Mediterranean Migration
(45 contact hours, 3 credits)

Course Description

The purpose of this course is to provide an introductory overview to Mediterranean migration patterns and trends by examining macroeconomic and geopolitical causes. The course begins with a survey of the historic legacies of Mediterranean migration and moves through the twentieth century with an examination of mass emigration from the Southern Mediterranean to the Americas. By using international economics, demographics, and geopolitics as a lens through which to view current Mediterranean migration phenomena, this course prepares the student to analyze effects of mass migration on the stability of the European Union and the Euro zone and propose solutions to ongoing systemic pan-European political and demographic challenges.

Course Goal

- Provide a practical working knowledge of historic causes and effects of migration in the context of the Mediterranean;
- Discuss the history of the Mediterranean civilization as a migratory region, particularly within maritime context;
- Provide the common practices and key elements of international organization in monitoring, overseeing and in some cases facilitating mass migration;
- Analyze current Mediterranean migration crisis, using demographic, macro-economic, and geopolitical disciplines;
- Provide practical working knowledge of the European Union and its role in the migration crisis and the consequences in the enduring unity of the Schengen Bloc and the free movement of peoples with that Bloc;
- Prepare the student to conduct more in-depth policy and macroeconomic research on the ongoing mass migration challenges facing the globe.

Course Schedule

1. History of Migration in the Mediterranean

   - Understanding the Mediterranean Sea and its history as a migratory setting from Bronze Age to today
   - Migration Causes: Economic, Environmental, Political
   - Historic migratory patterns and routes of the Mediterranean
   - Changing definitions of migrant sending, receiving and transit countries
   - Resettlement and cultural amalgamation: long term affects on the nation and state
   - Italy: A case study
2. The Current Crisis: Myths & Facts

- By the numbers: current Mediterranean migration crisis
- Deciphering current migration routes and the rising role of North African transit countries
- Human Smuggling vs. Human Trafficking
- Refugees vs. Asylum Seekers vs. Economic Migrants
- International relief organizations and the role of the UN High Commissioner on Refugees
- The journey at sea

2. Macroeconomic Explanations

- What are the economic causes of migration?
- Economic paradigms from Malthus to Marx
- How the industrial revolution and later the digital age changed migration
- Understanding the long-term macroeconomic effects of migration on migrant sending, receiving and transit countries
- Historic macroeconomic contributions of migrants to local economies
- Walls, borders and fences: how macroeconomics explains the flow of goods and people and the effectiveness of tools used to stop that flow

3. The Changing Role of European Union

- The foundation of the European Union and the free movement of people
- Jurisprudence and the rights of third country nationals in the European Union
- The Schengen Bloc and its future
- What are the Dublin Accords and why do they matter so much now?
- EU enlargement and effects of mass migration

Mid-Term Exam—Multiple Choice and Written

Presentation—Provide a Presentation on a migration route from start to finish, beginning with the migrant sending country, the journey through transit countries and finally arrival at destination in Europe. Consider length, duration, cost and means of transport throughout journey, whether the route is more common for economic migrants or refugees / human smugglers or traffickers (they are not the same), the macroeconomic causes and effects of this particularly route, whether the route can or has been interrupted and country of first arrival and final settlement in Europe.

4. Demographic Tools towards Understanding A Changing Europe

- Demographic indicators: gender, age, marital status, education and income levels
- Using demographic indicators to understand migratory phenomena
- How Europe is changing from Post WWII to today
- North-South vs East-West migration
• Statistics collecting bodies and their value
• How to use demographic indicators to inform policy debates

5. The Security Debate
• Mobility vs. Security: The classic migration debate
• Identity management in the Mediterranean context
• Travel documents and biometric
• Impacts of the Dublin Accords
• Threat analysis and risk management

6. The Intercultural Divide & Pedagogical Challenges
• Post-settlement life
• Intra-European Analysis Italy vs. Norway
• EU ‘Compulsary Solidarity’ and community impacts
• Civil society and community organization
• Pedagogical shifts and challenges

7. The Geopolitical Future of Europe: Where Do We Go From Here?
• NIMBY and the fate of the Schengen Bloc
• Public access to healthcare, education and services
• Brexit debate and lasting impacts
• Debate on utility and sustainability of EU’s primary goal: free movement of goods and people

MATERIAL
Excerpts from the following:

• The Great Sea: A Human History of the Mediterranean
• The Age of Mas Migration
• The EU legal discourse of immigration. A cross-cultural cognitive approach to accessibility and reformulation
• At the Edge of Europe: the Phenomenon of Irregular Migration from Libya to Italy
• Conceptual framework and data collection in international migration
• Doing More with Less: A New Toolkit for Integration Policy

FINAL PROJECT: Conduct a study of a city of your choice anywhere within the Schengen Bloc looking at the demographic, economic, social, public education and political effects of migration in that community and make policy recommendations to that community as they grapple with migration challenges and successes.
ASSESSMENT METHODS

Students will be evaluated by:

- Class Participation: 15%
- Presentation: 30%
- Mid-Term Exam: 20%
- Final Project: 35%

Grading

95-100 = A
90-94 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
59 or less = F

GUEST SPEAKERS & FIELD TRIPS

- Visit to the Dedalus Institute Immigrant center of Napoli
- Guest speaker from ASGI, Italian Immigration Attorney Association

ACADEMIC POLICY

COMMUNICATION AND SUPPORT

Students are encouraged to contact the professor for any and all reasons whatsoever.

COURSE PROCEDURES

- Classroom Behavior
  All students are expected to observe basic tenets of common decency and acceptable behavior. This means turning off cell phones, pagers, iPods, and other devices, and putting away newspapers and other forms of distraction, for the duration of the class period (exceptions will be allowed for emergencies with advance permission of the professor). Please come to class on time and plan to stay for the entire period. Coming late and/or disrupting the learning environment shows disrespect for the Faculty and your colleagues.

- Late Assignments
  Late assignments may be accepted only with the advance approval of the professor and will be assessed a late penalty of one letter grade per day late. If you have a problem with a due date because of a specific emergency, please notify the professor in advance or plan to turn the assignment in early.
To pass this class, all assignments must be completed. Any missing assignments at the end of the course will result in an overall course grade of D or F.

- **Contesting a grade**
  If students wish to contest a grade they must make an appointment to do so in person. The student should contact the instructor with any concerns within ONE week of receiving the grade. The student must also demonstrate that they have read the comments accompanying the grade by presenting a brief written statement specifying why the grade does not reflect the quality of the work. It is at the discretion of the instructor to decide whether the work and the student’s request warrant any increase or decrease in the grade. Students should retain a copy of all submitted assignments and feedback (in case of loss) and should also retain all of their marked assignments.

- **Academic Honesty Statement**
  Academic dishonesty is NOT tolerated in this course. Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity. If you refer to someone else’s work, appropriate references and citations must be provided.