DHP D236 (84421)
Migration & Governance in the Global South - 2014
Mondays 17.30-19.30, Mugar 200
Fletcher School of Law and Diplomacy, Tufts University

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(Please schedule in advance for these or other times)

DESCRIPTION AND OBJECTIVES

Human migration and displacement affect societies around the world. Nowhere are the impacts more visible than in the global ‘south,’ where movements of people in search of profit, protection and passage continue to shape political, economic and social configurations. This course will examine multiple forms of human mobility for questions of governance across the global ‘south.’ It works from the position that in an era of globalization and urbanization, people’s movements may be simultaneously destabilizing and empowering: they challenge both the organization of socio-economic and political structures and presumptions about them.

This course is designed as an ongoing conversation between the empirical dynamics of human mobility (e.g., causes, consequences, responses) and what such movements mean for how we understand governance. It draws particularly attention to the means of regulation and who controls spaces and the people occupying or moving through them. The course does not offer technical skills training or concrete suggestions for improving governance, but nonetheless raises important policy issues. Using case studies helps us to problematize many of the presumptions underlying debates over governance in the developing world and approaches to addressing real world problems.

The course is divided into three primary sections. The first offers a conceptual introduction to understanding governance and various mechanisms of controlling people, places and processes. The approach here is holistic in ways that complement the formal study of institutions with the often equally important forms of social and economic regulation which determine behavior and policy outcomes. The second investigates formal and informal responses to migration and the challenges it raises for how we understand governance in practice. The final revisits the meaning of governance and considers questions of governing for development, human rights protection, and urbanization. The course draws on a mix of conceptual and empirical works but
places the emphasis on understanding conceptual frameworks and analytical tools that may be transposed to other environments or contexts.

The course covers a wide range of topics, but all refer back to a series of central questions. Successful students will synthesize information from all topics to develop well-informed responses to these questions.

1. How should we understand governance in the developing world? Who are the primary actors and on what basis do they govern? (i.e., what are their sources of authority and power? to whom are they accountable?)

2. How does human mobility affect the nature of community, politics, and citizenship? 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?

3. What are the potential implications of mobility for other policy fields and debates? These include, among others, the implications for environmental management, housing and health delivery, poverty reduction, political participation and representation and gender empowerment.

**Teaching and Learning Process**

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 assigned texts and other recommended or related options;
- Regular writing of response papers before class;
- In-class presentations based on readings and response papers;
- In-class discussion on readings, course themes and current events;
- Student-run study and discussion groups. While not compulsory, these are highly recommended and should be organized with your colleagues;
- Meeting with the course coordinators. Each student should arrange at least one meeting with the lecturer during the period of the course.
STRUCTURE AND ASSESSMENT

The course is divided into 13 two hour seminars. Attendance is compulsory and students are expected to complete all required readings before class-time. Students should come to class prepared to summarize or comment on all readings and participate actively in debates and discussion. Students not able to attend a class or complete the readings must inform the course coordinator in advance.

1. **Four response papers of no more than 500 words**
   These papers are intended to help refine insights into the substantive material and refine students’ ability to communicate complex arguments in writing. They also serve as effective practice essays for longer written assignments. *Each paper should be structured in the form of a short essay with an original and provocative thesis statement supported by evidence drawn from the readings.* They should synthesize many or all of the required readings for a given week (and ideally reference other readings from other weeks or courses) while critically engaging with assertions and presumptions within them. The best papers will relate readings to the course’s primary questions or explore their implications to critical themes in the field. Under no circumstances should they be merely summaries although summarizing may be necessary as part of a larger argument. To earn credit, students must post the papers on *Trunk* at least 24 hours before the class meeting. Students may submit a fifth paper if they wish. In this case, the top four scores will count towards the final grade.

2. **In-class presentations and group work**
   Response paper topics will be chosen by students at the beginning of the course. One student will give a 10 minute presentation based on their response paper (the use of PowerPoint is highly encouraged) intended to kick start conversation and raise issues for further debate. Another student (or potentially two) will give five minute verbal responses to the presentation highlighting additional points, differences of interpretation, or further extrapolation. Time limits will be strictly enforced so practice is essential. All students will give at least one in-class presentation and one response. Depending on enrollment numbers, the final class session may include small group projects discussing mobility and governance in a specific place or around a global theme.

3. **Research essay**
   All students will be expected to write a 7000-word research essay critically engaging with the course themes. Further details will be provided during the course, but students are encouraged to write research essays on the same topic as their independent research (i.e., keystone) projects if these are likely to include migration related considerations. All students are expected to have the topic approved by the course coordinator before the mid of term. All essays must be submitted electronically and in hard copy by the deadline listed below.

**ASSESSMENT**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>15%</td>
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<tr>
<td>Response Papers</td>
<td>25%</td>
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<tr>
<td>Class Presentation and Group Work</td>
<td>20%</td>
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<tr>
<td>Final Paper</td>
<td>40%</td>
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**Timeline**

<table>
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<tr>
<th>Assignment</th>
<th>Date Due</th>
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<tr>
<td>Response Papers</td>
<td>Schedule to be determined during first class session</td>
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<tr>
<td>Essay Topic Approved</td>
<td>6 October</td>
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<tr>
<td>Final Essay Due</td>
<td>11 December</td>
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**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. These are migration specific journals that will sometimes address governance concerns. For broader readings on governance in the ‘South’, development, political science, urban studies and regional studies journals will provide valuable case and conceptual material:

**Periodicals**

- Journal of Refugee Studies
- Forced Migration Review
- Journal of Ethnic and Racial Studies
- Refugee Survey Quarterly
- Journal of Southern African Studies
- Journal of Ethnic and Migration Studies
- Mobilities
- Third World Studies
- Migration Letters

- Migration Studies
- Journal of Ethnic and Migration Studies
- Disasters
- International Migration Review
- International Migration
- Journal of Modern African Studies
- African Affairs
- Urbanization and Environment
- Global Networks

**Readings**

Course materials, updates, email lists, and discussion boards are available on the Trunk site for this course. For information about Trunk, go to [https://trunk.tufts.edu/xsl-portal](https://trunk.tufts.edu/xsl-portal). Students should check the course site on a regular basis. There are no required books to purchase for this class. A full list of required and recommended readings is included below.

Readings marked with a circle are required. They should be completed before class time and inform your response papers and class presentations. Readings marked with a circle are optional and are included for reference purposes. They may prove useful in paper writing, research, or exam preparation.

There are several questions at the beginning of each seminar. These are intended to guide your reading and help you to compare and synthesize the separate readings, although you are encouraged to find other themes and arguments in the readings yourselves. You should also keep in mind the course’s central questions while reading and preparing your responses.
SECTION ONE: GOVERNANCE AND THE REGULATION OF MOVEMENT

1. Governance as Concept and Practice
8 September

Guiding Questions:

▪ How can we best understand governance? Who are the primary actors and what are their motivations?

▪ What are the potential limits of legal or formal institutional mechanisms (practically and analytically) in ‘Southern’ contexts?

▪ Who are the main actors and factors in governing domestic and/or international mobility?


2. **Migration and Migration Governance**
15 September

*Guiding Questions:*

- What is migration and can it be studied as a discrete phenomenon?
- Under what conditions does it make sense to distinguish between various categories of migrants (e.g., international and domestic; forced and voluntary; permanent and temporary)?
- Is migration best seen as a cause or consequence of broader political, social and economic trends?


3. **Human Agency and the Global Dimensions of Migration & Displacement**

22 September (video meeting, reschedule or possible guest lecture)

*Guiding Questions:*

- What do migration decisions reveal about human agency and rationality?
- What are the most significant forms, drivers, and locations of human mobility?
- Under what circumstances are the rationalities informing migration and state or international governance frameworks likely to be compatible?


Skim the following for general trends:


- **UNDESA.** 2011. *Population Distribution, Urbanization, Internal Migration and Development: An International Perspective.* (Note that the UNDESA website has some of the best data on current population trends).

4. **Boundaries and State Transformation**  
29 September

*Guiding Questions:*

- How can internal and international migration weaken or strengthen physical and social borders? What are the appropriate metrics for measuring ‘strength’?

- In the global south, what are the potential relationships between mobility patterns and state authority and influence?
  
  
  
  

**SECTION TWO: GOVERNING MOBILITY FOR DEVELOPMENT AND PROTECTION**

5. **Law and Legal Practice in Governing Mobility**  
6 October

*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 migrants? How best do we understand the meaning of law in migration across the global south?

- Does law enforcement always strengthen ‘the law’?
  
  


6. Critical Perspectives on Humanitarianism

13 October

Guiding Questions (for sessions five and six):

- 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?


- 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].


7. **Mobility, Labor & Livelihoods**

20 October

*Guiding Questions:*

- Which factors impact migrants’ and refugees’ access to labor markets and influence their economic choices and opportunities in countries of destination?

- What do efforts to establish livelihoods reveal about the nature of spatial governance?


SECTION THREE: SPACE, MOBILITY AND GOVERNANCE

8. **Remaking the Local: Integration and Exclusion**
   27 October

**Guiding Questions:**

- As most migration happens within or between countries of the global south where formal regulatory structures may be relatively weak, who is managing mobility and determining its consequences?

- How does the creation of immigrant or migrant neighborhoods potentially reshape patterns of authority and citizenship?


9. **Managing Climate-Related Migration and Migration’s Impact on the Environment**
   3 November

**Guiding Questions:**

- How does the politics of land and discourses of environmental protection relate to mobility and displacement?

- What is motivating the growing interest in environmental migration? What does this say about broader global policy making processes?

10. **Camps and ‘Safe’ Spaces**

10 November

**Guiding Questions:**

- How do specialized settlements or camps for refugees reshape the relationship between the state, territory and multi-level governance regimes?


11. **Governance and Urban Space**  
17 November

- What are the incentives and challenges of governing highly mobile cities?
- What are the processes and actors that are most significant in managing mobile urban sites?
- Can democratic participation and representation work against migrant friendly cities?

  
  - **Glick-Schiller, N.** 2012. ‘Transnationality and the City’, in S. Kratke, K. Wildner and S. Lanz (Eds.), *Transnationalism and Urbanism.* New York: Routledge: 31-46 (See also Harms and Irazabal in the same volume).
  

Revisit:


Also:


12. **Transnationalism. Mobility and Citizenship**

24 November

*Guiding questions:*

- If citizenship is a form of contract levying rights and responsibilities, what do translocal and transnational connections say about the nature of regulation and control?

- What do extra-local and extra-territorial allegiances mean for the nature of political authority and sovereignty?


13. **Summary, Review and Possible Group Presentations**

1 December