

## Migration and Transnational Identity

AFRS 3000 (3 credits/45 hours)

### Morocco: Migration and Transnational Identity

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

#### Description

The Migration and Transnational Identity seminar provides the main context for students to engage academically, epistemologically, and intellectually with the theme of migration. Students utilize a multi-level and multi-disciplinary approach that considers core issues about the local and global cultural politics, development policies, and their implications on national economies, local communities, and human rights in the context of transnational mobility. The seminar facilitates the student's development of a critical perception capable of assimilating the reality about the interconnectedness and trans-nationalization not only of problems, but more importantly, of viable alternatives. The Migration and Transnational Identity seminar is divided into modules which explore Mediterranean migration, refugees and human rights, gender and migration, development and transnational identity, and transnational Islam. The seminar balances guest lectures by local experts, class discussions, and field visits. Some of the sessions take place during program excursion to the Netherlands.

#### Learning Outcomes

The *Migration and Transnational Identity* course comprises 45 hours (3 credits). Upon completion of the course, students will be able to:

- Explain main Migration theoretical issues and the relative analytical importance of various concepts in migration studies;
- Explain the push factors of African migration to Europe with specific reference to Moroccan migration;
- Analyze the international regulatory framework of the protection of refugees and asylum seekers;
- Analyze the mechanisms of integration and transnational identity in the European and Moroccan contexts;
- Apply analytical skills through conducting research in the field of migration studies.

#### Language of Instruction

This course is taught in English, but students will be exposed to vocabulary related to course content as well local linguistic and cultural nuances related to migration through in-country expert lectures and field visits in a wide range of venues and regional locales.

#### Course Schedule

Students will be provided a detailed course schedule during orientation on the program. Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

### **Module 1: Mediterranean Migration: Theories, Trends, and Institutions**

This module provides an overview of salient theoretical and methodological frameworks for the study of migration. While the focus is on trends, patterns, and drivers of migration in North Africa and across the Mediterranean, discussions will also bear on the role of migration in social transformation, transit spaces and biographies, memory and diasporic identities, and interactions between human flux and policy.

#### Session 1: Migration Theories and Conceptual Frameworks

This session provides an overview and critical assessment of main migration theories. The discussion also aims to tie the conceptual frameworks to the context of Morocco, thus linking migration as a main critical global issue to the specificities of North Africa.

##### *Required Readings:*

- King, R. (2013). Theories and typologies of migration: an overview and a primer. Malmö: Malmö University. Available at:  
<https://www.mah.se/upload/Forskningscentrum/MIM/WB/WB%203.12.pdf>
- Hear, N. (2010). Theories of Migration and Social Change. *Journal of Ethnic and Migration Studies*, 36:10, 1531-1536.

#### Session 2: Mediterranean Migration

This session addresses patterns, drivers, and emerging trends of migration and mobility across the Mediterranean rim. Reflections will also bear on the impact of recent refugee flux on mobility across Europe.

##### *Required Readings:*

- De Haas, H. (2011). Mediterranean migration futures: Patterns, drivers and scenarios. *Global Environmental Change*, 21:1, 59-69.
- Malakooti, A., and Davin, E. (2015). Migration Trends across the Mediterranean: Connecting the Dots. (Chapters III and V). Available at:  
[https://publications.iom.int/system/files/altai\\_migration\\_trends\\_across\\_the\\_mediterranean.pdf](https://publications.iom.int/system/files/altai_migration_trends_across_the_mediterranean.pdf)

#### Session 3: Transit Migration

The debate about migration by policy makers often invokes the notion of 'transit migration.' This session discusses the politics of transit migration and assesses its conceptual and methodological challenges. The session also explores meanings and possibilities of "transit zones" and "transit biographies."

##### *Required Readings:*

- Düvell, F. (2012). Transit migration: a blurred and politicized concept. *Population, Space and Place*, 18(4), 415-427.
- Hess, S. (2012). De-naturalizing transit migration. Theory and methods of an ethnographic regime analysis. *Population, Space and Place*, 18(4), 428-440.

#### Session 4: Transnationalism and Transnational Spaces

This session looks into the processes and mechanisms leading to the formation of transnational social formations and spaces. The aim is also to analyze how migrant subjectivities and institutions are impacted by migrant practices and transnational migration.

##### *Required Reading:*

Faist, T. (2010). Towards transnational studies: world theories, transnationalisation and changing institutions. *Journal of Ethnic and Migration Studies*, 36(10), 1665-1687.

#### Session 5: Transnationalism and Institutions: Field Visit

This session includes site visits to the Council for the Moroccan Community Abroad ([www.ccme.org.ma/en/](http://www.ccme.org.ma/en/)), the Ministry of Migration, to address the ministry's ongoing work on the new policy of migration and integration strategies of immigrants in Morocco.

##### *Required Reading:*

De Haas, H. (2014). Morocco: Setting the Stage for Becoming a Migration Transition Country. *Country profile*, Migration Policy Institute. Available at: <http://www.migrationpolicy.org/article/morocco-setting-stage-becoming-migration-transition-country>

### **Module 2: Moroccan Migration in Europe: Identity, 'Integration,' and Development**

This module provides an overview of Moroccan migration in Europe and its overall impact on Moroccan society. An outline of trends, forms and drivers of Moroccan migration to Europe will be followed by an assessment of its economic impact on local development. The cultural and political aspects related to identity, integration, and political participation will also be discussed.

#### Session 1: Moroccan Migration in Europe: Trends and Economic Impact

This session provides an overview of the demography of Moroccan migration in Europe, its trends and socioeconomic drivers. The economic impact, both on the National and Local levels, will be strongly emphasized.

##### *Required Readings:*

De Hass, H. (2016). Morocco Migration Trends and Development Potentials. GTZ, available at: <https://www.giz.de/.../giz2016-en-moroccan-migration-trends.pdf>  
Sabry, T. (2005). Emigration as popular culture: The case of Morocco. *European Journal of Cultural Studies*, 8(1), 5-22.

#### Session 2: The Third Generation of Moroccan Migrants in Europe

This session deals with the problem of acculturation and integration among the third generation of migrants in Europe. The discussion will include assessment of policies from the host countries for full integration or assimilation, and from the sending country on identification and cultural continuity.

##### *Required Readings:*

- Bouras, N. (2013). Shifting perspectives on transnationalism: Analysing Dutch political discourse on Moroccan migrants' transnational ties, 1960–2010. *Ethnic and Racial Studies*, 36(7), 1219-1231.
- Gsir, S., & Mescoli, E. (2015). *Maintaining national culture abroad: countries of origin, culture and diaspora*.
- Lacroix Thomas. Transnationalism and development: The example of Moroccan Migrant networks, *Journal of Ethnic and Migration Studies*, Taylor & Francis (Routledge), 2009, 35 (10), pp.1665-1678.
- Leurs, K., Midden, E., & Ponzanesi, S. (2012). Digital multiculturalism in the Netherlands: religious, ethnic and gender positioning by Moroccan-Dutch Youth. *Religion & Gender*, 2(1), 150-175. Accessed at: <http://www.religionandgender.org/index.php/rg/article/view/36/892>
- Pels, T. (2000). Muslim families from Morocco in the Netherlands: Gender dynamics and fathers' roles in a context of change. *Current Sociology*, 48(4), 75-93. Accessed: <http://csi.sagepub.com/content/48/4/75.abstract>
- Van der Veer, P. (2006). Pim Fortuyn, Theo van Gogh, and the politics of tolerance in the Netherlands. *Public Culture*, 18(1), 111-124.
- Slootman, M. (2014). Reinvention of ethnic identification among second generation Moroccan and Turkish Dutch social climbers. *New Diversities*, 16(1), 57-70.

### Session 3: Moroccan Diaspora and Moroccan Politics

This session looks first at the history of political participation of migrants in the political process in Morocco. Then it will discuss various political demands from migrants, host countries and Moroccan government on the form and political implications of such process.

#### *Required Reading:*

- De Haas, H. (2007). Between Courting and Controlling: The Moroccan State and 'Its' Emigrants, Centre on Migration. *Policy and Society, University of Oxford., Working Paper*, (54). Available at: <http://www.imi.ox.ac.uk/about-us/pdfs/between-courting-and-controlling-themoroccan-state-and-its-emigrants>.
- Robins, K., & Aksoy, A. (2015). *Transnationalism, migration and the challenge to Europe: The enlargement of meaning*. Routledge, New York.

### Session 4: European Migration to Morocco

This session provides an overview of European migrant community in Morocco, trends and drivers. The discussion will include the economic impact of this migration, acculturation, and social integration.

#### *Required Reading:*

- Rooijendijk, L. de. (2013). *The World Upside Down: The Rise of Crisis-induced Spanish Migration to Morocco*. Available at: <https://dspace.library.uu.nl/handle/1874/28517pdf>.

### **Module 3: African Migration in Morocco: Trends, Acculturation, and 'Integration'**

This module gives an overview of African migration in Morocco, drivers, trends and final destinations. The process of socioeconomic integration will be assessed as well as public policy aimed at socio-cultural integration of sub-Saharan migrants.

### Session 1: African Migration in Morocco: Economic Marginality and Cultural Accommodation

This session provides an analysis of the socioeconomic situation of African migrants in Morocco with an emphasis on the extent of precariousness and poverty among various categories. The process of acculturation will be discussed with reference to group interaction, language proficiency, schooling, community, and civil society action.

*Required Readings:*

Collyer, M., Cherti, M., Galos, E., & Grosso, M. (2012). Responses to Irregular Migration in Morocco: Promising Changes, Persisting Challenges. *Institute for Public Policy Research, London, July*. Available at:  
[https://www.ccme.org.ma/images/.../2013/.../Beyond\\_irregularity.pdf](https://www.ccme.org.ma/images/.../2013/.../Beyond_irregularity.pdf)

Cherti, M., & Grant, P. (2013). The myth of transit: Sub-Saharan migration in Morocco. *Institute for Public Policy Research, London, June*. Available at:  
<https://www.ccme.org.ma/.../myth-of-transit-morocco-pdf>

Naama, M. (2017). Sub-Saharan irregular migrants in Morocco & the exceptional regularisation programme in 2014. Available at:  
[www.theseus.fi/bitstream/10024/.../Naama\\_Mbarek\\_Helsinki.pdf](http://www.theseus.fi/bitstream/10024/.../Naama_Mbarek_Helsinki.pdf)

Session 2: Gender Migration in Morocco

Female migration is becoming a major pattern of current migration movement to Morocco. An assessment will be provided with regard to personal status, education, professional skills, and progressive socioeconomic integration. Perceptions of migrant women, social exclusion, and abuse will be also discussed.

*Required Readings:*

Caritas Internationalis. (2013). *Female Face of Migration*. Available at:  
<https://www.caritas.org/2012/03/pdf>

Stock, I. (2012). Gender and the dynamics of mobility: reflections on African migrant mothers and 'transit migration' in Morocco. *Ethnic and Racial Studies*, 35(9), 1577-1595.

Salih, R. (2013). *Gender in transnationalism: Home, longing and belonging among Moroccan migrant women*. Routledge.

Session 3: Migration and Institutions: Field Visit

This session includes a visit to the Orient-Occident Foundation.

*Required Reading:*

Sater, J. (2002). The dynamics of state and civil society in Morocco. *The Journal of North African Studies*, 7(3), 101-118.

**Module 4: African Migration in Morocco: Legal Framework and Human Rights**

This module aims to examine human rights as they pertain to refugees, asylum seekers, and migrants in Morocco. This is an area that involves clandestine migration, refugees, and immigrant integration and policy. In addition to lectures, we will visit associations and meet with refugees, asylum seekers, and documented and undocumented Sub-Saharan migrants to

disentangle the intricacies between migration, security, sovereignty, and human rights. We will listen to civil society militants who are engaged in the struggle for the promotion of immigrant human rights.

### Session 1: Global and Local Refugee Policy and Asylum Seekers

This session provides an overview of global refugee policy and sample of contemporary dominant theoretical frameworks for the study of refugees and asylum seekers. The focus is on conceptual insights for the study of vulnerable populations in a post-colonial environment. Focus will also be laid on a historical overview of sub-Saharan migration to Morocco. The session addresses the following questions: who are the immigrants from sub-Saharan Africa? Where do they come from? How are they perceived? What are the recent changes with regard to the Moroccan state's approach to its sub-Saharan migrants and refugees?

#### *Required Readings:*

- Anyadike, O. (2015). Morocco: The Forgotten of the Migrants Crisis. Accessed at: <http://newirin.irinnews.org/extras/2015/7/28/morocco-the-forgotten-front-line-of-the-migrant-crisis>
- Bredeloup, S. (2012). Sahara transit: times, spaces, people. *Population, Space and Place*, 18(4), 457-467.
- Carrera, S., Cassarino, J. P., El Qadim, N., Lahlou, M., & Den Hertog, L. (2016). EU-Morocco Cooperation on Readmission, Borders and Protection: A model to follow?. Available at: <file:///D:/EU-Morocco%20Cooperation%20Liberty%20and%20Security%20in%20Europe.pdf>
- Miller, S. D. (2014). Lessons from the global public policy literature for the study of global refugee policy. *Journal of Refugee Studies*, 27(4), 495-513.
- Friese, H. (2010). The limits of hospitality: Political philosophy, undocumented migration and the local arena. *European journal of social theory*, 13(3), 323-341.
- Milner, J. (2014). Introduction: Understanding Global Refugee Policy.

### Session 2: Refugee International Conventions and Laws in Morocco

This session will take place at the office of UNHCR in Rabat which grants refugee status. The session addresses both the situation of asylum seekers and the process of access to refugee status in Morocco. Focus will also be laid on UNCHR assessment of the Moroccan ongoing migration policy launched in September 2013. The session also speaks to the international and national framework and legal terminologies in relation to refugees, seeking asylum, refuge, immigration, and emigration.

#### *Required Readings:*

- Elmadmad, K. (2003). Mixed Flows and the Protection of Migrants with Special Reference to Sub Saharan Migrants. Available at: [http://www.ispionline.it/it/documents/wp\\_26\\_2008.pdf](http://www.ispionline.it/it/documents/wp_26_2008.pdf)
- Gammeltoft-Hansen, T. (2014). International Refugee Law and Refugee Policy: The Case of Deterrence Policies. *Journal of Refugee Studies*, 27:4, 576-595.
- UNHCR. (2007). *Guidebook for asylum seekers in Morocco*. UNHCR Rabat, 1-6.
- Perrin, D. (2011). Immigration and citizenship law in the Maghreb: turning aliens into citizens. EUI Working Papers, Robert Schuman Centre for Advanced Studies. Available at: [http://cadmus.eui.eu/bitstream/handle/1814/18054/RSCAS\\_2011\\_40.corr.pdf](http://cadmus.eui.eu/bitstream/handle/1814/18054/RSCAS_2011_40.corr.pdf).
- Polak, K. (2010). Tolerance Education in Morocco. 'Anne Frank: A History for Today': learning about our past—contributing to our future. *Intercultural Education*, 21(1), 51-59.

### Session 3: Human Rights Approach to Migration in Morocco

This session shows how far human rights are considered within the Moroccan migration policy. An assessment of institutional build up will be made as well as that of civil society activism.

#### *Required Reading:*

Conseil National Des Droits de l'Homme. (2013). *Foreigners and Human Rights in Morocco: For a Radically New Asylum and Migration Policy – Executive Summary*. Available at: [http://cndh.ma/sites/default/files/foreigners\\_and\\_human\\_rights-\\_conclusions\\_and\\_recommendations.pdf](http://cndh.ma/sites/default/files/foreigners_and_human_rights-_conclusions_and_recommendations.pdf)

### Session 4: Women's Rights in Morocco: The Case of Migrant Women

This session provides an insight to women's rights in Morocco including economic, social, and political rights with a specific emphasis on the share of migrant women. The discussion will focus on various constraints on migrant women's rights and potential improvements within a changing political context.

#### *Required Reading:*

- Lutz, H. (2010). Gender in the migratory process. *Journal of ethnic and migration studies*, 36(10), 1647-1663.
- Perrin, D. (2011). Immigration and citizenship law in the Maghreb: turning aliens into citizens. *EUI Working Papers*, Robert Schuman Centre for Advanced Studies. Available at: [http://cadmus.eui.eu/bitstream/handle/1814/18054/RSCAS\\_2011\\_40.corr.pdf?sequence=3](http://cadmus.eui.eu/bitstream/handle/1814/18054/RSCAS_2011_40.corr.pdf?sequence=3)
- Stock, I. (2012). Gender and the dynamics of mobility: reflections on African migrant mothers and 'transit migration' in Morocco. *Ethnic and Racial Studies*, 35(9), 1577-1595.

### Session 5: Human Rights and Institutions: Field Visit

This session includes a site visit to the National Council for Human Rights (CNDH).

#### *Required Reading:*

Global Alliance of National Human Rights Institutions. (2016). *Concept Note: The Role of National Human Rights Institutions in Promoting and Protecting Women's Economic Participation in the Changing World of Work*.

### Session 6: Migration and Communication

This session includes a meeting with two Sub-Saharan migrants from Senegal.

#### *Required Reading:*

Üstübici, A. (2016). Political Activism between Journey and Settlement: Irregular Migrant Mobilisation in Morocco. *Geopolitics*, 21(2), 303-324. Retrieved from: <http://dx.doi.org/10.1080/14650045.2015.1104302>

### Session 7: Migration and Institutions: Field Visit

This session includes a site visit to the United Nations High Commission for Refugees (UNHCR).

*Required Reading:*

Yan der Klaauw, J. (2007). Multi-dimensional migration challenges in North Africa. *Forced Migration Review*, 28, 13-15.

UNHCR. (2010). *Refugee protection and international migration: A review of UNHCR's role and activities in Morocco*. Retrieved from: <http://www.unhcr.org/4ba8ce896.html>

**Evaluation and Grading Criteria**

Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation, and presentation of evidence.

Description of Assignments:

Final Paper Proposal (30%)

Students choose a research topic in migration studies, develop a research question, produce a literature review on that topic with 10-15 different resources, create a detailed outline of the final paper and what points they will make to support their argument. The final paper proposal should be at least 8 pages, double spaced, in a 11-point font, with page numbers and appropriate citations for all sources.

Final Paper (60%)

Students will complete a seminar paper of 20 pages (not including works-cited list) that examines a migration and transnational identity issue, offering an in-depth literature review that either: a) extends a topic introduced in class; or b) reviews a topic that is approved by the AD.

Students should design their paper as follows:

Paper Format:

- A descriptive title
- Introduction
- Literature review
- Research question
- Findings, evaluation, limitations
- References (use APA for all citations and formatting)

Participation and Attendance (10%)

Attendance, punctuality, active involvement in discussions, and completion of reading assignments are mandatory.

Assessment:

Final Paper Proposal	30%
Final Paper	60%
Participation and Attendance	10%

**Grading Criteria**



An “A” grade for an assignment entails superior (not just “very good”) performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical, and/or historical evidence.

**Grading Scale:** The grading scale for all classes is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64%	F

### **Expectations and Policies**

- Show up prepared. Be on time. Have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done according to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates, lecturers, local constituents with whom we engage on site visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

**Please refer to the SIT Study Abroad Handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.