

## **Migration and Transnational Identity** AFRS-3000 (3 credits)

### **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.*

#### **Course 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 environmental, socioeconomic and political drivers of international migration and the ensuing processes of human mobilities. The seminar facilitates the student's ability to analyze the interconnectedness and trans-nationalization of the current problems, as well as, and more importantly, the viable alternatives. The seminar is divided into modules which explore African migration to the European Union, climate change and migration in Morocco and Africa, identity reconstruction, and resilience among African migrant communities in Morocco, and Moroccan migrants in the EU. The seminar balances guest lectures by academics and local experts, class discussions, and field visits to NGOs and institutions dealing with migrations issues in Morocco and the Netherlands.

#### **Learning Outcomes**

Upon completion of the course, students will be able to:

- Gain practical knowledge on global migration issues through direct interaction with migrants, experts, NGOs, institutions, and communities.
- Demonstrate country-specific knowledge about the impact of migration and mobility on Moroccan culture, economy, and society and the underpinnings of Morocco's relations with Europe.
- Show greater understanding of the conditions of trans-Saharan crossings, sub-Saharan immigrants in Morocco, and Moroccan immigrants in Europe
- Demonstrate knowledge of the dynamics of border cultures, border crossings, and the struggles for the development of a human rights culture that protects the dignity of immigrants and refugees.

- Understand the processes of identity reconstruction among Sub-Saharan migrants in Morocco and Moroccans in the Netherlands
- Analyze various forms of resilience to changing contexts of human condition in destination countries where socioeconomic disparities, discrimination and domination are enhanced.
- Produce critical papers on issues of migration, as they relate to diversity, equity and inclusion and the promotion of a multicultural society.

### **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.

### **Instructional Methods**

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

### **Required Texts**

See course outline for a full listing.  
Additional readings and articles as assigned.

### **Assignments and Evaluation**

#### Assignment Descriptions 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.

#### 1) Midterm Thematic Paper (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 midterm paper should be at least 8 pages, double spaced, in an 11-point font, with page numbers and appropriate citations for all sources.

## 2) Final Thematic Paper (60%)

Students will complete a 15-page seminar paper (not including works-cited list) that examines an issue pertaining to migration, identity, and/or resilience, 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 organize their paper as follows:

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

## 3) Participation (10%)

This includes active involvement in lectures, readings, discussions and excursions using the following criteria:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. Completing reading assignments is essential to your participation in discussion.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

### Assessment

Thematic Paper /Final Paper Proposal	30%
Final paper	60%
Participation and Attendance	10%

### Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses.

Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

### Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

### Grading Scale

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

### **Program Expectations**

- 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 accordingly 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 engaged with on the 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.

## **SIT Policies and Resources**

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

## **Course Schedule**

*\*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: Global environmental, socioeconomic, and political drivers of migration in Africa and the Middle East**

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: Climate change, internal and external mobilities in Africa**

This session examines the process of environmental degradation in African countries, increased rural poverty and exodus, and irregular migration. Climate change driven populations will increase worldwide, and countries already hosting migrants will need to cope with large numbers of newcomers while facing rising negative climatic effect on their resources. The annual Global mobilization (UN Climate Change Conference series) to address climate change will also need to provide adequate responses to forced migration through the recognition of the status of 'climate migrant'.

#### *Recommended readings:*

UN Habitat (2015) Climate change concepts. <https://fukuoka.unhabitat.org/wpcontent/uploads/Pdf>.

Debay Tadsse. (2010) The Impact of Climate Change in Africa. <https://www.files.ethz.ch/isn/136704/PAPER220.pdf>.

Van Praag L. Ou-Salah L. Hut E. Zickgraf. (2012) Migration and environmental change in Morocco. <https://www.researchgate.net/publication/351474456.pdf>.

Bannor, F; Magambo, I; Mahabir, J; Tshikata J.L. (2022) Interdependence between Climate change and migration <https://www.econstor.eu/bitstream/10419/251386/pdf/>

## **Session 2: Socioeconomic and political migration drivers in the Middle East**

This session examines socioeconomic change and political involvement in the Middle East and its role in sustained refugee crisis and displacement of populations.

### *Recommended readings:*

Denisson, J. (2022) Rethinking the drivers of regular and irregular migration: evidence from the MENA region, pdf. In Comparative Migration Studies 0(1):21 <https://doi.org/10.1186/s40878-022-00296-y.pdf>.

Ummuhan Bardak (2017). Continuity and change in youth migration patterns from the Mediterranean, pdf. <https://www.researchgate.net/publication/28008362.pdf>.

## **Session 3: Neoliberalism and migration**

This session examines neoliberalism as the ideological framework that shapes the Global North migration policies based on a market model using selective and restrictive measures on migrant labor force combining economic utility and cost rationale, with limited focus on rights. It also analyzes how the implementation of neoliberal economic policies in the global south contributes to sustained poverty and inequality, leading to cheap migrant labor availability in developing countries with no focus on rights.

### *Recommended readings:*

Harvey, D. (2007). Neoliberalism as creative destruction. *Annals of the American Academy of Political and Social Science*, 610, 22-44.

Ellermann, Antje and Agustin Goenaga. (2019). Discrimination and Policies of Immigrant Selection in Liberal States. *Politics and Society* 47(1): 87–116.

De Haas, Hein, Natter, Katharina, and Simona Vezzoli. (2016). Growing Restrictiveness or Changing Selection? *International Migration Review* 52(2): 324–367.

Dancygier, Rafaela, and Yotam Margalit. (2019). The Evolution of the Immigration Debate. *Comparative Political Studies* (advanced electronic publication): 1–41.

Aregbeshola, R. (2010). The Impact of intra-continental migration in Africa. *Africa Insight*, 40(1) 62-77. <https://uir.unisa.ac.za/handle/10500/21889> pdf.

#### **Session 4: 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.

Recommended 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).

[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 5: Transit Migration in North Africa**

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.”

Recommended 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 ethnographic regime analysis. *Population, Space and Place*, 18(4), 428-440.

De Haas H. (2008) Irregular Migration from West Africa to the Maghreb and the European Union: An Overview of Recent Trends.

<https://www.unhcr.org/sites/default/files/legacy-pdf/49e479ca0.pdf>

#### **Module 2: Moroccan Migration in Europe: Integration identity and Resilience**

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.

Recommended readings:

Feldman, G. (2012). *The Migration Apparatus: Security, Labor, and Policymaking in the European Union*. Stanford, CA: Stanford University Press.

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 second generation of Moroccan migrants in Europe**

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

*Recommended 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. (2009) *Transnationalism and development: The example of Moroccan Migrant networks*, *Journal of Ethnic and Migration Studies*, Taylor & Francis (Routledge), 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).

Van der Veer, P. (2006). Pim Fortuyn, Theo van Gogh, and the politics of tolerance in the Netherlands. *Public Culture*, 18(1), 111-124.

Slotman, M. (2014). Reinvention of ethnic identification among second generation Moroccan and Turkish Dutch social climbers. *New Diversities*, 16(1), 57-70.



### **Session 3: Third and fourth generations of Moroccan migrants in Europe: Identity and Resilience**

This session looks at the bringing up of the third and fourth generations of Moroccans living abroad, their educational and professional process, issues of discrimination, and social exclusion, urban protests, and violence in Europe.

#### *Recommended readings:*

Azghari, Y; Van de Vijver, F. (2015) Young Moroccan Dutch: Thinking in Dutch, Feeling Moroccan, In Journal of Muslim Minority Affairs, July 2015.

Gronhoj, A. Thogersen, J. (2009). Like father, like son? Intergenerational transmission of values, attitudes, and behaviors in the environmental domain. Journal of Environmental Psychology, 29, 414–421.

Wegimont, L. (2020) 'Global Education in Europe: From Genesis to Theory and a New Model for Critical Transformation' in D Bourn (ed.) The Bloomsbury Handbook on Global Education and Learning, London: Bloomsbury Academic.

Wiltgren, L.K. (2020) Polite exclusion: high-performing immigrant students experience of peer exclusion, Race Ethnicity and Education, DOI: 10.1080/13613324.2020.1718083.

OECD (2018b) 'The Resilience of students with an immigrant background: Factors that shape well-being', Paris: OECD Publishing

Over, H. (2016). The origins of belonging: Social motivation in infants and young children. Phil. Trans. R. Soc. B, 371, 1-8. <https://dx.doi.org/10.1098/rstb.2015.0072>

Phinney, J.S; David, L. Vedder, P. Immigrant youth acculturation, identity and adaptation. (2010) <https://www.researchgate.net/publication/50341383> pdf.

### **Session 4: Brain drain in Morocco**

This session provides an overview of sustained migration of young highly educated young Moroccans to Europe and Canada, the pull factors, the European policy of selected migration and the long-term impact on Moroccan diaspora and economy.

#### *Recommended readings:*

Nechad, A. (2018) A Geo-Economic Approach to Brain Drain in Morocco, In Journal of Economic and Social Development. Vol. 5, No. 1, March 2018. [https://www.jesd-online.com/dokumenti/upload/separated/Vol\\_5\\_No\\_1\\_Paper7.pdf](https://www.jesd-online.com/dokumenti/upload/separated/Vol_5_No_1_Paper7.pdf)

Cerna, Lucie. (2016). Immigration Policies and the Global Competition for Talent. London, Palgrave Macmillan, 2016, 283 pp. ISBN 978 1 137 57155 7

Koening, N. (2017). The EU'S external migration policy: Towards a win-win partnership



Elsa Tyszler (2019). From controlling mobilities to control over women's bodies: gendered effects of EU border externalization in Morocco. In *Comparative Migration Studies*  
<https://doi.org/10.1186/s40878-019-0128-4> 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.

Ruba Salih (2003) *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 local NGOs working with various categories of migrants, and international institutions managing migration in Morocco (IOM, UNHCR)

#### *Recommended readings:*

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

### **Module 4: Identity Reconstruction and Resilience among Migrants communities in Morocco and Europe**

This module aims to examine the process of identity reconstruction among migrants living in Morocco and the Netherlands. The transmission of values, representations and norms within the family and the community spheres will be highlighted, as well as the institutional context that impacts the problematic of belonging. The resilience to discrimination, exclusion and cultural marginality will also be approached as part of the identity reconstruction and the struggle to bring about diversity, equity, and inclusion. We will interact with individuals and groups of migrants and learn about various forms of sociocultural resilience.

### **Session 1: Politics of identity in EU destination countries and the question of belonging**

This session will examine various integration and 'assimilation' policies in the European Union and its impact on migrants, particularly the third and fourth generations. The perception of race, ethnicity and otherness in mainstream cultures and the power structure underlying the dynamics of migrant and host communities will be analyzed to understand the context of identity revendication and belongingness.

#### *Recommended readings:*

Stivachtis, Y. (2008). International Migration and the politics of Identity and Security. *Journal of Humanities and Social Sciences*.

Maria C. LaBarbera (2015) *Identity and Migration: An Introduction*, pdf.  
<https://www.researchgate.net/publication/312735921>

## **Session 2: Identity reconstruction among Sub-Saharan Migrants in Morocco**

This session examines major forms of identity reconstruction among Sub-Saharan migrant communities in Morocco including community belonging, solidarity, language teaching, transmission of norms and beliefs, cultural celebrations and artistic expressions.

Recommended readings:

Berardino, A. (2018) Motivations, Integration, Identity and Sense of Belonging: African Immigrants in Sicily Assisting Other Immigrants.  
<https://www.diva-portal.org/smash/get/diva2:1480870/FULLTEXT01.pdf>

Goffman, E. Stigma: Notes on the Management of Spoiled Identity. Erving Goffman. Published by Brand: Pelican / Penguin Books (1990). ISBN 10: 0140124756

## **Session 3: Identity reconstruction among Moroccans in The European Union**

This session shows how Moroccan migrant communities in the EU are involved in the process of identity reconstruction through formal and informal mechanisms of transmission of norms, beliefs, and social codes to younger generations.

*Required Reading:*

Youssef Azghari (2017) The Historical and Social-Cultural Context of Acculturation of Moroccan-Dutch Moroccan-Dutch. In Migration and Acculturation, Vol 8, Issue 1 Acculturation and Adapting to Other Cultures.  
<https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1155&context=orpc>, pdf.

Ana P. Contreras. Miguel H. Martinez (2015) Religion and Migration in Morocco: Governability and Diaspora. In New Diversities vol. 17, No. 1. [https://newdiversities.mmg.mpg.de/wp-content/uploads/2015/10/2015\\_17-01\\_08\\_Contreras\\_Larramendi.pdf](https://newdiversities.mmg.mpg.de/wp-content/uploads/2015/10/2015_17-01_08_Contreras_Larramendi.pdf)

van Heelsum, A.; van Amersfoort, J.M.M. (2007) Moroccan Berber immigrants in the Netherlands, their associations and transnational ties: a quest for identity and recognition.  
[https://pure.uva.nl/ws/files/37117839/Moroccan\\_Berber\\_Immigrants\\_in\\_The\\_Netherlands\\_Their\\_Associations\\_and\\_Transnational\\_Ties\\_A\\_Quest\\_for\\_Identity\\_and\\_Recognition.pdf](https://pure.uva.nl/ws/files/37117839/Moroccan_Berber_Immigrants_in_The_Netherlands_Their_Associations_and_Transnational_Ties_A_Quest_for_Identity_and_Recognition.pdf)

## **Session 4: Cultural resilience, diversity, and inclusion**

This session provides an insight into cultural forms of resilience among migrant communities, including social networking, solidarity, cultural celebrations, teaching of mother language, artistic expressions, religious practices, and political activism.

Recommended readings:

Butler, J. (2016). Rethinking vulnerability and resistance. In J. Butler, Z. Gambetti, & L. Sabsay (Eds.), *Vulnerability in resistance*, (pp. 12–27). Durham: Duke University Press.

D.P. Aldrich, M.A. Meyer. (2015) Social capital, and community resilience 550299A, *Am. Behav. Sci.* 59 pp: 254–269, <https://doi.org/10.1177/0002764214550299>

### **Session 5: Identity and Resilience: Field Visit to Migration NGOs**

This session includes site visits to NGOs run by Sub-Saharan migrants in Morocco and Dutch Moroccans the Netherlands.

### **Session 6: Migration and Communication**

This session includes meetings with representatives of the Council of Sub-Saharan communities in Morocco, migrant writers and actors based in Rabat.

*Recommended readings:*

Üstübici, A. (2016). Political Activism between Journey and Settlement: Irregular Migrant Mobilisation in Morocco. *Geopolitics*, 21(2), 303-324.  
<http://dx.doi.org/10.1080/14650045.1104302>

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

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

*Recommended readings:*

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, <http://www.unhcr.org/4ba8ce896>.