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ERASMUS+ Strategic Partnerships:

"Developing a new curriculum in Global Migration, Diaspora and Border Studies in East-Central Europe (GLocalEAST)" - 2020-1-SK01-KA203-078263

(MA COURSE SYLLABUS - version January 2023)

TF1/MA1: Ethnicity and Politics of Identity in East-Central Europe	TF2/MA2: Borders in Motion in East-Central Europe	TF3/MA3: Global Migration, Diasporas and Migrant Integration	TF4/MA4: Geopolitics of migration
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1. ETHNICITY AND POLITICS OF IDENTITY IN EAST-CENTRAL EUROPE

CORE COURSE: Ethnicity, Politics of Identity and Migration nexus

NAME OF THE CLASS	CONTENT OF THE CLASS	TEACHING METHODS	LITERATURE (OBLIGATORY & ADDITIONAL)	LEARNING OUTCOMES		TEACHING MATERIALS	ASSOCIATED PARTNERS and INVITED GUESTS in TESTING the SYLLABI (NAMES AND ROLES)
				theoretical	practical		
1. Identity and migration nexus: How mankind settled on Earth and its legacy	What is Identity and how its connected to migration nexus. How mankind settled on Earth and its legacy: from DNA to cultural patterns	frontal lecture, analysis of case studies, group discussion	Wilson, E. O. (2012). <i>The Social Conquest of Earth</i> , W W Norton & Co	Students learn about the story of human evolution, and that group selection, not kin selection, is the premier driving force of human evolution. Students learn about the sources of morality, religion, and the creative arts, and the origin of the human condition and why it had resulted in <i>homo sapiens'</i> domination of the Earth's biosphere.			
2. Climate influences on human mobility and identity making	How Climate influences human mobility and identity making from the past to the present time	frontal lecture, analysis of case studies, group discussion	Behinger, W. (2009) <i>A cultural history of climate</i> , Polity Press	Students learn about Global warming and the future of the climate as one of the greatest challenges of our time. Students will be introduced to the latest historical research on the development of the earth's climate.			
3. Identity and migration nexus: War and	Analysing identity and the migration nexus with war and	frontal lecture	Cohen, G. D. (2011). <i>In War's Wake. Europe's Displaced Persons in</i>	Students will be able to apply concepts on processes connected to migration and			

violence in global history	violence in global history		<i>the Post-War Order.</i> Oxford University Press	identity. Students learn how war and violence have created nexus with identity formation in global history.		
4. Conceptualizing Ethnicity: A Multidisciplinary Perspective	Conceptualizing and theorizing Ethnicity and Ethnic identity	frontal lecture	Hutchinson, J. & Smith, A. D. (1996) <i>Ethnicity</i> , Oxford University Press	Students will be able to apply concepts of “ethnicity” in different perspectives: from historical perspective, to anthropology and sociology, and others		
5. Conceptualizing Nationalism and the building of Nation-States	Conceptualizing theories on Nationalism and the building of Nation-States since Modern Times to the current era	frontal lecture	Hutchinson, J. & Smith, A. D. (1996) <i>Ethnicity</i> , Oxford University Press Hobsbawn, E. J. (1990). <i>Nation and Nationalism since 1870</i> , Cambridge University Press	Students will be able to apply concepts of “nation” and “nationalism” on state building processes		
6. Race, Class and the Nation	Further discussing Ethnicity, Race, Class and the Nation from the modern perspective to the XXI century	frontal lecture, analysis of case studies, group discussion	Mosse, G. L. (1978). <i>Toward the Final Solution. A History of European Racism</i> , Howard Fertig Inc.	Students will learn about the evolution of racism in Europe, from the Age of Enlightenment through the Holocaust and Hitler’s Final Solution. Students learn how antisemitism have long existed in the European cultural tradition, while impacts political, cultural, and intellectual life.		
7. Populism and politics of identity	will be introduced. How concepts "populism" and "politics of identity" are connected with migration and anti-	frontal lecture, analysis of case studies, group discussion	Müller, J. W. (2016). <i>What is populism?</i> University of Pennsylvania Press.	Students will be able to apply concepts of “populism” and “politics of identities” on analysing processes of politization of migration		

	immigrant sentiments will be explained and studied in selected cases.					
8. Conceptualizing Multiculturalism in the XXI century	Multiculturalism in theoretical and practical perspective, contemporary debates on multiculturalism, introduction to diversity management strategies in public policies	frontal lecture, analysis of case studies, group discussion	<p>Kymlicka, W. (2010). <i>The Rise and Fall of Multiculturalism? New Debates on Inclusion and Accommodation in Diverse Societies</i>. In: Vertovec, S. & Wessendorf, S. <i>The Multiculturalism Backlash. European Discourses, Policies and Practices</i>. London: Routledge, p. 32-49</p> <p>Levrav F. & Loobuyck, P. (2018). Introduction: mapping the multiculturalism-interculturalism debate <i>Comparative Migration Studies</i> (2018) 6:13.</p>	Students learn about the emergence of the multiculturalism paradigm and its theoretical foundations. Students will be able to compare multiculturalism in practice through examples of policies in Canada, US and European countries. Students will be able to review the contemporary debates about 'the failure of the multiculturalism' and the potential of interculturalism in relation to minority rights and social cohesion.	<p>Multiculturalism and National Identity - Peter Kivisto</p> <p>Governing Diversity. Migrant Integration and Multiculturalism in North America and Europe</p>	
9. Globalisation and multiculturalism: Towards a new understanding of identity/es?	Globalisation as source of transformation of identities and cultures. Impact on	frontal lecture, round table with speakers providing examples from their region/expertise	Benhabib, S. (2000). <i>The Claims of Culture. Equality and Diversity in the Global Era</i> , Princeton University Press	Students learn how can liberal democracy best be realized in a world fraught with conflicting new forms of identity politics and intensifying conflicts over culture. Students will be able to	Rethinking 'Us' & 'Them': Integration and Diversity in Europe	

	migrants and hosting societies.			understand cultures as continually creating, re-creating, and renegotiating the imagined boundaries between "us" and "them."		
10. Globalism and Anti-globalism challenges: climate change, migration, inequality and identity making	Climate change and migration movements in the 21 st century, effects of anti-globalism and nationalism	frontal lecture, round table with speakers providing examples from their region/expertise	Parag Khanna, P. (2021). <i>Move. The Forces That Are Uprooting Us and Will Shape Humanity's Destiny</i> , Hybrid Reality Pte, Ltd.	Students will be able to debate about climate change tips toward full-blown crisis, economies collapse, governments destabilize, and technology disrupts, and a new age of mass migrations.		

SECOND COURSE: Ethnicity and Politics of Identity in East-Central Europe: Selected case studies

NAME OF THE CLASS	CONTENT OF THE CLASS	TEACHING METHODS	LITERATURE (OBLIGATORY & ADDITIONAL)	LEARNING OUTCOMES		TEACHING MATERIALS	ASSOCIATED PARTNERS and INVITED GUESTS in TESTING the SYLLABI (NAMES AND ROLES)
				theoretical	practical		
1. The Habsburg Empire and the rise of the national question	Analysing the History of the Habsburg Empire and the raising of the national question	frontal lecture, analysis of case studies, group discussion	Judson, P. (2018). <i>The Habsburg Empire. A new history</i> , Harvard University Press	The students will be able to understand the origins of the demise of the Habsburg Empire and the development of the national question in Central Europe			

2. Migration and post war settlements in Central Europe: Germans, Hungarians and Italians	From the European melting pot to Migration and post-war settlements in Central Europe: Germans, Hungarians and Italians	frontal lecture, analysis of case studies, group discussion	Douglas, R. M. (2012). <i>Orderly and Humane: The Expulsion of the Germans after the Second World War</i> . Yale University Press	The students will be able to understand the origins of the national question in Central Europe by analysing three relevant national communities which took responsibilities of the WWII		
3. The Polish national question	Analysing the Polish national question in an historical perspective	frontal lecture, analysis of case studies, group discussion	Jurek, L. (2012). <i>Polish Risorgimento: visions of the modern Polish nation and their Italian foundations</i> . Peter Lang GmbH	The students will be able to understand the origins of the Polish national question in Central Europe and to reconnect that to the current political issue		
4. Politicisation of migration and social cohesion: the case of Slovakia	Migration politics and policies in Slovakia, process of politicisation, formation of public attitudes	frontal lecture, group discussion, quiz	Kudzko, A. (2017) Migration politics in Slovakia: Balancing domestic and EU-level goals. In: Globsec Policy Institute: <i>Migration politics and policies in Central Europe</i> , p. 26-34. Kissov, (2018). The Production of (Un)deserving and (Un)acceptable: Shifting Representations of Migrants within Political Discourse in Slovakia. <i>East European Politics and Societies</i> , 32(4), 743–766.	Students learn how the political discourse affects the public attitudes towards migration and forms the prospects for social cohesion. Students will be able to define underlying factors such as mutual trust, contact theory, and overall understanding of diversity and the national identity. Students will be able to use the data from the Eurobarometer / MIPEX and apply the comparative perspective to other countries.	https://www.mipex.eu/	various reports on public perceptions using qualitative/quantitative data
5. Yugoslavia: the symbolic representation of unity and disintegration	Processes and forces of unification and disintegration in Yugoslavia will be studied. The	frontal lecture, analysis of case studies, group discussion	Ramet, S. P. (2018). <i>Balkan babel: the disintegration of Yugoslavia from the death of Tito to the fall of Milošević</i> . Routledge.	Students will be able to analyse complex relations between ethnic groups in multi-ethnic settings. Students will learn how different group identities are shaped and transformed		

	interplay between bottom-up and top-down identity-building processes will be explained.			under the influence of ideology, organization, and every day-life.		
6. The Balkan knot: Bulgaria, Macedonia and Greece	Analysing the Oriental question through the Prisma of The Balkan knot: Bulgaria, Macedonia and Greece	frontal lecture, analysis of case studies, group discussion	Jelavich, C. and Jelavich, B. (1977). <i>The Establishment of the Balkan National States, 1804–1920: A History of East Central Europe</i> , vol. vii, University of Washington Press	The students will be able to understand the origins of the Oriental question through the case studies of Bulgaria, Macedonia and Greece		
7. Refugees in former Yugoslavia: New identities and politicization of return	Forced migration flows during wars on the territory of former Yugoslavia in 1990s will be studied, with a focus on the formation of new identities and life strategies among (former) refugees.	frontal lecture, analysis of case studies, group discussion	Mesić, M. and Bagić, D. (2011). <i>Minority Return to Croatia- Study of an open Process</i> , UNHCR Zagreb	Students will learn basic concepts of forced migration and the refugee return process. Students will be able to apply those concepts to different contexts and refugee groups.		
8. Russian migrants in the Post-Soviet Space: From the "Russian nation" to post-national	Russian migrants in the Post-Soviet Space: from the "Russian nation" to post-national (Russophone) identities	frontal lecture, analysis of case studies, group discussion	Cheskin, A. & Kachuyevski, A. (2019). The Russian-Speaking Populations in the Post-Soviet Space: Language, Politics and Identity, <i>Europe-Asia Studies</i> , 71(1): 1-23. Laitin, D. D. (1998). <i>Identity in Formation: The Russian-Speaking</i>	Students will explore the dynamics concerning the impact of border change on the shaping of new post-national identities. Students will be able to analyse the profound interrelation between old and new	Video 1: Putin's speech on Crimea . Video 2: Brief excerpt from the movie ' Rodnye ' by Vitalij Manskij	

(Russophone) identities			<i>Populations in the Near Abroad</i> , Cornell University Press, pp. 85-104.	migration flows, border change and nation-building policies.	(password: 90min).	
9. Western Europe and the East: The oriental myth	Western Europe and the East: the oriental myth. Stereotypes, prejudice, and the conceptualization of the East/West dichotomies	frontal lecture, round table with speakers providing examples from their region/expertise	Said, E. (2003). <i>Orientalism</i> , Penguin App, U. (2015). <i>The Birth of Orientalism</i> , University Of Pennsylvania Press	Students will debate on the history and nature of Western attitudes towards the East, considering orientalism as a powerful European ideological creation. Students learn how these ideas could provide a reflection of European imperialism and racism.		
10. A self-portrait of the EU identities perception via Eurobarometer and the Atlas of prejudices	How does self-perception of the 'Europeanness' affect our relations to other European countries and migrants from inside/ outside the EU?	frontal lecture, round table with speakers providing examples from their region/expertise		Students will be able to use the data from the Eurobarometer and other online tools in order to become able to analyse presented data, and to apply the comparative analytical perspective. Students will learn to improve their presentation skills.	https://europa.eu/eurobarometer/ https://atlasofprejudice.com/ https://project.perceptions.eu/	

2. BORDERS IN MOTION IN EAST-CENTRAL EUROPE

CORE COURSE: Introduction to Border studies: Theories and practical aspects

NAME OF THE CLASS	CONTENT OF THE CLASS	TEACHING METHODS	LITERATURE (OBLIGATORY & ADDITIONAL)	LEARNING OUTCOMES		TEACHING MATERIALS	ASSOCIATED PARTNERS and INVITED GUESTS in TESTING the SYLLABI (NAMES AND ROLES)
				theoretical	practical		
1. Key concepts in Border studies and their entanglement with migration	<p>The class deals with borders as classification systems/status difference systems and, as such, social boundary markers, including their institutional dimension. It shows that geopolitical borders relate to social boundary making processes.</p> <p>It provides a theoretical understanding of the nexus between borders and migration to the entire program.</p>	frontal lecture with short discussion rounds, possibly in break out groups	<p>Fassin, Didier. (2011). Policing Borders, Producing Boundaries. The Governmentality of Immigration in <i>Dark Times Annual Review of Anthropology</i> 40 (1): 213-226.</p> <p>Additional Cooper, Anthony; Perkins, Chris (2012): Borders and status-functions: An institutional approach to the study of borders. In: <i>European Journal of Social Theory</i> 15 (1), S. 55–71.</p> <p>Lamont, Michele; Molnar, Virgar (2002):</p>	<p>Students learn about border as social classification and filtering system in relation to migration.</p> <p>Students learn about relations of geopolitical borders and social boundaries in relation to migration.</p> <p>Students learn about borders which move with the migrants into the inner of the state</p>		<p>Possibly including maps from: https://www.migrationpolicy.org/programs/data-hub/charts/refugee-and-asylum-seeker-populations-country-origin-and-destination?width=1000&height=850&iframe=true https://www.migrationpolicy.org/programs/data-hub/charts/asylum-recognition-rates-euefta-country-2008-2017</p>	

			<p>The Study of Boundaries in the Social Sciences. In: <i>Annual Review of Sociology</i> 28 (1), S. 167–195.</p> <p>Mezzadra, Sandro, and Brett Neilson. 2013. <i>Border as Method, or, the Multiplication of Labor</i>. Durham: Duke University Press.</p>			
2. Border Regimes in Europe and Beyond in diachronic perspective	The class offers insights into the changing meanings and qualities of state borders in historical perspective and relates it to questions of state sovereignty and the interplay of actors and infrastructures that bring borders into being. The class explains this process of change, and deals with regimes and sovereignty issues and borders as assemblages.	frontal lecture with short discussion rounds, possibly in break out groups	<p>Longo, Matthew, 2018: <i>The politics of borders. Sovereignty, Security and the citizen after 9/11</i>. Cambridge University Press.</p> <p>Additional</p> <p>Brown, Wendy, 2010: <i>Walled States, Waning Sovereignty</i>.</p>	Students learn about Border and the question of state sovereignty, and about actors of bordering – state/international/private/migrant/civil society. Students will be able to use border regime analysis as a method how to approach migration research from a border perspective	Possibly introducing video that describes the altering shape of border regimes in so-called “hybrid war” on Poland-Belarus border https://www.youtube.com/watch?v=QT3-3YJf6A	

			<p>New York: Zone Books 2010.</p> <p>Müller, Martin (2015). Assemblages and Actor-networks: Rethinking Socio-material Power, Politics and Space. In: <i>Geography Compass</i> 9(1), 27-41</p> <p>Wiertz T. 2021. Biopolitics of migration: An assemblage approach. <i>Environment and Planning C: Politics and Space</i>.;39(7):1375-1388.</p>			
3. Border externalization process	<p>This class deals with the externalization of the EU migration management and the new EU external border – and ask where the border is located. Here, also the creation of hotspots for the management of migration and their functions shall be introduced. Furthermore, the production of the category of illegality as well as deportation and detention as methods shall be introduced.</p>	frontal lecture, group discussion	<p>Keyword. Externalization. In: Maribel Casas-Cortes et al., (2015) <i>New Keywords: Migration and Borders</i>, Cultural Studies, 29:1, 55-87.</p> <p>Additional reading: Tazzioli, Martina. 2018. "Containment through mobility: migrants' spatial disobediences and the</p>	<p>Students learn about localization of the border (externalization and internalization of borders), EU neighbourhood policy for migration management, channelled mobilities as migration management method</p> <p>Students will be able to understand the hotspot approach and the production of the category of illegality.</p>	<p>Possibly including videos on externalization of the EU migration management and a rising criticism on methods on externalization:</p> <p>https://www.youtube.com/watch?v=FZ8zvpchgD4</p> <p>https://www.youtube.com/watch?v=3pPBI6rj3yY</p>	

			<p>reshaping of control through the hotspot system”, <i>Journal of Ethnic and Migration Studies</i>: 44:16.</p> <p>Andersson, 2014, Ruben: <i>Illegality, Inc. Clandestine Migration and the Business of Bordering Europe</i>. Oakland. Einleitung.</p>			
<p>4. Borders and security: How and for whom?</p>	<p>The class stresses on the links between securitization and new devices of control/management, especially the use of biometrics, digital and automated controls within and outside the EU. It explores the increasing importance of digitalization and data transfer, and more generally the changing nature of borders and border regimes in time.</p>	<p>frontal lecture, group discussion</p>	<p>Bigo, Didier (2000). When two become one: internal and external securitisations in Europe. In: Morton Kelstrup/ Michael Williams (Hrsg.): <i>International Relations Theory and the Politics of European Integration. Power, Security and Community</i>. London u.a.: Routledge, 171-204.</p> <p>Additional Everuss, L. (2021). “AI, smart borders and</p>	<p>Students learn about securitization of borders and migration management, as well as on digitalization of border and migration management.</p> <p>Students will be able to understand how do securitization and digitalization change the quality of borders and the processes of bordering.</p>	<p>Possibly introducing EU migration and border management tools like EuroDac or EuroSur, Euro Lisa (including short film sequences)</p>	

			<p>migration”, in A. Elliott (Ed.), The Routledge Social Science Handbook of AI (pp. 339-356). London: Routledge.</p> <p>Allen, William L. and Bastian A Vollmer, 2017: Clean skins: Making the e-Border security assemblage. In: Environment and Planning D: Society and Space, 0(0) 1–17.</p>			
5. Borders as categorization machines within today's securitization systems and resistance to them	<p>This class zooms into the categorization processes within contemporary bordering mechanisms, especially in relation to smart borders. It explores how people are categorised and what are the effects for them, as well as possibilities to resist such categorizations – from the perspective of migrants as well as human rights activists.</p>	frontal lecture, group discussion	<p>Pollozek, Silvan und Jan-Hendrik Passoth: Infrastructuring European Migration and Border Control. The Logistics of Registration and Identification at Moria Hotspot. Environment and Planning D, EPD: Society and Space 2019, Vol. 37(4) 606–624.</p> <p>Additional</p> <p>Pelizza, Annalisa. “Processing Alterity,</p>	<p>Students learn about resistance to categorization systems, and about Human rights’ activism challenging the categorization of people on the move.</p> <p>Students will be able to understand the logistics behind digitalization and registration and the question of border assemblage</p>		Jan Patrick Passoth (EUV) (?)

			Enacting Europe: Migrant Registration and Identification as Co-Construction of Individuals and Polities." Science, Technology, & Human Values 45, no. 2 (March 2020): 262–88.			
6.The double layering and the shifting qualities of borders and implications for cross-border cooperation	<p>The class focusses on various aspects of shifting borders: the Imperial ones (in early XX century), Soviet (1990) and due to the EU integration.</p> <p>The double layering of borders as national and inner EU or external EU borders.</p> <p>Cross-border cooperation within the EU as well as of an EU with a non-EU country.</p>	frontal lecture, group discussion	<p>Green, Sarah, 2010: Making Grey Zones at the European Peripheries. In: Ida Harboe Knudsen and Martin Demant Frederiksen (ed.) Ethnographies of Grey Zones in Eastern Europe. Anthem Press. 173-185.</p> <p>Additional</p> <p>Vladimir Kolosov, «Phantom borders: the role in territorial identity and the impact on society», Belgeo [Online], 2 2020,</p>	Students learn about Borders and nation building in XIX and XX centuries (Imperial vs. ethnographical borders), and about Double layering of borders (national and EU). Students will be able to understand the process of changing the border meaning/quality and becoming also an EU external/internal border.		Borderland Foundation (Sejny)

			Follis, Karolina S. (2012): Building fortress Europe: the Polish-Ukrainian frontier. 1st ed. Philadelphia: University of Pennsylvania Press (Democracy, citizenship, and constitutionalism).			
7.Ethnography of the border and the border region	The class deals with the experience of border shifting and living at the border from a top-down and bottom-up perspective. It explores the experiences of peripheralization because of geopolitical changes (e.g. the establishment and fall of the Iron Curtain and EU and unequal integration processes and as well as subalternization processes, taking notice of the very different geopolitical realities and the – also based on that – very different experiences and subjectivities of humans who live at the (shifting) borders and cross it in their everyday lives (or not)	frontal lecture, group discussion	Jansen, Stef, 2014: On Not Moving Well Enough. Temporal Reasoning in Sarajevo Yearnings for “Normal Lives” Current Anthropology Volume 55, Supplement 9, 74-84. Additional Pelkmans, Mathijs, 2012: Chaos and order along the (former) Iron Curtain. In: Thomas M. Wilson and Hastings Donnan (ed.): 2012: A companion to border studies. Blackwell	Students learn about imperial, national, post- and neo-colonial relationships and power structures. Students will be able to critically investigate the hegemonic approach of borders, and processes of marginalization and peripheralization as well as the establishment of nested orientalisms. •	Possibly including a video that describes experiences of peripheralization and border crossing: https://www.youtube.com/watch?v=NNtnA2vMLb0	

			<p>Publishing, p. 269-282.</p> <p>Sajn, Sarah, (2019) Securitizing a European Borderland: The Bordering Effects of Memory Politics in Bosnia and Herzegovina, <i>Journal of Borderlands Studies</i>, 34:5, 749-765</p> <p>Francis L. Collins (2018) Desire as a theory for migration studies: temporality, assemblage and becoming in the narratives of migrants, <i>Journal of Ethnic and Migration Studies</i>, 44:6, 964-980</p>			
8. Along the route: borders, strategic transit hubs and social constellations	<p>This class deals with the effects of externalization and the changing qualities and the shifting of borders in EU neighboring countries of South-eastern and Eastern Europe</p> <p>It looks at the changing situation of transit-migrants (from the Global South) and the local population in an entangled perspective. It asks for social processes which unfold in the different localities, as well as the drawing and crossing of</p>	frontal lecture, group discussion	<p>Jordan, J., & Moser, S. (2020). <i>Researching migrants in informal transit camps along the Balkan Route: Reflections on volunteer activism, access, and reciprocity</i>. <i>Area</i>, 52(3), 566–574.</p> <p>Additional Minca, C, Šantić, D., Umek, D. (2018)</p>	<ul style="list-style-type: none"> - Students learn about migration routes and outcomes of migration flows and mobilities. Students will be able to engage with methodological issues of fieldwork in camps and similar sites, and to understand the effects of camps and other informal migratory hubs on 	<p>Possibly including a video displaying transit hubs: https://www.youtube.com/watch?v=yDn7AC5uunU</p>	

	<p>boundaries as well as new forms of solidarity and resistance.</p> <p>This class explores various methodological and engagement-driven experiences from these sites.</p>		<p>Managing the "refugee crisis" along the Balkan Route: field notes from Serbia, In: The Oxford handbook of migration crises, Cecilia Menjívar, Marie Ruiz, Immanuel Ness (eds.), New York: Oxford University Press, 445-464.</p> <p>Hromdzic, Azra, 2019: Notes from the Field: "Migrant Crisis" in Bihac, Bosnia and Herzegovina. In. Movements</p> <p>Leutloff-Grandits, Carolin (2022). "We are not just the border of Croatia, this is the border of the European Union" The Croatian Borderland as "Double Periphery" Journal of Borderlands Studies, <i>online first</i></p>	<p>local border regions and communities.</p>		
<p>9. Ethnography of crossing borders</p>	<p>The class deals with the experiences of crossing borders from different perspectives:</p> <p>It asks about the agency of border crossers and explores the</p>	<p>frontal lecture, group discussion</p>	<p>Khosravi, Shahram: The 'illegal' traveller: an auto-ethnography of borders. Social Anthropology/Anthropologie Sociale (2007) 15, 3 321–334.</p>	<p>Students learn about the emotional/bodily experience of border crossing.</p> <p>Students will be able to reconsider the concept of</p>	<p>Inclusion of counter maps (in which refugee deaths are marked)</p> <p>Possibly including a video exploring the tactics and bodily</p>	

	<p>concept of the autonomy of migration. It looks at the ways in which migrants – as well as other mobile people - internalize and deepen categorization systems created from above - and in how far do they resist and create alternative realities.</p>		<p>Additional</p> <p>First chapter of Longo, Matthew, 2018: The politics of borders. Sovereignty, Security and the citizen after 9/11. Cambridge University Press.</p> <p>Hassan, Ali and Linn Biörklund, 2016: The Journey to Dreamland Never Ends: Refugee's Journey from Somalia to Sweden. Refugee Survey Quarterly, 2016, 35, 116–136</p> <p>Keywords: Counter mapping und Border regime. In: Maribel Casas-Cortes et al., (2015) New Keywords: Migration and Borders, Cultural Studies, 29:1, 55-87</p>	<p>subalternization from a migrant point of view</p>	<p>experience of border crossing: https://www.youtube.com/watch?v=Mf76yyTY7Ss</p>	
<p>10. (In)visibility, spectacularization of borders</p>	<p>This class explores the military–humanitarian border spectacle and provides insight on how (in)visibility are part of the processes</p>		<p>P. Musarò, Beyond the border spectacle: Migration across the Mediterranean Sea (2018)</p>	<p>Students will be able to analyse narratives of border management Students learn about securitization and</p>	<p>Use of docs, videos and footage representing securitization and humanitarian stands</p>	

	and dynamics occurring at the borders.			humanitarian debates in EU politics.	Possibly including a video describing a "deadliest route": https://www.youtube.com/watch?v=I5klbQRjJHk	
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SECOND COURSE: The nexus between border and migration regimes in contemporary Europe and beyond: Selected case studies

NAME OF THE CLASS	CONTENT OF THE CLASS	TEACHING METHODS	LITERATURE (OBLIGATORY & ADDITIONAL)	LEARNING OUTCOMES		TEACHING MATERIALS	ASSOCIATED PARTNERS and INVITED GUESTS in TESTING the SYLLABI (NAMES AND ROLES)
				theoretical	practical		
1. Boundary drawings and exclusion mechanisms in intersectional perspective	This lecture deals with Intersectional perspectives in social boundary constructions, In-and exclusion mechanisms, Creation of new social categories, Discrimination and anti-discrimination practices and approaches	frontal lecture, group discussion	<p>Kosnick, K. (2019) "New Year's eve, sexual violence and moral panics: Ruptures and continuities in Germany's integration regime". in: Jan-Jonathan Bock & Sharon Macdonald (Eds.), Refugees Welcome? Difference and Diversity in a Changing Germany. Berghahn Books, p. 171-190.</p> <p>Kosnick, K. (2018) "Racialized youth mobilities in European nightlife cultures: Negotiating belonging, distinction and exclusion in urban leisure", Transnational Social</p>		Students learn about intersectionality theory and applying it to case studies. Students will be able to understand "inner boundaries" which migrants meet within the receiving society.		Kira Kosnick (EUV)

			<p>Review, DOI: 10.1080/21931674.2018.1509927.</p> <p>Kosnick, K. (2015) A Clash of Subcultures? Questioning Queer-Muslim Antagonisms in the Neoliberal City, <i>International Journal of Urban and Regional Research</i>, Vol.39, Nr. 4, pp. 687-703.</p>			
<p>2. In-securitization through externalization? The EU and the Western Balkans "borderlands"</p>	<p>Analysis of the so-called "Western Balkans" from the specific perspective of (in)security understood as the consequence of practices and narratives of border control and migration management. The focus is on the impact of migration flows in the 2015 and subsequent years, and on EU externalization policies.</p>	<p>frontal lecture, group discussion</p>	<p>Mirjana Bobić and Danica Šantić (2020). "Forced migrations and Externalization of European Union Border Control: Serbia on the Balkan Migration Route", <i>International Migration</i> 58, 220-234.</p> <p>Additional</p> <p>Marco Zoppi and Marco Puleri. "The Balkan Route (and its Afterlife): the New Normal in the European Politics of Migration", <i>Journal of Balkan and Near Eastern Studies</i>.</p> <p>Bianchini, S, Cittadini, S, Zoppi, M. 2022. "In-Securitization through Externalization? The EU and the Western Balkans 'Borderlands'". In <i>Fences, Refugee Boats, and the New Borderlands: Making Sense of the European Union's Emerging Internal and External Borders</i>, edited by A. Szalai, O. Parker, S. Lucarelli, A. Prodromidou. Vienna: CEU</p>	<p>Students will explore the discursive as well as policy-related links between border and security Students will be able to analyse externalization process and its implications for non-EU countries. Students will be able to examine symbolic and physical re-bordering processes.</p>		<p>May include experts from associated partner Istituto per l'Europa Centro-Orientale e Balcanica - IECOB.</p>

			Democracy Institute. 97-108. https://bordeur-project.com/wp-content/uploads/2022/11/BordEUR-Publication.pdf			
3. Itineraries, networks and spatial interstices: On biopolitics of migration along the Balkan Route	The class engages into analysis of informal spatial tactics and creation of new itineraries by migrants.	frontal lecture, group discussion	<p>Minca, C, Collins, J. 2021. The Game: Or, 'the making of migration' along the Balkan Route. Political Geography, Volume 91, November 2021</p> <p>Minca, C. Umek, D. The new refugee 'Balkan Route': field notes from the Bosnian border, Rivista Geografica Italiana, 127, 1: 5-34</p> <p>Janković, S. 2017. Stuck In-between: Exploring the Liminality Inside the Migratory Transfer to Europe", u: Towards Understanding of Contemporary Migration. Causes, Consequences, Policies, Reflections, Bobić, Mirjana, Janković, Stefan (eds.), Institute for Sociological Research, Serbian Sociological Association, Belgrade: 241-267.</p>	<p>Students learn about various informal means of crossing the boundaries and on various political responses i.e. employing state-power in order to re-establish the order on borders.</p> <p>Students will be able to explore tools for the analysis of networks of state bordering assemblages faced with migrant informal networks.</p>	https://www.youtube.com/watch?v=NntnA2vMLb0&t=234s	
4. Method session 1: How to explore a border?	This lecture deals with questions such as: How to do a border regime analysis? What means "seeing like a border"?	frontal lecture, group discussion	Tsianos, Vassilis, and Serhat Karakayali. "Transnational Migration and the Emergence of the European Border Regime: An Ethnographic Analysis." European Journal of Social Theory 13.3 (2010): 373–387. Web.	Students learn how to design research to explore the border regimes and what kind of methods to use.		

			Additional Brambilla, Chiara, Exploring the Critical Potential of the Borderscapes Concept, in Geopolitics, 20:1, 2015, 14-34.			
5. Method session 2: How to conduct ethnographic researches focused on everyday dynamics and experiences of borders?	This lecture deals with issues how to conduct ethnographic researches focused on everyday (formal and informal) dynamics, and experiences of borders? E.g. it deals with ethical questions, research and interview methods, intercultural communication, etc, when investigating borders.	frontal lecture, group discussion	Rumford, C. (Ed.). (2009). Citizens and borderwork in contemporary urope (1st ed.). Routledge. https://doi.org/10.4324/9781315868912	Students learn on methodological aspects in studying networks of migrants and border control issues.		
6. Method session 3: Building working groups for a research	This class aims to build 6 working groups (5 persons each) and to assign them with a task to explore a topic related to border regimes in the countries/locations of the six participating institutions (in nationally mixed teams).	group discussion	.	Students learn to cooperate in groups of mixed teams and to develop ideas for a research, using the initial brainstorming within the groups. Students will be able to construct research or a workshop plan and to conduct it. Students learn to develop ideas for a research through group work, using initial brainstorming with fellow group members. Students will be able to		

				construct research and plan activities and workshop to reach the research goals. This class is instrumental to develop group works to be discussed (e.g. short research papers)	
7. Case study on cross-border cooperation within the EU	Focussing on cross-border cooperation between different EU countries, e.g. between Poland and Germany, but possibly also Germany and France and/or Slovakia and Austria and in comparative perspective. It shows the historical links and boundaries of such cooperation, as well as the changing institutional frame, and explores policy tools which enhance this	frontal lecture, group discussion, case study/ies	<p>Jarosław Jańczak, 2021, <i>Cross-border cooperation across Polish borders: Thirty Years of cross-border Eldorado?</i>, "Észak-magyarországi Stratégiai Füzetek" ["Strategic Issues of Northern Hungary"], Vol. 18, No. 2, s. 5-14.</p> <p>Jarosław Jańczak, 2020, <i>Construction and Deconstruction of the Borders of (Re)Integration Projects in Eurasia: The Western and Eastern "Edges" of Russia</i>, „Acta Slavica Iaponica,, Vol. 40, s. 85-108.</p> <p>Jarosław Jańczak, 2019, <i>Cross-border Cooperation and Economic Growth in the Post-Crisis European Union: Economic, Social and Normative Dimensions</i>, [w:] <i>Getting Europe back to work. Crisis (re)production and crisis overcoming in Europe</i>, Tomasz Brańka, and Joanna Skrzypczyńska (red.), Poznań: Adam Mickiewicz University in Poznań, s. 23-32.</p>	Students will learn about Cross-border cooperation within the EU and about Political tools of cross-border cooperation. Students will be able to understand EU-integration and de-bordering processes	Jarosław Jańczak

<p>8. The process of disintegration and integration: Shifting borders in the Baltics and ECE</p>	<p>The class analyses the cases presented in the section no. 6 of the core course. Focusing on the various aspects of shifting internal and external borders in the region.</p>	<p>Introductory lecture and group work analysing on the prepared cases.</p>	<p>Janczak, J (2015) Phantom borders and electoral behaviour in Poland. Historical legacies, political culture and their influence on contemporary politics, <i>Erdkunde</i> 69(2):125-137.</p> <p>Bespamiatnych, N., Nikiforova, B. (2015). Belarusian-Lithuanian border. Between fear and hope: a view from both sides, <i>Sovijus. Tarpdalykiniai kultūros tyrimai</i>. 2015, t. 3, Nr. 2, p. 87-101</p>	<p>Students learn about the role of borders in nation building in the Baltics. Students will be able to understand phenomenon of split cities in Baltic region, and of phantom borders.</p>		<p>Borderland foundation</p>
<p>9. Presentation of team-work 1</p>	<p>Presentation of team-work (30 minutes per team) (with the use of Pagefow – a multimedia platform which will be introduced by Atelier Limo, who give also practical support in</p>	<p>group discussion, case study/ies</p>		<p>Students will be able to present in front of their class-mates.</p>		

	designing the project results)					
10. Presentation of team-work 2	Presentation of team-work (30 minutes per team) (with the use of Pagefow – a multimedia platform which will be introduced by Atelier Limo, who give also practical support in designing the project results)	group discussion, case study/ies		Students will be able to present in front of their class-mates.		

3. GLOBAL MIGRATION, DIASPORA AND MIGRANTS' INTEGRATION

CORE COURSE: Migration, development and post-migration phenomena in the global world

NAME OF THE CLASS	CONTENT OF THE CLASS	TEACHING METHODS	LITERATURE (OBLIGATORY & ADDITIONAL)	LEARNING OUTCOMES		TEACHING MATERIALS	ASSOCIATED PARTNERS and INVITED GUESTS in TESTING the SYLLABI (NAMES AND ROLES)
				theoretical	practical		
1. Global Migration: Introduction into the course	Basic data on global migration, typologies and brief history of global migration	frontal lecture	Massey, D. (2003). Patterns and Processes of International Migration in the 21 st Century, <i>Paper</i> prepared for International Conference. Additional: McKeown (2004) Global Migration, 1846-1940 <i>Journal of World History</i> , Volume 15, Number 2, June 2004, pp. 155-189 IOM (2020) World Migration Report, p. 16-158.	Students learn about terminology, main facts and figures, typology and historical development of global migrations		Conference and journal papers, PowerPoint presentations, tables, graphs, maps	
2. Theories and factors influencing global migration and development	Critical analysis of main theories and paradigms of migration and development	frontal lecture	Hein de Haas (2008). Migration and Development, IMI, <i>paper</i> 9. Additional: World Migration Report (2013), IOM, p. 30-49; H. de Haas, H., Czaika, M., Flahaux, M.-L., Mahendra, E., Natter, K., Vezzoli, S. and Villares-Varela, M. (2019). International Migration: Trends, Determinants, and Policy Effects. <i>Population and Development Review</i> , 45: 885-922.	Incapacitating students to critically interpret and evaluate contemporary theories and paradigms of migration from various perspectives		Reports from IOM, leading journal papers, PowerPoint presentations, tables.	
3. From macro to micro: Reasons to emigrate	To address and conceptualize the role of non-economic	frontal lecture	Gold, S.J. & Stephanie J. Nawyn, S. J. (eds), (2013). <i>Routledge International Handbook of Migration Studies</i> (1st Edition).	Familiarizing students with national/regional case studies;		PowerPoint presentations; Partners "case" presentation;	

	(political, social, cultural, psychological) reasons for the migration		Additional: Juska, A., & C. Woolfson. (2015). Austerity, Labour Market Segmentation and Emigration: The Case of Lithuania. <i>Industrial Relations Journal</i> 46 (3): 236–253.	Fostering critical evaluation of migration experiences; Students learn methodological approach of Critical discourse analysis	Movie excerpts; Reports;	
4. Emigration inequality and its quantity	Case study to demonstrate how to work with international databases (big data), to detect and describe main social groups within certain context (i.e., macro, mezo, micro)	case study	Black R., Natali C., Skinner J. (2006). Migration and inequality. World Development Report. Background Papers Genelytė, I. (2019). (In)equality of life: Lithuanian labor migration to Sweden during the economic crisis and its aftermath, 2008–2013. <i>Journal of Baltic Studies</i> 50 (1): 79–104. doi:10.1080/01629778.2019.1570286 Additional: Sipavičienė, A., & V. Stankūnienė. (2013). The social and economic impact of emigration on Lithuania. In <i>Coping with Emigration in Baltic and East European Countries</i> , edited by OECD, 45–64. Paris: OECD Publishing.	Familiarizing students with national/regional case studies; Fostering critical evaluation of experiences and policies; Boosting comparative students' analytical potential	PowerPoint presentations, Statistical analysis; Data basis; Reports	

5. Migration and Development nexus	Basic topics that link global migration and development (remittances, diaspora, transnational networks, circular mobility, integration and return)	frontal lecture	<p>Geiger, M. & Pécout, A. (2013). Migration, development and the 'migration and development nexus, <i>Population, Space and Place</i>, 19, 369-374.</p> <p>Faist, T., Fauser, M., Kivisto, P, eds, (2011). <i>The migration–development nexus: Toward a transnational perspective</i>, Palgrave MacMillan.</p> <p>Additional: King, R., Lulle, A., (2016) <i>Research on Migration. Facing Realities and Maximizing Opportunities</i>, EC, 89-121.</p> <p>IOM (2013) <i>World Migration Report</i>, 33-39.</p>	Understanding and critical examination of migration and development nexus	Book chapters, IOM reports, PowerPoint presentations	
6. Economic and fiscal impacts of migration on destination countries	Impact on employment, wages, growth, production and consumption. Immigration and welfare states. Benefits and costs of immigration, estimates on fiscal effects of immigration (on public budgets).	frontal lecture	<p>Edo, A., Ragot, L., Rapoport, H., Sardoschau, S., Steinmayr, A. and Sweetman, A. (2020). An introduction to the economics of immigration in OECD countries. <i>Canadian Journal of Economics/Revue canadienne d'économique</i>, 53: 1365-1403.</p> <p>Additional: IMF (2020). <i>The Macroeconomic Effects of Global Migration. Chapter IV. World Economic Outlook, April 2020: The Great Lockdown</i>. Washington D.C.: International Monetary Fund.</p>	Understanding the main possible economic impacts of immigration based on theories and empirical findings in the international literature.	Chapters, journal articles, power point presentation, tables, graphs, maps.	

7. Labour migration and labour market inclusion of immigrants	The role of immigration in aging societies – replacement migration and labour migration and labour market integration programs and policies.	frontal lecture, analysis of case studies, group discussion	Dorn, D. & Zweimüller, J. (2021). Migration and Labor Market Integration in Europe. <i>Journal of Economic Perspectives</i> , 35 (2): 49-76. Additional: Federico, V. Baglioni, S. (eds.) (2021). <i>Migrants, Refugees and Asylum Seekers' Integration in European Labour Markets. A Comparative Approach on Legal Barriers and Enablers</i> . Springer, Cham.	Understanding the role of labour migration in host countries, as well as the role of policies shaping labour migration.	Chapters, journal articles, power point presentation, tables, graphs, maps.	
8. Post-migration processes: Dimensions of integration	Lecture on the integration dimensions and its challenges	frontal lecture	Garcés-Mascareñas, B. & Penninx, R. (2016). <i>Integration Processes and Policies in Europe. Contexts, Levels and Actors</i> , Springer, pp 1-31, 57-977. IOM (2020) World Migration Report, p 185-209. Additional: Avramov, D. (2017). Immigration and Integration of Immigrants: Impact of Research on Social and Security Policies, <i>European Journal of Human Security</i> (1)39-63. Avramov, D., (2013) Immigration and Integration Scenarios in Global Europe: Forward Looking up to 2050. <i>Sociologija</i> , LV,169-186. Geddes A. & P. Scholten. (2016). <i>The Politics of Migration & Immigration in Europe</i> . Sage.	Students will be able to engage in evaluating policies and challenges related to migrants' integration.	PowerPoint presentations papers, book chapters, IOM reports	Center for Peace Studies, Croatia
9. Diaspora and migrants' networks	Lecture on Remittances, Identity, networking with	frontal lecture	Kyznetsov, J. (eds), (2006). <i>Diaspora Networks and the International Migration of Skills</i> , WBI, 3-71.	To familiarize students with ways and models of networking with diaspora and	Youtube (short film)	

	Homeland, providing examples of successful connecting destination and countries of origin.		Vertovec, S., (2005). <i>The Political Importance of Diasporas</i> , MPI. https://www.migrationpolicy.org/article/political-importance-diasporas Additional: Vracic, A. (2018). <i>The Way Back: Brain Drain and Prosperity in the Western Balkans</i> . ECFR/257, (Policy Brief).	usage of their resources for homeland development	https://www.youtube.com/watch?v=bP0ry882eaw PowerPoint presentations Papers, Book chapters	
10. Gender and migration	Lecture will discuss Basic data on the research of migrant women, with case study of Croatia.	frontal lecture, group discussion	Gold, S.J. & Nawyn, S.J. (2019) Gender and migration. In: <i>Routledge International Handbook of Migration Studies</i> , 225-234 Additional: Rajković Iveta, M.,(2015). Women and Migrations in Croatia From Marginal Subjects – White Widows – to Contemporary Migrants into the EU, <i>Ethnologia Balkanica</i> , Journal for Southeast European Anthropology, 18: 67-84.	To foster students' ability to identify and critically reflect on basic and advanced migration-related research methods.	PowerPoint presentations, papers, book chapters	

SECOND COURSE: Global migration, diaspora and migrants' integration: Selected case studies

NAME OF THE CLASS	CONTENT OF THE CLASS	TEACHING METHODS	LITERATURE (OBLIGATORY & ADDITIONAL)	LEARNING OUTCOMES theoretical practical	TEACHING MATERIALS	ASSOCIATED PARTNERS and INVITED GUESTS in TESTING the SYLLABI (NAMES AND ROLES)
1. Immigration as a response to depopulation – case of Serbia	Lecture discuss issues associated with migration	frontal lecture	Nikitovic, V. Kupiszevski, et al, (2012). <i>The Impact of Demographic and Migration Flows on Serbia</i> , Belgrade: IOM – Mission to Serbia	Students learn about impacts of migration to demographic decline. Students will be able to use some basic migration	Graphs, Population Projections, Journal Articles	Institute for Social Sciences, Belgrade Associated Partner Dr Vladimir Nikitovic,

and the Western Balkan region.	statistics. What would a transition to net immigration mean for the future demographic change in Serbia?		Additional: Lukic, V., Predojevic-Despic (2020). The labour market position of immigrants in Serbia: current status and possibilities for research, <i>Stanovnistvo</i> , 58(2):77-101.	and demographic statistical analyses.		Scientific Advisor
2. Contemporary Migration Trends and Flows on the Territory of Southeast Europe.	Analysis of case studies on contemporary migration trends from Southeast Europe.	frontal lecture, workshop, group discussion	King R. & i N. Oruc. (2020). Trends and Challenges. In: Migration in the Western Balkans. What do we know? Routledge, pp 1-9. Additional: Rajković, I. M., Kelemen, P., Župarić-Iljić, D., eds. (2018/2019). <i>Contemporary Migration Trends and Flows on the Territory of Southeast Europe</i> . Zagreb: FF Press. Kostanick, L. Huey. 2019. <i>Population and Migration Trends in Eastern Europe</i> . Routledge. Bobic, M., Jankovic, S., eds. (2017) <i>Towards Understanding of Contemporary Migration. Causes, Consequences, Policies, Reflections</i> . Belgrade: Institute for Sociological Research.	Boosting comparative students' analytical potential to incapacitate them to design integrated regional research and policy approach to migrants and mobility.	PowerPoint presentations, journal articles, book chapters	
3. Small nations in big countries: the history of Lithuanian Diaspora	Case study addresses the peculiarities of community organizing among various Lithuanian	frontal lecture	Klūsener S., Stankūnienė V., Grigoriev P., Jasilionis D. (2015). The Mass emigration context of Lithuania: patterns and policy options. <i>International migration</i> , Vol. 53, iss. 5, p. 179-193.	Familiarizing students with national/regional case studies; Familiarizing students with big migration narratives through individual micro stories	PowerPoint presentations; Reports; Visualizations	

	émigrés entities in different countries.					
4. Emigration and imagination	Workshop/case study. To reveal how micro stories and experiences could be used to learn about inter-cultural symbiosis and educate cross-cultural values (like empathy, compassion, respect, etc.)	Workshop	Bauman, Z. (2003). <i>Wasted lives. Modernity and Its Outcasts</i> , Wiley. Additional: Wright C. M. (1959). <i>The Sociological Imagination</i> . Oxford university press Genys, D., Strumickiene, I., Krikstolaitis, R. 2020. Emotional inequality among Lithuanian emigrants. <i>Electronic Journal of Folklore</i> Vol. 78, p. 81-104	Familiarizing students with sociological imagination, critical thinking and phenomenological approach. Students will be able to present their seminar works.	PowerPoint presentations; Movie and play excerpts; Guests presentations; Group work; Improvisation	
5. Migration as a Catalyst of Development: Case study of Serbia	Lecture discuss case study of Serbia in regards to a question and perspective whether migration could be seen as the catalyst of change.	frontal lecture	Rasevic, M. (2019). Migration as a Catalyst of Serbia's Development. Illusion or a Real Potential? <i>Southeastern Europe</i> , (43), 257-283 Rasevic, M. (2016). <i>Migration and Development in Serbia</i> , Belgrade, IOM.	Familiarizing students with the possibility of linking migration to the national development – case study of Serbia	Book chapters, PowerPoint presentations, graphs, tables	Institute for Social Sciences, Belgrade Associated Partner Prof dr. Mirjana Rasevic
6. Estimates of the economic and fiscal effects of various migration waves	Lecture discuss examples of migration flows – like the 2015 refugee crisis – from the fiscal	frontal lecture, analysis of case studies	Gál, Z. (2019). Fiscal balance of immigration in the light of the EU's refugee crisis. In: Hlinčíková, M. – Sekulová, M. (eds.): <i>Globe in motion: multiple shades of migration: regional perspectives: 2</i> . Bratislava:	Familiarizing students with various case studies, e.g. fiscal impact estimates of immigration in various countries	Book chapters, articles, reports, power point presentations, tables, graphs, maps.	

and groups: Empirical evidences	impact perspective.		Institute of Ethnology and Social Anthropology, Slovak Academy of Sciences, pp. 100-126.			
7. Labour migration to and from the ECE countries.	Workshop deals with Post enlargement migration waves from the “New” to the “Old” EU member states and labour migration to the ECE countries.	workshop, analysis of case studies, group discussion	Black, R., Engbersen, G., Okólski, M., & Panțîru, C. (Eds.). (2010). <i>A Continent Moving West?: EU Enlargement and Labour Migration from Central and Eastern Europe</i> . Amsterdam University Press. Additional: European Commission (2022). <i>Annual Report on Intra-EU Labour Mobility 2021</i> . Luxembourg: Publications Office of the European Union.	To familiarize students with various case studies of labour migration waves	Book chapters, articles, reports, power point presentations, tables, graphs, maps.	
8. Diaspora - research, case studies Serbia	Lecture discuss on modalities of networking and engagements with diaspora	frontal lecture	Bobic, M. & Veskovic Andjelkovic, M. (2019). Skilled Outmigration from Serbia in a Developmental Perspective, <i>Southeastern Europe</i> , 43 (3): 255-276. Additional: Bobic, M., Veskovic Andjelkovic M. (2019b). Identity of Highly Educated Returnees in Serbia, <i>Migracijske i Etničke Teme</i> , 39 (2): 195-222. Filipovic, J., (2012). <i>Management of Diaspora Virtual University as a Complex Organization</i> , Lambert Academic Publishing.	To familiarize students with national/regional case studies on policies and experiences aimed at linking diaspora and home country development	Book chapters, Journal articles. power point presentations Tables, Pictures	Guest Jovan Filipovic, Belgrade University, Faculty of Organizational Sciences
9. Dimensions of integration - case studies	Analysis of case studies / good practices regarding integration of	Workshop, group discussion	Geddes A. & P. Scholten. (2016). <i>The Politics of Migration & Immigration in Europe</i> . Sage. Additional: Al Ganideh, Saeb Farhan. (2018). <i>Soccer and integrating</i>	Fostering critical evaluation of policies, practices and experiences of integration	Guests presentations; Group work; Improvisation; Reports; Visualizations	Center for Peace Studies, Zagreb

	immigrants and refugees in destination countries/host societies.		Europe's Muslim minorities: the good, and bad and the ugly. <i>Sport in Society</i> 21/9, 1258–1278. Rajković I. M. & Jurković, R. (2016): Taste of Home': Integration of Asylees Intertwined with Transnational Processes and the Promotion of Culinary Traditions, <i>Studia ethnologica Croatica</i> 28: 147-211.			
10. Gender and Migration - case studies	Group work – case studies	Workshop, group discussion	Schrover, M, Moloney, D.M. eds. (2013) <i>Gender, Migration and Categorisation. Making Distinctions between Migrants in Western Countries, 1945-2010</i> , Amsterdam: Amsterdam University Press Additional: Gregory, K. A. & DeLent, D. L. eds. (1999). <i>Gender and Migration</i> . Macmillan Press, pp 1–14.	Boosting comparative students' analytical potential to incapacitate them to design integrated regional research and policy approach to migrants and mobility.	Book chapters, Journal articles, power point presentations	

4. GEOPOLITICS OF MIGRATION

CORE COURSE: Migration and International relations

NAME OF THE CLASS	CONTENT OF THE CLASS	TEACHING METHODS	LITERATURE (OBLIGATORY & ADDITIONAL)	LEARNING OUTCOMES theoretical practical	NEW TEACHING MATERIALS	POTENTIAL ASSOCIATED PARTNERS IN DESIGNING and/or TESTING the SYLLABI (NAMES AND ROLES)
1. International relations and migrations	Theorizing international relations with consequences for migration studies: (neo)realism vs. liberalism Changing global order (bipolar world, US global hegemony, policentrism) and migration Hybrid conflicts and migrations as tool/weapon in IR theory	frontal lecture, group discussion	Chidozie Ezeozue, Theories of International Relations: An Introduction, "Fundamental Issues In Political Science" 2021, 374-380.	Students will be able to identify main theoretical approaches in the field of international relations as well as main challenges of the changing global order. Students will be able to locate migration processes in the context of IR theory	Public statements of policy makers, surveys case studies materials	
2. Research methodology in geopolitics of migration	Lecture discuss main causes generating migration flows, data collections, diachronic reconstruction of itineraries. It introduces advanced research methods which have been used in this area (quantitative and qualitative analyses, discourse analyses (medias), policy analyses, history genetics method, and some methods which have been used in geography).	frontal lecture	Blaxter, L, C. Hughes and M. Tight (2006), How to research, London: Open University Press.	Students will be acquainted with the most used methods in geopolitical and migration researches. This knowledge will be applied in the seminars.	Questionnaires, examples of research surveys, data collection.	

3. State, sovereignty, and Human Rights	lecture deals with impacts of migration on Human Rights as the foundation of legal and moral framework in the international system, Differing positions towards Human Rights among the states (China, Russian Federation, Hungary).	frontal lecture	Adler-Nissen, R. and Gammeltoft-Hansen, T. (eds.) (2008) <i>Sovereignty Games: Instrumentalizing State Sovereignty in Europe and Beyond</i> . Palgrave Macmillan, 171-195. Additional: Kalmo, H. and Skinner, Q. (eds.) (2011) <i>Sovereignty in Fragments: The Past, Present and Future of a Contested Concept</i> . Cambridge University Press, 26 – 47.	Students learn theoretical concepts of the state sovereignty and the Human Rights, and the practical instances of the relations of the States and the Human Rights.	Current statistical data, reports and articles from the mass media.	
4. Geopolitics of the European Union	Lecture deals with geopolitical dimension of EU's: political nature of the EU (Westphalian, colonial and neo-medieval models explaining geopolitical nature of the EU); enlargements	frontal lecture, group discussion.	William Walters (2004) <i>The Frontiers of the European Union: A Geostrategic Perspective</i> , <i>Geopolitics</i> , 9:3, 674-698,	Students learn to identify the main understandings of the concept of geopolitics. Students will be able to interpret European project, its borders and external	Comparative analysis of statements of the EU Commission and the Council	

	(Eastern enlargement as a tool of managing migration pressure); borders (geostrategies applied on different sections of the EU's external border) in the context of migration policies.		Browning, Christopher S. and Pertti Joenniemi (2003) 'The European Union's Two Dimensions: The Eastern and the Northern', <i>Security Dialogue</i> 34(4): 463-79.	policy using the concept of geopolitics.	case studies materials	
5. Securitization of the EU borders	The class introduces to the EU Migration system of Governance and to the process of securitization of borders and migrants occurred throughout time and particularly since the so-called migrants crisis of 2015/6.	frontal lecture, group discussion.	Geddes, A. (2020), 'Tampere and the Politics of Migration and Asylum in the EU: Looking Back to Look forwards', in Carrera, S., Curtin, D. and Geddes, A. (eds), <i>20 Years Anniversary of the Tampere Programme</i> , EUI. Ceccorulli, M. (2019), 'Back to Schengen: the Collective Securitization of the EU free-border area', <i>West European Politics</i> , 42, 2, pp. 302-322. Giorgio Grappi & Sonia Lucarelli (2021) <i>Bordering power Europe? The mobility-bordering nexus in and by the European Union</i> , <i>Journal of Contemporary European Studies</i>	The students will get an overview of the evolution of EU's competences and attitudes towards migration and borders management in the past decade.		Sonia Lucarelli (Unibo)

6. Public policy toward migration	Lecture deals with some Strategy and Action plans and the ways actors create policy papers. Point of view is on geopolitics strategy of country. Examples of good practice will be presented, too.	Frantal lecture, group discussion,	Additional: Rašević, M (2016) Migration and development in Serbia, Belgrade:IOM Parkes, R (2015) European Union and the Geopolitics of Migrations, Swedish Institute for International Affairs	Students familiarize with different policy papers which are important for geopolitical strategy of countries and have impact on policy toward migration. Students understand interconnections between international relations and migration polity. Students analyse public papers towards migration which include geopolitical intentions.	Policy papers, strategic policy documents.	
7. The role of diaspora in the geopolitics of migration.	Lecture deals with Diaspora communities which have the potential to play a significant role in homeland and hostland politics as well as a role in the international arena as non-state actors thanks to their transnational networking capacities.	frontal lecture, group discussion.	Shain, Y. and A. Bart (2003) Diasporas and International Relations Theory, International Organization, Volume 57, Issue 3 , Summer 2003 , pp. 449 - 479	Students will be able to recognize diaspora potential for international relations, lobby groups and ways of influencing policy making procedures	Documents produced by diasporas organizations, public statements of policy makers. Visual materials (short films or stories, tv shows.	
8. Migration policies: Controversies and developments.	Lecture includes the scrutiny of the diversity of flows, multiple routes to Europe and measures so far adopted in different contexts. The lecture will enlighten the impact of these measures on political perceptions of collective	group discussion, Comparative analysis of different statements and socio-political	Rodrigues-Tate, Creolizing Europe. Legacies and Transformation, Liverpool U.P., 2015 Margaret Walton-Roberts and Jenna Henneby (eds.)	Students learn about the arguments in support or against the inclusive strategies to be applied facing the development of the flows, as well as the opportunities that migrations may offer, for	Students will receive reports or primary sources to read, present, and comment during classes	

	identities, pushbacks, borders, migrants skills and inclusiveness strategies, brain drain consequences	assessments of state leaderships and NGO's activists.	Territoriality and Migration in the E.U. Neighbourhood Spilling over the Wall Springer, 2014	instance, to depopulated areas. Students will be acquainted with the variety of measures adopted towards migration flows in their historical and current dimensions.		
9. Eastern Europe as area of macroregions.	Lecture explains "pre-defined geographic criteria" in geopolitical and cultural terms (Baltic, EE, ECE, and SEE region"). In this context, the lecture focuses on the EU macroregional strategies and their comparative role in the integration perspectives.	frontal lecture, group discussion	Larry Wolff, <i>Inventing Eastern Europe</i> , Stanford UP, 1996, pp. 1-16. The development of the European identity/identities: Unfinished business, European commission, Brussels, 2012;	Students will become aware about the macroregional cultural debates which have affected the geopolitical perception of the collective self as well as the impact of the policies of the EU from the Baltic to the Ionian seas.	Some articles to be commented with students as well as paper elaborated by the EU officials of DG Regio.	
10. History and memories of migrations and people's relocation in Eastern Europe.	The lecture includes a basic theoretical approach to the role of memories in the identity construction of the States. Lecture focuses on a comparative analysis of memories of migrations (in and out) in the recent developments of Eastern Europe as case studies.	frontal lecture, group discussion	Eric Hobsbawm, <i>The nation as invented tradition</i> , in Hutchinson and Smith, <i>Nationalism</i> , Oxford U.P., 1994, pp. 76-82; Egidijus Aleksandravičius, <i>Lost in freedom: competing historical grand narratives in Post-Soviet Lithuania</i> , pp. 257-276, in AA.VV., <i>The Construction of National Narratives</i> , Vytautas Magnus U. 2014; Vjeran Pavlaković, <i>Memory and politics in former Yugoslavia</i> , Article in Rocznik Instytutu	Students are expected to be acquainted with some of the most relevant theoretical and empirical aspects of the debate on memory and politics by comparing authors and events that mark the variety of approaches in Eastern Europe, although with connections with the behaviours of Western Europe as well. Students will be able read critically and	Compared memories of individuals (both immigrants and local residents) and policy makers	

			Europy Środkowo- Wschodniej, December 2020.	comparatively documents and testimonies.		
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SECOND COURSE: Geopolitics of Migration: Selected case studies

NAME OF THE CLASS	CONTENT OF THE CLASS	TEACHING METHODS	LITERATURE (OBLIGATORY & ADDITIONAL)	LEARNING OUTCOMES		NEW TEACHING MATERIALS	POTENTIAL ASSOCIATED PARTNERS IN DESIGNING and/or TESTING the SYLLABUS (NAMES AND ROLES)
				theoretical	practical		
1. Geopolitics of migration in Baltic States	Lecture/Seminar deals with Geopolitical aspects of migration in the Baltic States. Estonian, Latvian, and Lithuanian experience of migration: their diasporas abroad, and immigration to Baltic States over time will be discussed.	Seminar, group discussion	Vello Pettai, <i>National identity and re-identity in post-Soviet Estonia</i> , Journal of Baltic Studies. Vol.52, 2021 - Issue 3 Pages 425-436. Neringa Klumbytė & Kristina Šliavaitė, <i>Sovereignty and political belonging in post-Soviet Lithuania: ethnicity, migration, and historical justice</i> , Journal of Baltic Studies. Vol.52, 2021 - Issue 3 Pages 437-454	Students learn to apply theoretical models to understand empirical developments in the sub-region. Students will raise awareness of historical and current developments in the field of migration in the subregion.		Current statistical data, reports and articles from the mass media. Selected readings discussed with the students after assigned presentations.	
2. Geopolitics of migration in Visegrad Countries (Poland and Hungary)	Lecture/Seminar deals with Geopolitical aspects of Polish and Hungarian experience of migration, their diasporas abroad, and	group discussion, student's oral presentation	Jarosław Jańczak, 2019, <i>Why Do Poles Oppose Immigrants? The Polish Political Elite's (Anti-) Immigration Rhetoric</i> , [in:] <i>National Rhetorics in the Syrian Immigration Crisis Victims, Frauds, and Floods</i> ,	Students learn to apply theoretical models to understand empirical developments in the sub-region. Students will raise awareness of historical and		Readings shared with students followed by small groups discussion and group presentation.	

	- immigration to Poland and Hungary over time.		Clarke Rountree, Jouni Tilli (eds.), East Lansing: Michigan State University Press, pp. 125-152. Heino Nyyssonen, 2019, <i>Victor Orban's Anti-Brussels Rhetoric in Hungary: Barely Able to Keep Europe Christian?</i> , [in:] <i>National Rhetorics in the Syrian Immigration Crisis Victims, Frauds, and Floods</i> , Clarke Rountree, Jouni Tilli (eds.), East Lansing: Michigan State University Press, pp. 97-124.	current developments in the field of migration in the subregion		
3. Geopolitics of migration in Visegrad Countries (Slovakia and Czech Republic)	Lecture/Seminar deals with Geopolitical aspects of Czech and Slovak experience of migration, their diasporas abroad, and immigration to Czechia and Slovakia over time	group discussion, student's oral presentation	Robert Stojanov, Radka Klvaňová, Aneta Seidlová, Oldřich Bureš, <i>Contemporary Czech migration policy: 'Labour, not people'?</i> , Population, Space and Place, 2021. https://doi.org/10.1002/psp.2533 Silvia Letavajová, Boris Divinský, <i>Migration and Development in Slovakia</i> , Bratislava 2019.	Students learn to apply theoretical models to understand empirical developments in the sub-region Students will raise awareness of historical and current developments in the field of migration in the subregion	Readings shared with students followed by small groups discussion and group presentation.	
4. Geopolitics of migration in Eastern Europe (Russia and	The seminar focuses on the social and economic reasons that currently encourage flows of migrants from Central Asia to Russia and through Russia	group discussion, student's oral presentation	Vasil Sakaev, <i>Migration flows between Russia and China: Legal and Social Implications</i> , in S, Bianchini and A. Fiori (eds), <i>Rekindling the Strong</i>	Students will be acquainted with some historical experiences from the 20 th century as well as the factors that mark the migration	Selected Readings will be discussed with students after	Marco Puleri

the Eurasian space)	to Europe. Some historical dynamics that marked both voluntary and forced flows towards Central Asia will be discussed.		<i>State in Russia and China</i> , Brill, Leiden, 2020, pp. 157-182. Zhanna A. Zaiionchkovskaya* <i>Migration Patterns in the Former Soviet Union</i> in https://www.rand.org/content/dam/rand/pubs/conf_proceedings/CF130/CF130ch2.pdf	flows from Central Asia to the urban areas of Russia and the local reactions of autochthon populations.	assigned presentations.	
5. Geopolitics of migration in Non-EU Eastern Europe	The seminar will discuss the complexity of people movements in areas for century without borders and recently reassessed according to administrative and/or ethno-national criteria, following the social and economic impacts of the USSR collapse.	group discussion, student's oral presentation	TANIA BULAKH, 'Strangers Among Ours': State and Civil Responses to the Phenomenon of Internal Displacement in Ukraine in AGNIESZKA PIKULICKA-WILCZEWSKA & GRETA UEHLING (eds.), <i>Migration and the Ukrainian Crisis</i> , E-International Relations, 2017, pp. 49-61; <i>Emigration and Diaspora Politics in the Caucasus</i> , pp. 309-334 in AAVV, <i>Regional Migration Report: South Caucasus</i> , EUI, Florence, 2013.	Students learn how to make comparative analysis by deepening their knowledge on relevant dynamics concerning the flows of migrants from the Caucasus and within Ukraine.	Selected Readings will be discussed with students after assigned presentations.	
6. War legacies in the Yugoslav successor states: displaced people,	This seminar will focus on the first wave of migration flows from former Yugoslavia at the beginning of wars - the most of them settled to their ethnic country; identification of the leading countries in regard to the number of refugees: forms of Welcome, adaptations,	group discussion, comparative analysis of available data and sources	Lukić, V. (2011) <i>Two decades of Refugeeism in Serbia</i> , Belgrade: RZS https://www.academia.edu/39052701/TWO_DECADRES_OF_REFUGEEISM_IN_SERBIA Bonifazi, C. & M.	Students learn about the EU migration policy in order to better understand the development of further migration policies. Students will be able understand migration dynamics and direction of movement people from the ex Yu.	Available statistic data, some public policy papers, data and talk about polity of ex YU countries, NGOs' behaviours	Institute of social sciences, Belgrade (as a partner in designing).

refugees, and migrant relocations.	resistance;Next waves of migration – economic destruction in the successor states and brain drain.		Mamolo (2004) Past and Current trends of Balkan migration, in Space, population, societies, No. 3, pp. 519 – 531. https://www.researchgate.net/publication/30465727_Past_and_Current_Trends_of_Balkan_Migrations	students will be able to recognize importance of identity as well as polity of every country which were included in that migration process.	within the Yugoslav cultural space and at the international level	
7. Regional Migrations and transit-routes across the Balkans.	The aim of this seminar is to assess two forms of migrations: The migrations within the region for economic and social reasons (i.e. the Albanians to Greece and Italy); and the recent transit-migration flows across the Balkans.	group discussion, comparative analysis on the basis of available statistical data from national and international sources as well as through a comparative analysis of selected articles.	Stojić Mitrović, M, N. Ahmetašević, B. Bezec and A. Kurnik (2020) The Dark sides of Europeanisation. Serbia, Bosnia and Herzegovina and the European Border Regime, Belgrade: Rosa Luxemburg Stiftung Southeast Europe, Ljubljana: Inštitut za kritiko znanosti Oruc, N, R. Saima and D. Šantić (2020) The Western Balkan Migration Route, Viena: Prague Process Secretariat, ICMPD	Students will learn how and in which way policies of Balkans country authorities have gradually changed in organizational terms enabling movements within their territories to mainly providing accommodation according to the rules negotiated with the EU. Students will be able to analyse the role of the Balkans in the European migration and border regime, drawing on theoretical work in critical migration and border-regime studies	Some statistical report, newspapers and television reports.	Commissariat for Refugees and Migration Republic of Serbia
8. Non-EU countries in the SEE region and EU Migration strategies	The lecture will focus on EU policies of securitisation and the militarisation of its external borders, as well as the consequences of these policies for Southeast	group discussion, Comparative analysis of the dynamics of migration	Bianchini-Zoppi et al., Territorial and Urban Potentials connected to migration and Refugees flows, Espon, Brussels, 2018.	Students become familiar with specific EU migration policy toward SEE and they will be able to recognize impact of geopolitical interests to that manner.	Policy papers collection of selected articles.	Marco Zoppi

	<p>Europe adopted by candidate countries, including the potential accession to the Schengen agreement and the strategies to support inclusiveness.</p> <p>The lecture will also consider the regional perspective of EU integration and the impact of the externalisation of EU-migration policies in the candidate/potential candidate countries of the Balkans.</p>	<p>relations between the Balkans and the EU</p>				
9. Groupwork	<p>The groups of students presenting their findings (country dossiers) on the selected cases.</p>	<p>seminar, workshop, group discussion</p>	<p>Literature as selected by the students.</p>	<p>Students learn to deepen their teamwork skills. Students will be able to apply practically theoretical perspectives and empirical data acquired during the whole course.</p>	<p>Simulations on the migrant recipients and rejections.</p>	
10. Simulation game – Migration crises on the EU-Belorussian border 2021/22	<p>Simulation of negotiations leading to de-escalation and solving the border and migration crises on the EU-Belorussian border with participants acting as key actors involved in the process</p>	<p>group discussion, Role playing, negotiations, Compromise formulations</p>	<p>No specific academic literature, materials prepared for the seminar.</p>	<p>Students will be able to gain multiperspective on migration problem in geopolitical context, creation of ability of negotiating, problem solving and compromise reaching.</p>	<p>Scenarios and roles assigned to actors.</p>	