

## **Understanding Human Mobility: Flights, Adventures, Journeys**

**Lecturer: Lucia Najslova, Phd.**

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**Office hours:** By appointment

### **Course Description**

This course invites students to think about mobility as a fundamental human experience. Mobility can be a thrilling adventure and a rewarding learning journey, it can also be a tormenting ordeal. We will study the complex interplay of individual motivations and social/environmental factors that shape various types of movement. Course material takes us through essential keywords in contemporary debates in the field, including borders, passports, freedom, security and citizenship. Central Europe, a region that has lived through many forced displacements and joyful celebrations of free travel, is a particularly stimulating place and case for immersion into the theme. Our discussions will address current issues and analyze them in the context of region's recent history. The course is designed as a conversation, sessions are interactive and consist of lectures, group work and individual writing assignments.

### **Course Objectives/Learning Outcomes**

Students who take this course will get the opportunity to:

- Achieve advanced understanding of individual and social/environmental drivers of human mobility and their complex relationship;
- Strengthen their competence in Central European experience and perspectives on mobility;
- Develop insight into conceptual thinking about mobility. Concepts and analytical frameworks gained in this course can be applied to other case studies of their choice;
- Train their skills in critical evaluation of sources, improve individual presentation and teamwork.

Classes are interactive, students are expected to be familiar with the required reading and encouraged to critically engage with the studied material.

## Course Requirements and Policies

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| 1. Attendance, participation, homework | 35 % |
| 2. Mid-term exam                       | 30 % |
| 3. Final exam                          | 35 % |

Course materials are available on the course website. There might be small amendments to the reading list during the semester. Notifications about changes will be emailed in advance.

Homework guidelines and instructions for preparation for exams will be provided in class.

The course follows UPCES attendance and academic integrity policy. Please note that breach of these policies will result in point deduction and may lead to an F grade. Submission of late work will result in point deduction and may lead to an F grade. Students requesting special accommodation have to contact UPCES office in advance.

This course is designed as a conversation. A typical session consists of warm-up debate reflecting current events relevant to the course material, a lecture introducing key issues scheduled for the day and reading-based discussions and exercises. Additional text and audiovisual clips will be provided in class to stimulate our thinking on core topics.

The way to get the most of the course is to come prepared and engage in class discussions and exercises. Please follow instructions on reading, think about the texts, take notes of the questions you would like to discuss in the sessions. I encourage you to approach the course material critically, ask questions, make comments. Do not hesitate to arrange an individual appointment with your lecturer if you have trouble with some of the course material or would like to receive more guidance. Please do note that a regular engagement with course material is likely to translate in deeper knowledge and better grades than once in a while intense attention to the course.

Unless assigned an exercise that involves discussion in pairs or small groups, please respect the 'one conversation at a time' rule. Likewise, please refrain from use of electronic devices (phones, laptops) and any other activity that might be disturbing to your colleagues while the course is in session.

### **Mandatory Completion Policy**

Note that all mandatory assignments and exams must be completed to the best of your ability in order for your final grade to be issued. Failure to complete a mandatory assignment or exam may result in a failing grade.

Letter Grade	Percentage	Description
A	93-100	Outstanding work
A-	90-92	
B+	87-89	Good work
B	83-86	
B-	80-82	
C+	77-79	Acceptable Work
C	73-76	
C-	70-72	
D+	67-69	Work that is significantly below average
D	63-66	
D-	60-62	
F	0-59	Work that does not meet the minimum standards for passing the course

#### **UPCES Academic Integrity Policy**

Plagiarism and other forms of academic dishonesty are not tolerated. The use of Artificial Intelligence (AI) for the development of knowledge and learning is encouraged at many stages of the learning process. While we value technology for educational purposes, we also value originality and the retainment of knowledge, and thus using AI for assignments and examinations, even if rephrased, is strictly prohibited and considered an academic integrity violation, unless the instructor explicitly allows for it in the context of evaluated work

#### **UPCES Non-Discrimination/Harassment Policy**

The UPCES program in Prague promotes a diverse learning environment where the dignity, worth, and differences of each individual are valued and respected. Discrimination and harassment, whether based on a person's race, gender, sexual orientation, color, religion, national origin, age, disability, or other legally protected characteristic, are repugnant and completely inconsistent with our objectives. Retaliation against individuals for raising good faith claims of harassment and/or discrimination is prohibited.

#### **UPCES Diversity Policy**

UPCES fully embraces diversity and strives to create a safe and welcoming environment for students from all backgrounds. Prague is a wonderfully diverse community and UPCES is no different. All students should feel at home while studying abroad and UPCES will do its utmost to make sure that becomes a reality. Although unique challenges may arise, we believe that students from all walks of life will encounter wonderful opportunities for enrichment as they explore a new culture while studying abroad.

## **Weekly Schedule:**

### **Week 1**

*Orientation Week*

UPCES Orientation and Lecture Series

### **Week 2**

#### **Introduction to the course.**

What does it mean to be mobile? Which dreams and aspirations drive travel for adventure, and how does forced displacement differ from journeys of discovery?

*Reading:*

Henry Wismayer, "Nice View. Shame about all the Tourists," *Noema Magazine*, January 9, 2024. 11 p.

Edward Said, "Reflections on Exile," In: E. Said, *Reflections on Exile and Other Essays*, Boston: Harvard University Press, 1984. pp. 137-149

Denis Bosnic, "What is War", *V4Revue*, 2015, 5p.

*Optional:*

Madelaine Hron, "The Czech Émigré Experience of Return after 1989," *The Slavonic and East European Review* 85(1): 47-78.

### **Week 3**

#### **Mobility as an individual journey: what do we see when we move?**

Tourists, strangers, refugees. How does our own belonging/identity shape what we see in the worlds we encounter?

*Reading*

Georg Simmel, "The Stranger", In: Simmel, G., *On Individuality and Social Forms: Selected Writings*. Chicago and London: The University of Chicago Press, 1971, 7 p.

Johny Pitts, "Prologue: Sheffield". In: J. Pitts, *Afropean: Notes from Black Europe*. London: Penguin Books, 2019. 18p.

*Optional:*

Nigel Thrift, "Driving in the City", *Theory, Culture and Society* 21(4/5): 41-59.

## Week 4

### The global situation: Who moves where and why?

Who moves for work, and who seeks asylum? Is there a 'right to the world'? Who collects the data and which political and legal frameworks guide labor and asylum mobility?

#### Reading

Joseph Nevins, "The Right to the World", *Antipode* 49(5): 1349-1367.

IOM (2022), "World Migration Report", (Excerpts), Interactive website <https://worldmigrationreport.iom.int/wmr-2022-interactive/>

UNHCR (2023), "Global Trends Report", (Excerpts), Interactive website <https://www.unhcr.org/global-trends>

#### Optional:

Seçkin Sertdemir Özdemir, "Pity the Exiled: Turkish Academics in Exile, the Problem of Compassion in Politics and the Promise of Dis-exile." *Journal of Refugee Studies*, 34(1): 936-952.

James Hathaway, "A Global Solution to a Global Refugee Crisis," *OpenDemocracy*, February 29, 2016.

## Week 5

### Borders, visa, passports: how did they emerge?

Which actors control, restrict and facilitate movement? Who decides which and whose movement is (un)desirable? What is the relationship between a citizen, state and international networks and organizations governing mobility?

#### Reading

John Torpey, "Conclusions". In: J. Torpey, *The Invention of the Passport: Surveillance, Citizenship and the State*. Cambridge: Cambridge University Press, 1999. pp. 158-167.

Vallet, Elisabeth, "The World is Witnessing a Rapid Proliferation of Border Walls", *Migration Policy Institute*, March 2022, <https://www.migrationpolicy.org/article/rapid-proliferation-number-border-walls>, 5 p.

Joshua Jelly-Shapiro, "What are Borders For?", *The New Yorker*, November 27, 2019, 7 p.

Giulia Pines, "The Contentious History of the Passport", *National Geographic*, May 16, 2017, 5p, <https://www.nationalgeographic.com/history/article/a-history-of-the-passport>

*Optional:*

Mark Salter, "The Global Visa Regime and the Political Technologies of the International Self: Borders, Bodies, Biopolitics." *Alternatives* 31 (2006): 167-189.

Paolo Biondi, "Human Security and External Burden-sharing: the European Approach to Refugee Protection Between Past and Present," *The International Journal of Human Rights* 20 (2): 208-222.

## **Week 6**

### **Europe: Freedom of Movement, Security and Securitization**

What is the relationship between freedom and security in present-day European Union? How is dismantling of internal borders related to strengthening of the external frontier? Which socio-economic processes accompanied ethno-nationalist narratives?

*Reading*

Ruben Andersson, "Europe's failed fight against irregular migration: Ethnographic notes on a counterproductive industry", *Journal of Ethnic and Migration Studies*, 42(7): 1055-1075.

Jef Huysmans, "The European Union and the Securitization of Migration," *Journal of Common Market Studies*, 38 (5): 751-77.

*Optional:*

Ruben Zaiotti, "Of Friends and Fences: Europe's Neighborhood Policy and the 'Gated Community Syndrome'," *Journal of European Integration* 29(2): 143-162.

Leonie Ansems de Vries and Elspeth Guild, "Seeking refuge in Europe: spaces of transit and the violence of migration management," *Journal of Ethnic and Migration Studies* 45(12): 2156-2166.

## **Week 7**

### **Midterm Exam + Guest Lecture/Movie screening**

In-class exam based on the material covered in weeks 2-6.

## **Week 8**

### **Central Europe and the 2015 Crisis: Is the East/West division still a thing?**

Why do some analysts consider 2015 a year of 'migration crisis' and others prefer the term 'solidarity crisis'? If opening of borders for Central Europeans belongs to the most appreciated gains of 1989, why did 2015 suddenly bring so many calls for their closure? And was there really a renewed East/West split?

*Reading:*

Annastiina Kallius, Daniel Monterescu and Prem Kumar Rajaram, "Immobilizing mobility: Border ethnography, illiberal democracy and the politics of the 'refugee crisis' in Hungary." *American Ethnologist*, 43(1): 25-37.

Lucia Najslova, "Refugees and Fish Fingers: How Visegrad Policymakers Used Emancipatory Narratives to Establish a 'Right to Reject'," *Anthropological Journal of European Cultures (Berghahn)* 30 (1): 52-73.

*Optional:*

Michal Frankl, "Prejudiced Asylum: Czechoslovak Refugee Policy 1918-60," *Journal of Contemporary History* 49(3): 537-555.

## **Week 9**

### **Storytelling, protests and other acts of citizenship**

Which strategies have been used in campaigns for mobility justice? How does support for others' rights relate to one's own sense of civic duty?

*Reading*

Engin F. Isin, "Theorizing Acts of Citizenship", In: Isin, E. and G. M. Nielsen (Eds.) *Acts of Citizenship*. London: Bloomsbury Publishing 2018, p. 15-43.

Naomi Millner, "From "Refugee" to "Migrant" in Calais Solidarity Activism: Re-staging undocumented migration for a future politics of asylum," *Political Geography* 30 (2011): 320-328.

Poppy Ogier, "Why Comics are So Effective at Telling Refugees' Stories", *NewsDeeply*, 2018, Available at: <https://www.newsdeeply.com/refugees/community/2018/06/26/why-comics-are-so-effective-at-telling-refugees-stories>

*Optional:*

Ginette Verstraete, "Timescapes: an artistic challenge to the European Union paradigm," *European Journal of Cultural Studies* 12 (2): 157-172.

Mimi Sheller, "What is Mobility Justice?", In: M. Sheller, *Mobility Justice: The Politics of Movement in the Age of Extremes*. London: Verso, 2018, p. 20-44.

## **Week 10**

### **Conversations between post-socialism and post-colonialism and how they matter for global mobility regime**

Was Central Europe a colony or a part of the colonizing center? What role does (coming to terms with) past experience and geopolitical position play in present-day mobility regimes? And how does it matter for the region's current place in the European mobility architecture?

*Reading:*

Marketa Krížová, “‘Wild Chamacoco’ and the Czechs: The Double-Edged Ethnographic Show of Vojtech Fric.” In: D. Demski and D. Czarnecka (Eds.), *Staged Otherness: Ethnic Shows in Central and Eastern Europe, 1850-1939*. Budapest: Central European University Press, 2021, pp. 101-136.

Dace Dzenovska, “Pride and Shame: The Moral and Political Landscape of Europe’s Colonial Past in the Present”, in: D. Dzenovska, *School of Europeanness*. Ithaca and London: Cornell University Press, 2018, pp. 19-43.

*Optional:*

Ema Hrešanová, “Comrades and spies: From socialist scholarship to claims of colonial innocence in the Czech Republic”, *American Ethnologist*, 2023 (50): 419-430.

Catherine Baker, “Postcoloniality Without Race? Racial Exceptionalism and Southeast European Cultural Studies”, *Interventions* 20(6): 759-784.

**Week 11**

**Mobile humans as guests and “guest workers”**

In which ways have states facilitated economic mobility of foreigners? Can the guests become locals? Is hospitality just an act of kindness? And how does labor migration change the ‘sending’ and ‘host’ countries?

*Reading*

Ondrej Klipa, “Escaping the Double Burden: Female Polish Workers in State Socialist Czechoslovakia,” *Slavic Review* 78(4): 1009-1027.

Jeffrey Jurgens, “The legacies of labor recruitment: The guest worker and green card programs in the Federal Republic of Germany,” *Policy and Society* 29(4): 345-355.

*Optional:*

Kader Konuk, “Introduction”, in: K. Konuk, *East-West Mimesis: Auerbach in Turkey*. Stanford University Press 2014, pp. 1-18.

Anne McNevin and Antje Missbach, “Hospitality as a Horizon of Aspiration (or, What the International Refugee Regime Can Learn from Acehese Fishermen),” *Journal of Refugee Studies* 31(3): 292-313.

**Week 12**

**Czech-German Borderlands: coming to terms with past displacement**

What have been the legacies of forced displacement and resettlement of whole groups of people? Which strategies did states and individuals adopt to come to terms with violent past?



Which chapters of a more peaceful future have already been written by diplomats, citizen activists and artists?

*Reading*

Eagle Glassheim, "Conception of Social and Ecological Decline in the Postwar Czechoslovak Borderlands," *Journal of Contemporary History* 50(2): 318-336.

Ondrej Slacalek, "'Inadaptable Gypsies' and 'Dangerous Antiziganists': Struggling and Mirroring Folk Devils". In: M. D. Frederiksen and I. H. Knudsen (Eds.), *Modern Folk Devils: Contemporary Constructions of Evil*. Helsinki: Helsinki University Press, 2021.

*Optional:*

Tony Judt, "The Past is Another Country: Myth and Memory in Postwar Europe", *Theoria: A Journal of Social and Political Theory and History* (June 1996), pp. 36-69.

**Week 13**

**Final Exam.**

The exam primarily covers the material studied in weeks 7-12 of the semester. Students are however expected to be familiar with key concepts discussed in the earlier weeks.