Migration has shaped much of modern European history. Some travelled to pursue adventure or science, others had to move for work, or flee war and persecution. This course introduces students to basic concepts and analytical lenses for studying European debate on migration, with a particular attention to the Central Europe and the Mediterranean. We will read work of anthropologists, historians, legal and IR scholars, watch documentaries and listen and talk to migration policy practitioners invited for guest lectures. We will study emergence of passports, borders, and explore making and remaking of international refugee regime. The EU’s current role in sharing responsibility for refugee protection will be of particular interest to our discussion. While it was Europeans whose plight in the 1940s has been the primary impulse for setting up the international institutions for refugee protection, the EU today is shifting responsibility for refugees to its neighboring states. Yet, as we have seen during the 2015 European solidarity crisis (often called ‘Syrian refugee crisis’) showed, many European citizens disagree with such policy. While number of European states closed their borders, many citizens spontaneously provided help to asylum-seekers and lobbied the EU institutions and member states’ governments to come up with a more just arrangement. Of related interest to this course will be re-emergence of ethnic nationalism and socio-economic roots of this phenomenon. After taking the course students should have a fair knowledge of drivers of forced and voluntary migration and ways societies cope with absences of those who left and strangeness of those who came. Classes are interactive, students are expected to be familiar with required reading.
### Letter Grade, Percentage, Description

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Outstanding work</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Good work</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>Acceptable Work</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>Work that is significantly below average</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>Work that does not meet the minimum standards for passing the course</td>
</tr>
</tbody>
</table>

Instructions for essays and exam preparation will be given in class.

**STATEMENT ABOUT ACADEMIC INTEGRITY, HONESTY AND DIVERSITY**

The Undergraduate Program in Central European Studies (UPCES) seeks to promote and ensure academic honesty and personal integrity among students. Academic honesty is vital to integrity of the program. Academic honesty means performing all academic work without plagiarizing, cheating, lying, tampering, stealing, receiving assistance from any other person or using any source of information that is not common knowledge (unless that assistance or use is authorized by the person responsible for the supervising of that academic work or fairly attributed to the source of assistance or information). Students and faculty who believe that an act of academic dishonesty has taken place should contact the Director of UPCES.

**UPCES Non-Discrimination/Harassment Policy**

The UPCES program in Prague promotes a diverse learning environment where the dignity, worth, and differences of each individual are valued and respected. Discrimination and harassment, whether based on a person's race, gender, sexual orientation, color, religion, national origin, age, disability, or other legally protected characteristic, are repugnant and completely inconsistent with our objectives. Retaliation against individuals for raising good faith claims of harassment and/or discrimination is prohibited.

**UPCES Diversity Policy**

UPCES fully embraces diversity and strives to create a safe and welcoming environment for students from all backgrounds. Prague is a diverse community and UPCES is no different. All students should feel at home while studying abroad and UPCES will do its utmost to make sure that becomes a reality. Although unique challenges may arise, we believe that students from all walks of life will encounter wonderful opportunities for enrichment as they explore a new culture while studying abroad.
COURSE STRUCTURE A READING LIST

The reading list might be amended during the course. Notifications about changes will be emailed in advance.

Week 1

UPCES introductory lectures

Week 2

Introduction to the course.
Migration as a possibility and a necessity, dreams of exploring and suffering of forced displacement. Living and studying migration.

Reading:
Short movie screening (Wanderers) & class discussion.
Additional:

Week 3

Travels in pursuit of science and adventure.
Journeys of explorers, travel as a profession and an opportunity. Imagining the exotic ‘other’.

Reading:

Additional:
Week 4

Internationally sanctioned forced displacement: Turkey-Greece population exchange. How was the population exchange justified? Can some of the reasoning behind the agreement be found in present-day discussions about multiethnic co-existence?

Reading:
Clips from 2018 ‘The Great Population Exchange’ (Al Jazeera documentary)
Archive clips available at ‘Twice a Stranger’ http://www.twiceastranger.net/site/video/?video_id=2

Week 5

How do societies come to terms with past forced displacement? How do they negotiate coexistence of the guest, the host and the stranger? What memories remain of those who had to leave? Journals, museums and oral history projects.

Reading:
Short oral history excerpts from Balancar, F. (ed.) The Sound of Silence II: Diyarbakir’s Armenians Speak. Istanbul: Hrant Dink Foundation.

Week 6

Who needs visa, passports and borders?
Control and facilitation of movement; security and securitization.

Reading:

Week 7

Essay proposals due

Midterm exam (50 min; instructions will be given in class)

After exam, class continues (you’ll receive feedback on final essay proposals and we’ll watch and discuss a documentary related to subject of study).
**Week 8**

**International refugee regime:** why was it set up and why it does not work? Why do states deflect from obligations towards asylum-seekers? Ethics, politics and the law.

**Reading:**


**Additional:**


**Week 9**

**The role of the EU in refugee protection:** Securitization Replaces Responsibility. 2016 EU-Turkey 'Refugee Deal'.

**Reading:**


**Additional:**


**Week 10**

**Questions of Migration and asylum in Central Europe.**

The good & bad refugees, the (un)welcome migrants. The role of Visegrad in 2015 crisis.

**Reading:**


**Additional:**

Week 11

**Questions of obligation and hospitality.**
Aid workers and volunteers: helping strangers, making new friends, resisting the politics of non-solidarity. Central European volunteers responding in the 2015 ‘refugee crisis’.
Guest lecture (A volunteer and a professional from NGO or international organisation focused on migration)

**Reading:**

Week 12

**The refugee and the aid worker/volunteer.**
Storytelling and activism. Writing, sharing.

**Reading:**

Week 13

**Part 1: Final Exam (60 minutes)**
**Part 2: Final Colloquium on Current Issues**

**Reading:**

Additional reading

I'll be happy to provide further reading suggestions.


