

Introduction to Migration & Displacement

SOSS 4055A (Hons); SOSS 7082A (MA)

February-June 2024

Course Coordinator: Dr Jean Pierre Misago (Jean.Misago@wits.ac.za; 011 717 4093)

Class Meetings: Tuesdays, 9.30 -12.30

Venue: ACMS Seminar Room (Room 2163, Solomon Mahlangu House, Braamfontein, East Campus)

Consultation by appointment

Description and objectives

Human migration and displacement are integral to societies around the world. As planetary processes concentrate wealth, heighten inequality, and reshape political systems, people's movements in search of profit, protection and passage continue to transform governance, economies, and societies. Nowhere are the relationships between mobility and transformation more acute than in Africa. Studying migration means interrogating these connections.

As an empirical phenomenon and heuristic, people's movements may be simultaneously destabilising and empowering: they challenge not only the organization of socio-economic and political structures, but also our presumptions about them. They ask us to read cities, states, and societies through varied lenses and at multiple scales. Drawing course material from the social scientific canon together with case material primarily from Africa and elsewhere in the 'global south', this course questions, and problematizes core concepts and broader debates within academic scholarship and policy processes.

This is not a practical training course although it has significant practical implications. Instead, it begins a dialogue between the empirical dynamics of human mobility (e.g., causes, consequences, responses) and debates over contemporary social, political, and economic life. Throughout, it questions the methods and motivations for generating and sharing knowledge about mobility. While not offering technical training, it provides critical empirical and conceptual foundations and analytical and communication skills.

The course comprises two primary sections. The first outlines global trends and provides the conceptual and legal vocabulary used in discussions of migration and displacement in contemporary societies. In doing so, it highlights the often-uneasy relationship between complex social realities and the flattening effects of categorisation in policy and science. The second investigates formal and informal responses to- and implications of- migration by embedding the study of human mobility within broader social scientific considerations of globalization/transnationalism, state power, and the changing nature of social and political community. Throughout the course, students will be asked to relate migration patterns, responses and implications to multiple forms and scales of governance and society.

The course readings and discussions will range widely across spaces and themes, but all topics refer back to a series of central questions. **Successful students will synthesise information from all topics to develop well-informed responses to these queries:**

1. *What are the most significant causes and consequences of migration?* This is an open question drawing on empirical and ethical concerns. Students will assess instigation and impacts at multiple geographic and historical scales across a broad spectrum of sites, institutions, and actors. In doing so, they should be particularly aware of epistemological and etiological questions regarding causality, structure, and agency and the politics of particular causal claims.
2. *What are the practical, conceptual, and ethical distinctions between various categories of migrants and what 'work' do they do?* What, if anything, empirically distinguishes the experiences of categories of migrants from each other or other similar groups in sending and receiving communities? Given the importance of categories in policy debates, students should question how they are generated, and their boundaries maintained in theory and practice. Whose interests do they serve and what are the consequences of their use?
3. *How does human mobility affect the nature of community, politics, citizenship, and representation?* How do responses to migration and displacement – including humanitarianism, conflict interventions, asylum, and migration policies – reflect and change the nature of political and social power and belonging? How do varied forms of human mobility call into question ethical and conceptual presumptions about the nature of politics, economy, and society?
4. *What are the potential implications of mobility for other policy fields and debates?* As part of the social world in which we live, mobility has important consequences for, among others, environmental management, housing and health delivery, poverty reduction, political participation and representation and gender empowerment. Drawing on experience, course work, and prior knowledge, students should reflect on what these implications may be and consider the challenges of incorporating 'migration' thinking into broader analysis and practice.

Teaching and learning process

The course privileges analysis, synthesis, and explanation over memorization or description. Getting the most from the readings and classroom discussions demands students continuously link specific topics and readings to the broader questions and themes. Students will learn on this course in a variety of ways, all of which are equally important in successfully completing the course. These include:

- *Independent reading* of weekly set texts and other recommended or related options;
- *Regular writing* of response papers before class and practice exam questions;
- *In-class presentations* based on readings and response papers;
- *In-class discussion* on readings, course themes and current events;
- *Student-run study groups and discussion groups*. While not compulsory, these are highly recommended;
- *Attendance at seminars and events*: The ACMS runs series of public events and seminars during term times. These are important complements to formal classroom learning. While we do not require participation, these are important opportunities to learn, network, and engage.
- *Participation in a tutorial/staff facilitated reading group*;

- *Meetings with the course coordinator.* Each student must arrange at least **2 meetings** the course coordinator during the term. Students are responsible for arranging these meetings, one of which should be within the first three weeks of the term.

Structure and assessment

The course is divided into 12 three-hour seminars held on Tuesday mornings (unless otherwise indicated). Students should come to class prepared to summarise or comment on all readings and participate actively in debates and discussion. **Attendance is compulsory and students must complete all required readings before class-time.** Students unable to attend a class or complete the readings must inform the course coordinator in advance. When unable to attend, students should arrange with their colleagues to be briefed on the classroom discussions, announcements, or scheduling changes. Lecturers will not distribute lecture notes, presentations, or make special arrangements for those who miss class. **Students who miss two class sessions without valid reasons will not be allowed to sit the final exam.**

Students are assessed on three key performance areas. Apart from the final examination, all assignments must include page numbers, students' names and number, and the date of submission.

1. Response Papers (30% of total mark)

These papers help refine insights into the substantive material and refine students' ability to communicate complex arguments in writing. They also serve as practice for the final exam. *Each paper should be structured in the form of a short essay (no more than 500 words) with an original and provocative argument supported by evidence drawn from the readings.* They should synthesise insights from **all** the week's required readings although they need not engage extensively with each reading. Ideally, they should reference readings from previous weeks or other courses. Regardless of the specific themes, emphasis should be on critique not summary. The best papers will relate readings to the course's primary questions or explore their implications for broader social or political debates. Under no circumstances should they be summaries although summarising main points may be necessary as part of a larger argument. To earn credit, students must email copies to **all** course participants at least 24 hours before the class meeting. Response papers will be marked on the basis of the ACMS assessment template provided to students at orientation. The papers will be marked solely by the course coordinator and returned after class time. **Hons and MA students are required to submit three and four response papers respectively.** *Note: Students may submit an optional additional paper. This paper will be marked and the three/four top-scoring response papers will inform the final mark.*

Response paper topics will be chosen by students at the beginning of the course with at least two students preparing papers for each session. One student will give a 10-minute presentation based on their response paper (the use of PowerPoint is highly encouraged) while another student will give a five minute verbal response. The response is intended as a critical engagement with another's work, not as a second presentation. Time limits will be strictly enforced, so practice is essential. All students will give at least one in-class presentation and one response. The in-class presentations are an integral part of the response paper and are compulsory.

Response paper marks are a good predictor of exam performance. As such, students are encouraged to use these small assignments as an opportunity to improve academic writing and substantive understanding. Course coordinators will provide substantial feedback to help in this effort. Additional support is available at the Wits writing Centre in Wartenweiler Library.

2. Mid-term Assessment (30% of total mark)

This open-book, 24-hour take-home assessment will include a series of questions asking students to relate the first section of the class back to broader themes. As with the final exam, there will be no topic-based questions, so students must have an integrated understanding of the course material to date. MA and Hons students will be asked to answer two questions in 24 hours. The mid-term assessment will be marked by the course coordinator. Students are encouraged to engage with the course coordinator after the assessment.

3. Final Written Examination (40% of total mark)

This take-home, open book exam will include a series of questions asking students to synthesise course readings. There will be no topic-based questions, so students must have a broad understanding of the course material overall. All MA students will be asked to answer three questions in 48 hours. Honours students will have to address two. Review questions will be distributed before the exam. Students are encouraged to work together while preparing but are not permitted to communicate about the exam while writing. **Any evidence of plagiarism on the exam or other written work will be dealt with severely and may result in expulsion from the course and the university.** Exams will be marked by the course coordinator and an external examiner.

NOTE: Assignments submitted after the deadline without approval will be penalised 20 points per 24 hours. The minimum penalty is 20 points.

Important dates

Assignment	Date Due
First class session	20 February 2024
Response papers	Emailed to class 24 hrs before class meetings
Mid-term assessment	16-17 April 2024
Final Examination	17-19 June 2024

Academic integrity

Plagiarism and cheating—such as copying work (including published materials) in your assignments without proper citation; having your work done by someone else; copying answers from someone else during exams; or summarising others work and presenting it as your own—will not be tolerated. Students suspected of plagiarism will be given an opportunity to defend inclusion of other’s material. Should the case warrant further action, students will be given an official warning from the ACMS, and their case may be referred to the University’s legal office. Students found guilty of plagiarism may fail an assignment, the course, or be expelled from the University. More on academic integrity is available at: <https://www.wits.ac.za/research/about-our-research/ethics-and-research-integrity/>.

General resources

In addition to the specific readings listed below, students are encouraged to make use of the following sources, among others, for independently broadening their reading:

Periodicals

<i>Journal of Refugee Studies</i>	<i>Migration Studies</i>
<i>Forced Migration Review</i>	<i>Disasters</i>
<i>Journal of Ethnic and Racial Studies</i>	<i>International Migration Review</i>
<i>Refugee Survey Quarterly</i>	<i>International Migration</i>
<i>Journal of Southern African Studies</i>	<i>Journal of Modern African Studies</i>
<i>Journal of Ethnic and Migration Studies</i>	<i>African Affairs</i>
<i>Mobilities</i>	<i>Urbanization and Environment</i>
<i>Third World Studies</i>	<i>Global Networks</i>
<i>Migration Letters</i>	

Most of these journals are available online through the Wits Library's electronic journal system or on the library shelves. We also encourage you to use of non-migration related journals as background on related themes. There are also innumerable websites and institutions addressing many of the course themes.

Seminar topics and readings

Readings marked with an arrow are required and must be completed before class. Those included in the appendix are optional and listed as a partial guide for further reading. Required readings are included in your course materials.

There are several questions included under each topic. These are intended to guide your reading and encourage you to compare and synthesise the separate readings. However, we encourage you to find or consider themes and arguments in the readings yourselves. You will do well to keep in mind the course's four central questions while reading. Please note, your response paper must not be a response to one of the guiding or course questions.

Section One: Conceptual and Empirical Foundation

1. Conceptualising Migration and Displacement: Theories, Concepts, and Categories

20 February

Guiding Questions:

- What is migration and what are its different forms? Can migration be studied as a discrete phenomenon?
- Under what conditions does it make sense to distinguish between various categories of migrants?
- Is migration best seen as a cause or consequence of broader political, social and economic dynamics?

Readings:

- Bakewell, O. (2021). 'Unsettling the boundaries between forced and voluntary migration'. In E. Carmel, K. Lenner, & R. Paul (Eds.), *Handbook on the Politics and Governance of Migration* (pp. 124-136). Edward Elgar.
- Ragin, C. 2000. 'Constituting Populations,' Chapter 2 in *Fuzzy –Set Social Science*. Chicago: the University of Chicago Press.
- Talleraas, C. .2022. 'Migration Forms: What Forms of Migration Can Be Distinguished?'. In: Scholten, P. (eds) *Introduction to Migration Studies*. IMISCOE Research Series. Springer, Cham. https://doi.org/10.1007/978-3-030-92377-8_6
- Turton, D. 2003. 'Conceptualising Forced Migration'. *Refugee Studies Centre Working Paper*. No. 12. Oxford: Queen Elizabeth House.

2. Sources of Migration and Displacement: Theoretical and Empirical Foundations

27 February

Guiding Questions:

- What are the most significant drivers of migration?
- What theoretical and conceptual frameworks are most important in explaining contemporary patterns of migration and displacement?
- How do environmental factors relate to migration?

Readings:

- Czaika, M., Reinprecht, C. 2022. 'Migration Drivers: Why Do People Migrate?'. In: Scholten, P. (eds) *Introduction to Migration Studies*. IMISCOE Research Series. Springer, Cham. https://doi.org/10.1007/978-3-030-92377-8_3
- Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A. and Taylor, J.E. 1993. 'Theories of International Migration: A Review and Appraisal,' 1993. *Population and Development Review*. 3: 431-466.
- Freeman, L. 2017. 'Environmental Change, Migration, and Conflict in Africa: A Critical Examination of the Interconnections', *Journal of Environment & Development*, 26(4) 351–374

3. Migration Infrastructure: Actors, Power, and Agency

5 March

Guiding Questions:

- What is migration infrastructure and what are its key dimensions?
- What is the role of agency and structure in migration dynamics and processes?

Readings:

- Sibeon, R. 1999. Agency, Structure, and Social Chance as Cross Disciplinary Concepts, *Politics* 19(3): 139-144.
- Düvell, F. and Preiss, C. 2022. Migration Infrastructures: How Do People Migrate?. In: Scholten, P. (eds) *Introduction to Migration Studies*. IMISCOE Research Series. Springer, Cham. https://doi.org/10.1007/978-3-030-92377-8_4
- Xiang, B. and Lindquist, J. 2014. 'Migration Infrastructure', *International Migration Review*. 48(1): S122-S148.

4. Contemporary Trends of Migration and Displacement: Africa in Global Perspective

12 March

Guiding Questions:

- What may make migration in Africa similar or different from movements seen elsewhere in the world?
- What sources of information do we have about migration patterns in Africa and what are some of the problems with these sources?

Readings:

- **AU & IOM. 2020.** *Africa Migration Report: Challenging the Narrative.* [Read only Chapter 1: What is wrong with the narrative on African migration? (p 1-14) and Chapter 2: African migration: An overview of key trends (p15-26)]. <https://publications.iom.int/system/files/pdf/africa-migration-report.pdf>
- **Landau, L.B. and Kihato, C.W. 2019.** 'The Future of Mobility and Migration Within and From Sub-Saharan Africa,' *Foresight Reflection Paper*. Brussels: European Policy Analysis and Strategy System (<https://espas.secure.europarl.europa.eu/orbis/node/1310>).
- **Mamdani, M. 2001.** 'Defining the Crisis of Postcolonial Citizenship: Settler and Native as Political Identities' (Chapter One). In *When Victims Become Killers. Colonialism, Nativism and the Genocide in Rwanda*. Kampala: Fountain Publishers. Oxford: James Currey: 20-39

5. Internal Migration and Urbanisation in Africa

26 March

Guiding Questions:

- What is the significance of the 21st Century's 'Urban Age' for configurations of power, production, and meaning? Are all cities created equal?
- What does the study of cities mean for the scale at which we understand mobility, markets, and politics?

Readings:

- **AU & IOM. 2020.** *Africa Migration Report: Challenging the Narrative.* [Chapter 4: Migration and urbanisation in Africa (41-52)] <https://publications.iom.int/system/files/pdf/africa-migration-report.pdf>
- **Glick Schiller, N. and Çağlar, A. 2008.** *Migrant Incorporation and City Scale: Towards a Theory of Locality in Migration Studies.* Willy Brandt Series of Working Papers in International Migration and Ethnic Relations 2/07. https://muep.mau.se/bitstream/handle/2043/5935/WB_2_07_final.pdf?sequence=1&isAllowed=y
- **Landau, L.B. 2018.** 'Urbanisms and Archipelagic Space-Time,' *African Mobilities: This Is Not a Refugee Camp* online catalogue, curated by Mpho Matsipa. Munich: Technical University of Munich (<http://africanmobilities.org/2018/05/urbanisms-and-archipelagic-space-time>).
- **Pisarevskaya, A., Scholten, P. (2022).** Cities of Migration. In: Scholten, P. (eds) Introduction to Migration Studies. IMISCOE Research Series. Springer, Cham. https://doi.org/10.1007/978-3-030-92377-8_16

6. Differentiating mobility: Gender, age, class and power

9 April

Guiding Questions:

- What is intersectionality and how might it matter for people on the move?
- What categories of difference most accurately help us understand migration? Why are some categories more visible in the literature and policy than others?
- How can we make meaningful decisions about risk, vulnerability and need among diverse populations?

Readings:

- **Palmary, I., Burman, E., Chantler, K. and Kiguwa P.** 2010. 'Gender and Migration: Feminist Interventions' (Chapter 1). Pp. 1-11 in Palmary Ingrid, Burman Erica, Chantler Khatidja and Kiguwa Peace (Eds). *Gender and Migration: Feminist Interventions*. Zed Books.
- **Bürkner, H.** 2011. 'Intersectionality: How Gender Studies Might Inspire the Analysis of Social Inequality among Migrants', *Population, Space and Place*, 18, 181–195
- **Herrera, G.** 2013. 'Gender and International Migration: Contributions and Cross-Fertilizations', *Annual Review of Sociology*, 39: 471–89
- **Huijsmans, R.** 2012. 'Beyond Compartmentalization: A Relational Approach Towards Agency and Vulnerability of Young Migrants'. *New Directions for Child and Adolescent Development*, 136, 29–45.

16-17 April: Mid-term assessment

Section Two: Responses and Implications

7. Governance of Migration and Displacement: Laws, Policies, and Practices

23 April

Guiding Questions:

- How do we explain the similarity and differences in responding to migration and asylum in various world regions? Under what conditions do issues of migration and asylum regulation control become considered national security or human rights concerns?
- Who is empowered by current responses to mobility? How will this be manifested?
- How do declining commitments to migrant and refugee rights speak to the relative power of law, discourses of rights, and local vs. translocal social mobilisation?
- In considering where migration occurs, which forms of governance or regulation are likely to be most significant?
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Readings:

- **Guild, E. and Grant, S.** 2017. 'Migration Governance in the UN: What is the Global Compact and What Does it Mean? Queen Mary School of Law Legal Studies Research Paper No. 252/2017. Available at SSRN: <https://ssrn.com/abstract=2895636>
- **Panizzon, M. and van Riemsdijk, M.** 2019. 'Introduction to Special Issue: Migration governance in an era of large movements: a multi-level approach', *Journal of Ethnic and Migration Studies*, 45:8, 1225-1241
- **Landau, L.B.** 2019. 'A Chronotope of Containment Development: Europe's Migrant Crisis and Africa's Reterritorialization,' *Antipode* 51(1):169-186.
- **Milner, J.** 2009. *Refugees, the State and the Politics of Asylum in Africa*, Palgrave Macmillan. (Chapters One: 'Understanding the State and Asylum in Africa', pp. 1-17 and eight: 'The Politics of Asylum in Africa', pp. 161-188)
- **Geddes, A.** (2022). *Migration Governance*. In: *Scholten, P. (eds) Introduction to Migration Studies*. IMISCOE Research Series. Springer, Cham. https://doi.org/10.1007/978-3-030-92377-8_20

Governance of migration and displacement: The role of law and policy

Guiding Questions:

- How do we understand law's power? To what extent is it autonomous? To what extent is it constitutive of practice?
- To what degree does law affect the lives of refugees? How best do we understand the meaning of law in African migration?
- Are asylum and immigration legal or political issues?
- What are the obligations of states toward asylum seekers, internally displaced, and other migrants? Where do these obligations come from? On what ethical foundations can various claims be made?

Readings:

- **Waldinger, R. and Soehl, T.** 2013. 'The Political Sociology of International Migration: Borders, Boundaries, Rights, and Politics,' pp. 334-344 in S.J. Gold and S.J. Nawyn, *The Routledge International Handbook of Migration Studies*. London: Routledge International
- **Aleinikoff, A.** 2016. Revitalizing the International Response to Forced Migration: Principles and Policies for the "New Normal" Background paper for the Social Change Initiative.
- **Landau, L.B.** 2017. Southern Urbanism, Legalization, and the Limits of Migration Law. *American Journal of International Law (AJIL) Unbound* 111:165-171.

Legal Instruments for Reference Purposes

- 1951 The 1951 United Nations Convention relating to the Status of Refugees
- 1969 OAU Convention Governing the Specific Aspects of Refugee Problems in Africa
- 1998 Guiding Principles on Internal Displacement
- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990), entered into force 1 July 2003
- South African Refugees Act, No. 130, 1998
- South African Immigration Act, No. 13, 2002 (amended in 2004)
- See also the [Global Compact on Migration](#) and the [Global Compact on Refugees](#)

8. Humanitarianism: Critical perspectives

30 April

Guiding Questions

- How can we understand humanitarian interventions as a form of global and local governance?
- What is behind how are refugees or forced migrants created discursively as objects of humanitarian interventions? What are the consequences of this?
- What are the most significant governance impacts of the humanitarian imperative?

Readings:

- **Chimni, B.S.** 2000. 'Globalization, Humanitarianism and the Erosion of Refugee Protection' *Journal of Refugee Studies*, 13(3): 243-263.
- **Fassin, D.** 2010. 'The Heart of Humaneness: The Moral Economy of Humanitarian Intervention' in Fassin, D & M. Pandolfi (Eds.): *Contemporary States of Emergency: The Politics of Military and Humanitarian Interventions*; pp 269-293. Zone Books [other chapters may also be relevant to your work].
- **Sigona, N.** 2015. 'Campzanship: Reimagining the camp as a social and political space', *Citizenship Studies*, 19:1, 1-15.

The New Humanitarian (2020). *Introducing Rethinking Humanitarianism, a new podcast series exploring the future of humanitarian aid.* <https://www.thenewhumanitarian.org/podcast> [Optional].

9. The right to have rights? The ethics of othering and membership

7 May

Guiding Questions:

- Where do communities derive their power and legitimacy?
- Who defines rights to citizenship, space, livelihoods and protection?
- What arguments can be made for denying the rights of others or insisting on their protection?
- If membership is important for claiming rights, what are the most important forms of belonging in the contemporary world?

Readings:

- **Carens, J.** 1987. 'Aliens and Citizens: The Case for Open Borders.' *The Review of Politics* 49: 251-273.
- **Wellman, C.H. and Cole, P.** 2011. 'In Defence of the Right to Exclude,' in C.H. Wellman and P. Cole, *Debating the Ethics of Immigration: Is there a Right to Exclude?* Oxford: Oxford University Press: 13-56.
- **Mbembe, A.** 2018. 'The idea of a borderless world', *Chimurenga Chronic*. <https://africasacountry.com/2018/11/the-idea-of-a-borderless-world>.

10. Migration, labour, livelihoods and development

14 May

Guiding Questions:

- How do you conceptualise livelihoods? What are the spatial dimensions?
- How does mobility condition the livelihoods choices of and labour market outcomes of non-nationals?
- Which factors impact migrants' and refugees' access to labour markets and influence their economic choices and opportunities in countries of destination?

Readings:

- **Thieme, S. 2008.** 'Sustaining Livelihoods in Multi-local Settings: Possible Theoretical Linkages Between Transnational Migration and Livelihood Studies', *Mobilities*, 3:1, 51-71.
- **Lewis, H., Dwyer, P., Hodkinson, S. and Waite, L. 2014.** 'Hyper-precarious lives: Migrants, work and forced labour in the Global North', *Progress in Human Geography*, 1–21
- **Worby, E. 2010.** 'Address Unknown: The Temporality of Displacement and the Ethics of Disconnection among Zimbabwean Migrants in Johannesburg,' *Journal of Southern African Studies*, 36:2, 417-431.

11. Migration, health and well-being

21 May

Guiding questions:

- How is health conceptualised?
- What can be said about the relationship between migration and health?
- How do mobility, migration and displacement shift our understanding of health and of the delivery of health services?
- Considering the literature on complex humanitarian emergencies (CHEs) and the South African context:
 - What are the differences between a camp-based public health response and that of South Africa's integrated refugees' policy?
 - What are the challenges migrants and refugees face when accessing public healthcare in South Africa?

Readings:

- **Gushulak, B. and MacPherson D. W. 2006.** The basic principles of migration health: Population mobility and gaps in disease prevalence *Emerging Themes in Epidemiology* 3(3): doi:10.1186/1742-7622-1183-1183
- **Lurie, M. and Williams, B. 2014.** Migration and health in Southern Africa: 100 years and still circulating *Health Psychology and Behavioral Medicine* 2:1 34-40
- **Sargent, C. and Larchanche, S. 2011.** Transnational Migration and Global Health: The Production and Management of Risk, Illness, and Access to Care *Annu. Rev. Anthropol.* 40 345–61
- Banatvala N and A Zwi. 2000. Public health and humanitarian interventions: developing the evidence base. *BMJ* 321:101-105.
- Junghanss, T. 1998. How unhealthy is migrating? *Tropical Medicine and International Health* Vol. 3(12): 933-934.

- Pursell, Rebecca. 2004. Accessing health services at Johannesburg's clinical and hospital. In *Forced Migrants in the New Johannesburg: Towards a Local Government Response*, 93-98.
- Toole, MJ and Waldman, RJ. 1997. 'The Public Health Aspects of Complex Emergencies and Refugee Situations' *Annual Review of Public Health*. Vol. 18:283-312.
- Carballo M, Divino, J.,J. and Zeric D. 1998. Migration and Health in the European Union *Tropical Medicine and International Health* Vol. 3(12): 936-944.
- Ong, A. 1995. 'Making the Biopolitical Subject: Cambodian Immigrants, Refugee Medicine and Cultural Citizenship in California.' *Social Sciences and Medicine* Vol. 40: 1243-1257.
- The Sphere Project. 2004. Humanitarian charter and minimum standards in disaster response. The Sphere Project, Oxford Publishing www.sphereproject.org (skim to gain overview).

12. Migration and belonging: Inclusion and exclusion

4 June

Guiding Questions:

- How does the creation of immigrant or migrant neighborhoods potentially reshape patterns of authority and citizenship?
- How can marginality and invisibility become a resource for migrants and others?
- What are the 'new' idioms of belonging and identity that migration and globalisation bring to the fore?
- How do these new forms of belonging and identity challenge, complement or confirm concepts of territoriality and the nation-state?

Readings:

- **Geschiere, P.** 2005. 'Autochthony and Citizenship: New Modes in the Struggle over Belonging and Exclusion in Africa. *QUEST: An African Journal of Philosophy XVIII*: 9-24.
- **Eyoh, D.** 2008. 'Urban Migrants and the Claims of Citizenship in Postcolonial Africa', pp.269-295 in L.M. Handley, B.A. Ruble and A.M. Garland. *Immigration & Integration in Urban Communities*. Washington D.C.: Woodrow Wilson Press.
- **Landau, L. B and Freemantle, I.** 2016. 'Beggaring Belonging in Africa's No-Man's Lands: Diversity, Usufruct and the Ethics of Accommodation', *Journal for Ethnic and Migration Studies*. 42(6):933-951.
- **Adeola, R.** 2015. 'Preventing Xenophobia in Africa: What Must the African Union Do?' *AHMR*, 1(3): 253-272

13. Revision session

11 June

17-19 June: Final Examination

Appendix: Additional Readings by Topic

Conceptualising Migration and Displacement

- Piché, V. 2013. 'Contemporary migration theories as reflected in their founding texts', *Population*. 68(1): 141-164.
- O'Reilly, K. 2015. 'Migration theories: a critical overview' in Triandafyllidou, A. (ed) *Routledge Handbook of Immigration and Refugee Studies*. Routledge
- Steinberg, J. 2015. 'The Vertiginous Power of Decisions: Working through a Paradox about Forced Migration,' *Public Culture*. 28(1): 139-160.
- Gebre, Yntiso D. and Itaru Ohta. 2005 'Displacement in Africa-Conceptual and Practical Concerns' Pp. 1-14 in Y. Gebre and I. Ohta (Eds.) *Displacement Risks in Africa: Refugees, Resettlers, and their Host Populations*. Kyoto: Kyoto University Press.
- Natali Claudia. 2009. *Linkages between Internal and International Migrations: Policy Implications for Development*. International Organisation for Migration (IOM). Conference Urban-Rural Linkages and Migration September 16th 2009. (Available online at http://www.raumplanung.tu-dortmund.de/rel/cms/Medienpool/documents/Conference_urban-rural__1/4_Natali_Public_policies_for_migration_16_09_09.pdf)
- Bakewell, Oliver, 2011. Conceptualising Displacement and Migration: Processes, Conditions, and Categories, in Koser, Khalid & Martin, Susan (eds.), *The Migration-Displacement Nexus, Patterns, Processes and Policies*, New York: Berghahn Books, pp. 14-28.)
- Martin, Susan F. 2001. 'Global migration trends and asylum', *New Issues in Refugee Research*, Working Paper No. 41, (April 2001). Online at <http://www.unhcr.org/research/RESEARCH/3af66ccc4.pdf>
- Wimmer, A, and Schiller, Nina Glick. 2003. 'Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology.' *International Migration Review*. 37(3):576-610
- Hagen-Zanker, J. 2008. *Why do people migrate? A review of the theoretical literature*. Working paper; Maastricht Graduate School of Governance January 2008.
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