



ES/SO/PO 363 EQUITABLE LIVING: THE HUMAN RIGHT TO MIGRATION- GLOBAL PILLARS COURSE

IES Abroad Multi-Location

DESCRIPTION:

IES ABROAD's Global Pillars- Sustainable Living, Equitable Living, and Human Well-Being- Integrate most of the UN Sustainable Development Goals (SDG's). The Global Pillars Courses utilize these pillars as a reference framework to adopt a problem-based learning methodology and to build a multidisciplinary learning community. The Human Right to Migration course focuses on the Equitable Living Pillar and challenges students to study the complex issue of the right to migration to the Netherlands and the UK, using the legal framework of the European Human Rights Convention, the (CJEU), and each country's immigration policies.

"Migration is a fact of life, a defining feature of humanity – and above all a positive phenomenon, enriching societies & economies. Whether their movement is voluntary or forced, formally authorized or not – all human beings must have their rights respected & dignity upheld." – Antonio Guterres, UN Secretary General

There is a common, erroneous perception that international migration is threatening due to the sheer number of immigrants as well as the financial impact or risk immigrants may pose to a nation's ability to care for or sustain its citizens. However, according to the latest data, less than 4% of people move permanently from their country of origin and global remittances are over 700 billion dollars (UN, 2022). In simple terms, there are not only fewer migrants than common perception would lead one to believe but also, they are responsible for generating a tremendous amount of wealth. This gap in public perception and data presents an opportunity for a more nuanced and informed consideration of both contemporary migration and the history of migration, while recognizing the basic human right to move. Through the integrated and interdisciplinary analysis of the migratory route from the South to the North of Africa, and then from the South to the North of Europe, we aim to foster a deep understanding of the intertwined relationships between human mobility, environmental degradation, and colonial histories. Ultimately, our goal is to empower students to engage in meaningful reflections and actions towards fostering more just and equitable living conditions for all individuals.

This course aims at fostering a cross-institutional and multi-disciplinary learning environment by connecting students across IES Abroad centers. Students will not only benefit from the expertise of faculties from a variety of academic backgrounds, but also learn about the challenges facing migrant communities in different cities around the world, as well as the policies developed to address them. In so doing, students will gain a deeper understanding of how justice is enacted within the context of migration and who that justice is meant to serve. Through project-based learning, students will be able to apply global frameworks such as the SDGs and the Human Rights Declaration to local challenges around migration through an interdisciplinary approach, including environmental justice, climate change and vulnerability, diversity and gender. Students will be asked to identify the most pressing challenges around migrant communities and human rights in their host city and apply methods and tools based on the current working methodology used by NGOs and other social entities. Working in small teams, they will develop an innovative project proposal that can offer solutions to an identified challenge, taking into account the environmental, economic, historical and social characteristics of their host city. With the students from the other centers, each student will be part of a greater learning community, guided by faculty experts from diverse backgrounds and local stakeholders who are working to address these challenges.

Substantive field visits and connections with local stakeholders, such as grassroots initiatives, start-ups or public institutions, will allow students to gather valuable data and information as they develop their projects; innovative technology will enable them to share their experience and findings across the different locations; and project-based learning will culminate in each team delivering a multimedia presentation to the group. Upon successful completion of this course, students will earn a micro- credential in Equitable Living and project development that will demonstrate their literacy around the topic and their ability to find innovative solutions to complex problems.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

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PREREQUISITES: None

ADDITIONAL COST: Transportation to regional excursions

METHOD OF PRESENTATION:

The main outcome of this course is to prepare and deliver a presentation that examines and compares one major issue related to migrant communities in the Netherlands and the UK and to compare the legal frameworks, examine the application of the law and analyze the effect on migrant communities to determine best practices. Students will conclude their presentations with a proposal for policy recommendations. The methods of presentation are designed to support the students in this challenge. The following approaches will be used:

- **Classes:** will be on site at in IES Amsterdam and IES London.
- **Lectures:** Each week students will prepare for class by reading the assignments for the lesson. It is important to complete all assignments as key concepts will be discussed during the lectures.
- **Group presentations:** student groups will give short presentations to the other groups on their work on the assignments. Students will be expected to give feedback to the other groups.
- **Assignments and mid-term evaluation:** Students will work on a total of 5 assignments. These assignments are designed to build upon each other as milestones. For the mid-term evaluation, students will present the first stage of their project proposal, defining the sustainability challenge in their host city to be addressed in more depth.
- **Project proposal:** Groups will deliver comparative law presentations designed to define a legal challenge in migration that both countries face and proposal for policy recommendations to improve this issue.
- **Class discussion:** In this course, classes will be a hybrid approach, combining lecture, discussions, analysis as well as field work.
- **Materials in Moodle:** Key readings, videos, podcasts and other online resources designed to develop a general understanding of the subject matter and trigger discussion.
- **Course-related trips:** Student participation in the course-related trips (including museums, NGOs and public spaces) is mandatory. Students will use these trips to inspire their project proposals and give them a chance to receive feedback from experts in the field. The assignments will allow the students to document the trips so they can share their insights and questions.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation - 20%
- Assignments - 20%
- Midterm Assessment - 20%
- Final Project - 40%

Course Element

- **Participation:** Participation is essential in this course. Students are required to study assigned materials and to participate actively both in their group activities and in classroom lectures. A general participation rubric is posted on Moodle.
- **Assignments:** Students are required to complete four (4) assignments over the course of the semester and serve as progress milestones. Students will work individually in regular assignments, and are expected to write 1000 word reflective essays on the course excursions. Each assignment is worth 5% and will be assessed on structure, use of academic language, critical analysis and ability to apply course objectives to real world experiences.
- **Midterm Assessment:** For the midterm assessment, students must prepare a draft thesis and outline for their final presentation. The assessment will examine the clarity of the thesis statement proposed, the thoroughness of the proposed presentation, and the use of legal resources and citations.

- **Final Project:** Students will work in groups to deliver panel presentations to an audience of professors, fellow students and professionals from the field of migration. Each student should equally contribute to the group's project, and each student will be assessed on their individual contributions to the project. Each group must define a legal challenge in migration that both countries face and propose policy recommendations to improve this issue and each student must choose a specific issue within the legal challenge for their individual presentation. Each group will receive feedback from their peers and from the instructors. Rubrics are provided to guide the students in completing their presentations, leaving also space for originality and creativity. Grades will be awarded on the basis of individual and group contributions, the clarity and creativity of solutions tailored to the local context but also on the groups' ability to collaborate and exchange ideas, and to critically analyze the issue.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Recognize and explain the complexity and linkages of migration laws and human rights in different scales and contexts.
- Learn to analyze these challenges in an integrated way incorporating the ecological, social and economic dimensions, as well as human rights, environmental justice and gender.
- Identify the key challenges migrant communities face in different locations and the mobility dynamics between the Global North and the Global South.
- Compare and critique equity and justice policies affecting different migrant communities.
- Understand, from a human rights perspective, the main challenges to guarantee the right to migrate and the right to asylum within growing anti-immigration political and societal contexts.
- Use of different tools and methods in project planning and design.
- Learn the complex dynamics of integration and multiculturalism in the Netherlands and the UK.
- Apply global frameworks such as the SDGs and different instruments of International Human Rights Law and International Refugee Law to local challenges in migration through an interdisciplinary approach.
- Differentiate what makes solutions around migration issues feasible or not.
- Use of different tools and ethnographic methods in project planning and design.

ATTENDANCE POLICY:

Since IES Abroad courses are designed to take advantage of the unique contribution of the instructor and the lecture/discussion format is regarded as the primary mode of instruction, class attendance is mandatory and will be taken for every class. In addition, students are expected to be on time for classes, course-related excursions, and tests. Some courses include mandatory trips outside of regular class hours, i.e. on weekends. Students will be made aware of the specific dates of such trips well in advance and are required to attend. It is your responsibility to be aware of and adhere to this attendance policy.

Irregular attendance may result in a lower grade in the course, and/or disciplinary action.

Faculty mark attendance in Moodle weekly, noting whether students are present or absent. **If you are more than 15 minutes late, you will be marked as absent.** Weekly attendance records will be uploaded, and you will receive automated messages regarding your absence count. In the same automated message, you will be provided with an opportunity to submit documentation to excuse absence(s) within one week of receipt of message.

Absences will be authorized for the following reasons:

- Health issues (must include a Dutch doctor's note);
- A recognized religious holiday traditionally observed by the particular student, **only when communicated within the first two weeks of class to IES Academic staff and faculty;**
- A grave incident affecting family members;
- Conflicting academic commitments, **only when communicated within the first two weeks of class to IES Academic staff and faculty;**



Any other absences (such as missing an alarm or missing a flight) are unexcused.

One unexcused absence is permitted without penalty to a student's final grade. Beyond this, each subsequent unexcused absence will result in a deduction of 1/3 of your final letter grade (for example, A- to B+). IES staff will make deductions at the end of the semester based on received documentation. Faculty do not have the authority to judge absences. **Only IES staff can change an unexcused absence to excused.**

What to do if you are going to be absent

In any case when you are not going to attend class, out of courtesy to your instructor and your fellow students, **you must notify your professor.**

Regarding COVID-19, we will closely monitor government guidance for any developments and update the attendance policy accordingly.

CONTENT:

Choose an item	Content	Assignments
Session 1	Introduction to the Course- History of Migration in the NL & the UK - Overview of what drives migration in the NL & the UK (human rights, economics, climate, politics) - Understand the complexities of benefits and the law through the film, <i>A Lien</i>	Assignment(s) and/or Reading(s) - Ayelet Shachar, 'The shifting border (lead essay)', in <i>Ayelet Shachar, The Shifting border. Ayelet Shachar in Dialogue</i>, Manchester: Manchester University Press 2020, p. 3- 96 - Please bring an article to class that highlights a US immigration issue that is important to you.
Session 2	Introduction to the Legal Frameworks - Foundation of EU Migration Law - Understand the need to balance state sovereignty and human rights obligations - The UK's migration challenges post-Brexit - Apply for ETA to the UK in class	- Costello, C, The Human Rights of Migrants and Refugees in European Law - Progress in Migration and Asylum Law scholarship – International, Intersectional, and Interdisciplinary-add citation Integration in the UK and the Post-Brexit immigration system

Choose an item	Content	Assignments
Session 3	Overview of Migration Law in the NL - Understand the basic premise of the Dutch Aliens Act - Understand the role of the IND - Understand basic asylum procedures in the NL - Understand integration and family reunification policies in the NL - Understand the history of the “guest workers” in the NL and how the policy impacts Dutch society today	- Zorlou, A., & Hartog, J., “Migration and Immigration: The Case of the Netherlands,” Migration Policy and The Economy: International Experiences, München: Hans Seidel Stiftung, 2001 - Bonjour, S. (2018). Family Reunification and Migrant Integration Policies in the EU: Dynamics of Inclusion and Exclusion. In A. Ripoll Servent, & F. Trauner (Eds.), The Routledge Handbook of Justice and Home Affairs Research (pp. 215-226). (Routledge Handbooks). Routledge. https://doi.org/10.4324/9781315645629-18 - Case Law: RV 1950-2021, no 27 (CJEU Chakroun) - CASE OF BERREHAB v. THE NETHERLANDS, ECHR Link - CASE OF TUQUABO-TEKLE AND OTHERS v. THE NETHERLANDS, ECHR Link
Session 4	Excursion to Wereldmuseum Amsterdam & Lunch at A Beautiful Mess	Prepare for our visit by learning about the history and mission of the museum Assignment 1: Write an essay of approximately 1000 words that analyzes the following questions: How do the curatorial choices at the Wereldmuseum either challenge or reinforce historical power dynamics and colonial narratives? How do the historical power dynamics and colonial narratives affect narratives on migration in the Netherlands?
Session 5	Overview of Migration Law in the UK - Understand the premise of the UK Immigrations Acts - Identify the objectives and challenges to the points-based system - Determine how Brexit has impacted migration and the labor market in the UK - Understand the asylum policies	- Mitsilegas, V., & Guild, E. (2024). The UK and the echr After Brexit: The Challenge of Immigration Control. <i>European Convention on Human Rights Law Review</i>, 5(1), 116-131. https://doi.org/10.1163/26663236-bja10079 - Conduct research on policy challenges for migrant workers and the impact on the labor market and on society more generally for class discussion - Choose topics and groups for final presentation

Choose an item	Content	Assignments
Session 6	Refugee Law and Asylum Procedures in the NL & the UK - Understand how the 1951 Refugee Convention is interpreted and applied in the NL and the UK - Identify challenges in asylum processing, including detention, appeals and removal - Develop insight regarding the policies and strategies to shift asylum applicants to third countries - Recognize the role of FRONTEX and the legal complexities of the organization - Mock Asylum hearing	- Dembour, M. B., When Humans Become Migrants: Study of the European Court of Human Rights with an Inter-American Counterpoint. - Add video link for asylum story - European Council on Refugees and Exiles, NETHERLANDS: Government Announces ‘Strictest Asylum Policy Ever’ and Requests Opt-Out from EU Migration Pact, 27 September 2024 Link - Kos, S., Maussen, M., & Doomernik, J. (2016). Policies of exclusion and practices of inclusion: how municipal governments negotiate asylum policies in the Netherlands. <i>Territory, Politics, Governance</i>, 4(3), 354-374. https://doi.org/10.1080/21622671.2015.1024719 Migration: UK moves on from Rwanda asylum processing plan as EU members explore new policy approaches - Perez, C. S. (2020). The securitization of asylum: A review of UK asylum laws post-Brexit [Working paper]. SSRN Electronic Journal.
Session 7	Visit to Refugee Council Meet with staff to understand the challenges facing the Refugee Council	Draft thesis statements due for presentations
Session 8	Family Reunification & Visa Procedures in the NL & the UK - Understand the legal frameworks for family reunification - Evaluate the complexities in achieving reunification - Analyze the motivating factors in family separation in the migration process	The Dutch Family Reunification Procedure Assessing the Compatibility of the Procedure’s Requirements with Human Rights Law - Katharine Charsley, Helena Wray, Kept apart: Routine family separation in the UK family immigration system as times of crises, <i>Migration Studies</i>, Volume 11, Issue 3, September 2023, Pages 380–407, https://doi.org/10.1093/migration/mnad008

Choose an item	Content	Assignments
Session 9	Trip to the Court of the European Court of Human Rights, Strasbourg, France Observe how the court acts to protect and improve the rule of law, democracy and fundamental rights	Assignment 2: Following your visit to the European Court of Human Rights, you are required to produce a reflective and analytical essay that examines the Court's role in adjudicating cases that impact immigration law and the protection of human rights. Write a 1000 word essay on the impact of the ECHR's decisions on the balance between state sovereignty and the protection of individual rights, and how this dynamic influences international immigration policy.
Session 10	Midterm Assessment Assess the draft presentation and policy issues for final presentation	Present draft proposal and outline for presentation, including thesis statement
Session 11	Climate Migration and Geopolitics - Understand what constitutes climate migration and distinguish it from other forms of migration - Critically assess real-world examples of climate migration to illustrate theoretical concepts - Examine sustainable policy solutions that balance humanitarian concerns with security and governance challenges.	- Dipesh Chakrabarty, 'Planetary Crises and the Difficulty of Being Modern', <i>Millennium: Journal of International Studies</i>, 2018, Vol. 46(3) 259–282 - B.S. Chimni, "The Geopolitics on Refugees: One Step Forward, Two Steps Back", <i>International Journal of Refugee Law</i> 30(2018), 630-634 - Migration Matters, Climate Migration Podcast: Rethinking climate migration- Are we missing the point?
Session 12	Migration, Crimmigration, Security and Public Discourse - Critically Analyze Crimmigration Frameworks - Examine the Intersection of Administrative and Criminal Law - Investigate State Practices and Securitization - Assess the Impact on Migrant Rights and Public Discourse	- Brouwer, J. (2020, January 8). Detection, detention, deportation : criminal justice and migration control through the lens of crimmigration. Meijers-reeks. Retrieved from https://hdl.handle.net/1887/82562 - Van der Woude, M., & van der Leun, J. P. (2013). Crimmigration in the Netherlands. <i>Law & Social Inquiry</i>, 38(1), 1–20 - Unmasking state-perpetrated crimes during migration control – a new face of crimmigration link to blog - Between administrative and criminal law: An overview of criminalisation of migration across the EU, PICUM Briefing April 2024

Choose an item	Content	Assignments
Session 13	The Other Human Rights of Migrants- A Look at Housing and Education - Analyze the right to respect for a home (Article 8 ECHR); - Understand the freedom to choose a residence (art. 2, Protocol 4 ECHR); and - Be able to articulate what is entailed in the right to adequate housing or shelter (art. 3 ECHR and art. 31 European Social Charter).	- Brown, P., Gill, S., & Halsall, J. P. (2022). The impact of housing on refugees: an evidence synthesis. <i>Housing Studies</i>, 39(1), 227–271. https://doi.org/10.1080/02673037.2022.2045007 - Groot, J., & Ronald, R. (2024). Integrating refugees through ‘flexible housing’ policy in The Netherlands. <i>International Journal of Housing Policy</i>, 1–25. https://doi.org/10.1080/19491247.2024.2339460 - ECtHR 6 November 2017, app.no. 43494/09, <i>Garib/The Netherlands</i>
Session 14	Excursion Rotterdam FENIX Evaluate the narratives related to Rotterdam’s urban regeneration, social innovation, and cultural diversity.	Assignment 3: Write a 1000 word essay that analyzes how the museum’s portrayal of immigrant narratives correlates with or challenges prevailing immigration law doctrines. Consider also how the museum’s narrative influence public perceptions of immigrant legitimacy and rights.
Session 15	Workshop on Presentation- Final Draft Review Lesson Objective(s)	Email your final draft proposals for review
Session 16	A Final Walking Tour of Amsterdam (or Guest Speaker) Integrate the lessons and issues studied throughout the course to understand the biggest challenges facing migrants in the Netherlands	Assignment 4: Write a 1000 word essay that analyzes the situation of migrants in Amsterdam and contemplates the legal and social challenges they face. Consider limitations in the law and options for migrants who have exhausted their legal cases. Asylum Squatters in Amsterdam (video) Rejected But Not Deported (video)
Session 17	Excursion- Migration Museum London Understand the history of migration trends on law and society in London	Glick Schiller, N. (2023). Migrants are the city: commentary on “London: diversity and renewal over two millennia” by Anthony Heath and Yaojun Li. <i>Ethnic and Racial Studies</i>, 46(11), 2347–2354. https://doi.org/10.1080/01419870.2023.2176248
Session 18	Excursion- Visit to NGO working with Refugees Understand the complexities of the lives of refugees in the UK	Video: Why living in the UK scares me as an asylum seeker? Watch Here

Choose an item	Content	Assignments
Session 19	The Future of Migration in the NL & the UK - Critically Evaluate Emerging Legal Frameworks - Analyze Socio-Political and Economic Influences - Develop Evidence-Based Policy Recommendations	- de Haas, H. (2024). Changing the migration narrative: On the power of discourse, propaganda and truth distortion. IMI Working Paper No. 181/PACES Project Working Paper No. 3. Amsterdam: University of Amsterdam. - Sobolewska, M., Galandini, S., & Lessard-Phillips, L. (2017). The public view of immigrant integration: Multidimensional and consensual. Evidence from survey experiments in the UK and the Netherlands. <i>Journal of Ethnic and Migration Studies</i>, 43(1), 58–79. http://dx.doi.org/10.1080/1369183X.2016.1248377
Session 20	Irregular Migration and Trafficking - How does each state approach these in practice and in policy - Ethical dilemmas in deportation - Evaluate the efficiency of anti-trafficking policies	The Guardian Podcast: Trafficked-The Woman Who Took on Her Traffickers and Won March 2023 - Ambrosini, M., & Hajer, M. (2023). Irregular Migration: IMISCOE Short Reader. (IMISCOE Research Series). Springer. https://doi.org/10.1007/978-3-031-30838-3 Read Chapters 1, 2 and 3 - Van der Leun, J. P., Rodrigues, A. M., & Guia, M. J. (2017). Criminal policy, migration policy and human trafficking: Addressing the dark figure. - Conferencia Internacional 18 De Outubro. Dia Europeu Contra O Trafico De Seres Humanos , 41-50. Retrieved from https://hdl.handle.net/1887/58737
Session 21	Final Projects-London	Presentations, Assessment and Feedback
Session 22	Final Projects- London	Presentations, Assessment and Feedback

COURSE-RELATED TRIPS:

- Students will attend visits to a range of museums and human rights and migration-related institutions throughout the Netherlands and in London. At the start of the program, students will be given guided tours of Amsterdam, designed to introduce them to the key migration issues and concerns in the local context.

REQUIRED READINGS:

- See “Assignments” column above

RECOMMENDED READINGS:

- To be provided on Moodle