

Migration, borders and race in Europe and Berlin

Dr. Emily Frank

| | |
|--------------------------|--------------------------|
| Email Address: | info@fubest.fu-berlin.de |
| Time Slot: | Mondays, 4:30 p.m. |
| Language of Instruction: | English |
| Contact Hours: | 45 |
| ECTS Credits: | 6 |

Course Description

The course looks at how bordering practices, institutions, and people's movements *make* migration as a key socio-political, historical, and everyday phenomenon. We study border regimes in Europe, Germany, and Berlin: policy, law, practices, and discourses seeking to control and categorize people as migrants along the spectrum of il/legality. We also learn about how people live in these regimes, adapt, contest, or tacitly transform them.

Conceptually, the course relies on an understanding of borders not as geographical lines but as "machines" producing difference, including race, social and global inequality, gender, and other asymmetrical social relations. We understand borders as always contested in multiple ways and take the "border as a method" (Mezzadra and Neilson 2013): a perspective to study any social institution or phenomenon, such as work, urban policy, criminal justice, health, housing or war.

The lectures, weekly readings, and other materials offer an interdisciplinary approach, building on social, legal, cultural, historical, and political perspectives, and engaging with social movements, audio-visual and web-based works, as well as art. The Berlin level will be discussed together with guests and during an excursion.

Learning Objectives

Students will:

- Understand how the nation-state and transnational actors and dynamics shape migratory movements and how socio-political standpoints influence conceptions of migration
- Describe the main European and German dynamics and instruments of governing migration and borders
- Understand how borders are situated and contested at the intersection of race, law, gender, control of labor, international relations and other factors, and how they create social hierarchies and unequal access to mobility and other rights or resources
- Develop an awareness of the lived experiences of mobility and border crossing, of different struggles of migration and antiracism, as well as of the forms of knowledge emerging from these

Student Profile

Should be in their fourth semester of college/university education or beyond.

Assignments and Grading

Participation in class discussion: 100 Points

Independent Project Report: 150 Points

Two short input presentations: 150 Points

Midterm Exam: 300 Points

Term Paper: 300 Points

Completion of the Midterm Exam as well as the Term Paper is needed for a grade.

Most class meetings begin with a lecture that presents debates, policies, and practices relevant to the week's topic. In the second part of the class, we discuss together the week's readings, introduced by students. Students are expected to come prepared to actively discuss the week's readings. Besides one exam and a term paper, students write a short independent project report and present one reader item in class.

| FUB Grade | Points of 1,000 |
|-----------|-----------------|
| 1.0 | 980-1,000 |
| 1.3 | 950-979 |
| 1.7 | 900-949 |
| 2.0 | 850-899 |
| 2.3 | 800-849 |
| 2.7 | 750-799 |
| 3.0 | 700-749 |
| 3.3 | 650-699 |
| 3.7 | 600-649 |
| 4.0 | 500-599 |
| 5.0 | < 500 |

Attendance

Attendance in class is **mandatory**. We also expect you to be **punctual** out of respect to both your instructor and your fellow students. An absence for more than half of a particular day's session will be considered an absence for that day.

If you cannot attend class because you are ill, please **notify your instructor** by e-mail (not via messenger service or through another student) before class. Any absence **without a notification** of your instructor before class will automatically be considered **unexcused**.

Absences because of **illness** are **excused**; however, for the **third** sick day and every other sick day after that (per course), you will need to turn in a **doctor's notice** ("Attest" in German) in order for them to count as excused, too. It is **your** responsibility to keep track of your absences and to know when a doctor's note is required. No doctor's notice issued more than three days after the day of illness will be accepted.

If you miss an **exam** due to an excused absence, your instructor and the FU-BEST team will arrange a make-up exam for you; you may also be entitled to a term paper **deadline extension**. If you, however, do not fulfill all course requirements needed for a grade by the (later) date determined by the program, passing the course is no longer possible.

Please also note that if you miss **more than half** of a course's sessions (even if due to excused absence), passing the course is no longer possible.

Personal travel and visits by relatives or friends are **not** accepted as reasons for absence (i.e., absences for these reasons always count as **unexcused**).

Regarding **unexcused** absences, please note the following:

- Any unexcused absence has consequences for at least the participation portion of the grade.
- Two unexcused absences lead to a lowering of the course grade by a fraction.
- Three unexcused absences will result in a 5.0 (equivalent to an "F") on the transcript.

Literature

Digitized readings posted on the online learning platform Blackboard.

Course Schedule

| Calendar | Topics, Readings, etc. |
|-------------------------|--|
| <p>Session 1</p> | <p>Topic: Introduction</p> <p>Learning objectives: Overview of the course’s topics, major concepts, and assignments. A short historical introduction to migration, borders, and race in Germany.</p> <p>Readings</p> <ul style="list-style-type: none"> • Anderson, Bridget, Nandita Sharma and Cynthia Wright (2009): ‘Editorial: Why No Borders?’, in <i>Refuge</i> (Special Issue on “No Borders as a Practical Political Project”, 26:2). • Crawley, H & Skleparis, D (2018): ‘Refugees, migrants, neither, both: categorical fetishism and the politics of bounding in Europe’s “migration crisis”’, in <i>Journal of Ethnic and Migration Studies</i>, vol. 44, no. 1, pp. 48–64. [parts] |
| <p>Session 2</p> | <p>Topic: The German asylum system: Actors, practices, history, conflicts</p> <p>Learning objectives: This session presents the most important actors, institutions, and practices of the German asylum system. We also learn about the post-WW2 ascendancy of the (West) German asylum system in migration control, its externalization in the EU border regime, its transformations since 2015 and on ongoing and past contestations.</p> <p>Readings</p> <ul style="list-style-type: none"> • Stokes, Lauren (2019): ‘The Permanent Refugee Crisis in the Federal Republic of Germany, 1949’, in <i>Central European History</i> 52, 19–44. • Kirchhoff, Maren, and David Lorenz (2018): ‘Between Illegalization, Toleration, and Recognition: Contested Asylum and Deportation Policies in Germany’, in <i>Protest Movements in Deportation and Asylum</i>, 48–68. Springer. • Altenried, Moritz, Manuela Bojadzjiev, Leif Höfler, Sandro Mezzadra, Mira Wallis (2018): ‘Logistical Borderscapes: Politics and Mediation of Mobile Labor in Germany after the “Summer of Migration”’, in <i>South Atlantic Quarterly</i>, 117 (2), 291-312. |
| <p>Session 3</p> | <p>Topic: The EU border regime and reform</p> <p>Learning objectives: This session introduces the key institutions, central legal frameworks of the EU border regime and critical approaches to understand its central dynamics. We look at how diverse contestations have shaped the border regime and study the recently concluded reform of the EU’s migration governance entailing a reconfiguration of the Common European Asylum System (CEAS).</p> <p>Readings</p> <ul style="list-style-type: none"> • Three brief texts on the CEAS reform (see Blackboard) + first 20 mins. of the webinar: ‘Understanding the New Pact: How the EU is abolishing the right to asylum’ https://www.youtube.com/watch?v=Qr-1BHATGQA • Hess, Sabine and Bernd Kasperek (2017): ‘De- and Re-Establishing Schengen. The European Border Regime after the Summer of Migration’, in <i>Cuadernos Europeos de Deusto</i>, No 56, 47–77. |

| | |
|-------------------------|---|
| <p>Session 4</p> | <p>Topic: Migration, nation-state and race in Germany and Europe</p> <p>Learning objectives: This session examines the race-migration nexus in Europe and Germany. How does national citizenship produce race, discursively and in state practice? We pay attention to how race is debated under migration, nation or culture and learn about the historical background of such discursive shifts (colonialism, fascism, the post-WW2 global nation-state order, end of the Cold War).</p> <p>Readings</p> <ul style="list-style-type: none"> • El-Tayeb, Fatima (2011): “Introduction: Theorizing Urban Minority Communities in Postnational Europe”, in <i>European Others: Queering Ethnicity in Postnational Europe</i>, University of Minnesota Press. • Sharma, Nandita (2020). Chapter 1 “Home Rule. The National Politics of Separation”, in <i>Home Rule. National Sovereignty and the Separation of Natives and Migrants</i>. Duke University Press, 1-35 (parts). • Gilmore, Ruth (2022): ‘Race and Globalization’. In <i>Abolition Geography. Essays towards Liberation</i>. London, New York: Verso Books, 109–129 (parts). |
| <p>Session 5</p> | <p>→ deadline independent project report (IPR)</p> <p>Topic: Jennifer Kamau (International Women Space, Berlin)</p> <p>Learning objectives: Jennifer Kamau’s guest talk on migration, women and refugee struggles in Germany from the perspective of black feminist activism.</p> <p>Readings</p> <ul style="list-style-type: none"> • International Women* Space homepage: https://iwspace.de/ • International Women* Space: Lager Reports, https://iwspace.de/lager-reports/ (choose 3 episodes) |
| <p>Session 6</p> | <p>MIDTERM EXAM</p> |
| <p>Session 7</p> | <p>→ deadline term paper outline</p> <p>Topic: Migration, work, precarity</p> <p>Learning objectives: How do immigration law and migration control shape access to labor markets and social services in contemporary European states? We examine how this ‘differential inclusion’ of migrants produces socio-economic precarity of different migrant groups (EU- and non-EU-migrants) and keeps the price of migrant labor low. Further, we discuss how people aspire to improve their lives under these conditions.</p> <p>Readings</p> <ul style="list-style-type: none"> • Anderson, Bridget (2010): “Migration, Immigration Controls and the Fashioning of Precarious Workers”, in <i>Work, Employment and Society</i> 24 (2), 300–317. • Castles, Stephen and Gundula Kosack (1973): ‘The Function of Labour Immigration in Western European Capitalism’, in <i>New Left Review</i>, 73, 3–21. • Harvesting Solidarity: https://harvestingsolidarity.com/intro/ |

| | |
|----------------------------|---|
| <p>Sessions 8-9</p> | <p>Topic: Migration and borders in the city – a walking tour</p> <p>Learning objectives: The walking tour in Neukölln and Kreuzberg visits spaces of former and ongoing struggles of migration and anti-racism. We meet people and organizations working on these topics, and discuss issues such as housing, policing, work, and how different migrant communities and generations make the city more livable.</p> <p>Readings</p> <ul style="list-style-type: none"> • Tajeri, Niloufar (2019): The Gecekondu Protest Hut of Kotti & Co – A Space for Housing Rights in Berlin, in <i>Funambulist</i> 23. • Badr, Hanan and Nahed Samour (2023): “Arab Berlin – Ambivalent Tales of a City”, in <i>Arab Berlin. Dynamics of Transformation</i>, eds. Badr and Samour, Bielefeld: transcript, 13–27. • Bruce-Jones, Eddie (2015): “German policing at the intersection: race, gender, migrant status and mental health”, in <i>Race & Class</i>, 56(3): 36–49. • Odugbesan, Abimbola, and Helge Schwiertz. (2018): “‘We Are Here to Stay’ – Refugee Struggles in Germany Between Unity and Division”, in <i>Protest Movements in Asylum and Deportation</i>, edited by Sieglinde Rosenberger, Verena Stern, and Nina Merhaut. IMISCOE Research Series, Springer International Publishing, 185–203. |
| <p>Session 10</p> | <p>Topic: EU border externalization and coloniality (Guest instructor Leonie Jegen)</p> <p>Learning objectives: In this session, we first explore the institutional genealogy of the external dimension of EU migration control. We then embed these developments in their wider historically informed logics and discuss colonial continuities by considering different examples.</p> <p>Readings</p> <ul style="list-style-type: none"> • Eva Stambol and Leonie Jegen (2023), Colonial Continuities and the Commodification of Mobility Policing: French Civipol in West Africa, in Lemberg-Pedersen, M., Fett, S.M., Mayblin, L., Sahraoui, N. and Stambøl, E.M. (eds) <i>Postcoloniality and Forced Migration: Mobility, Control, Agency</i>. Bristol University Press, pp.1-27. • Spijkerboer (2022): Migration management clientelism. Europe’s migration funds as a global political project, <i>Journal of Ethnic and Migration Studies</i> 48 (2) • Mayblin and Turner (2021): Introduction, in: <i>Migration Studies and Colonialism</i>, 1-26. |
| <p>Session 11</p> | <p>Topic: Migration and ‘crisis’</p> <p>Learning objectives: This session interrogates European crisis narratives of migration from the 2015 ‘Summer of Migration’ to the migration movements following the Ukraine war and the current ‘crises’. Whose perspective is centered in these narratives? How is ‘crisis’ transforming German and EU migration policy? How does it operate as a tool enabling routine violence and the construction of ‘good’ vs. ‘bad’ migrants? How is race produced through ‘crisis’?</p> <p>Readings</p> <ul style="list-style-type: none"> • Julien Jeandesboz & Polly Pallister-Wilkins (2016): Crisis, Routine, Consolidation: The Politics of the Mediterranean Migration Crisis, <i>Mediterranean Politics</i>, 21:2, 316-320, DOI: 10.1080/13629395.2016.1145825 • Gutiérrez Rodríguez, Encarnación (2018): ‘The Coloniality of Migration and the “Refugee Crisis”: On the Asylum-Migration Nexus, the Transatlantic White European Settler Colonialism-Migration and Racial Capitalism’. <i>Refuge</i> 34 (1). |
| <p>Session 12</p> | <p>→ deadline term-paper</p> <p>Topic: Open (a film or discussing actual events based on audio-visual materials)</p> |

Session 13

Topic: Conference on term papers