



Geographies of Migration and Mobility

Course Information

Instructor: Dr. Austin Kocher

Course Code: GEO 450

Term: Spring 2022

Meeting Time: Mondays & Wednesday 3:45 – 5:05 PM

Classroom: Hall of Languages 111

Office Hours: virtual, by appointment, Friday afternoons

Course Description

Geographies of Migration and Mobility (Geography 450) is an exciting, student-centered course that examines the urgent realities of global migration through a variety of engaging texts, videos, stories, data, classroom discussion, and real-world projects. Although human beings have always moved around the planet, migration has become a defining characteristic of the contemporary world with 281 million people—or 3.6% of Earth’s total population—now living outside the country of their birth.¹ At the same time, growth in global migration has been accompanied by the unprecedented growth of new geographies of migration controls including border walls, immigration policing in everyday spaces, a global network of immigrant detention centers, and new restrictive immigration policies worldwide. The COVID-19 pandemic has also prompted controversial new immigration restrictions. This course provides an in-depth examination of the relationship between global migration and migration controls through a critical geographic lens by examining the emergent spaces, places, and networks that make these controls possible. Students will leave the course with the theoretical and practical tools needed to understand and contribute to scholarly and public debate about one of the most important topics of our time.

Course Objectives

1. Student will understand core concepts in the geographic study of global migration and migration controls.
2. Students will be able to assess the implications of various theoretical and methodological approaches to the study of migration across a variety of geographic contexts.
3. Students will understand the historical and constantly-evolving relationship between global migration and migration controls in the 21st Century.

¹ World Migration Report 2022 published by the International Organization for Migration.

4. Students will be able to identify, evaluate, and accurately cite key sources of qualitative and quantitative data on migration.
5. Students will develop analytical writing skills that will empower them to write accurately and persuasively about migration.

University Policies

COVID-19 Precautions & Protocols: Due to elevated infection rates of COVID-19 in Upstate New York, Syracuse University continues to emphasize that “the health and well-being of our students, faculty, staff and neighbors remains our top priority”—a principle that is true for this class, as well. Masks are required to be worn in the classroom at all times. Students who fail to comply with this rule will be asked to leave the classroom.

Academic Integrity Policy: Syracuse University’s Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. Syracuse University students are required to read an online summary of the University’s academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. Detailed information about Syracuse University’s academic integrity policies can be found here: <https://class.syr.edu/academic-integrity/policy/>.

Academic Integrity Reporting: If I have reason to believe that you have violated the spirit of letter of Syracuse University’s academic integrity policy outlined above, I am obligated to report the incident to the university for investigation. I will not make independent determinations about academic integrity violations.

Disability Policy: Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process. If you would like to discuss disability-accommodations or register with CDR, please visit their website at <https://disabilityresources.syr.edu>. Please call (315) 443-4498 or email disabilityresources@syr.edu

for more detailed information. CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process.

Discrimination and Harassment Policy: The University does not discriminate and prohibits harassment or discrimination related to any protected category including creed, ethnicity, citizenship, sexual orientation, national origin, sex, gender, pregnancy, disability, marital status, age, race, color, veteran status, military status, religion, sexual orientation, domestic violence status, genetic information, gender identity, gender expression or perceived gender. Any complaint of discrimination or harassment related to any of these protected bases should be reported to Sheila Johnson-Willis, the University's Chief Equal Opportunity & Title IX Officer. She is responsible for coordinating compliance efforts under various laws including Titles VI, VII, IX and Section 504 of the Rehabilitation Act. She can be contacted at Equal Opportunity, Inclusion, and Resolution Services, 005 Steele Hall, Syracuse University, Syracuse, NY 13244-1120; by email: titleix@syr.edu; or by telephone: 315-443-0211.

Other University Resources: The following resources were created with your needs in mind and are staffed by competent, caring professionals whose mission is to help you succeed. Please take full advantage of them.

- **Writing Center:** <https://thecollege.syr.edu/writing-center/>.
- **Counseling Center:** <https://www.syracuse.edu/life/services-support/counseling/>.

Course Policies & Expectations

Communication with the Professor: The fastest and most reliable form of communication with the instructor will be in-person immediately before, during, or immediately after class on Mondays and Wednesdays. The professor will arrive approximately 10 minutes early to class and stay after class as late as needed to resolve all student questions and concerns. If a student needs additional time or requires a more private meeting with the professor, the student should inform the professor in person during or around class time and arrangements will be made to ensure that students have as much individualized time as possible to ensure they are able to succeed in the course.

Email: In the case where a student needs to inform the professor about making arrangements to attend class virtually due to COVID-19-related issues or for other emergencies, students should email the professor as soon as possible. For most other purposes, in-person communication is strongly preferred. If a student does need to email the professor, students should use email etiquette that meets high professional standards, and the email is required to include the phrase "Geography 450" in the subject line or it may not receive a response. Students should not expect to receive a response to email (other than those related to emergencies) in *less* than 48 hours. Unless specifically noted otherwise, email will not be an acceptable way to submit assignments.

Absences: Due to the interactive nature of this course, attendance is very important and will be documented daily. Each unexcused absence over 3 (i.e. 4 or more) will result in 1% point reduction of the final grade.

Late Assignment: Late assignments are not accepted, but deadlines may be adjusted in advance at the discretion of the instructor or for emergency situations. If you are going to miss class on a day that an assignment is due, you may have someone else (e.g. one of your classmates) turn it in to me in person.

Course Discussion: Classroom discussion is a primary source of learning in a seminar, so intelligent, respectful, on-topic participation through dialogue is essential. Scholarly debate over ideas is encouraged, but disrespectful communication, including discriminatory or degrading language will not be tolerated. Meaningful participation means that each student is attentive and engaged in the discussion using active listening skills rather than distracted by technology.

Technology in the Classroom: Cell phones and any other technology not directly used for learning is strictly prohibited.

Learning Resources

Required Texts. You are required to purchase these three books for the course. Because we will be discussing the books in class, you are strongly encouraged to have a print copy rather than a digital copy of each book. The books are available from the bookstore.

- Washington, J. (2020). *The Dispossessed: A Story of Asylum and the US-Mexican Border and Beyond*. Verso Books.
- Colfer, E., Donkin, A., & Rigano, G. (2018). *Illegal*. New York City: Sourcebooks, Incorporated.
- Carney, M. (2021). *Island of Hope: Migration and Solidarity in the Mediterranean*. Berkeley: University of California Press.

Academic Articles. In addition to the books above, students will rely on a variety of academic articles to explore the themes of the course and prepare students to engage with peer-reviewed academic research. Students will typically be expected to obtain PDF copies of articles themselves based on citations available in class.

Course Lectures: Lecture will be an important source of course material and will draw on the rapidly-evolving immigration policy landscape, course readings, and empirical research to provide insight into migration and mobility.

Other Learning Resources: Students may be required to access a variety of publicly-available materials online, including videos, podcasts, government websites, forms, reports, news articles and

more. Information about these resources will be provided in class and may be posted online in the course webpage.

Course Assignments and Grades

Assignments and Grades. Your grade in the course relies on variety of types of assignments to provide you with ample opportunity to demonstrate your understanding of course material, receive feedback on your progress in the course, and develop your own professional portfolio to benefit your future academic or career goals.

1. Reading Responses (~10): 10%
2. Op-Ed-Style Essays (~4): 20%
3. Midterm Exam (1): 20%
4. Course Mini-Projects (~4): 20%
5. Capstone Research Paper (1): 30%

Attendance: Each unexcused absence **over 3** (i.e. 4 or more) will result in 1% point reduction of the final grade.

Grading Scale: A (94-100%), A- (90-93%), B+ (87-89%), B (84-86%), B- (80-83%), C+ (77-79%), C (74-76%), C- (70-73%), D+ (67-69%), D (64-66%), D- (60-63%), F (<60%)

Course Schedule

Day 1: Introduction to Course (Jan 24)

Day 2: Politics of Mobility (Jan 26)

Learning Resources

- Cresswell, T. (2010). Towards a politics of mobility. *Environment and Planning D: Society and Space*, 28(1), 17-31.

Assignments

- Reading reflection #1 due.

Day 3: Applying Politics of Mobility (Jan 31)

Learning Resources

- On The Frontline Of The Mediterranean Refugee Crisis.
<https://www.youtube.com/watch?v=8pm3M5mT3Sw>.
- How Gang Violence Drives Migrants Out of El Salvador.
<https://www.youtube.com/watch?v=4oJB5QyC4vk>.

Assignments

- Reading reflection #2 due.

Day 4: Global Migration Overview (Feb 2)

Learning Resources

- International Organization for Migration. (2022). World Migration Report 2022. Retrieved from <https://publications.iom.int/books/world-migration-report-2022>.

Assignment

- Nothing due.

Day 5: Methodological Approaches to Studying Migration: Studying Up the State (2/22/2021)

- Belcher, O., & Martin, L. L. (2013). Ethnographies of closed doors: conceptualising openness and closure in US immigration and military institutions. *Area*, 45(4), 403-410.
- Billo, E., & Mountz, A. (2016). For Institutional Ethnography: Geographical Approaches to Institutions and the Everyday. *Progress in Human Geography*, 40(2), 199-220.

Methodological Approaches to Studying Migration: Forensics as Critique (2/24/2021)

- FOIA as method: Hands-on discussion.
- Looking for Immigration Data? TRAC has a Tool for That.
<https://trac.syr.edu/tracreports/general/607/>
- Research paper discussion.

Migration & Social Difference (3/1/2021)

Learning Resources

- Vogler, S. (2016). Legally Queer: The Construction of Sexuality in LGBQ Asylum Claims. *Law & Society Review*, 50(4), 856-889.
- Calavita, K. (2006). Gender, Migration, and Law: Crossing Borders and Bridging Disciplines. *International Migration Review*, 40(1), 104-132.
doi:10.1111/j.1747-7379.2006.00005.x

Migration & Social Difference (3/3/2021)

- Erel, U., Murji, K., & Nahaboo, Z. (2016). Understanding the contemporary race–migration nexus. *Ethnic and Racial Studies*, 39(8), 1339-1360. doi:10.1080/01419870.2016.1161808
- Menjivar, C., & Perreira, K. M. (2019). Undocumented and unaccompanied: children of migration in the European Union and the United States. *J Ethn Migr Stud*, 45(2), 197-217. doi:10.1080/1369183X.2017.1404255

Illegalizing Migration and Mobility: U.S Context (3/8/2021)

- Massey, D., Durand, J., & Pren, K. (2014). Explaining Undocumented Migration to the U.S. *International Migration Review*, 48(4), 1028-1061.
- De Genova, N. (2004). The Legal Production of Mexican/Migrant "Illegality". *Latino Studies*, 2(2), 160-185.

- Bauder, H. (2014). Why We Should Use the Term ‘Illegalized’ Refugee or Immigrant: A Commentary. *International Journal of Refugee Law*, 26(3), 327-332.

Illegalizing Migration and Mobility: Central American Migrants and Refugees (3/10/2021)

- Coutin, S. B. (2010). Confined within: National territories as zones of confinement. *Political Geography*, 29(4), 200-208. doi:papers3://publication/doi/10.1016/j.polgeo.2010.03.005
- American Immigration Council. (2016). *Understanding the Central American Refugee Crisis: Why They Are Fleeing and How U.S. Policies Are Failing to Deter Them*. Retrieved from https://www.americanimmigrationcouncil.org/sites/default/files/research/understanding_the_central_american_refugee_crisis.pdf
- First Attempt (Chapters 1-4) in *The Dispossessed*.

Illegalizing Migration and Mobility: EU Context (3/15/2021)

- van Houtum, H. (2010). Human blacklisting: the global apartheid of the EU’s external border regime. *Environment and Planning D: Society and Space*, 28(6), 957-976.
- Tazzioli, M. (2019). Governing migrant mobility through mobility: Containment and dispersal at the internal frontiers of Europe. *Environment and Planning C: Politics and Space*, 38(1), 3-19.

Illegalizing Migration and Mobility: Africa-Europe Migration (3/17/2021)

- Colfer, E., Donkin, A., & Rigano, G. (2018). *Illegal*: Sourcebooks, Incorporated.
- Brankamp, H. (2019). ‘Occupied Enclave’: Policing and the underbelly of humanitarian governance in Kakuma refugee camp, Kenya. *Political Geography*, 71, 67-77.
- Inside Dadaab, the 200,000-person refugee camp | DW News. <https://www.youtube.com/watch?v=gxOlp-nmFXg>

Research Paper Workshop (3/22/2021)

Migration and Biopolitics: “To Make Live or Let Die” (3/24/2021)

- Death of Asylum Introduction and Chapter 1.
- The Out Crowd by This American Life. <https://www.thisamericanlife.org/688/the-out-crowd>
- The Left-To-Die Boat. <https://forensic-architecture.org/investigation/the-left-to-die-boat>

Mediterranean Refugee Crisis (3/29/2021)

- Hammond, T. (2015). The Mediterranean Migration Crisis. *Foreign Policy Journal*, 1-12.
- Squire, V. (2020). Hidden geographies of the ‘Mediterranean migration crisis’. *Environment and Planning C: Politics and Space*. doi:10.1177/2399654420935904
- Italy Is Paying Libya To Intercept Migrants On The Mediterranean (HBO). <https://www.youtube.com/watch?v=HpAQGyp6IcY>

Mobilizing Humanitarian Responses to the Mediterranean Migrant Crisis (3/31/2021)

- Stierl, M. (2017). A Fleet of Mediterranean Border Humanitarians. *Antipode*, 25(3), 1-21.
- Gill, N. (2018). The Suppression of Welcome. *Fennia*, 196(1), 88-98.
- Rescue at Sea: Migrants in the Mediterranean | People and Power.
<https://www.youtube.com/watch?v=08HTB19omnQ>

US-Mexico Border (4/5/2021)

- Slack, J., Martínez, D. E., & Lee, A. E. (2016). The Geography of Border Militarization: Violence, Death and Health in Mexico and the United States. *Journal of Latin American Geography*, 15(1), 7-32.
- RadioLab Border Trilogy
 - Border Trilogy Part 1: Hole in the Fence.
<https://www.wnycstudios.org/podcasts/radiolab/articles/border-trilogy-part-1>
 - Border Trilogy Part 2: Hold the Line.
<https://www.wnycstudios.org/podcasts/radiolab/articles/border-trilogy-part-2-hold-line>
 - Border Trilogy Part 3: What Remains.
<https://www.wnycstudios.org/podcasts/radiolab/articles/border-trilogy-part-3-what-remains>

Mobilizing Humanitarian Responses Along the US-Mexico Border (4/7/2021)

- Boyce, G., Launius, S., & Aguirre, A. (2017). Drawing the Line: Spatial Strategies of Community and Resistance in Post-SB1070 Arizona. *ACME: An International E-Journal for Critical Geographies*, 18(1), 187-216.
- Humanitarian Volunteer Scott Warren Reflects On The Borderlands And Two Years Of Government Persecution. <https://theintercept.com/2019/11/23/scott-warren-verdict-immigration-border/>.
- No More Deaths: How Humanitarian Aid Is Criminalized Near the Border.
https://www.youtube.com/watch?v=Xm26T_6Ix9Q

Detention and the Im/Mobilization of Migrants (4/12/2021)

- Mountz, A., Coddington, K., Catania, R., & Loyd, J. (2013). Conceptualizing Detention: Mobility, Containment, Bordering, and Exclusion. *Progress in Human Geography*, 37(4), 522-541.
- Hiemstra, N. (2014). Performing homeland security within the US immigrant detention system. *Environment and Planning D: Society and Space*, 32(4), 571-588.

Policing Immigrant Mobility Through Mobility (4/14/2021)

- Stuesse, A., & Coleman, M. (2014). Automobility, Immobility, Altermobility: Surviving and Resisting the Intensification of Immigrant Policing. *City & Society*, 26(1), 51-72.

- Coleman, M., & Kocher, A. (2011). Detention, Deportation, Devolution and Immigrant Incapacitation in the U.S., Post 9/11. *Geographical Journal*, 177(3), 228-237.
- Armenta, A. (2012). From Sheriff's Deputies to Immigration Officers: Screening Immigrant Status in a Tennessee Jail. *Law & Policy*, 34(2).

The Dispossessed (4/19/2021)

- Discuss *The Dispossessed*.
- Book review due.

The Death of Asylum? (4/21/2021)

- *Death of Asylum* Chapter 6 and conclusion.

Climate Migration (4/26/2021)

- Gonzales, C. (2020). Climate Change, Race, and Migration. *Journal of Law and Political Economy*.
- Bettini, G. (2013). Climate Barbarians at the Gate? A critique of apocalyptic narratives on 'climate refugees'. *Geoforum*, 45, 63-72. doi:10.1016/j.geoforum.2012.09.009

Migration, Authoritarianism, and Nationalism (4/28/2021)

- Turner J and Bailey D (2021) 'Ecobordering': casting immigration control as environmental protection. *Environmental Politics* 31(1): 110-131.

The Politics of Immigrant Welcome (5/3/2021)

- Gill, Nicholas. 2018. "The Suppression of Welcome." *Fennia* 196 (1):88-98.

Expansion of Global Migration Controls (5/6/2021)

- Bepler, S. (2018). The Rohingya conflict: Genesis, current situation and geopolitical aspects. *Pacific Geographies*, 50. doi:10.23791/500410
- Vigneswaran, D. (2008). Enduring territoriality: South African immigration control. *Political Geography*, 27(7), 783-801.

Final Paper Workshop (5/12/2021)

- No readings.

Final Paper Due (5/20/2021)