Course Title

The European Union:

Understanding EU Politics through its Migration and Refugee Policy

Course Number
POL-UA.9994D01

Instruction Mode: In-Person

Fall 2022

Lecturer Contact Information
Pau Palop-García (he/him/his)

Your instructor will inform you about learner hours (one-on-one meetings).

Prerequisites
None

Units Earned
4

Course Details
Wednesday from 10:00am to 12:45pm

Location: Rooms will be posted in Albert before your first class.

In the interest of protecting the NYU Berlin community, we are closely following guidance around COVID-19 from the Robert Koch Institute (Germany’s institute for disease control and prevention), the Centers for Disease Control and Prevention (CDC), the World Health Organization, and the New York City Department of Health and Mental Hygiene and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority. You are required to adhere to the most recent policies. Please note that you are expected to attend every class meeting in-person; however, this may change at any point during the semester if local COVID-19 regulations so require. You will be assigned a seat on the first day
and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Course Description
What makes the European Union a unique organization in the world? In this course, we will answer this question using the European refugee and migration policy as a case study. The course is aimed at students interested in understanding how migration is regulated in the global context, as well as students who wish to deepen their knowledge about European politics. In the first part of the course, we will examine the roots of the EU and learn how European governance works. In the second part of the course, we will focus on the European response to refugee migration by zooming out and examining how other world regions address migration. We will also explain why the historical lack of consensus on migration policy among European Member States has been overcome with the outbreak of war in Ukraine in 2022 and how the EU has been able to adopt a joint response to welcome Ukrainian refugees.

Course Learning Outcomes (CLOs)
At the successful completion of the course, students will be able to: (1) Understand the process of EU integration; (2) Identify and describe EU institutions; (3) Understand migration policy and identify its main components and sub-dimensions; (4) Describe and compare refugee policies across countries around the world; (5) Identify the main instruments of the EU migration policy; (6) Identify the causes of migration; (7) Articulate informed and eloquent opinions about European policy and politics; (8) Write professional policy briefs.

Course Approach to Teaching & Learning (CATL)
The success of this course relies on the active participation of students in all the sessions. The course combines four types of sessions: theory and concepts, labs, simulations and visits. During the theory and concept sessions, students have to read key academic texts on the topic that we will discuss in class and prepare questions to stimulate debate. For the lab sessions, students will not have to prepare materials in advance. Instead, the lecturer suggests an exercise at the beginning of the session that students have to solve together. Team spirit, curiosity and the ability to work efficiently will be your best companions during these sessions. In the sessions dedicated to running simulations, students have to prepare to play a particular role (e.g. representative of a EU member state or chair of a parliamentary group). Finally, there are two sessions dedicated to visiting important places in Berlin related to the course contents.

Assessment Components
The assessment of the course is based on several components:

Presentation of a mandatory reading. Students must choose one of the required readings and prepare a 15-minute presentation. Readings will be assigned after Session 2. During the presentation, students are expected to (1) summarize the reading, (2) and connect the readings with the general topic of the session.

Policy brief. The policy brief is considered the central piece of the evaluation. Students must select a topic related to forced migration and write a policy brief (3,500 words excluding abstract and references). Students will present a draft of their policy brief during the last session of the course. Depending on the number of students enrolled in the course, this assignment could be done in groups.
Active participation. Active participation in class is required and appreciated. Students must show that they have completed the readings during class by participating in the discussions. Furthermore, the course schedule includes three lab sessions (see below). For these sessions, there are no required readings. Instead, students will have to complete small exercises during class.

Simulation Council of the European Union. In session 8, we will hold a simulated session of the Council of the European Union to agree on a common position regarding refugee quotas in the European Union. Students are expected to represent a Member State for which they have previously written a position statement (750 words). The preparations of the Council will extend during the full previous week before the meeting. Students will be able to debate online in a forum platform during the week before the council meeting, to exchange opinions and prepare written proposals to bring to the plenary session.

Photo assignment. For Session 10, students are required to take a picture that reflects how Berlin has benefited positively from migration. The main goal of this assignment is to find migration stories where usually we would not expect it. It can be the name of a street, a restaurant, a building etc. This assignment is open to the imagination of students. The grade will be based on the originality of the picture taken. Together with the picture, the students are required to write a 750 word essay explaining the migration story behind the image. All pictures will be shown during the session and students will be required to explain their contribution briefly (3-5 minutes) to the rest of the class.

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>Instructions posted</th>
<th>Due</th>
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<tbody>
<tr>
<td>Presentation of mandatory reading</td>
<td></td>
<td>Presentation slides must be submitted one day ahead the presentation day before 5:00 pm</td>
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<tr>
<td>Simulation Council of EU (position statement)</td>
<td>Wed 28 Sep</td>
<td>Mon 24 Oct 5:00 pm</td>
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<tr>
<td>Policy Brief</td>
<td>Wed 21 Sep</td>
<td>Mon 14 Dec 5:00 pm</td>
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<tr>
<td>Photo assignment</td>
<td>Wed 5 Oct</td>
<td>Mon 31 Oct 5:00 pm</td>
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The assignments will be weighted in your final grade as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Weight</th>
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<tbody>
<tr>
<td>Presentation of mandatory reading</td>
<td>10%</td>
</tr>
<tr>
<td>Policy brief</td>
<td>40 % (35% percent written brief, 5% presentation)</td>
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<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Simulation</td>
<td>15% (10% position statement, 5% performance in negotiations)</td>
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<tr>
<td>Photo assignment</td>
<td>15% (5% essay, 10% photo)</td>
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Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Required Text(s)

Please follow this link for the NYU Berlin Library Catalogue or the link on NYU Berlin's website (Academics/Facilities & Services).

Session 1 – 7 Sep 2022: Introduction: What is the European Union?
The first part of this session is dedicated to the introduction to the course contents. We will introduce ourselves and explain our expectations for this course. We will also discuss the estimated learning outcomes of the course, as well as the assignments and deadlines. In the second part of the session, we will play a game that will allow us to learn about the defining moments of the European Union.

**Session Learning Outcomes:** to understand the structure and the requirements of the course; to understand the origins of the European Union and identify the defining moments in the history of the European Union.

Suggested follow-up reading:


Session 2 – 14 Sep 2022: Theories of European integration
This session is dedicated to understanding the process and outcome of integration in Europe. We will review the main theories that have been proposed to explain European integration, including neo-functionalism, intergovernmentalism, and multi-level governance. To answer the question of what makes the European Union a unique institution in the world, we will compare the European project with other regional institutions such as the African Union, the Association of Southeast Asian Nations (ASEAN) and the Southern Common Market (MERCOSUR). At the end of the session, we will debate about the most pressing problems that the European project faces nowadays and discuss potential solutions.

**Session Learning Outcomes:** understand the dominant theories of European integration; understand the evolution of the integration of the European Union; be able to compare the European Union as an institution with other regional organizations; identify the main institutional problems of the European Union; be able to provide solutions to address the institutional problems of the European Union.

Required readings:

Session 3 – 21 Sep 2022: Politics and policymaking in the European Union
This session is dedicated to understand how the European Union makes decisions that then transform into the policies implemented across member states. We will study the main institutions of the European Union, including the European Commission, the European Parliament and the Council of the European Union. We will also discuss the different regulations that the European Union can adopt and how these regulations impact Member States. Furthermore, we will learn how to navigate the ordinary legislative procedure, the process by which most of the European regulations are adopted.

Session Learning Outcomes: identify the main institutions of the European Union; understand the different regulations that the European Union can enact; explain how the European Union enacts policies.

Required readings:

Spend some time reading the description of the EU primary institutions: https://europa.eu/european-union/about-eu/institutions-bodies_en
- Council of Ministers and European Council
- European Commission
- European Parliament
- European Court of Justice

View (required):
- European Political Parties. Link.
- Ursula von der Leyen addresses EU conference on the future of Europe. Link.

Session 4 – 28 Sep 2022: Current political debates in Europe (Lab)
This session is dedicated to conducting the first lab of the course. During labs, students take the lead of the session by solving practical problems that the lecturer will pose at the beginning of the class. During this lab, students will work in groups to investigate how key pieces of European legislation were adopted (which institutions were involved? Who took the lead in the negotiations? How did the main policy actors change their positions? Why were compromises adopted?). At the end of the session, students will have to give a presentation where they summarize the main findings.
Session Learning Outcomes: be able to understand and explain how the European Union adopts legislation; identify the main political and policy actors of the European Union; efficiently prepare presentations.

No required reading for this session.

Session 5 – 5 Oct 2022: Fortress Europe? The European Union's responses to forced migration
The first session of the course on European migration policy. We will review the main European regulations on migration and refugee policy. We will analyze the shortcomings of the European migration policy by comparing the European response to the refugee crisis of 2015 –caused by the civil war in Syria– with the refugee crisis of 2022 –caused by the war in Ukraine. We will learn how the European strategy is based on the securitization and the externalization of migration policy and how this strategy has been adopted by other countries in the world such as the USA and Australia.

Session Learning Outcomes: identify the main European regulations on migration; explain what ‘securitization’ and ‘externalization’ of migration policy means and how the European Union has developed its strategy around these two pillars; compare the European migration policy with the policy developed in other countries such as the USA.

Required readings:


Session 6 – 12 Oct 2022: Visit to the Marienfelde Transit Camp Memorial
In this session, we will visit the Marienfelde Transit Camp Memorial which tells the story of how millions of East Germans made their way to the Federal Republic in the West. This visit will serve us to understand how the migration policy of Germany and the European Union is still connected to the Second World War and the Cold War.

Session Learning Outcomes: understand refugee policy after WWII; identify connections between the refugee policy of the 40s with the current policy of the European Union.

No required readings for this session.
Session 7 – 19 Oct 2022: Comparing refugee policies around the world (Lab)
This session is dedicated to conducting the second lab of the course. During labs, students take the lead of the session by solving practical problems that the lecturer will pose at the beginning of the class. In this lab, students will learn how to systematically analyze refugee policy and how to compare refugee policies across states. At the end of the session, based on the data collected by the students, we will be able to answer questions such as which country has the most liberal refugee policy and which country is the most restrictive.

Session Learning Outcomes: analyze and measure migration policy; compare refugee policy; articulate informed and eloquent opinions about European policy.

No required readings for this session. Nevertheless, you can prepare for this lab reading these texts:


**Simulation Council of EU (position statement) due on Monday 24 October, 5:00pm.

Session 8 – 26 Oct 2022: Simulation of a Council of the European Union
In this session, we will hold a simulated session of the Council of the European Union to agree on a common position regarding refugee quotas in the European Union. Students are expected to represent a Member State for which they have previously written a position statement. The preparations of the Council will extend through the full previous week before the meeting. Students will be able to debate online in a forum platform during the week before the Council meeting to exchange opinions and prepare written proposals to bring to the plenary session.

Session Learning Outcomes: understand the ordinary EU legislative process; learn how the negotiations within the European Council work; improve negotiation skills.

Required readings:


To prepare for the simulation, watch also these videos:

- How Does the European Union Work? (Pt. 2) | Keys to European Politics | Liesbet Hooghe & Gary Marks. o. J. Link.
**Photo assignment (including essay) due on Monday 31 October, 5:00pm.

Session 9 – 2 Nov 2022: Democratic backsliding, extremism, economic growth? The consequences of migration

This session is dedicated to debunking the main myths about the consequences of migration for states of reception and origin. Reviewing academic research, we will answer questions such as: Does migration foster the support of right wing movements? Does migration enhance economic growth or, on the contrary, create new financial burdens for the states of reception? We will go beyond Europe, to explore how migration affects states all around the world.

The last part of the session is dedicated to the presentation of the photo assignment (see the section Assessment Components for more information about the photo assignment).

**Session Learning Outcomes:** understand the key theories about the consequences of migration; formulate informed and nuanced opinions about migration; transfer theoretical concepts into everyday reality; improve artistic skills; explore ways to communicate political messages through art.

Required readings:


Session 10 – 9 Nov 2022: Designing together a migration policy to address irregular migration

In this session, students will work in groups to debate about the future of Opportunityland’s migration policy. Your goal: to design together a policy to address irregular migration.

Opportunityland is a country well known for the kindness of its people, its breathtaking landscapes, and its incredible islands. The total population of Opportunityland, based on the last census of 2010, is 30.2 million. During the past 10 years, Opportunityland’s GDP has grown steadily and, since 2019, Opportunityland is considered one of the ten richest countries in the world. Opportunityland’s highly industrialized economy has attracted in recent years migrant workers from all around the world willing to settle and benefit from its economic and social prosperity. Opportunityland is also located in a world that has managed to eradicate climate change, wars and political persecution. Forced migration is considered something from the past.

**Session Learning Outcomes:** define what is irregular migration; identify policy options to address irregular migration; improve debating skills.
Session 11 – 16 Nov 2022: Choose your topic
This session is open for student suggestions. It is dedicated to the topic the students jointly agreed to discuss in Session 7.

Session 12 – 23 Nov 2022: Visit to the Documentation Center for Displacement, Expulsion, and Reconciliation
We visit the controversial Documentation Center for Displacement, Expulsion, and Reconciliation. The documentation center is dedicated to explore the topic of displacement, expulsion and forced migration in the 20th and 21st centuries from a European as well as global perspective.

Session Learning Outcomes: understand the controversy behind the opening of the documentation center; understand how Europe has been defined by forced migration since the 20th century; identify the main causes of forced migration in the world.

No required readings.

Session 13 – Day & Time TBD: The integration of Ukrainian refugees in Berlin: A panel discussion with local authorities and civil society organizations
In this session, we will invite local authorities and civil society organizations based in Berlin to discuss how the city is responding to the needs of Ukrainian refugees. We will discuss how the city has adapted to meet the needs of Ukrainian refugees and in which areas improvements are needed. We will also discuss the long-term perspective of Ukrainians in Berlin and compare them with those of Syrian refugees.

Session Learning Outcomes: learn about integration policy; understand the role of the local level in the reception of refugees; explore the relationship between ethnicity, race and refugee policy.

No required readings.

Session 14 – 7 Dec 2022: Student presentations
This session is dedicated to the final presentations of the students. In this session, students will have 10 to 15 minutes to present the main findings of the policy brief that they have to write as the final exam for this course.

Policy brief due on Wed 14 December, 5:00pm.

Recommendations for a Positive Teaching and Learning Environment
Please, bring your laptop to all the sessions (except for the visits). If you would like to discuss something with me, you can contact me via email or approach me at the end of the sessions. During the introductory session, we will have the opportunity to discuss any issues that you might like to raise regarding the teaching approach of the course, as well as the contents.

Suggested Learning Opportunities that Relate to our Course
Don’t miss the “Germany in the Headlines Panel” on Sept 20, part of your Orientation. Keep an eye on NYU Berlin’s extra-curricular offers advertised in the Berliner Brief, such as the visit to the Reichstag building or the reading with author Saša Stanišić (in German).
Your Lecturer
I am a political scientist that focuses on the study of migration policies and the political representation of migrant communities. I have published widely about these topics in journals such as Democratization, Citizenship Studies, Comparative Migration Studies, and the Journal of Ethnic and Migration Studies. My current research project revolves around the concept of ‘political remittances’ and how emigrants can impact the politics of their homelands despite living overseas. With this course, I want to show students the importance of good migration policy to achieve a world where the rights of migrants are respected. I also want to explore together with the students how migrants make our societies better. Our class will be an open and safe space to discuss sometimes-controversial topics with rigor and facts. We will celebrate our diverse backgrounds and use our different views and experiences to enrich our learning experience.

Academic Policies

Grade Conversion
Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0
A- = 90-93 or 3.7
B+ = 87-89 or 3.3
B = 84-86 or 3.0
B- = 80-83 or 2.7
C+ = 77-79 or 2.3
C = 74-76 or 2.0
C- = 70-73 or 1.7
D+ = 67-69 or 1.3
D = 65-66 or 1.0
F = below 65 or 0

Attendance Policy
Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. Since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is expected promptly when class begins. Attendance will be checked at each class meeting.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team (berlin.academics@nyu.edu) by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to NYU Berlin’s director or Wellness Counselor. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.
Unexcused absences may be penalized with a two percent deduction from the student’s final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor’s note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Final exams
Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Students should not plan to leave the site before the end of the finals period.

Late Submission of Work
(1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU Berlin's administration), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.

(2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.

(3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director, Dr. Gabriella Etmektsoglou.

(4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.

(5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on a university computer is no excuse for a late submission.

Academic Honesty/Plagiarism
As the University's policy on “Academic Integrity for Students at NYU” states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.
NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offenses against academic integrity.

The presentation of another person’s words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

NYU Academic Integrity Policies and Guidelines
NYU Citations Style Guide

Inclusivity Policies and Priorities
NYU’s Office of Global Programs and NYU’s global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays
Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU Berlin’s Academics team in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics team will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also University Calendar Policy on Religious Holidays.

Pronouns and Name Pronunciation (Albert and Zoom)
Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the Pronouns and Name Pronunciation website.

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the Personalizing Zoom Display Names website.
Moses Accommodations Statement
Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Berlin.

Bias Response
The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the Web Form
- Email: bias.response@nyu.edu
- US Phone Number: +1 212-998-2277
- Local Number in Berlin: +49 (0) 30 2902 91277

Please consider the environment before printing this syllabus. If printing is necessary, please select only the essential page range.