

# Global Seminar - PACS 3540: Migration, Human Rights, and Conflict in the Mediterranean

3 Credits

Dates: May 10 - 29, 2020

Location: Valletta, Malta

Instructors: Dr. Michael D. English (CU Boulder) and Dr. Omar Grech (University of Malta)

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## Course Information

Prerequisites: It is recommended that you have taken PACS 2500. Students must have a GPA of 2.5 or above to participate in this seminar. Students with a GPA lower than 2.5 will need special approval from the instructor to participate in the course.

Course description: The purpose of this global seminar is to introduce students to the complex phenomenon of international migration, particularly in the context of Malta. Malta is a European Union member state comprised of three islands in the Eastern Mediterranean. Over the last decade, Malta -- along with EU members Greece and Italy -- has been disproportionately affected by the challenges of irregular migration, caused in part by wars and degraded economic opportunities in the Middle East and Sub-Saharan Africa. However, the challenges of migration are not just limited to these countries. Across the whole of EU, migration has become a rallying point for a resurgent nationalism and violence, placing enormous stress on governing bodies and local populations to balance the needs of their communities with their responsibilities to upholding international law.

As part of the Peace, Conflict, and Security Program (PACS) at CU Boulder, this seminar provides students with an opportunity to meet local and international actors working in the areas of migration, conflict, and human rights in Malta. Students will interact with local NGOs and activists, as well as receive presentations from European Asylum Support Office (EASO), Maltese government officials, and representatives from the United States Embassy. Students will also have the opportunity to learn with both Maltese and international students participating in the Conflict Resolution and Analysis and Mediterranean Security program (CRAMS) offered jointly by the University of Malta and George Mason University. The global seminar will be run in partnership with Dr. Omar Grech of the University of Malta's Centre for the Study and Practice of Conflict Resolution.

In addition to the study of migration, this seminar will give students the chance to learn about the rich cultural history of Malta, an island first populated in approximately 5900 BC. Malta

served as the base for the order of the Knights of Malta and later came under the control of the French and British Empires. After gaining independence after the Second World War, Malta established a role for itself as a key actor in the promotion of international diplomacy and in the context of today's challenges, Malta remains a pivotal state in dealing with the many challenges facing those in Europe and North Africa, including on issues of terrorism, human trafficking, climate change, and war.

Course format: This course is a 3-week intensive global seminar hosted in the country of Malta. In addition to time in country, students are required to participate in 2 pre-departure meetings, either virtually or in person. These meetings will serve to prepare students for the trip, providing insight on cultural context, logistics, an overview of material to be completed prior to the seminar, as well as introducing participants to each other and the instructor.

Students, instructors, and guests will embark on a collaborative learning experience, partaking in a range of activities and discussions designed to deepen our understanding of the challenges posed by irregular migration. This includes working in small groups, role plays, guest speakers, site visits and other experiential activities that might take place inside or outside of the classroom. Student participation and preparedness are crucial to making the class a successful learning experience.

## Learning Goals

After completing this course, students will be able to:

- distinguish between the various reasons for international migration;
- explain how international migration is addressed by local and international actors;
- evaluate the relationship between international migration and factors that lead to conflict;
- illustrate the importance of human rights as a framework for addressing migration;
- appreciate Malta's rich cultural history as a meeting point between Europe, Africa, and the Middle East.

## Textbooks and Materials

Required Readings: All readings are available to students through Canvas. Students will need to access readings before and during the course. *These are subject to change depending on how the situation evolves over the next year.*

Recommended Text

- Khalid Koser, *International Migration: A Very Short Introduction*, 2<sup>nd</sup> edition (Oxford, United Kingdom: Oxford University Press, 2016).

# Assignments

## Overview of Assignments (1000 possible points)

- Pre-Trip Reflective Essay (125 points, April 27)
- Field Journal (300 points, 15 entries during trip, June 1)
- Group Research and Presentation (450 points, May 28)
- Post-Trip Reflective Essay (125 points, June 5)

More details on assignments will be available on Canvas.

### Pre-Trip Introductory Reflective Essay (750-1000 words, Due April 27 on Canvas)

Students will write a reflective essay prior to their departure introducing themselves, exploring their assumptions about the focus of the course, and describing what they hope to gain as a result of participating in this global seminar.

### Field Journal (15 entries, 250 words each, Due Monday, June 1)

During the trip, students will keep a daily field log, capturing and interrogating their daily experiences. These entries are meant to be informal and to allow students the opportunity to explore how the course challenges their prior held assumptions. Students should discuss connections they see between course lectures and readings in the context of their interaction with people and situations they encounter in Malta. Students can submit entries as individual posts on Canvas or if technology proves an issue, as a handwritten log in a notebook.

### Group Research and Presentation (In-Class, May 28)

Students will work in small groups to develop a research project based on a topic related to migration and deliver a 15-minute final presentation on the final day of the course. Guest speakers and members of the Maltese community will be invited to attend these presentations.

### Post-Trip Evaluative Essay (750-1000 words, Due June 5 on Canvas)

Students will write an evaluative essay assessing what they have learned and their engagement as a participant in the global seminar. Students are responsible for incorporating insights from at least three of their assigned readings into this paper.

### Participation and Attendance (Mandatory)

Effective and active engagement with participants and the Maltese community is essential for the success of students in this course. As this is an intensive global seminar, you are expected to attend all class sessions and mandatory events. Students shall be on time and prepared to participate in class discussions and activities.

# Daily Schedule

Friday, March 20

- First pre-departure meeting with instructor at CU Boulder campus

Monday, April 20

- Second pre-departure meeting with instructor at CU Boulder campus

Thursday, May 07

- Instructor departure from Denver to Malta

Friday, May 08

- Instructor arrival in Malta

Saturday, May 09

- Student departure from Denver to Malta

Sunday, May 10

- Student arrival in Malta
- Accommodations check-in
- In-country orientation meeting
- Relax and rest from journey

Monday, May 11

- Morning Session: Lecture 1: Introduction to campus and course / Migration in Malta
- Afternoon Session: Introduction to Maltese history - Visit Malta Experience
- Evening Session: Walking tour of Valletta

Tuesday, May 12

- Morning Session: Lecture 2: What is migration? Where do migrants come from?
- Afternoon Session: Visit to St. John's Co-Cathedral
- Evening Session: Welcome Dinner / Students complete assigned readings and journaling

Wednesday, May 13

- Morning Session: Lecture 3: Migrants vs. Refugees – What's in a name?
- Afternoon Session: Meeting with Ms. Marcelle Bugre
- Evening Session: Students complete assigned readings and journaling

Thursday, May 14

- Morning Session: Lecture 4: Political responses to migration
- Afternoon Session: Visit Valletta Fortifications Centre
- Evening Session: Students complete assigned readings and journaling

Friday, May 15

- Trip to Mdina and Rabat to visit Mdina Museum, St. Paul's Cathedral, and St. Paul's Catacombs

Saturday, May 16 & Sunday, May 17

- Free days for students to sightsee, rest, and do homework

Monday, May 18

- Morning Session: Lecture 5: Introduction to International Law and Migration
- Afternoon Session: Introduction to CRAMS students & joint exercise
- Evening Session: Students complete assigned readings and journaling

Tuesday, May 19

- Morning Session: Lecture 6: What are Human Rights and Why do they Matter?
- Afternoon Session: Visit with the European Asylum Support Office
- Evening Session: Students complete assigned readings and journaling

Wednesday, May 20

- Morning Session: Lecture 7: Migration and Human Rights
- Afternoon Session: Guest Visit to TBD
- Evening Session: Students complete assigned readings and journaling

Thursday, May 21

- Morning Session: Visit to United States embassy
- Afternoon Session: Lecture 8: International Linkages and Migration
- Evening Session: Students complete assigned readings and journaling

Friday, May 22

- Visit to Malta's sister island Gozo

Saturday, May 23 & Sunday, May 24

- Free days for students to sightsee and do homework

Monday, May 25

- Morning Session: Lecture 9: Development, peacebuilding, and human rights
- Afternoon Session: Guest lecture with Dr. Colm Regan
- Evening Session: Students complete assigned readings and journaling

Tuesday, May 26

- Morning Session: Lecture 10: Youth and Migration
- Afternoon Session: Guest lecture with Andrew Camilleri or JRS
- Evening Session: Students complete assigned readings and journaling

Wednesday, May 27

- Morning Session: Lecture 11: Necropolitics and Grief Activism
- Afternoon Session: Classroom visit with representative of Ministry of Integration Policy (Lynette Camilleri)
- Evening Session: Students prepare for final group presentations

Thursday, May 28

- Morning Session: Student Presentations
- Afternoon Session: Student Presentations
- Evening Session: Farewell Dinner

Friday-Saturday, May 29-30

- Instructor departs for home May 29<sup>th</sup>
- Students depart Malta for home

# Reading Schedule

## Session 1 Readings, May 10<sup>th</sup> (Context – Migration in Malta)

- Joe Sacco, “The Unwanted,” in *Journalism* (New York, NY: Metropolitan Books, 2012), 109–58.
- Pai, Hsiao-Hung. “The Refugee ‘Crisis’ Showed Europe’s Worst Side to the World | Hsiao-Hung Pai.” *The Guardian*, January 1, 2020, sec. Opinion.  
<https://www.theguardian.com/commentisfree/2020/jan/01/refugee-crisis-europe-mediterranean-racism-incarceration>.
- Ehrenreich, Ben. “Sea of Troubles.” *The New Republic*, October 17, 2019.  
<https://newrepublic.com/article/155271/europe-migrant-crisis-mediterranean-rescue-boat-alan-kurdi>.
- **This section will also be supplemented with recent articles from local Maltese papers once we are closer to departure.**

## Session 2 Readings, May 11<sup>th</sup> (What is migration? Where do migrants come from?)

- Khalid Koser, “Who is a Migrant?” in *International Migration: A Very Short Introduction*, 2<sup>nd</sup> ed. (Oxford, United Kingdom: Oxford University Press, 2016), 14-24.
- European Council on Foreign Relations. “Migration through the Mediterranean: Mapping the EU Response.” Accessed February 15, 2020.  
[https://www.ecfr.eu/article/mapping\\_migration](https://www.ecfr.eu/article/mapping_migration).

## Session 3 Readings, May 12<sup>th</sup> (Migrants vs. Refugees – What’s in a name?)

- Khalid Koser, “Irregular Migration” in *International Migration: A Very Short Introduction*, 2<sup>nd</sup> ed. (Oxford, United Kingdom: Oxford University Press, 2016), 48-62.
- UN High Commissioner for Refugees (UNHCR), ‘Refugees’ and ‘Migrants’ - Frequently Asked Questions (FAQs), 31 August 2018, available at:  
<https://www.refworld.org/docid/56e81c0d4.html>. Accessed 15 February 2020.
- Thor Dahlman, Carl. “Unity amid Barbed Wire: Asylum Restrictions, European Integration and the Migration Crisis.” *Journal of Peacebuilding & Development* 11, no. 3 (December 1, 2016): 8–22. <https://doi.org/10.1080/15423166.2016.1222594>.

## Session 4 Readings, May 13<sup>th</sup> (Political responses to migration)

- Green European Journal. “A Matter of Human Rights: Malta’s Experience of Migration.” Accessed February 15, 2020. <https://www.greeneuropeanjournal.eu/a-matter-of-human-rights-maltas-experience-of-migration/>.
- Vermeulen, Maite. “10 Questions That Explain the European Union’s Migration Policy.” *The Correspondent*, October 31, 2019. <https://thecorrespondent.com/93/10-questions-that-explain-the-european-unions-migration-policy/12299086041-3a16f02d>.
- “[Timeline - Response to Migratory Pressures](#),” European Council - Council of the European Union, Feb. 15, 2020.

## Session 5 Readings, May 18<sup>th</sup> (Introduction to international law and migration)

- Omar Grech, “Migrants’ and Refugees’ Rights: A Brief International Law Perspective,” in *Migration in the Mediterranean: human rights, security and development perspectives*. (Msida: Mediterranean Academy of Diplomatic Studies, 2014), 40-49.

## Session 6 Readings, May 19<sup>th</sup> (What are human rights and why do they matter?)

- Omar Grech, “Human Rights and Development – A right, not an act of charity” in Daly, Tony et al., ed. *80:20: Development in an Unequal World*. 7<sup>th</sup> edition. (Unisa Press, 2016), 74-93.

Session 7 Readings, May 20<sup>th</sup> (Migration and human rights)

- Omar Grech & Monika Wohlfeld. “Managing Migration in the Mediterranean: Is the EU Failing to Balance State Security, Human Security, and Human Rights?” in *OSCE Yearbook 2015*, (Hamburg, Germany: Institute for Peace Research and Security Policy at the University of Hamburg (IFSH), 2016), 309-326. 10.5771/9783845273655-309.
- United Nations Human Rights: Office of the High Commissioner, “[The Human Rights Situation of Migrants.](#)” in *In Search of Dignity: Report on the Human Rights of Migrants at Europe’s Borders* (United Nations, 2017).

Session 8 Readings, May 21<sup>st</sup> (International Linkages)

- Selection from Koehn, Peter. *Refugees from revolution: US policy and third world migration*. (Routledge, 2019).

Session 9 Readings, May 21<sup>st</sup> (Development, peacebuilding, and human rights)

- Amal de Chickera et al., “Migration and Development” in Daly, Tony et al., ed. *80:20: Development in an Unequal World*. 7<sup>th</sup> edition. (Unisa Press, 2016), 190-205.
- Marcelle Bugre and Susan F. Hirsch, “Migrant-Led Integration as Peacebuilding: Forging New Alliances Among Third Country Nationals in Malta,” *Journal of Peacebuilding & Development* 11, no. 3 (September 1, 2016): 98–102.

Session 10 Readings, May 25<sup>th</sup> (Youth and migration)

- Maria Pisani, “Youth Work in the Borderlands: Reflections from Malta” in *Between Insecurity and Hop: Reflections on Youth Work with Refugees*, (Council of Europe and European Commission, Youth Work #24), 157-170.
- Hebebrand, Johannes, Dimitris Anagnostopoulos, Stephan Eliez, Henk Linse, Milica Pejovic-Milovancevic, and Henrikje Klasen. “A First Assessment of the Needs of Young Refugees Arriving in Europe: What Mental Health Professionals Need to Know.” *European Child & Adolescent Psychiatry* 25, no. 1 (January 1, 2016): 1–6. <https://doi.org/10.1007/s00787-015-0807-0>.

Session 11 Readings, May 27<sup>th</sup> (Necropolitics and Critiques of Grief Activism)

- Stierl, Maurice. “Contestations in Death – the Role of Grief in Migration Struggles.” *Citizenship Studies* 20, no. 2 (February 17, 2016): 173–91. <https://doi.org/10.1080/13621025.2015.1132571>.
- Optional: Mbembé, J.-A. “Necropolitics.” Translated by Libby Meintjes. *Public Culture* 15, no. 1 (March 25, 2003): 11–40.

Session 12 Readings, May 28<sup>th</sup> (Final Day)

- No readings for today.

# Course Policies

## Grading

Your final grade for this course is determined by the number of points acquired through exams and assignments. There are 1000 total points possible. The grading scale is as follows:

<b>1000-903=A</b>	<b>860-830=B</b>	<b>690-650=D</b>
<b>920-900=A-</b>	<b>820-800=B-</b>	<b>640-below=F</b>
<b>890-807=B+</b>	<b>790-700=C</b>	
<b>890-870=B+</b>	<b>790-700=C</b>	

## My Policy on Reading and Assignments

Please complete the required assignments and readings by the due dates listed in the syllabus. All written work must be submitted electronically through Canvas as a Word document or using the text submission on Canvas. Students should contact me prior to the due date if they have a concern regarding an assignment. Late submissions will receive a 5% deduction for each day they are past due. Exceptions for late work and make-up exams are considered only in cases of family and severe medical emergencies, both of which require proof and a discussion with me. Accommodations for students with disabilities must be handled by the office of Disability Services, which determines accommodations based on documented disabilities. Please contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). More information on accommodations is listed below under the Accommodations Statement section.

## Technologies

We will use the Canvas platform as part of our course. Please make sure to familiarize yourself with the platform since you will need to submit assignments through it.

In the classroom, the use of laptop computers and tablets for the purposes of note taking and accessing readings is permitted as long as the user does not engage in activities such as emailing, searching the web, playing games, or anything that might be of distraction to the class and its members. The instructor reserves the right to revoke the use of laptops and tablets in the classroom at his discretion. Mobile phones should be set to silent and kept out of sight for the

duration of the class. Please speak with the instructor before the start of class if there is an emergency situation that requires you to have your phone out during the session.

## Email and Communication During Course

As this is an intensive global seminar, students will have my phone number and email. You should feel free to contact me regarding any situation that arises. I will respond to phone calls as soon as I am able and will respond to emails within a reasonable time frame, depending on the time of day in which they are sent. Emergency policies will be discussed during our pre-departure meetings, as well as during our orientation on the first day in Malta.

## CU Boulder Mandated Policies

### Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

### Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

### Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will

be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

## Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

## Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If this applies to you, please speak with me directly as soon as possible at the beginning of the term. See the [campus policy regarding religious observances](#) for full details.