Topical Seminars within Development and International Relations (GRS) Spring 2021

Course Description (objectives, content, examination, etc.)

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<thead>
<tr>
<th>Title, ECTS credits</th>
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<tr>
<td>Topical Seminars within Development and International Relations, 5 ects (GRS)</td>
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The three courses on the 8th semester are evaluated in one 15 ECTS exam

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<td>GRS</td>
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8th semester

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<th>Coordinator</th>
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<th>Course Instructor</th>
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<td>Various- see course plan</td>
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<th>Objectives</th>
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<td>The governance of displacement and mobility has evolved into a key policymaking field, becoming a fashionable term concept over the last decades. Yet what does the governance or the regulation of displacement mean and entail? Who governs who and what? To what end? and by what means? And is governing displacement better understood as the process of regulating refugee flight and lives through the production of norms and rules, the exercise of power, the deployment of regulatory techniques and discourses, the allocation of resources or the politics of humanitarian care and wellbeing?</td>
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Refugee governance is often understood in narrow institutionalist ways as it implies ordering, regulating and establishing well-delineated policy and legal norms and practices in the international refugee regime. In reality, however, it leads to messy outcomes and colliding logics. The proliferation of actors in addition to complex power relations derail consensus around refugee norms and rights.

Divided into three overarching pillars, this course looks at the governance of displacement through a multi-level and a multi-subject perspective inquiring into how various actors, pathways of governance and constellations of power impact displacement.

First, the course unpacks how state and non-state actors have sought to govern and regulate
displacement through a variety of methods ranging from the so-called “durable solutions” to securitization and externalization etc.

Second, the course looks at the complex pathways and effects of refugee governance. More specifically, it inquires into how refugee governing processes lead on the ground to fragmentation, spelling out numerous consequences for refugees’ lived realities. Intended and unintended consequences encompass temporality and urgency in humanitarian governance as well as *protractedness* and precarity in displacement.

Third, shifting the gaze from policy fields to refugees as *actors in their own right*, the course looks at alternative modes of governance such as grassroots refugee governance or governance from below, inquiring into how refugees challenge, contest and reorder “the international order of doing things” (Makki 1996)

Conceptually and empirically-led, the course triangulates theory-led discussions with an examination of case studies from the Middle East, Latin America and Europe. It adopts a mixed approach by offering both lectures and in-class discussions whereby students explore a variety of readings, case studies and film scripts. Students are expected to produce presentations, group projects and essays devoted to relevant topics.

*Learning Outcomes*

1. Understand key policy, legal and geopolitical characteristics that have shaped the governance of displacement
2. Explain the main theories and approaches that are used to understand and analyze refugee governance;
3. Apply concepts in politics and IR and relate them to contemporary case studies of displacement
4. Identify and explain variation and similarities in the way states and non-state actors have responded to forced displacement;
5. Identify governance dilemmas and challenges and their consequences for refugees' lived realities

*Professional Skills*

1. Develop policy-orientated research, presentation, and teamwork skills
2. Engage in group work and debates that are crucial to understanding diverse situations in refugee policymaking and in the refugee humanitarian field

The format of the course will be four hour seminars combining lectures, breakout groups, student presentations and in-class debates.

See syllabus:

https://studieordninger.aau.dk/2020/23/1937
### Course Activities

This course consists of lectures.

### Academic Content and Conjunction with Other Courses/Semesters

Tilføj tekst

### Scope and Expected Performance (1 ECTS corresponds to 27 work hours for the student)

5 ECTS = a total of 135 hours for the entire course (27 hours per ECTS credit)

- Teaching hours: 8 lectures and two guest lectures
- Preparation time before class: approx. 10 hours
- Exam (preparation and attendance): approx. 40 hours

### Examination

The courses of the second semester are collectively assessed with an 48 hours written assignment.

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**Mobility and Displacement (GRS) Spring 2021**

**Course Description (objectives, content, examination, etc.)**

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<td><em>Mobility and Displacement, 5 ects</em></td>
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The three courses on the 8th semester are evaluated in one 15 ECTS exam

**Location**

GRS

8th semester

**Coordinator**

Steffen Bo Jensen and Mads Emil Kjersgaard

**Course Instructor**

Various - see course plan

**Language**

*English*
### Objectives

See syllabus:


### Course Activities

This course consists of lectures.

### Academic Content and Conjunction with Other Courses/Semesters

The course is organized around the following narrative: people leave some place of origin and travel via roads and routes to somewhere new. Inspired by anthropologist Hans Lucht’s book, *Darkness Before Daybreak* (2011), the course will trace people in different settings as they move across space and time, as well as the structures and systems they must move through. While we follow the overall narrative of Hans Lucht’s book, we also question key assumptions about movement from poor places to richer places that dominate much discussion about refugees and migration. Hence, we look for instance at those that stay around in megacities in the global South and those that go back or are returned or deported.

Corresponding to different stages of our conceptual journey, we explore a variety of themes which are surrounded by both academic and political debate: displacement and mobility, transforming world economies, mobility inducing conflicts, rural-urban migration, urban refugees, natural resource depletion, border controls, labour recruitment systems, human trafficking, refugee flows, integration, assimilation, diasporas and repatriation. In each session, we look at specific case studies which relate to central themes, and we set out to unpack the case studies by relating them to social, political, economic and historical processes and by applying theoretical concepts presented in the course.

Lastly, we examine different theoretical approaches to describe and understand people’s movement at various stages of their journeys. We will explore specific analytical concepts, situate them in their disciplinary and theoretical contexts and test their application on case studies. We will also build an overview of larger bodies of academic literature relating to people who move, how these bodies of literature sometimes overlap and clash, and how they have implications for the ways in which we make sense of people’s movement or stasis.

### Scope and Expected Performance (1 ECTS corresponds to 27 work hours for the student)

5 ECTS = a total of 135 hours for the entire course (27 hours per ECTS credit)

- Teaching hours: 8 lectures and two guest lectures
- Preparation time before class: approx. 10 hours
- Exam (preparation and attendance): approx. 40 hours

### Examination
Culture, Identity and Politics

Culture, Identity and Politics, Spring 2021

Title, ECTS credits
Culture, Identity and Politics, 5 ECTS

Location
Global Refugee Studies
8. semester

Coordinator
Anja Kublitz

Course Instructor
Anja Kublitz, Michael Ulfstjerne

Language
English

Objectives

Knowledge: Has obtained knowledge on theoretical and methodological approaches to studying culture, identity and politics in relation to forced migration.

Skills: Can use the acquired knowledge to choose theories that suit its analytical purpose and can relate critical to these theories. Furthermore, can analyze, interpret and compare cases of forced migration.

Competencies: Can reflect and argue based on a scientific foundation. Furthermore, can reflect critically on the use of culture and identity in analysis of forced migration.

See syllabus: https://studieordninger.aau.dk/2020/23/1937

Course Activities

Lectures, exercises, group work, student presentations, class discussions.
Academic Content and Conjunction with Other Courses/Semesters

“Culture, Identity, Politics” is the second of two courses that explore different theoretical perspectives on refugees and immigrants from the perspective of political philosophy, social science and anthropology. The first course, “Political change and development”, was offered in the autumn 2016 and started from a birds-eye perspective by investigating the relations between the refugee, the nation-state and the EU. In this semester we will zoom in on refugees own experiences and practices and on how these are constituted. Through the lens of cultural studies and anthropology, the course explores the relationship between culture, identity and politics from four different angles (there could be many more).

First, we explore what we mean by culture by relating it to concepts of globalization, movement and ethnicity. Second, we study the intersections between two dimensions of identity, namely generation and gender, and investigate their relation to displacement and political mobilization. Third, we explore the cultural patterns of economy, exchange and reciprocity as a way to understand the underlying dynamics of social hierarchies and livelihood strategies of marginalized groups. Finally, we take a closer look at violence and violent events and explore how we can analyze these phenomena among people on the move.

The aim of the course is to introduce central concepts and theoretical approaches within this field and to enhance the students’ analytical and critical skills by allowing time to analyse and discuss empirical cases (see also the learning goals).

Format

Each session lasts four hours including a lunch and a minor coffee break. The purpose of having seminars instead of only lectures provided by the teacher is that we explicit want to support the students’ analytical and critical skills by allowing space for thorough discussions and student exercises. Rather than one-way monologue, the seminars are designed to encourage dialogue and can be considered laboratories for testing and improving analytical skills. Each seminar therefore both consists of lectures and student assignments such as student presentation and facilitated group work.

The students will be divided up into ten study groups of 5-6 persons. The purposes of the groups are 1) to facilitate in-between class learning by being able to discuss readings with co-students prior to class and 2) to prepare a presentation of 5-10 minutes to each session and 3) to conduct group exercises in class. Preparation and presentation will be done based on a set of questions to the literature that will be uploaded on Moodle.

The course builds on theoretical knowledge which the students have gained from the courses ‘Globalization’ and ‘International Political Economy’.

Scope and Expected Performance (1 ECTS corresponds to 27 work hours for the student)

5 ECTS = a total of 135 hours for the entire course (27 hours per ECTS credit)

Teaching hours: 4 seminars each lasting four hours
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**Examination**

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