss your workshop and do not contact your Speaking Fellow, the Speaking Fellow will not be obligated to reschedule your session. If anything comes up about your ability to participate in a workshop, please contact your Head Fellow as soon as possible.

## WELLNESS

It is important to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself—your own health, sanity, and wellness—your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

- <http://barnard.edu/primarycare>
- <https://barnard.edu/about-counseling>
- <http://barnard.edu/wellwoman/about>

## AFFORDABLE ACCESS TO COURSE TEXTS

All students deserve to be able to access course texts. The high costs of textbooks and other course materials prohibit access and perpetuate inequity, and Barnard librarians are partnering with students, faculty, and staff to increase access. By the first day of advance registration for each term, you should be able to view on CourseWorks information provided by your faculty about required texts (including ISBN or author, title, publisher and copyright date) and their prices. Once you have selected your classes, here are some cost-free methods for accessing course texts, recommended by the Barnard Library: find out if your faculty has placed the texts on reserve at Barnard Library or another Columbia library, and look for course texts using [CLIO](#) (library catalog), [Borrow Direct](#) (request books from partner libraries), [Interlibrary Loan](#) (request book chapters from any library), and [NYPL](#). Students with financial need or insecurity can check items out from the FLIP lending libraries in the Barnard Library and Butler Library and can consult with the [Dean of Studies](#) and the [Financial Aid Office](#) about additional affordable alternatives for getting access to course texts. Talk with your librarian and visit the [Barnard Library Textbook Affordability guide](#)([library.barnard.edu/textbook-affordability](http://library.barnard.edu/textbook-affordability)) for more details.

## READINGS

This course does not have any required books for purchase. **All the required readings can be accessed via CLIO and Courseworks (Canvas).** The readings on Courseworks are marked as “CW” in the Course Calendar; please check <https://courseworks.columbia.edu/> for regular updates.

The **recommended readings** are intended to help your research process. You are encouraged to consult the list of recommended titles that are most relevant for your research paper topic; please do not hesitate to contact me if you have questions about which ones would be most relevant.

## COURSE CALENDAR

*Please note that this schedule is tentative. I may have to change readings in response to class discussions. Any changes will be announced ahead of time.*

### WEEK 1 (September 5)

- Introduction to POLS 3410
- Discussion of course requirements, policies, and expectations.

### WEEK 2 (September 12) Key Terms and Global Trends

- Reece Jones, “The European Union: The World’s Deadliest Border” and “The US-Mexico Border: Rise of a Militarized Zone,” in *Violent Borders: Refugees and the Right to Move* (London: Verso, 2016), pp. 12-47, 183-190 (notes). **CW**
- Tom K. Wong, “Human Rights and Immigration Control Wrongs” in *Rights, Deportation, and Detention in the Age of Immigration Control* (Stanford, California: Stanford University Press, 2015), pp. 27-64. **CLIO**
  - Please access the e-book on eBook Comprehensive Academic Collection and download the PDF of the chapter for proper pagination.
- Tazreena Sajjad, “What’s in a Name? ‘Refugees,’ ‘Migrants’ and the Politics of Labelling,” *Race & Class* 60, no. 2 (October 2018): 40–62. **CLIO**
- **Pre-class assignment:** Have a brainstorming session with ChatGPT (<https://chat.openai.com/>) to explore research paper topics for this class. Pick your favorites and experiment with different prompts to narrow them down. Copy-paste your chat in your research journal and write down a brief reflection (~200 words) on your interaction with ChatGPT, focusing on the following questions: 1) Have you found this interaction helpful or unhelpful? In what ways, and why? 2) What do you think are the ethical and unethical uses of AI technology in research and writing? This reflection is due by 8 am on the day of our class.
  - For this reflection and class discussion, please consult the guidelines that the Center for Engaged Pedagogy (CEP) has prepared for Barnard students: <https://cep.barnard.edu/student-guide-generative-ai>
  - If you are not comfortable using ChatGPT due to privacy concerns, you have a right not to participate in this brainstorming session; you can write a brief reflection on your concerns and the CEP guidelines instead.

### Recommended:

- Elizabeth F. Cohen. *Illegal: How America’s Lawless Immigration Regime Threatens Us All* (New York: Basic Books, 2020).
- Heaven Crawley and Dimitris Skleparis, “Refugees, Migrants, Neither, Both: Categorical Fetishism and the Politics of Bounding in Europe’s ‘Migration Crisis,’” *Journal of Ethnic and Migration Studies* 44, no. 1 (2018): 48-64.
- Catherine Dauvergne, *Making People Illegal: What Globalization Means for Migration and Law* (Cambridge and New York: Cambridge University Press, 2008).
- Marie-Benedicte Dembour and Tobias Kelly, ed., *Are Human Rights for Migrants? Critical Reflections on the Status of Irregular Migrants in Europe and the United States* (Abingdon, Oxon: Routledge, 2011).
- Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona, ed., *The Oxford Handbook of Refugee and Forced Migration Studies* (Oxford: Oxford University Press, 2014).
- Rebecca Hamlin, *Crossing: How We Label and React to People on the Move* (Stanford, CA: Stanford California Press, 2021).

- Marc R. Rosenblum and Daniel J. Tichenor, *Oxford Handbook of the Politics of International Migration* (New York: Oxford University Press, 2012).
- Nick Vaughan-Williams, *Europe's Border Crisis: Biopolitical Security and Beyond* (Oxford: Oxford University Press, 2015).

For terminology:

- PICUM, “Why ‘Undocumented’ or ‘Irregular?’” [http://picum.org/Documents/WordsMatter/Words\\_Matter\\_Terminology\\_FINAL\\_March2017.pdf](http://picum.org/Documents/WordsMatter/Words_Matter_Terminology_FINAL_March2017.pdf)
- UNESCO, “Glossary of Migration Related Terms,” <http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/>
- IOM, Glossary on Migration, <http://www.corteidh.or.cr/sitios/Observaciones/11/Anexo5.pdf>

**WEEK 3 (September 19) Historical Background (I): Nation-State, Citizenship, and Rights**

- Hannah Arendt, “The Decline of the Nation-State and the End of the Rights of Man,” in *The Origins of Totalitarianism* (New York: Harcourt, 1968), pp. 267-302. **CW**
  - **Recommended** (if you need help with Arendt’s text): Ayten Gündoğdu, “Statelessness and the Right to Have Rights,” in *Hannah Arendt: Key Concepts*, ed. Patrick Hayden (Durham: Acumen Publishing, 2014), pp. 108-123. **CW**
- Rogers Brubaker, “Citizenship as Social Closure” and “The French Revolution and the Invention of National Citizenship,” in *Citizenship and Nationhood in France and Germany* (Cambridge, Mass.: Harvard University Press, 1992), pp. 21-49. **CLIO** (Search for the book title, access it via eBook Comprehensive Academic Collection, and download the PDF files of these two chapters).
- John Torpey, “Coming and Going: On the State Monopolization of the Legitimate ‘Means of Movement,’” *Sociological Theory* 16, no. 3 (1998): 239-59. **CLIO**.

**Recommended:**

- Giorgio Agamben, “We Refugees,” *Symposium* 49, no. 2 (1995): 114-119.
- Rainer Bauböck, *Transnational Citizenship: Membership and Rights in International Migration* (Cheltenham, UK: Edward Elgar Publishing, 1994).
- Seyla Benhabib, *The Rights of Others: Aliens, Residents and Citizens* (Cambridge, UK and New York: Cambridge University Press, 2004).
- Peter Gatrell, *The Making of the Modern Refugee* (Oxford: Oxford University Press, 2013).
- Jürgen Habermas, “The European Nation-State: On the Past and Future of Sovereignty and Citizenship,” in *The Inclusion of the Other: Studies in Political Theory*, ed. Ciaran Cronin and Pablo de Greiff (Cambridge, Massachusetts: The MIT Press, 1998), pp. 105-127.
- Ben Herzog, *Revoking Citizenship: Expatriation in America from the Colonial Era to the War on Terror* (New York: New York University Press, 2015).
- Christian Joppke, *Immigration and the Nation-State: The United States, Germany, and Great Britain* (Oxford and New York: Oxford University Press, 1999).
- Maxim Silverman, *Deconstructing the Nation: Immigration, Racism, and Citizenship in Modern France* (London and New York, NY: Routledge, 1992).
- Patrick Weil, *The Sovereign Citizen: Denaturalization and the Origins of the American Republic* (Philadelphia: University of Pennsylvania Press, 2012).
- Aristide R. Zolberg, *A Nation by Design: Immigration Policy in the Fashioning of America* (New York: Russell Sage Foundation; Cambridge, MA: Harvard University Press, 2006).

Key documents:

- 1789 Declaration of the Rights of Man and Citizen – Available online at [http://avalon.law.yale.edu/18th\\_century/rightsof.asp](http://avalon.law.yale.edu/18th_century/rightsof.asp)

- The Universal Declaration of Human Rights – Available online at <http://www.un.org/en/universal-declaration-human-rights/index.html>

#### WEEK 4 (September 26) Historical Background (II): Colonialism, Empire, and Race

- E. Tendayi Achiume, “Migration as Decolonization,” *Stanford Law Review* 71, no. 6 (2019): 1509-1574. **CLIO**
- Lucy Mayblin, “Colonialism, Decolonisation, and the Right to be Human,” *Journal of Historical Sociology* 27, no. 3 (2014): 423-441.
- Radhika Mongia, “Race, Nationality, Mobility: A History of the Passport,” in *Indian Migration and Empire: A Colonial Genealogy of the Modern State* (Durham: Duke University Press, 2018), 112-139. **CLIO** (Search for the book title; the book is accessible via e-Duke Books Scholarly Collection)
- Research Paper Readings:
  - Lisa A. Baglione, “Getting Started: Finding a Research Question,” in *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods* Belmont, CA: Thomson Higher Education, 2006), pp. 14-30. **CW**
  - “Acknowledging, Paraphrasing, and Quoting Sources,” The Writing Center at the University of Wisconsin-Madison, [https://writing.wisc.edu/wp-content/uploads/sites/535/2018/07/Acknowledging\\_Sources.pdf](https://writing.wisc.edu/wp-content/uploads/sites/535/2018/07/Acknowledging_Sources.pdf)
  - These readings are assigned to help you in the writing of the research paper. We will discuss them in preparation for next week’s topic statement assignment, but please do not write a blog post about it.
- **Pre-class assignment:** Now that you have read Baglione and developed a clearer idea for your research topic, have another brainstorming session with ChatGPT to generate research questions related to your topic. Experiment with different prompts to come up with *important, interesting, and puzzling* questions, to recall Baglione’s criteria. Copy-paste your chat in your research journal and write down a brief reflection (~200 words) assessing the quality of the AI-generated research questions and discussing how you would reformulate them. This reflection is due by 8 am on the day of our class.
  - If you are not comfortable using ChatGPT due to privacy concerns, please feel free to abstain from this brainstorming session; you can write in your research journal instead a brief reflection that includes 2 or 3 versions of your research question and assesses each on the basis of the criteria provided by Baglione.

#### Recommended:

- Cristina Beltrán, *Cruelty as Citizenship: How Migrant Suffering Sustains White Democracy* (Minneapolis, MN: University of Minnesota Press, 2020).
- Gurminder K. Bhambra, “The Current Crisis of Europe: Refugees, Colonialism, and the Limits of Cosmopolitanism,” *European Law Journal: Review of European Law in Context* 23 (2017): 395–405.
- Nadine El-Enany, *Bordering Britain: Law, Race and Empire* (Manchester: Manchester University Press, 2020).
- Encarnación Gutiérrez Rodríguez, “The Coloniality of Migration and the ‘Refugee Crisis:’ On the Asylum-Migration Nexus, the Transatlantic White European Settler Colonialism-Migration and Racial Capitalism,” *Refuge* 34, no. 1 (2018): 16-28.
- Lucy Mayblin, *Asylum After Empire: Colonial Legacies in the Politics of Asylum Seeking*. Lanham: Rowman & Littlefield International, 2018.
- Lucy Mayblin and Joe B. Turner, *Migration Studies and Colonialism* (Cambridge, UK: Polity Press, 2021).
- Joseph Nevins, “Migration as Reparations,” in *Open Borders: In Defense of Free Movement*, ed. Reece Jones (Athens: University of Georgia Press, 2019), pp. 129-140.

- Vicki Squire, “Hidden Geographies of the ‘Mediterranean Migration Crisis,’” *Environment and Planning C: Politics and Space* 40, no. 5 (2022): 1048–1063.
- Harsha Walia, *Border and Rule: Global Migration, Capitalism, and the Rise of Racist Nationalism* (Chicago, Illinois: Haymarket Books, 2021).

### WEEK 5 (October 3) Politics of Asylum

- Seyla Benhabib, “The End of the 1951 Refugee Convention? Dilemmas of Sovereignty, Territoriality, and Human Rights,” *Jus Cogens* 2, no. 1 (2020): 75-100. **CLIO**
- Didier Fassin, “Truth Ordeal: Attesting Violence for Asylum Seekers,” *Humanitarian Reason: A Moral History of the Present Times*, trans. Rachel Gomme (Berkeley: University of California Press, 2012), pp. 109-129. **CLIO**
  - Please access the e-book on eBook Comprehensive Academic Collection and download the PDF file of the chapter for proper pagination.
- Meghana Nayak, “The *Always* Deviant LGBTQ Asylum Seekers,” in *Who Is Worthy of Protection? Gender-Based Asylum and U.S. Immigration Politics* (New York and Oxford: Oxford University Press, 2015), chap. 5. **CLIO**

### Recommended:

- Monish Bhatia, “Crimmigration, Imprisonment and Racist Violence: Narratives of People Seeking Asylum in Great Britain,” *Journal of Sociology* 56, no. 1 (March 2020): 36–52.
- Carol Bohmer and Amy Shuman, *Political Asylum Deceptions: The Culture of Suspicion* (New York: Palgrave Macmillan, 2018).
- Zsea Bowmani, “Queer Refuge: The Impacts of Homoantagonism and Racism in U.S. Asylum Law,” *Georgetown Journal of Gender and the Law* 18, no. 1 (2017): 1-41.
- Didier Fassin, “Compassion and Repression: The Moral Economy of Immigration Policies in France,” *Cultural Anthropology* 20, no. 3 (2005): 362-87.
- Thomas Gammeltoft-Hansen, *Access to Asylum: International Refugee Law and the Globalisation of Migration Control* (Cambridge and New York: Cambridge University Press, 2011).
- Matthew J. Gibney, *The Ethics and Politics of Asylum: Liberal Democracy and the Response to Refugees* (Cambridge and New York: Cambridge University Press, 2004).
- Rebecca Hamlin, *Let Me Be a Refugee: Administrative Justice and the Politics of Asylum in the United States, Canada, and Australia* (Oxford and New York, NY: Oxford University Press, 2014).
- Jennifer Hyndman and Alison Mountz, “Another Brick in the Wall? Neo-Refoulement and the Externalization of Asylum by Australia and Europe,” *Government and Opposition* 43, no. 2 (Spring 2008): 249–269.
- Meghana Nayak, *Who Is Worthy of Protection? Gender-Based Asylum and U.S. Immigration Politics* (New York and Oxford: Oxford University Press, 2015).
- Liza Schuster, “Common Sense or Racism? The Treatment of Asylum-Seekers in Europe,” *Patterns of Prejudice* 37, no. 3 (2003): 233-256.
- William Paul Simmons, *Human Rights Law and the Marginalized Other* (Cambridge: Cambridge University Press, 2011), chap. 6.
- Patricia Tuitt, *False Images: The Law’s Construction of the Refugee* (London and East Haven, CT: Pluto Press, 1996).

**TWO BLOG POSTS DUE BY OCTOBER 10, 8 AM EST**

### WEEK 6 (October 10) Refugee Camps

- Michel Agier, “Humanity as an Identity and Its Political Effects (A Note on Camps and Humanitarian Government),” *Humanity* 1, no. 1 (Fall 2010): 29-45. **CLIO**



- Please search for the journal title first, access the journal via University of Pennsylvania Press Journals, and download the PDF copy for proper pagination.
- Barbara Harrell-Bond, “Can Humanitarian Work with Refugees Be Humane?” *Human Rights Quarterly* 24, no. 1 (2002): 51-85. **CLIO**
- Liisa H. Malkki, “Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization,” *Cultural Anthropology*, vol. 11, no. 3 (1996), pp. 377-404. **CLIO**
- Turner, Lewis. “‘#Refugees Can Be Entrepreneurs Too!’ Humanitarianism, Race, and the Marketing of Syrian Refugees.” *Review of International Studies* 46, no. 1 (2020): 137–55. **CLIO**.

**Recommended:**

- Tendayi Achiume, “Race, Refugees, and International Law,” in *The Oxford Handbook of International Refugee Law*, ed. Cathryn Costello, Michelle Foster, and Jane McAdam (Oxford: Oxford University Press, 2021), 43-59.
- Michel Agier, *Managing the Undesirables: Refugee Camps and Humanitarian Government* (Cambridge: Polity Press, 2011).
- T. Alexander Aleinikoff and Leah Zamore, *The Arc of Protection: Reforming the International Refugee Regime* (Stanford, California: Stanford Briefs, 2019).
- Michael Barnett, “Humanitarianism with a Sovereign Face: UNHCR in the Global Undertow,” *The International Migration Review* 35, no. 1 (2001): 244-77.
- B. S. Chimni, “The Geopolitics of Refugee Studies: A View from the South,” *Journal of Refugee Studies* 11, no. 4 (1998): 350–374.
- Thom Davies and Arshad Isakjee, “Ruins of Empire: Refugees, Race and the Postcolonial Geographies of European Migrant Camps,” *Geoforum* 102 (2019): 214-217.
- Guy S. Goodwin-Gill and Jane McAdam, *The Refugee in International Law* (Oxford and New York: Oxford University Press, 2007, 3<sup>rd</sup> ed.)
- James C. Hathaway, *The Rights of Refugees Under International Law* (Cambridge and New York: Cambridge University Press, 2005).
- Jennifer Hyndman, *Managing Displacement: Refugees and the Politics of Humanitarianism* (Minneapolis and London: University of Minnesota Press, 2000).
- Emma Larking, *Refugees and the Myth of Human Rights: Life Outside the Pale of the Law* (Farnham, Surrey; Burlington, VT: Ashgate, 2014).
- Peter Nyers, *Rethinking Refugees: Beyond States of Emergency* (New York and London: Routledge, 2006).
- David Owen, *What Do We Owe to Refugees?* (Cambridge, UK: Polity, 2020).
- Serena Parekh, *Refugees and the Ethics of Forced Displacement* (New York: Routledge, 2017).
- Natasha Saunders, *International Political Theory and the Refugee Problem* (New York: Routledge, 2018).
- Nevzat Soğuk, *States and Strangers: Refugees and Displacements of Statecraft* (Minneapolis and London: University of Minnesota Press, 1999).
- Guglielmo Verdirame and Barbara E. Harrell-Bond, *Rights in Exile: Janus-Faced Humanitarianism* (New York: Berghahn Books, 2005).
- Ralph Wilde, “*Quis Custodiet Ipsos Custodes?* Why and How UNHCR Governance of ‘Development’ Refugee Camps Should be Subject to International Human Rights Law,” *Yale Human Rights and Development Law Journal* 1 (1998): 107-128.

**RESEARCH PROPOSAL DUE OCTOBER 17, 5 PM EST**

### WEEK 7 (October 17) Immigration Detention

- Roxanne Doty and Elizabeth Shannon Wheatley, “Private Detention and the Immigration Industrial Complex,” *International Political Sociology* 7, no. 4 (2013): 426-443. **CLIO**
  - Please download the PDF version for proper pagination.
- Inés Valdez, “Punishment, Race, and the Organization of U.S. Immigration Exclusion,” *Political Research Quarterly* 69, no. 4 (December 2016): 640–54. **CLIO**
- Tom K. Wong, “The Labyrinth of Immigration Detention,” in *Rights, Deportation, and Detention in the Age of Immigration Control* (Stanford, California: Stanford University Press, 2015), pp. 109-143. **CLIO**

#### Recommended:

- Hindpal Singh Bhui, “The Place of ‘Race’ in Understanding Immigration Control and the Detention of Foreign Nationals,” *Criminology & Criminal Justice* 16, no. 3 (July 2016): 267–85.
- Mary Bosworth, *Inside Immigration Detention* (Oxford: Oxford University Press, 2014).
- Mary Bosworth, Alpa Parmar, and Yolanda Vázquez, *Race, Criminal Justice, and Migration Control: Enforcing the Boundaries of Belonging* (Oxford: Oxford University Press, 2018).
- Galina Cornelisse, *Immigration Detention and Human Rights: Rethinking Territorial Sovereignty* (Leiden and Boston: Martinus Nijhoff Publishers, 2010).
- Azadeh Dastyari, *The United States Migrant Interdiction and the Detention of Refugees in Guantánamo Bay* (New York, NY: Cambridge University Press, 2015).
- Lucy Fiske, *Human Rights, Refugee Protest and Immigration Detention* (London: Palgrave Macmillan, 2016).
- Michael Flynn, “On the Diffusion of Immigration Detention,” *Journal on Migration and Human Security* 2, no. 3 (2004): 165-197.
- Rich Furman, Douglas Epps, and Greg Lamphear, ed., *Detaining the Immigrant Other: Global and Transnational Issues* (New York, NY: Oxford University Press, 2016).
- Ayten Gündoğdu, “Borders of Personhood,” in *Rightlessness in an Age of Rights: Hannah Arendt and the Contemporary Struggles of Migrants* (Oxford and New York: Oxford University Press, 2015), pp. 90-125, 230-238.
- Prem Kumar Rajaram and Carl Grundy-Warr, “The Irregular Migrant as Homo Sacer: Migration and Detention in Australia, Malaysia, and Thailand,” *International Migration* 42, no. 1 (March 2004): 33-64.
- Sarah Turnbull, “Immigration Detention and the Racialized Governance of Illegality in the United Kingdom,” *Social Justice* 44, no. 1 (2017): 142-164.
- Michael Welch, *Detained: Immigration Laws and the Expanding I.N.S. Jail Complex* (Philadelphia: Temple University Press, 2002).
- Daniel Wilsher, *Immigration Detention: Law, History, Politics* (Cambridge: Cambridge University Press, 2011).

### WEEK 8 (October 24) Deportation

- Amada Armenta, “Racializing Crimmigration: Structural Racism, Colorblindness, and the Institutional Production of Immigrant Criminality,” *Sociology of Race and Ethnicity* 3, no. 1 (January 2017): 82–95. **CLIO**
- Linda Bosniak, “The Difference That Alienage Makes,” in *The Citizen and the Alien: Dilemmas of Contemporary Membership* (New Jersey: Princeton University Press, 2006), 37-76. **CW**
- Susan Bibler Coutin, “Exiled by Law: Deportation and the Inviability of Life,” in *The Deportation Regime: Sovereignty, Space, and the Freedom of Movement*, ed. Nicholas De Genova and Nathalie Peutz (Durham, NC: Duke University Press, 2010), 351-370. **CW**



### Recommended:

- Amada Armenta, *Protect, Serve, and Deport: The Rise of Policing as Immigration Enforcement* (Oakland, CA: University of California Press, 2017).
- Alice Bloch and Liza Schuster, “At the Extremes of Exclusion: Deportation, Detention and Dispersal,” *Ethnic and Racial Studies* 28, no. 3 (2005): 491-512.
- Nicholas De Genova, “Migrant ‘Illegality’ and Deportability in Everyday Life,” *Annual Review of Anthropology* 31, no. 1 (2002): 419-447.
- Nicholas De Genova and Nathalie Peutz, ed., *The Deportation Regime: Sovereignty, Space, and the Freedom of Movement* (Durham, NC: Duke University Press, 2010).
- Liz Fekete, “The Deportation Machine: Europe, Asylum and Human Rights,” *Race & Class* 47, no. 1 (2005): 64-78.
- Matthew J. Gibney, “Asylum and the Expansion of Deportation in the United Kingdom,” *Government and Opposition* 43, no. 2 (2008): 146–67.
- Tanya Golash-Boza and Pierrette Hondagneu-Sotelo, “Latino Immigrant Men and the Deportation Crisis: A Gendered Racial Removal Program,” *Latino Studies* 11 (2013): 271–292.
- Adam Goodman, *The Deportation Machine: America's Long History of Expelling Immigrants* (Princeton: Princeton University Press, 2020).
- Daniel Kanstroom, *Deportation Nation: Outsiders in American History* (Cambridge, Mass: Harvard University Press, 2007).
- Daniel Kanstroom, “The ‘Right to Remain Here’ as an Evolving Component of Global Refugee Protection: Current Initiatives and Critical Questions,” *Journal on Migration and Human Security* 5, no. 3 (2017): 614-644.
- Patrisia Macías-Rojas, *From Deportation to Prison: The Politics of Immigration Enforcement in Post-Civil Rights America* (New York: New York University Press, 2016).
- William Walters, “Deportation, Expulsion, and the International Police of Aliens,” *Citizenship Studies* 6, no. 3 (2002): 265-292.

### WEEK 9 (October 31) Research Paper Workshop

**Note:** This week’s readings are assigned to help you with the research paper assignment; since they are not about our course theme, please do not submit a blog post about these readings.

- Jonathan Cisco, “Teaching the Literature Review: A Practical Approach for College Instructors,” *Teaching & Learning Inquiry: The ISSOTL Journal* 2, no. 2 (2014): 41-57. \*\*\* Read especially pp. 45-52 \*\*\* **CLIO**
- Zaid Eyadat, “The Comparative Case Study Method: ‘Uncivil Society’ in the Arab Uprisings,” in *Political Science Research in Practice*, ed. Akan Malici and Elizabeth S. Smith (New York: Routledge, 2019, 2<sup>nd</sup> ed.), pp. 28-46. **CW**
- Brent J. Steele, “Critical and Interpretive Research: Understanding Torture’s Popularity in the United States,” in *Political Science Research in Practice*, ed. Akan Malici and Elizabeth S. Smith (New York: Routledge, 2019, 2<sup>nd</sup> ed.), pp. 82-99. **CW**
- Charles Lipson, “Effective Openings, Smooth Transitions, and Strong Closings,” in *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper* (Chicago: University of Chicago Press, 2005), 159-176. **CW**
- **Pre-class assignment:** Once you complete these readings, write a **brief reflection** (~200 words) in your research journal identifying the main challenges and questions you have about the research and writing process. This reflection is due by 8 am on the day of our class.

### WEEK 10 (November 7) No class – Election Day Holiday

### WEEK 11 (November 14) Illegality

- Catherine Dauvergne, “On Being Illegal” in *Making People Illegal: What Globalization Means for Migration and Law* (Cambridge and New York: Cambridge University Press, 2008), pp. 9-28. **CW**
- Alison Kesby, “The Right to Have Rights as Humanity,” in *The Right to Have Rights: Citizenship, Humanity, and International Law* (Oxford and New York, NY: Oxford University Press, 2012), pp. 92-117. **CW**
- José Jorge Mendoza, “Illegal: White Supremacy and Immigration Status” in *The Ethics and Politics of Immigration: Emerging Trends*, ed. Alex Sager (London UK: Rowman & Littlefield International, 2016), pp. 201-220. **CW**

#### Recommended:

- Ruben Andersson, *Illegality, Inc.: Clandestine Migration and the Business of Bordering Europe* (Oakland, California: University of California Press, 2014).
- Cristina Beltrán, “Going Public: Hannah Arendt, Immigrant Action and the Space of Appearance,” *Political Theory* 37, no. 5 (2009): 595-622.
- Linda S. Bosniak, “Human Rights, State Sovereignty and the Protection of Undocumented Migrants under the International Migrant Workers Convention,” *International Migration Review* 25, no. 4 (1991): 737-770.
- Aviva Chomsky, *Undocumented: How Immigration Became Illegal* (Boston, Massachusetts: Beacon Press, 2014).
- Nicholas De Genova, “The Legal Production of Mexican/Migrant ‘Illegality,’” *Latino Studies* 2, no. 2 (2004): 160-185.
- Ayten Gündoğdu, “Declarations of a Right to Have Rights,” in *Rightlessness in an Age of Rights: Hannah Arendt and the Contemporary Struggles of Migrants* (Oxford and New York: Oxford University Press, 2015), pp. 164-202.
- Monika Krause, “Undocumented Migrants: An Arendtian Perspective,” *European Journal of Political Theory* 7, no. 3 (2008): 331-348.
- Anne McNevin, *Contesting Citizenship: Irregular Migrants and New Frontiers of the Political* (New York: Columbia University Press, 2011).
- Cecilia Menjivar and Daniel Kanstroom, ed., *Constructing Immigrant “Illegality:” Critiques, Experiences, and Responses* (New York: Cambridge University Press, 2014).
- Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton, N.J.: Princeton University Press, 2004).
- A. Naomi Paik, “Abolitionist Futures and the US Sanctuary Movement,” *Race & Class* 59, no. 2 (October 2017): 3–25.
- Jaya Ramji-Nogales, “‘The Right to Have Rights’: Undocumented Migrants and State Protection,” *Kansas Law Review* 63, no. 4 (2015): 1045–65.

### DETAILED OUTLINE DUE NOVEMBER 21, 5 PM EST

### WEEK 12 (November 21) Border Deaths

- Alexandra Délano Alonso and Benjamin Nienass, “Deaths, Visibility, and Responsibility: The Politics of Mourning at the US-Mexico Border,” *Social Research: An International Quarterly* 83, no. 2 (2016): 421-451. **CLIO**
- Roxanne Lynn Doty, “Bare Life: Border-Crossing Deaths and Spaces of Moral Alibi,” *Environment and Planning D: Society and Space* 29, no. 4 (2011): 599-612. **CLIO**
- Thomas Spijkerboer, “Moving Migrants, States, and Rights: Human Rights and Border Deaths,” *Law & Ethics of Human Rights* 7, no. 2 (2013): 213-242. **CW**

**Recommended:**

- Maurizo Albahari, *Crimes of Peace: Mediterranean Migrations at the World's Deadliest Border* (University of Pennsylvania Press, 2016).
- Agnes Callamard, "Unlawful Death of Refugees and Migrants," United Nations General Assembly, Seventy-second session, August 15, 2017, A/72/335, available online at <https://reliefweb.int/sites/reliefweb.int/files/resources/N1725806.pdf>
- Jason de León, *The Land of Open Graves: Living and Dying on the Migrant Trail* (University of California Press, 2015).
- Forensic Architecture, "The Left-to-Die Boat," <https://www.forensic-architecture.org/case/left-die-boat/>
- Stefanie Grant, "Dead and Missing Migrants: The Obligations of European States under International Human Rights Law," *IHRL Briefing* (September 2016), available at <http://www.mediterraneanmissing.eu/wp-content/uploads/2015/10/Mediterranean-Missing-Legal-Memo-290816.pdf>
- Ayten Gündoğdu, "Border Deaths as Forced Disappearances: Frantz Fanon and the Outlines of a Critical Phenomenology," *Puncta: Journal of Critical Phenomenology* 5, no. 3 (2022): 12-41.
- International Organization for Migration, "Missing Migrants Project," <https://missingmigrants.iom.int/>
- Iosif Kovras and Simon Robins, "Death as the Border: Managing Missing Migrants and Unidentified Bodies at the EU's Mediterranean Frontier," *Political Geography* 55 (2016): 40-49.
- Itamar Mann, "Maritime Legal Black Holes: Migration and Rightlessness in International Law," *European Journal of International Law* 29, no. 2 (2018): 347-372.
- Violeta Moreno-Lax, "The EU Humanitarian Border and the Securitization of Human Rights: The 'Rescue-through-Interdiction/Rescue-without-Protection' Paradigm," *JCMS: Journal of Common Market Studies* 56, no. 1 (2018): 119-140.
- Kim Rygiel, "Dying to Live: Migrant Deaths and Citizenship Politics along European Borders: Transgressions, Disruptions, and Mobilizations," *Citizenship Studies* 20, no. 5 (2016): 545-560.
- Thomas Spijkerboer, "Wasted Lives: Borders and the Right to Life of People Crossing Them," *Nordic Journal of International Law* 86 (2017): 1-29.
- Maurice Stierl, "Contestations in Death – The Role of Grief in Migration Struggles," *Citizenship Studies* 20, no. 2 (2016): 173-191.
- Leanne Weber, *Globalization and Borders: Death at the Global Frontier* (Houndmills, Basingstoke: Palgrave Macmillan, 2011).

**WEEK 13 — Research Presentations (November 28)**

**WEEK 14 — Research Presentations (December 5)**

**RESEARCH PAPER DUE DECEMBER 11, 5 PM EST  
SUBMIT RESEARCH JOURNAL**

**SENIOR CAPSTONE POSTER DUE DECEMBER 15, 5 PM EST**