

Borders, Migration & Citizenship

7.1 Module Overview									
Module Number		Module Title	Borders, Migration & Citizenship						
Stage of Principal Programme			3	Semester	2	Duration. <i>(Weeks F/T)</i>	12	ECTS	5
Mandatory / Elective (M/E)	E Core	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	24			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other: <ul style="list-style-type: none"> Independent reading, engagement with VLE, research and preparation of assessments 					✓	101			
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer/Tutor	A minimum level 9 qualification in Politics, Sociology, Social Science or closely cognate area
	Staff - Learner Ratio X:Y
	1:120

Assessment Techniques – percentage contribution			
Continuous Assessment	100%	Proctored Exam – in person	Practical Skills Based
Project		Proctored Exam - online	Work Based
Capstone (Y/N)?	N	If Yes, describe	

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Demonstrate an understanding of migration theories and approaches, and apply relevant analytical concepts to a range of issues relating to migration, citizenship, and borders	1, 2

2. Discuss the effect of citizenship, or the lack of citizenship, on citizens, multiple citizenship-holders, migrants and the stateless	7, 8
3. Identify the key principles and politics underpinning immigration and asylum law at the international, European, and national level	1
4. Develop theoretically informed understandings on the concepts of race, and racialization, and recognise how racism shapes structural inequalities, exclusions, hierarchies, privilege, and violence in Ireland and in other regions	5, 8

7.3 Indicative Module Content, Organisation and Structure

This course offers learners an opportunity to critically assess international, European and Irish immigration and asylum law, politics and rights. With profound changes expected to the Irish and European immigration and asylum systems over the coming years, this course will be useful to a wide variety of individuals. The module will discuss a range of key theoretical approaches, drawing on critical international relations, border studies and international political sociology. Learners will engage with current research and empirical case studies from Europe, US and the UK, and will be encouraged to think critically about the way the border continues to shape political inclusion and exclusion in a borderless globalising world.

Aims & Objectives:

The module aims to provide learners with an introduction to citizenship, migration and borders – three of the most important political ideas of our time. This module explores and critically engages with the process and politics of citizenship, including the issues of membership, inclusion, and exclusion with reference to theoretical perspectives on gender and sexuality, nationalism, identity, and cultural conflict.

Indicative Module Content:

1. *Introduction – Migration, Borders and Citizenship*
 - The Rise of the State (power, territory and culture)
 - Imperialism and Colonialism
 - Nationalism and Nation-states
2. *Theoretical Frameworks*
 - Critical Race Theory
 - Marxist Theory
 - Feminist and Queer Theory
 - Border Criminology
 - Critical Border Studies
3. *Citizenship*
 - The Value(s) of Citizenship
 - Historical and contemporary debates about citizenship
4. *Migration*
 - Theories of Migration
 - The State and Processes of Classification
 - Race, Racism and Racialization
 - International Protection – Refugees and the Right to Asylum
 - Migration, Trafficking and Exploitation
 - Types of migration
5. *Gender and Nation*
 - Marriage and Family Migration
 - Sexuality, Immigration, Categories of Identity
 - Sexuality and Migration Struggles
 - Reproduction, Regulation and Childbirth

6. Borders

- Creation and Construction of Borders
- States, Borders, Violence
- Security and Sovereignty
- Illegality, Irregularity and Criminalisation
- Border Policing

Empirical Case Studies

Direct Provision, 2004 Citizenship Referendum, Violence and Far-right Populism, Selected Case Studies

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

The module teaching and learning strategy is based on the core objectives of provide learners with an introduction to citizenship, migration and borders. The module is also focused on the development of learner capacity to engage in critical evaluation and analysis in a political context.

In keeping with the principles of UDL, material will be made available in a variety of modes on the VLE; text, video, podcast, with lecturer's slides posted the day before so that learners may download in advance, should they wish.

Assessment:

- A Research Assignment (70%) (MIMLOs 2,3)
- Online Quizzes (20%) (MIMLOs 1,4)
- Attendance (10%)

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
2, 3	Research Assignment	70%
1, 4	Online Quizzes	20%
	Attendance	10%

7.8 Sample Assessment Materials

Research Assignment (50%)

The Research Assignment comprises two parts, a Written Case Study (50%) and Poster Presentation (20%).

Part 1: Written Case Study (50%) (2,500 words)

Learners will be directed to research in the areas of Migration, Citizenship and Borders and asked to research a contemporary empirical case study through lenses of citizenship and non-citizenship.

With reference to literature, write a research assignment (maximum 2500 words) critically evaluating the following statement, in the context of "open borders" arguments:

“[S]trict immigration and asylum controls which are presented as a means of obtaining (national, economic and social) security, instead foster fear and mistrust.”

Mary Bosworth, 'Border Controls and the Limits of the Sovereign State' (2008) 17(2) Social and Legal Studies 199, 201.

Part 2: Poster Presentation (20%)

Learners will be asked to design a poster presentation to their peers on their research topic with feedback. The headings of the presentation include rationale for choosing the topic, background to the topic, aims and objectives of the research topic, theoretical framework and preliminary findings.

Online Quizzes (20%)

Learners will be given online case studies relevant to the areas of migration, Citizenship and Borders and asked a series of data-based questions on them.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Please note that there is no required text for this course. Reading and other materials, where possible, will be uploaded to the VLE, or will be available from Carlow College Library holdings.

Anderson, B. (2006) *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.

Bulmer, M & Solomos, J. (2018) Why do we still talk about race today? *Ethnic and Racial Studies*, 41:6, 997-1013.

Benhabib, S. (2004) *The Rights of Others: Aliens, Residents and Citizens*. Cambridge: Cambridge University Press.

Breen, M.J., Haynes, A. and Devereux, E. (2006) Fear, Framing and Foreigners: The Othering of Immigrants in the Irish Print Media. *International Journal of Critical Psychology*. 16. 100-121.

Costello, C. (2016) *The Human Rights of Migrants and Refugees in European Law*. Oxford: Oxford University Press.

De Haas, H. (2023) *How Migration Really Works*. UK: Viking.

De Haas, H., Castles, S., & Miller, M. (2020) *The Age of Migration: International Population Movements in the Modern World*. 6th edition. New York & London: Guilford Press.

Faulks, K. (2000) *Citizenship*. New York: Routledge.

Fraser, U. and Harvey, C. (1003) (eds) *Sanctuary in Ireland: Perspectives on Asylum Law and Policy*. Dublin: IPA.

Haynes, A., Devereux, E., Breen, M. (2005) Smuggling Zebras for Lunch: Media framing of asylum seekers in the Irish print media. *Études Irlandaises*, 30(1).

Lentin, R. & McVeigh, R. (2006) *After Optimism? Ireland, Racism and Globalisation*. Dublin: Metro Éireann Publications.

Luibhéid, E. (2002) *Entry Denied: Controlling Sexuality at the Border*. Minneapolis: University of Minnesota Press.

Van Dijk, T. A. (1993) *Denying Racism: Elite Discourse and Racism*. London: Sage.

Wacquant, L. (1997) For an analytic of racial domination. *Political Power and Social Theory* 11, pp.221-234.

Weissbrodt, D. (2008) *The Human Rights of Non-Citizens*. Oxford: Oxford University Press.

Yuval-Davis, N. (1997) *Gender and Nation*. London: Sage.

Yuval-Davis, N. (2010) Theorizing identity: Beyond the “us” and “them” dichotomy. *Patterns of Prejudice*, 44(3), 261-280.

Yuval-Davis, N. (2011), Beyond the Recognition and Re-distribution Dichotomy: Intersectionality and Stratification, in Helma Lutz, MariaTeresa. Herera & Linda Supik, (ed.), *Framing Intersectionality: Debates on a Multi-Faceted Concept in Gender Studies*, Farnham: Ashgate.

Yuval-Davis, N. (2014) Situated Intersectionality, Inequality and Bordering Processes. *Raisons Politiques*, no. 58: 91-100.

Other Reading:

Aas, K. & M. Bosworth, M. (2013) *The Borders of Punishment: Migration, Citizenship, and Social Exclusion*. Oxford: Oxford University Press.

Aliverti A. (2012) Making people criminal: The role of the criminal law in immigration enforcement. *Theoretical Criminology*. 16(4):417-434.

Arnold, S. and Quinn, E. (2017) *Family Reunification of Non-EU Nationals in Ireland*. ESRI: Dublin.

Banton, M. (1966) Race as a Social Category. *Race* 8(1): 1–16.

Benhabib, S. (2003) *The Rights of Others: Aliens, Residents and Citizens*. Cambridge: Cambridge University Press.

Bosworth, M. (2008) Border Control and the Limits of the Sovereign State, *Social and Legal Studies*, 17(2), pp. 199-215.

Brandi, S. (2009) *The 2004 Irish Citizenship Referendum: A Matter of Common Sense?* VDM Verlag Dr. Müller.

Breen, M., Haynes, A. and Devereux, E. (2006) ‘Citizens, Loopholes and Maternity Tourists’: Media Frames in the Citizenship Referendum in Corcoran M.P. and Peillon M. (eds) *Uncertain Ireland*. Dublin: IPA.

Crowley, U., Gilmartin, M. & Kitchin, R. (2006) ‘Vote Yes for Common Sense Citizenship’: Immigration and the Paradoxes at the Heart of Ireland’s ‘Céad Míle Fáilte’, in *NIRSA Working Paper Series, No 30*, March 2006, NUI Maynooth.

Fanning, B. (2002) *Racism and Social Change in the Republic of Ireland*. Manchester; Manchester University Press.

Fanning, B. (2007) *Immigration and Social Change in the Republic of Ireland*. Manchester: Manchester University Press.

Gilroy, P (1987) *They’re ain’t No Black in the Union Jack*. London: Routledge.

Hall et al. (1978) Policing the Crises: Mugging, the State and Law and Order, *Critical Social Studies*. Macmillan Press Ltd.

Luibhéid, E. (2013) *Pregnant on Arrival: Making the Illegal Immigrant*. Minneapolis: University of Minnesota Press.

Neal, A. (2009) *Securitization and Risk at the EU Border: The Origins of FRONTEX*, *JCMS* 47(2) pp. 333–356.

Torpey, J. (1998) ‘Coming and Going’: On the State monopolization of the legitimate “means of movement.” *Sociological Theory*. 16(3) pp 239-259.

Van der Woude, M. (2017) *Chain Reactions in Criminal Justice. Discretion and the Necessity of Interdisciplinary Research*. The Hague: Eleven International.

Relevant Journals:

- *JEMS: Journal of Ethnic and Migration Studies*

- *JRS: Journal of Refugee Studies*
- *JMRI: Journal of Migration and Refugee Issues*
- *IJRL: International Journal of Refugee Law*
- *INLR: Immigration and Nationality Law Review*
- *CLJ: Cambridge Law Journal*

Indicative Other Resources:

Sample List:

- Newsfeed and Political Commentary
- Print-Newspaper Websites
- TV/News Channels

Film and Documentary:

- *Ghosts* (2006) directed by Nick Broomfield
- *In this World* (2002) directed Michael Winterbottom
- Documentary: Exodus: Available at: <https://www.imdb.com/title/tt5808940/>

Websites:

Geary Institute for Public Policy: <https://www.ucd.ie/geary/>

ESRI – Economic Social Research Institute - <https://www.esri.ie/>

[International Organisation for Migration](#)

Living Wage Ireland: <https://www.livingwage.ie/>

[Organisation for Economic Cooperation and Development](#)

Oxfam: <https://www.oxfam.org/en>

TASC – Think Tank for Action on Social Change: <https://www.tasc.ie/>

UNHCR – The UN Refugee Agency: <https://www.unhcr.org/ie/>