



ES/SO/PO363 EQUITABLE LIVING: THE HUMAN RIGHT TO MIGRATION – GLOBAL PILLARS COURSE

IES Abroad London

DESCRIPTION:

IES ABROAD'S GLOBAL PILLARS – SUSTAINABLE LIVING, EQUITABLE LIVING, HUMAN WELL-BEING – INTEGRATE MOST OF THE UN SUSTAINABLE DEVELOPMENT GOALS (SDG'S). THE GLOBAL PILLARS COURSES UTILISE THE PILLARS AS A REFERENCE FRAMEWORK, ADOPT A PROBLEM-BASED LEARNING METHODOLOGY, AND BUILD A MULTIDISCIPLINARY LEARNING COMMUNITY. THE HUMAN RIGHT TO MIGRATION FOCUSES ON THE EQUITABLE LIVING PILLAR.

The main objective of this course is to understand, from a human rights perspective, the main challenges to guarantee the right to migrate and the right to asylum within growing anti-immigrants social and political contexts. From a critical perspective we will focus on the case of United Kingdom to learn the functioning of migration corridors and mobility dynamics between the Global North and the Global South. We will learn about the dynamics of mobility, integration and criminalization in a country that has traditionally been a destination for migrants and refugees. The case of the United Kingdom will allow us to generate critical questions about the right to migrate, applicable to different contexts and countries.

We will approach the diversity of the migration phenomenon from a historical and intersectional perspective. On the one hand, we will identify the differences between mobility strategies and demographic groups, as well as the differences and tensions between economic migration, forced migration and refugee status. We will emphasize understanding migration dynamics from a gender perspective, exploring the functioning of global care chains sustained by the labor of women from the Global South in the economies of the Global North.

We will reflect on the legal tensions of migration policies and international protection policies to guarantee the human right to asylum, especially in the last decade. Finally, we will explore the complex dynamics of integration and multiculturalism in the UK. We will take advantage of the fact that the class will be held in London, a laboratory of diversity, multiculturalism and the dynamism of the migration phenomenon.

Through project-based learning, students will be able to apply global frameworks such as the SDGs and different instruments of International Human Rights Law and International Refugee Law to local challenges around migration and asylum through an interdisciplinary approach. Students will be asked to identify the most pressing challenges around migrant communities and human rights in the United Kingdom and apply methods based on participant observation and ethnography. 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.

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 London. 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; and project-based learning will culminate in 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: None

METHOD OF PRESENTATION:

The main outcome of this course is to design a project proposal aimed at addressing an issue related to migrant communities identified in the United Kingdom (it could be London or any other city) and getting insights from a local stakeholder (at the extent is possible) within the frame of the class. The methods of presentation are designed to support the students in this challenge. The following approaches will be used:

- **Classes:** will be held on-site in IES London.
- **Preparing for the Lecture:** Each week students will need to read a text and sometimes watch additional material assigned for that session. It is important to complete the readings as key concepts will be discussed during lectures.
- **Lectures:** the instructor will present key concepts related to each week's text. The Lecture follows a Seminar format, which means that students are expected to previously prepare their participation and actively contribute to the class debate. These lectures will be available on the Moodle site.
- **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 outline of their project proposal, defining the challenge in the United Kingdom to be addressed in more depth.
- **Project proposal:** students will work in groups to develop a project proposal designed to improve social, environmental and economic equity for migrant communities in the UK. Students will have to develop relevant, feasible, context-specific and innovative solutions preferably linked to a local organization working with migrant communities.
- **Materials in Moodle:** key readings, videos and online resources designed to develop a general understanding of the subject matter and trigger discussion.
- **Field-work visits around London:** student participation in the organized field-work visits (museums, NGOs, public areas) is mandatory. Students will use these experiences to inspire their project proposals, document relevant information and in some cases to receive feedback from experts in the field.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation - 10%
- Assignments – 50%
 - Migration Museum Report – Mental Mapping Past and Present Migration Trends in the UK - 10%
 - Legacies of British Slavery: Reparation and Good Practices on - 10%
 - Global Care Chains and Circuits of Survival – 10%
 - Analyzing media narratives on asylum seekers and refugees in the UK – 10%
 - Ethnographic report on multi – cultural London – 10%
- Final Project – 30%
 - Formative assessment: defining the challenge to be addressed - 5%
 - Project written proposal - 15%
 - Final presentation - 10%

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 their discussions with other groups.
- **Assignments:** Assignments will work as progress milestones guided by the instructor. Students will work individually in regular assignments, and as a group to complete the final project. Each student should equally contribute to the groups' project, and this will be reflected in the individual grades. The final project will consist of identifying a key challenge related to the human right to migrate in the United Kingdom and designing a project to tackle it, ideally within the framework of one NGO or local stakeholder. At the end of the course, each group will deliver a multimedia presentation on their final project proposal. Each group will receive feedback from their peers and from the instructor. Rubrics will be provided to guide the students in completing their assignments, 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 work together, and to exchange ideas.

LEARNING OUTCOMES:

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

1. Recognize and explain the complexity and linkages of migration and human rights at different scales and contexts.
2. Learn about the functioning of migration corridors and mobility dynamics between the Global North and the Global South.
3. Create critical questions about the right to migrate, applicable to different contexts and countries.
4. Identify the differences and tensions between economic migration, forced migration and refugee status.
5. Understand migration dynamics from a gender perspective.
6. Understand, from a human rights perspective, the main challenges to guarantee the right to migrate and the right to asylum within growing anti-immigrants social and political contexts.
7. Learn the complex dynamics of integration and multiculturalism in the UK.
8. Apply global frameworks such as the SDGs and different instruments of International Human Rights Law and International Refugee Law to local challenges around migration and asylum through an interdisciplinary approach.
9. Use of different tools and ethnographic methods in project planning and design.
10. Differentiate what makes solutions around the topic feasible or not.

ATTENDANCE POLICY:

Regular class attendance is mandatory. Irregular attendance may result in a lower grade in the course, and/or disciplinary action. The IES Abroad London class attendance policy does not allow for unexcused absences, and grades will be docked one-half letter grade for each such absence. Rare exceptions will be made for the following reasons:

- The student is too sick to attend class. In this instance, the student must call the IES Abroad Centre before class to notify any of the IES Abroad staff. It is not sufficient either to email, send a message with a friend or call the Centre after the class has started.
- A serious illness or death in the immediate family requiring a student to travel home. This requires written approval from the Centre Director before departure.

Arriving more than 10 minutes late to class may count as an unexcused absence. Immigration laws in the UK are extremely strict, and we jeopardize our legal status in hosting students who do not regularly attend class. Students who do not attend class regularly will be reported to the appropriate officials and risk dismissal from the programme and deportation from the UK. If a student incurs absences representing 25% of the total class hours, they will be contacted by the Academic Development Manager (ADM) and Centre Director (CD). If these absences are made up exclusively of unexcused non-attendance, this will trigger a disciplinary review. If these absences are made up of excused non-attendance a meeting will be held to discuss the underlying reasons for lack of

attendance, and to discuss ways it can be maintained for the duration of the term. If the 25% threshold is reached due to a mixture of excused and unexcused absences, students will also be asked to attend a meeting to discuss.

CONTENT:

Week	Content	Reading
Week 1	Introduction to the Course & Political Economy of Migration Global patterns of political economy of migration to understand the human right to migrate.	READ: <ul style="list-style-type: none"> Massey, Douglas. 2009. "The Political Economy of Migration in an Era of Globalization." In <i>International Migration and Human Rights: The Global Repercussions of U.S. Policy</i>, edited by Samuel Martinez. Oakland: University of California Press.
Week 2	Visit to the Migration Museum London 	READ: <ul style="list-style-type: none"> Somerville, Will, and Peter William Walsh. 2021. "United Kingdom's Decades-Long Immigration Shift Interrupted by Brexit and the Pandemic." Work on the Assignment.
Week 3	Economic migration and forced migration in the global context Global mobility trends and policies in destination countries.	READ: <ul style="list-style-type: none"> Yarris, K., & Castañeda, H. (2015). Special Issue Discourses of Displacement and Deservingness: Interrogating Distinctions between "Economic" and "Forced" Migration. <i>International Migration</i>, 53(3), 64–69. https://doi.org/10.1111/imig.12170.
Week 4	Visit to London Museum Gallery London, Sugar & Slavery: 1600 – Present	EXPLORE: <ul style="list-style-type: none"> Work on the database of the Centre for the Study of the Legacies of British Slavery https://www.ucl.ac.uk/lbs/search/ and prepare the week's assignment.
Week 5	Gender, migration and care work economies Global care chains.	READ: <ul style="list-style-type: none"> Sassen, Saskia. 2019. "Global Cities and Global Survival Circuits." In <i>Cities in a World Economy</i>, edited by Saskia Sassen, 5th ed. London: SAGE. Work on the assignment.

Week	Content	Reading
Week 6	Visit to Latin American Women's Rights Services (LAWRS)	READ: <ul style="list-style-type: none"> Murphy, Clíodhna. 2015. "Migrant Domestic Workers in the UK: Enacting Exclusions . Exemptions and Rights." In <i>Care, Migration and Human Rights</i>, edited by Siobhán Mullally. London: Routledge. WATCH: <ul style="list-style-type: none"> Documentary "Carers Across Lands".
Week 7	Border Controls and Crimmigration Border Controls and Criminalization of Migration	READ: <ul style="list-style-type: none"> Aliverti, Ana. 2020. "The Promise of the Border Immigration Control and Belonging in Contemporary Britain." In <i>Crimmigrant Nations Resurgent Nationalisms and the Closing of Borders</i>, edited by Robert Koulis and Maartje van der Woude. New York: Fordham University Press.
Week 8	Asylum in the UK Asylum and International Protection in Contexts of Criminalization and Punitive Immigration Policies	READ: <ul style="list-style-type: none"> Mountz, Alison. 2020. "The Death of Asylum Hidden Geographies of the Enforcement Archipelago." Minneapolis: University of Minnesota Press. <i>Asylum: An Obituary, Preface, and Introduction</i>.
Week 9	Visit to a NGO working with refugees	READ: <ul style="list-style-type: none"> Yasmin, I. 2022. <i>Migrants and refugees at UK borders: hostility and 'unmaking' the human</i>. Routledge. Chapter 1 WATCH: <ul style="list-style-type: none"> Video: Why living in the UK scares me as an asylum seeker? https://www.youtube.com/watch?v=hXr2eITvYaU
Week 10	Integration Policies in the UK Integration Policies and Lessons in the UK	READ: <ul style="list-style-type: none"> Phillimore, Jenny. 2012. "Implementing Integration in the UK: Lessons for Integration Theory, Policy and Practice." <i>Policy & Politics</i> 40 (4): 525–45.
Week 11	Multi-cultural London Ethnographic Visit Visit to Whitechapel (mosque, surrounding area and market)	WATCH: <ul style="list-style-type: none"> Chapter 1 BBC series Immigration: How British Politics Failed

Week	Content	Reading
Week 12	Multi-cultural Society and closing session Social justice in multi-cultural societies.	READ: <ul style="list-style-type: none"> Craig, Gary. 2007. "Social Justice in a Multicultural Society: Experience from the UK." <i>Studies in Social Justice</i> 1 (1): 93–108. https://doi.org/10.26522/ssj.v1i1.982.

COURSE-RELATED TRIPS:

Students will attend visits to a range of museums and human rights and migration-related projects in London. These activities will be scheduled on the Face-to-face dates. Some of the activities will be designed before the semester starts, whereas others will be decided in response to the development of the local group's research. At the start of the program, students will be given guided and self-guided tours of their host cities, designed to introduce them to the key sustainability issues and concerns in the local context.

REQUIRED READINGS:

- Aliverti, Ana. 2020. "The Promise of the Border Immigration Control and Belonging in Contemporary Britain." In *Crimmigrant Nations Resurgent Nationalisms and the Closing of Borders*, edited by Robert Koulis and Maartje van der Woude. New York: Fordham University Press.
- Craig, Gary. 2007. "Social Justice in a Multicultural Society: Experience from the UK." *Studies in Social Justice* 1 (1): 93–108. <https://doi.org/10.26522/ssj.v1i1.982>.
- Massey, Douglas. 2009. "The Political Economy of Migration in an Era of Globalization." In *International Migration and Human Rights: The Global Repercussions of U.S. Policy*, edited by Samuel Martinez. Oakland: University of California Press.
- Mountz, Alison. 2020. "The Death of Asylum Hidden Geographies of the Enforcement Archipelago." Minneapolis: University of Minnesota Press.
- Murphy, Clíodhna. 2015. "Migrant Domestic Workers in the UK: Enacting Exclusions . Exemptions and Rights." In *Care, Migration and Human Rights*, edited by Siobhán Mullally. London: Routledge.
- Phillimore, Jenny. 2012. "Implementing Integration in the UK: Lessons for Integration Theory, Policy and Practice." *Policy & Politics* 40 (4): 525–45.
- Sassen, Saskia. 2019. "Global Cities and Global Survival Circuits." In *Cities in a World Economy*, edited by Saskia Sassen, 5th ed. London: SAGE.
- Somerville, Will, and Peter William Walsh. 2021. "United Kingdom's Decades-Long Immigration Shift Interrupted by Brexit and the Pandemic."
- Sredanovic, Djordje. 2022. *Implementing Citizenship, Nationality and Integration Policies. The UK and Belgium in Comparative Perspective*. Bristol University Press.
- Yarris, K., & Castañeda, H. (2015). Special Issue Discourses of Displacement and Deservingness: Interrogating Distinctions between "Economic" and "Forced" Migration. *International Migration*, 53(3), 64–69.
<https://doi.org/10.1111/imig.12170>.

RECOMMENDED READINGS:

- Aliverti, Ana. 2021. *Policing the Borders Within*. Oxford: Oxford University Press.
- Benson, Michaela, and Nando Sigona. 2024. "Reimagining, Repositioning, Rebordering: Intersections of the Biopolitical and Geopolitical in the UK's Post-Brexit Migration Regime (and Why It Matters for Migration Research)." *International Migration Review*, September. <https://doi.org/10.1177/01979183241275457>.

- Bosworth, Mary. 2021. "The Politics of Pain in Immigration Detention." *Punishment & Society* 25 (2): 307–23. <https://doi.org/10.1177/14624745211048811>.
- Bustamante, Jorge. 2002. "Immigrant's Vulnerability as Subjects of Human Rights." *The International Migration Review* 36 (2): 333–54.
- Castelli, Francesco. 2018. "Drivers of Migration: Why Do People Move?" *Journal of Travel Medicine*, 1–7.
- Chimni, B.S. 2009. "The Birth of a Discipline: From Refugee to Forced Migration Studies." *Journal of Refugee Studies* 22 (1): 11–29.
- Fernández de la Reguera, Alethia. 2022. "Immigration Detention, the Patriarchal State and the Politics of Disgust in the Hands of Street-Level Bureaucrats." *Feminist Encounters: A Journal of Critical Studies in Culture and Politics* 6 (2): 30. <https://doi.org/https://doi.org/10.20897/femenc/12353>. ——. 2024. "Punitive Subjectivities and Emotions in Immigration Detention." *Migration Politics*.
- Fernández de la Reguera, Alethia, and Gretchen Kuhner. 2023. "'What Doesn't Kill Me Makes Me Stronger': Women Human Rights Defenders: Trajectories in Activism in the Context of Challenging Migration Enforcement Policies in Mexico and the United States." *Gender & Development* 31 (1): 109–23. <https://doi.org/10.1080/13552074.2023.2167768>.
- Geddes, Andrew. 2021. *Governing Migration Beyond the State. Europe, North America, South America and Southeast Asia in a Global Context*. Oxford: Oxford University Press.
- Grant, Stefanie. 2011. "Immigration Detention: Some Issues of Inequality." *The Equal Rights Review* Seven:69–82.
- Hondagneu-Sotelo. 2005. "Gendering Migration: Not for 'Feminists Only'-and Not Only in the Household." CDM Working Paper #05-02f.
- Iosifides, Theodoros. 2011. *Qualitative Methods in Migration Studies A Critical Realist Perspective*. Surrey: Ashgate.
- Joao Guia, Maria, Robert Koulis, and Valsamis Mitsilegas, eds. 2016. *Immigration Detention, Risk and Human Rights*. Cham: Springer International Publishing. <https://doi.org/10.1007/978-3-319-24690-1>.
- Marie Borrelli, Lisa, Annika Lindberg, and Anna Wyss. 2022. "States of Suspicion: How Institutionalised Disbelief Shapes Migration Control Regimes." *Geopolitics* 27 (4): 1025–41. <https://doi.org/10.1080/14650045.2021.2005862>.
- Menjívar, Cecilia, Marie Ruiz, and Immanuel Ness. 2018. "Migration Crises. Definitions, Critiques, and Global Contexts." In *The Oxford Handbook of Migration Crisis*, edited by Cecilia Menjívar, Marie Ruiz, and Immanuel Ness, 1–17. Oxford: Oxford University Press.
- Murphy, Clíodhna. 2015. "Migrant Domestic Workers in the UK: Enacting Exclusions . Exemptions and Rights." In *Care, Migration and Human Rights*, edited by Siobhán Mullally. London: Routledge.
- Oiarzabal, Pedro, and Ulf-Dietrich Reips. 2012. "Migration and Diaspora in the Age of Information and Communication Technologies." *Journal of Ethnic and Migration Studies* 38 (9): 1333–38.
- Ordóñez, Juan Thomas. 2015. "Some Sort of Help for the Poor : Blurred Perspectives on Asylum." *International Migration* 53 (3): 100–110. <https://doi.org/10.1111/imig.12175>.
- Pickering, Sharon. 2011. *Women, Borders, and Violence Current Issues in Asylum, Forced Migration and Trafficking*. London: Springer.
- Scheel, Stephan, and Vicki Squire. 2014. "Forced Migrants as 'Illegal Migrants'." In *The Oxford Handbook of Refugee & Forced Migration Studies*, edited by Elena Fiddian-Qasmiyeh, Gil Loescher, and Nando Sigona, 188–99. Oxford: Oxford University Press.
- Scott FitzGerald, David, and Rawan Arar. 2018. "The Sociology of Refugee Migration." *Annual Review of Sociology*.
- Sredanovic, Djordje. 2022. *Implementing Citizenship, Nationality and Integration Policies. The UK and Belgium in Comparative Perspective*. Bristol University Press.