

## POL S 359 - EU Immigration policies

<b>Semester:</b>	<b>Winter 2015</b>
<b>Instructor:</b>	<b>Dr. Valentina Raparelli</b>
<b>Class Location:</b>	<b>St.Agostino</b>
<b>Class Meeting Time:</b>	<b>Tues/Thur 9.00 am</b>
<b>Office Hours:</b>	<b>After/before class or by appointment</b>
<b>Phone:</b>	<b>+ 39 320 0265060</b>
<b>Email:</b>	<b>valentina.r@libero.it</b>

### *Course description*

The aim of the course is to explore the path towards a common immigration and asylum policy, as a consequence of the evolution of the European Economic Community into the more cohesive European Union.

In the first part, after a brief analysis of the European integration process and of the main features of migration in Europe after World War II, the course will analyse the national policies both in the countries of “old” immigration and in the countries of “new” immigration.

The second part will explore in detail the EU agenda on immigration and asylum. The course will pay particular attention also to the novelties brought by the Treaty of Lisbon. The new Treaty has further reinforced the EU role in the immigration and asylum domains and has also placed the safeguarding and protection of fundamental rights in the hearth of EU action in all its policies by granting a legally binding status to the EU Charter of Fundamental Rights and calling for the Union to accede to the European Convention on Human Rights. The course will also examine the debate on citizenship in Europe and especially the European Citizenship issue.

An analysis of the following topics will be included: the changing concept of border, the control of illegal migration and the multilevel protection of human rights. Particular attention will be paid to the criminalization of migration, to Islam in Europe, to the recent African and Middle Eastern migrants emergency across the southern borders and, consequently, to the current burden-sharing issue.

### *COURSE AIMS AND OBJECTIVES*

The course aims to give you:

- A good knowledge of the history of European migration after World War II
- Familiarity with the European Integration Process and with the European Institutions

- Familiarity with the concepts of citizenship, nationhood, borders and human rights
- A good knowledge of EU migration and asylum policies

#### LEARNING OUTCOMES

Students will:

- Acquire information about history of the different waves of migration in Europe.
- Acquire information about the European Integration Process and about European Institutions
- Acquire information about the national immigration and immigrant policies in Western European countries.
- Acquire information about the immigration and immigrant policies promoted by EU.
- Acquire information about the EU asylum policies
- Learn to explain the difference and the interaction between immigration policy and immigrant policy
- Acquire information about the transformation of the citizenship concept
- Acquire information about the multilevel protection of rights in Europe
- Acquire information about the current burden sharing issue

#### TEACHING METHODS

Course will consist of classroom lectures, documentaries and films.

Key concepts:

- Immigration policy and immigrant policy
- Asylum
- Refugee
- Labour migrant
- Family reunion
- European process of integration
- Intergovernmentalism and supranationalism
- Schengen Area
- European Union
- EU legislation
- Human rights
- EU directives
- Citizenship and civic integration
- European citizenship
- Council of Europe
- European Convention on Human Rights
- The Chart of Nice

- Border
- Islam

## TEXTBOOK

Readings provided by the lecturer in Pdf format

### Bibliography:

- A. Amin, *Multiethnicity and the idea of Europe*, in *Theory, Culture and Society*, 2004;
- A. Baldaccini, *EU Law: an analysis of the returns directive*, in *European Journal of Migration and Law* 2009;
- I. Barbero, *Orientalising citizenship: the legitimation of immigration regimes in European Union*, in *Citizenship Studies* Vol. 16, 2012;
- R. Baubock and C. Joppke, *How liberal are citizenship tests*, European University Institute, 2010;
- F. Bruycker, A. Di Bartolomeno, P. Fargues, *Migrants smuggled by sea to the EU: facts, law and policy options*, Migration Policy Centre, 2013;
- S. Cavasola, *The informal Europeanization of EU member states immigration policies*, IAI working paper 12-25 September 2012;
- G. Delanty, *Models of citizenship: Defining European identity and citizenship*, in *Citizenship Studies* Vol. 3, 1997;
- P. Fargues and C. Fandrich, *Migration after the Arab Spring*, Migration Policy Centre, 2012;
- P. Fontaine, *Europe in 12 lessons*, European Commission, 2010;
- T. Gammeltoft-Hansen, *The externalisation of European migration control and the reach of International Refugee Law*, in *European Journal of Migration and Law* 2010;
- V. Guiraudon, *The constitution of a European immigration policy domain: a political sociology approach*, *Journal of European Public Policy*, 2003;
- A. Geddes, *The politics of migration and immigration in Europe*, Sage, 2008;
- H. Lambert, *The position of aliens in relation to the ECHR*, Council of Europe Publishing, Strasbourg, 2006;
- R. Hansen, *A European citizenship or a Europe of citizens? Third country nationals in the EU*, in *Journal of Ethnic and Migration Studies*, vol. 24/1998;
- C. Joppke, *Europe and Islam: Alarmists, Victimists and Integration by Law*, in *West European Politics* n. 6/2014;
- W. Maas, *Migrants, states and EU citizenship's unfulfilled promise*, in *Citizenship Studies* 2008;
- S. McMahon, *North African migration and Europe's contextual Mediterranean border in light of the Lampedusa migrant crisis of 2011*, European University Institute, 2011;
- G. Mink, *EU asylum law and human rights protection: revisiting the principle of non-refoulement and the prohibition of torture and other forms of III treatments*, in *European Journal of Migration and Law* 2012;
- J. Pirjola, *European Asylum Policy – inclusion and exclusion under the surface of universal human rights language*, in *European Journal of Migration and Law* 2009;
- H. Randall, *Migration to Europe since 1945: its History and its Lessons*, The Political

Quarterly Publishing Co., 2003;

- Report Council of Europe, *The large-scale arrival of illegal migrants asylum seekers and refugees on Europe southern shores*, 12 April 2011;

- N. Reslow, *Explaining the development of Eu immigration policy*, Paper prepared for the UACES Student Forum 11<sup>th</sup> Annual Conference, University of Bath, UK, 29-30 April 2010;

- O Roy, *Secularism and Islam: the Theological Predicament*, in *The International Spectator: Italian Journal of International Affairs*, 2013;

- S. Wolf, *Border management in the Mediterranean: internal, external and ethical challenges*, in *Cambridge Review of International Affairs* 2008;

Extra reading of primary sources provided by the lecturer in classroom

#### **SUPPLEMENTARY MATERIAL**

References will be given during classes

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References will be given during classes

#### **Nature of Assignments:**

##### **Mid-Term Exam**

Test on arguments covered to this date (Feb 5<sup>th</sup>).

##### **Research Paper**

The purpose of writing a research paper is to clearly communicate what you have learned through your research. Your research for this course will focus on a topic among those indicated by Lecturer on a list to follow.

According to school policy you cannot present the same paper for two (or more) different courses. This will be evaluated with F grade.

The length of the paper should be between eight and twelve pages (2,500- 4,000 words), using double space, character size 12. Eight pages is the minimum for a paper to be accepted. Papers must be typed, written in decent style and include documentation of sources of information in proper footnotes.

- Handwritten papers are not accepted
- One letter grade will be deducted for the first week of delay in handing in the final paper
- Late papers may not be accepted
- Plagiarism will bring you "F" grade
- All papers should have a pertinent bibliography

##### **Final Exam:**

Test on arguments covered during the entire course.

### **Assessment Policy**

Participation	10 %
Mid-Term Test	30 %
Research Paper	10 %
Oral Presentation	10%
Final Test	40 %

**Please note that according to faculty academic resolution for no reason students are allowed to take tests at dates different from those scheduled.**

**Students leaving the program early will not be granted credit.**

Attendance to all classes is essential and mandatory. Attendance to discussions and visits during field trip is also mandatory, and will be an essential part for the individual evaluation.

### **Attendance Policy**

Successful progress of the Program depends on the full cooperation of both students and faculty members. Most courses at Richmond are taught by means of lectures and classroom discussion, which means that regular attendance and active participation in classes are essential parts of the educational process.

Attendance is required in all courses. Students who accumulate more than the permitted number of absences, regardless of the reason, will receive an attendance failure (grade of F) unless they withdraw from the course.

The last day to withdraw from the course is two weeks prior to the final exam date. There is no remedy for attendance failures given during the last two weeks of classes.

In courses which meet twice per week, students may not have more than four absences.

In courses that meet once per week, students may not have more than two absences.

In summer sessions, due to the intensive nature of the classes, students may not have more than two absences.

Students are expected to be in class on time. Lateness of more than fifteen minutes will be counted as half an absence.

Students are expected to treat with maturity attendance and punctuality regulations for all components of the course

No excuse for absence will exempt a student from the completion of all work in a course. The student assumes the responsibility for requesting assistance from faculty members for making up missed work.

*During the first week of classes, if a student misses both sessions of a course that meets twice per week or the one session of a course that meets once per week, the instructor has the right to ask the Registrar to drop the student from the course.*

N.B: The instructor reserves the right to modify meeting times when and if necessary for the educational benefit of the class or due to constraints imposed by unforeseen

circumstances. Communication about such changes will be effected via group email messages or verbally in class prior to the date of the affected class. It is the individual student's responsibility to stay informed of any such changes.

### **Class Participation**

Students are expected to actively participate and contribute to class discussion. Participation grade requires more preparation and contribution, and if a student is not in class he/she is not contributing or receiving the inputs of his/her classmates and teacher. Class participation will count for 10%.

## **COURSE SCHEDULE**

### **Class 1**

**Thurs – Jan, 15**

#### **Introduction.**

General overview of the main topics of the course

### **Class 2**

**Tues – Jan, 20**

#### **The European Integration Process**

- A short history of the European integration process: from the Treaty of Rome to the Treaty of Lisbon
- The main European Institutions
- How the EU works

Read: Fontaine.

### **Class 3**

**Thurs – Jan, 22**

#### **Migration in Europe**

- Post war European migration
- National immigration and immigrant policies in the countries of "old" immigration
- National immigration and immigrant policies in the countries of "new" immigration

Read: pp. 1-28 from Geddes; pp.25-38 from R. Hansell; pp. 151-171 from Geddes

### **Class 4**

**Tues – Jan, 27**

**Movie: *The green blood*, A. Segre 2010.**

### **Class 5**

**Thur – Jan, 29**

**EU and immigration: towards a common immigration policy**

- Immigration and Europe integration
- The Schengen Agreement
- From the Single European Act to the Lisbon Treaty

Read: 126- 148 from Geddes; Giurandoun; Reslow

**Class 6**

**Tues – Feb, 3**

**Review**

**Class 7**

**Thur – Feb, 5**

**Midterm**

**Class 8**

**Tues – Feb, 10**

**From Tampere to Stockolm: the agenda for EU cooperation. EU directives**

- The Tampere Programme
- The Hague Programme
- The Stockolm Programme
- The current guidelines concerning the area of Freedom Security and Justice
- EU directives

Read: Giurandoun; Reslow; Baldaccini

**Class 9**

**Thurs – Feb, 12**

**The impact of the EU on national integration regimes**

- The informal Europeanization of EU MS immigration policy

Read: Cavasola

**Friday - Feb, 13**

Lecture by dr. Grazia Paciullo from PISAI (Pontifical Institute of Arab and Islamic Studies - Rome) on “**Islam in Europe**”

**Class 10**

**Tues – Feb, 17**

**European citizenship and Islam in Europe**

- European citizenship

- The civic integration of migrants in Europe
- Islamophobia

Read: Amin; Delant; Baubock and Joppke; Hansen; Maas; Barbero; Roy; Joppke

### **Class 11**

**Thurs – Feb, 19**

**Movie: *Quando sei nato non puoi più nasconderti*, M. T. Giordana, 2005**

### **Class 12**

**Tues – Feb, 24**

**“Fortress Europe”. The borders' control**

- The proliferation of borders in Europe
- Immigration and security

Read: Diez; Wolf; Barbero

### **Class 13**

**Thurs – Feb, 26**

**The harmonization of the asylum policies**

- The international asylum regulation
- The asylum directives

Read: Mink; Pirjola; Gammeltoft-Hansen.

### **Class 14**

**Tues – March, 3**

**Movie: *A sud di Lampedusa*, A. Segre, 2007**

### **Class 15**

**Thurs – March, 5**

**Migration across the southern borders and the burden-sharing issue**

- The “Arab Spring”
- A wave of “new” migrants from Africa and Middle East
- The Lampedusa emergency and the “Mare Nostrum” operation
- The current burden -sharing issue

Read: P. Fargues and C. Fandrick; McMahon; Wolf; Report Council of Europe; Bruycker, Fargues, Di Bartolomeo.

### **Class 16**

**Tues – March, 10**

**Movie: *Mare Chiuso*, S. Liberti and A. Segre, 2010**

**Class 17**

**Thurs – March, 12**

Oral presentation

**Class 17**

**Tues – March, 17**

Review

**Class 19**

**Thurs – March, 19**

Final test

**Grading**

To communicate student achievement, the U of A uses a letter grading system with a 4-point scale of numerical equivalents. In accordance with the University guidelines, a student's final grade will be communicated as a letter grade and will be based on absolute achievement and relative performance in class. While instructors may use percentages in calculating grades, percentages are not part of the University's grading system. While percentages vary between Faculties, the School in Cortona uses the following conversion table. For a detailed explanation of the grading system, see section 23.4 in the University Calendar ([www.registrar.ualberta.ca/calendar](http://www.registrar.ualberta.ca/calendar)).

Letter	%	Pts.	Description
A+	95-100	4	Outstanding: Superior performance showing understanding and knowledge of the subject matter far exceeding expectations
A	90-94	4	Excellent. Superior performance showing comprehensive understanding of the subject matter
A-	86-89	3.7	Very good: Clearly above average performance with complete knowledge of the subject matter
B+	82-85	3.3	Very good
B	75-81	3	Good: Average performance with knowledge of the subject matter generally complete
B-	70-74	2.7	Good
C+	66-69	2.3	Satisfactory: Basic understanding of the subject matter
C	61-65	2	Satisfactory

C-	58-60	1.7	Satisfactory
D+	55-57	1.3	Minimal Pass: marginal performance generally insufficient preparation for subsequent courses in the subject matter
D	54-50	1	Minimal pass: Marginal performance, generally insufficient preparation for subsequent courses in the subject matter
F	0-49	0	Fail: Failure to meet course requirements.

## Academic Honesty

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.ualberta.ca/secretariat/appeals.htm](http://www.ualberta.ca/secretariat/appeals.htm)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." (GFC 29 SEP 2003)

*Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit the University Governance website at <http://www.uofaweb.ualberta.ca/governance/StudentAppealsRegulations.cfm>*

### NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS AND PARTICIPATION IN AN OFFENCE

**The U of A** considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the *Code* are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the *Code*.

**At the beginning** of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

#### 30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

### **30.3.2(2) Cheating**

30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

30.3.2(2)c No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

### **30.3.6(4) Misrepresentation of Facts**

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. See also 30.3.2(2) b, c, d and e.

### **30.3.6(5) Participation in an Offence**

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

The Truth In Education (T\*I\*E) project is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and

consequences of inappropriate academic behaviour. There are helpful tips for Instructors and Students. Please take the time to visit the website at: <http://www.ualberta.ca/tie>

**EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR  
FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY  
TERM**

<i>Procedures for Instructors Regarding</i>	<b>Possible Sanctions</b>
<p data-bbox="143 611 462 649"><i>Plagiarism, Cheating,</i></p> <p data-bbox="143 685 598 768"><i>Misrepresentation of Facts and Participation in an Offence</i></p> <p data-bbox="143 824 802 1417">The following procedures are drawn from the <i>Code of Student Behaviour</i> as approved by GFC and the Board of Governors. The guidelines summarize what instructors <u>must do</u> when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean – or the Appeals Coordinator, University Governance (2-2655).</p> <p data-bbox="143 1469 802 1590"><b>30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour</b></p> <p data-bbox="143 1641 802 2060"><b>30.5.4(1)</b> When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the</p>	<p data-bbox="826 611 1449 864">One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts.</p> <p data-bbox="826 916 1409 1037">30.4.3(2) a.i A mark reduction or a mark of 0 on any term work or examination for reason of</p> <p data-bbox="1002 1043 1449 1126">Inappropriate Academic Behaviour (GFC 24 SEP 2007);</p> <p data-bbox="1010 1133 1449 1216">30.4.3(2) a.ii Reduction of a grade in a course</p> <p data-bbox="1002 1223 1449 1305">30.4.3(2) a.iii A grade of F for a course.</p> <p data-bbox="1002 1312 1449 1431">30.4.3(2) a.iv A remark on a transcript of 8 (or 9 for failing graduate student grades),</p> <p data-bbox="970 1438 1449 1559">indicating Inappropriate Academic Behaviour in addition to 30.4.3(2)a.i,</p> <p data-bbox="1058 1565 1417 1603">30.4.3(2)a.ii, 30.4.3(2)a.iii</p> <p data-bbox="1010 1610 1313 1648">30.4.3(3) b Expulsion</p> <p data-bbox="1010 1655 1329 1693">30.4.3(3) c Suspension</p> <p data-bbox="826 1783 1449 1856">The following sanctions may be used in rare cases.</p> <p data-bbox="826 1908 1409 1991">30.4.3(3) e Suspension of a Degree already awarded</p> <p data-bbox="826 1998 1385 2080">30.4.3(3) f Rescission of a Degree already awarded</p>

Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted. (CLRC 30 MAY 2002) (EXEC 7 APR 2003) (CLRC 27 NOV 2003)

**30.5.4(2)** If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction. (CLRC 27 NOV 2003).

### **30.6.1 Initiation of an Appeal**

**30.6.1(1)** When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour (Section 11.8 of the GFC Policy Manual), whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Co-ordinator in the University Secretariat within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB. (CLRC 30 MAY 2002) (CLRC 25 SEP 2003) (EXEC 01 MAY 2006) (GFC 24 SEP 2007) (BEAC 17 OCT 2007)

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DR HEIDI JULIEN  
CHAIR, GFC CAMPUS LAW REVIEW  
COMMITTEE\*

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DR CARL G. AMRHEIN  
PROVOST AND VICE-PRESIDENT  
(ACADEMIC)

