CAS/GRS New Course Proposal Form

This form is to be used when proposing a new CAS or GRS course.

This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Susan Jackson (617-353-2410; sjackson@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: Pardee School/International Studies   DATE SUBMITTED: 3/01/2017

COURSE NUMBER: CAS IR 445/GRS IR 645  CAS IR 453 / GRS IR 653

COURSE TITLE: Forced Migration and Human Trafficking: Virtual Policy Incubator

INSTRUCTOR(S): Kaija Schilde

TO BE FIRST OFFERED: Fall 2017

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

Causes and impact of forced migration and human trafficking. Role of conflict and state formation; emergence of international human rights and domestic asylum laws; role of international organizations, private sector and security forces in both combating and enabling human trafficking.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites:

   Junior standing.

2. Explain the need for these prerequisites:

   This class includes graduate students and is offered only as an upper-level seminar to undergraduates. It demands graduate-level of reading, analysis, research, and writing.

CREDITS: (check one)
Half course: 2 credits  Variable: Please describe.
✓ Full course: 4 credits  Other: Please describe.

Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

The course will meet for three hours per week, and the combined instruction and reading and writing assignments, as detailed in the attached course syllabus, anticipate at least 12 total hours/week of student effort to achieve course objectives.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?

✓ No.

☐ Yes. If yes, please indicate which division ______________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?

☐ Every semester  √ Once a year, fall  ☐ Once a year, spring  ☐ Every other year  ☐ Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See FURTHER INFORMATION below about cognate comment.)

The educational mission of the Pardee School is to provide students the opportunity to explore major global challenges and opportunities, with a particular emphasis on “advancing human progress” and interdisciplinarity. One of the issue-areas prioritized in our strategic plan is human security, which is an increasing focus of both global policy discourse and a growing (cross-disciplinary) academic literature, due to a variety of effects of globalization. Forced migration and human trafficking constitute one important piece of human security, which has not been sufficiently addressed in the Pardee School (or Boston University) curriculum.

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

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CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

No

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   X No.
   □ Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.
   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

No.

FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

None.

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

Course will be staffed by using existing faculty.

BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

No new costs are expected.

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.
FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Excellence & Innovation in Teaching website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

- Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Susan Jackson (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION: Elaine Bidanos

DEPARTMENT CONTACT EMAIL AND PHONE: elaineb@bu.edu 3-9282

DEPARTMENT APPROVAL: ____________________________ 3/01/2017

[Signature]

Associate Dean for Academic Affairs

Other Department Chair(s) (for cross-listed courses)  

DEAN’S OFFICE CURRICULUM ADMINISTRATOR USE ONLY

CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved Date:____________________
☐ Tabled Date:____________________
☐ Not Approved Date:____________________

Divisional Studies Credit:

☐ Endorsed
☐ HU
☐ MCS
☐ NS
☐ SS
☐ Not endorsed

Curriculum Committee Chair Signature and Date

Comments:
PROVISIONAL APPROVAL REQUESTED for Semester/Year _______________________

_______________________________________________________________  Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY: Faculty Meeting Date: ____________________  □ Approved  □ Not Approved

_______________________________________________________________  Curriculum Administrator Signature and Date

Comments:
Cognate Comment Request

TO: Name: Prof. David Mayers, Chair
Department: Political Science

FROM: Name: Elaine Bidianos, Academic Affairs Manager
Department: Pardee School
Telephone: 3-9282 E-mail elaineb@bu.edu

Course Number: IR512 CAS IR 453 / GRS IR 653

Course or Program Title: Forced Migration and Human Trafficking: Virtual Policy Incubator

Our Department would like to request cognate comments on this course (or program). A complete proposal is attached for your review. If you need further information, please do not hesitate to contact me.

Kindly return the signed original to me by 4/4/2016 so that I may include your comments when submitting our proposal for review and approval. Please do not send any cognate letters directly to the dean’s office. Thank you.

COMMENTS: The course looks terrific: thoughtful, timely, well conceived. Approved with enthusiasm by Political Science.

Please explain fully any objections.

Signature: David Mayers Date: 30 March 2016
Title: chair of Political Science
Cognate Comment Request

TO: Name: Prof. Nazli Kibria, Chair
   Department: Sociology

FROM: Name: Elaine Bidianos, Academic Affairs Manager
   Department: Pardee School
   Telephone: 3-9282   E-mail: elaineb@bu.edu

Course Number: IR512 = CAS IR 453 / GRS IR 653

Course or Program Title: Forced Migration and Human Trafficking: Virtual Policy Incubator

Our Department would like to request cognate comments on this course (or program). A complete proposal is attached for your review. If you need further information, please do not hesitate to contact me.

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COMMENTS: Sociology offers a seminar course SO 438/838 Sociology of International Migration. The proposed course is quite different in its focus on forced migration and human trafficking as well as policy issues. It looks like an excellent addition to CAS roster of courses related to migration issues.

Please explain fully any objections.

Signature: [Signature]
Title: [Chair, Dept of Sociology]
Date: 3-31-16
BOSTON UNIVERSITY
Pardee School of Global Studies

Fall Semester 2017
Course Offering IR 453/653

FORCED MIGRATION AND HUMAN TRAFFICKING IN EUROPE: VIRTUAL POLICY INCUBATOR

Class Hours: xx
Location: xx

PROFESSOR KAIJA SCHILDE
OFFICE: 156 Bay State Road, No. 402
EMAIL: kschilde@bu.edu
TELEPHONE: (617) 358-6283

Office Hours: xx

Book time slot at: https://schilde-pardeeschoolofglobalstudies.youcanbook.me
ADMINISTRATIVE INFORMATION
The College of Arts and Sciences (CAS) Dean’s Office has requested that you be informed of the following: The last day you may drop the course without a W grade is Oct 12. The last day you may drop the course with a W grade is Nov 12.

Disabilities: Boston University is committed to providing equal access to our coursework and programs to all students, including those with disabilities. In order to be sure that accommodations can be made in time for all exams and assignments, please plan to turn in your accommodations letter as soon as possible after the first class. If you have further questions or need additional support, please contact the Office of Disability Services (access@bu.edu).

Academic Misconduct: Plagiarism and cheating are serious offences and will be punished in accordance with BU’s Academic Conduct Code. You are responsible for knowing the provisions of the CAS Academic Conduct Code (copies are available in CAS 105). Cases of suspected academic misconduct will be referred to the Deans’ Office.
http://www.bu.edu/academics/resources/academic-conduct-code/

GRS Academic Conduct Code:
http://www.bu.edu/cas/students/graduate/forms-policies-procedures/academic-discipline-procedures/

Course Description and Objectives:

The Syrian war has unleashed one of the worst refugee crises since World War II. The impact of the Syrian refugee crisis, compounded with other protracted refugee crises, has meant that close to 14 million people were newly displaced as of last year, taking global levels to an unprecedented high of approximately 60 million.¹ Existing international humanitarian and legal tools are designed to deal with refugees on an individualized basis and within short-term crises, but we are witnessing a structural human displacement problem that is becoming more and more acute. Like most protracted policy problems, the pressing issues of forced migration and human trafficking are structural problems that require the development and implementation of solutions at the local level in ways that do not neatly coincide with national boundaries or interests.

This Forced Migration and Human Trafficking seminar focuses on the history, processes, and institutions of European and EU migration, as well as the evolving European integration of border and internal security issues. This course will illuminate the particular policy challenges and opportunities in the EU and European states through the tools of comparative concepts from the academic and policy literature of migration flows outside Europe to the current inter-regional phenomenon of asylum, migration, and

border security in the European Union context. The course will also harness student motivations towards resolving policy dilemmas over EU migration issues, as students will work with policy partners to generate innovative tools and policy proposals in a specific area and for a specific institution or NGO.

Two areas of scholarship about the EU are understudied in general: 1) the phenomenon of migration to Europe and the challenges of migrants’ social integration, and 2) the Europeanization of migration, asylum, internal, and border security policies. The course will first address the phenomena of European migration and asylum, including conceptual and empirical issues surrounding migration, security and identity formation in the EU. It will also address the Europeanization of immigration policy over time, including EU legislation over asylum and cooperation in police and security issues, as well as the internal and external developments over the Schengen free movement area. The course also provides students with the analytical instruments and knowledge regarding the origins of EU cooperation and policy-making processes in the fields of Justice and Home Affairs, as well as the more recent EU area of freedom, security and justice. It will cover issues such as immigration policy, asylum policy, border management, Schengen governance, EU internal security strategy, criminal justice (police cooperation, prevention and the fight against crime, and judicial cooperation in criminal matters), and efforts against human trafficking and drugs policy. It will also address EU institutions and organizations dealing with migration and borders including Frontex, Europol, and Eurojust, as well as policy innovations towards enhancing European security governance balanced with human rights and civil liberties considerations.

This upper level policy seminar has two objectives: First, it seeks to guide students through an in-depth analysis of the refugee crisis in a European context. Students will use this crisis as a lens for critically reflecting on the broader challenges we face in combatting forced migration and human trafficking at both the European and global levels. The research agenda will focus on not only policy problems but also how people are using new technologies to self-organize and respond to those challenges. This is a very under-studied area in both academia and the policy world. You will find that, while there appears to be an overwhelming amount of commentary, digital, and civil society response to the European dimension of the refugee crisis, that there are pervasive gaps in our institutional, activist, legal, and academic knowledge and policy responses. There are large coordination gaps, major ‘invisible’ issues, areas of little to no data, and unprecedented gaps in institutional coverage.

The second goal is to experiment with non-standard modes of learning through active engagement in policy elaboration. Specifically, we will explore how student teams may be involved in harnessing new technologies to innovate sustainable policies at the local level through collaborations with faculty, local communities, and NGOs. This experimentation will be carried out in policy teams and will test your ability to analyze and craft interventions on the local, national, and international level. Part of the project design will require you to envision the challenges that student teams like yours could encounter in seeking implementation of their ideas and to strategize for surmounting such challenges.
The overarching goal of this class is to pilot a collaborative policy-making course that focuses on refugees, local communities, and community organizations as primary “interlocutors.” It seeks to engage students in actively re-envisioning the relationship between academia and policy-making to move beyond the idea that the only way to impact policies is through policy recommendations and lobbying efforts that target national policy-makers. In addition to guiding students how to research and write policy recommendations, this class is largely designed to bring the instructors and student teams into local communities and work with NGOs to design digital solutions—such as phone apps and databases—that can help solve problems which require an attention to local needs as well as large-scale coordination across national boundaries. Policy projects are intended to continue after the semester, and students will be asked to submit policy roadmaps to bring the projects forward.

Expectations of Students: This class will be unlike most if not all other International Relations courses students have taken in the past. As such, students should expect it to deviate from the standard “read an article/write a paper” social science class format. Students are expected to:

- Actively and positively participate and contribute to class and group discussions;
- Maintain personal accountability for completing individual tasks within groups;
- Develop and maintain professional accountability with external partners;
- Be flexible in approach and attitude;
- Expect a certain degree of disruption and restructuring throughout the semester, which is inherent in any creative/productive process.

Learning Outcomes: In return for participating in an experimental and unique classroom environment, successful students will attain the following outcomes by the end of the semester:

- Professional Development: Students will obtain a wide range of professional skills including (but not limited to) teamwork, project management, corporate consulting, app development and pitching, organizational outreach, fundraising and donor development, entrepreneurship, budgeting, and database construction. Students will also work with external NGOs and firms on refugee initiatives, and maintain expectations and professional norms of the field.
- Technical Skills: Students will learn technical skills depending on teams, including coding, website construction, data analytics, legal research, graphic design, social media management, policy and op-ed writing, electronic collaboration, etc.
- Academic Skills: Students will also develop their oral and written communication skills and develop new approaches to addressing policy issues that go beyond the traditional framework of writing policy recommendations and sending them to relevant stakeholders (although this is also taught in the course).

Phase 1: Refugee Crisis in EU and IR context seminar + Policy Team development, September-October

Students will be organized into teams based on student interest (each student will rank his or her top three policy themes). Throughout the class, student teams will research existing
digital and policy solutions, develop information and seek insights from NGO experts, scholar, students and refugees in Europe and elsewhere. The class will therefore involve learning some key skills necessary for conducting fieldwork—patience, team work, cultural and linguistic translation, and the ability to build a snow-ball sample of interviewees and expand a research network.

Any graduate students enrolled in the 600-level version of the course will serve as a coordination committee for Phase 1 of the course. This will entail keeping track of the group projects in a common combined file on a google drive and updating the research progress for the other groups. This is necessary because there will be overlap and synergies to exploit between the themes and findings.

- **Theme 1**: The challenge of coordinating humanitarian aid (and/or development aid) within EU boundaries (e.g., UNCHR issues within Europe)
- **Theme 2**: Adapting and improving state immigration policy, governance responses, and legal frameworks
- **Theme 3**: Public health (e.g., telemedicine in camps) in the context of mass forced migration
- **Theme 4**: Refugee children in Europe (Education, mental health, fostering)
- **Theme 5**: Identity management in the context of forced migration [e.g., birth registration, IDs, personal identification generally]
- **Theme 6**: Refugee housing and livelihoods (urban vs. camp housing, job training, property rights & banking, host families, or hybrid models for refugee management)
- **Theme 7**: Novel ways of addressing human trafficking and smuggling
- **Theme 8**: Researching and documenting EU offshore migration management in the ‘European neighborhood’ (e.g., transparency initiatives, media, etc).
- **Theme 9**: Innovations in distance/digital education, language, professional training.
- **Theme 10**: Access to computers, wifi, power etc.
- **Theme 11**: Understanding and facilitating the Syrian diasporas involvement in responding to the crisis
Theme 12: Issues of integration and asylum in Europe

Theme 13: Detention, deportation, and forced return from Europe

Phase 2: Digital/Policy Solutions Development Innovation Lab, October-December

After the initial research and brainstorming phase, teams will restructure into functional units to work on a single class-wide digital and/or policy solution product. Ideas will be drawn from Phase 1 group meetings, and ideas from as many teams as possible will be incorporated into the final product(s). Students will fill out a new survey marking preference for the following teams in the case of app development: Admin/Freelance, Organizational Outreach, Tech Team, App Design, Peer Consultants. Each team will define its role, key performance indicators, and methods of evaluation for their final grades.

Ongoing (entire semester): We will be working with a local NGO, as well as other partners (firms, international organizations) on some of their work this year. The topic will focus on the issues of child trafficking into and around Europe, sexual exploitation of missing refugee children inside Europe, unaccompanied minors in European refugee camps (in Calais, Dunkirk, Greece, and Hungary), and fostering/adoption/relocation projects involving refugee children. I will discuss the details further in class. The participation with the external partners will form a portion of your class evaluation.

Course Materials:


Illegality, Inc.: Clandestine Migration and the Business of Bordering Europe by Ruben Andersson (California 2014) (available electronically through Mugar)


All other readings will be uploaded and downloaded by the teams on the course piazza or blackboard site (or other suitable platform determined by each team for sharing readings).
Assignments:

1. Group project updates + Reading Comments + Online Surveys + Weekly Task sheets: Active Participation: (20%)

Active participation and your engagement in the evaluation of this pilot course will account for a large proportion of the final grade. This means not only coming to classes and actively participating in class discussions, but also completing all online surveys (assigned throughout the class) and also turning in a weekly group project update.

We will be using Piazza for class discussion and project updates. Piazza has two functions: one for practical course questions, and the other for facilitating online discussion. For practical questions, I prefer you first post any inquiries to Piazza before emailing the professor. It is likely that you will get an answer to your question much faster if you pose it to your peers first on piazza, and then I can validate or follow up on any answer when I’m available to do so. Piazza has an anonymous function for this purpose. We will also use Piazza to host a weekly online discussion prior to the start of class. The online comment will be due by 10 am the morning of class. Participating in the online discussions in piazza is very important, particularly to encourage student-to-student interaction through the system. In order to receive participation credit, 400-level students must have at least one meaningful (2+ paragraph or 200 word +) discussion contribution in every week the course is taught. Graduate students (600 level) must have a contribution of at least 400 words per week. The comment or contribution must take all readings into account, or reflect in depth on one or more excerpts or quotations. It is not a work of perfection or brilliance: it is a conversation. It can pose more questions than answers. I want you to take risks and really enter an evolving debate and conversation. In a topic this complex and messy, there is no ‘right’ answer. The only way to be wrong is to not participate, or to have strong preexisting biases you are not willing to address and evaluate. Additional contributions (answers and follow-up comments) will garner up to five extra credit points for the semester. Find our class page at: piazza.com/bu/fall2016/500

If you have any problems or feedback for the developers, email team@piazza.com.

Weekly Project Notecard Requirement (starting 9/21)

1. This exercise requires you to write a very short and brief reflection on your experience in the class and your group project for each session. This is an exercise that meant to facilitate class discussion. You will often be asked to share these short statements with the class. Think of this as being a very short conversation starter that must fit on a 3x5 notecard.

2. Before each class please post to your Piazza group project folder your 150+ word notecard.

3. In the text: Please reflect on both your team’s readings, research, or activities.
   a. If reflecting on the readings or research your group generated, write (1) one quotation, noting the author and page number, and (2) one comment
on why your quotation helps you better understand your team’s policy problem or proposed solution.

b. If reflecting on team activities, use this notecard to provide an evaluation on a specific part of the teamwork that worked (and why) or didn’t work (and how you would change it). For example, you may discuss a new problem with communication that you experienced that week because of language barriers, and raise the issue with the larger group to brainstorm ways of managing challenges that emerge.

4. If you do not turn in a file card, you will be marked as absent for that class session. Do not turn in a notecard if you are not attending class, or turn in a notecard for anyone else, under any circumstances. Students may have one absence without penalty. After two absences without PRIOR notification, you will be docked 5 points from the final class grade.

5. The weekly notecard will be very useful for completing your monthly individual progress reports.

6. Also include in the Notecard your Weekly Task sheets:
   - Should include your concrete research/team tasks

2. Individual Progress Report– 10%

**Total: 600-700 words (approximately 2.5-3 double-spaced pages)**

- Monthly reports: Participants will be asked to submit three monthly reports, to explain your activities in the following three general areas: Research, meetings, and challenges
- This assignment is designed to help you reflect critically on the month’s activity including (but not limited to): What research you have conducted and specifically what readings you have completed in that month, as well as any major obstacles you faced (either individually or as a team) and how you plan to address some of those obstacles.
- Each monthly report should include:
  - 1) an assessment of your personal and team work;
  - 2) a one-page consideration of how readings/developments in the media have (or have failed to) give some insight over the particular policy problem faced
- In the first month, students will be asked to zero in on their specific policy challenge/micropolicy intervention; identify manageable goals; identify tools and approaches; brainstorm with NGO partners, BU FMHT and Boston-area experts; develop a communication strategy for engaging refugees and other students who are non-English speakers
- More specific guidelines for each report will be distributed throughout the semester to reflect the stages at which students may be on their team projects.

4. Group Participation (30%)

For evaluating team performance and participation, we will use a software program called My Team Learning. We will activate the service after the second week of the
course, and use it to generate team contracts, role contracts, and evaluations. Do not sign
up until I give you our course code. https://www.goteamlearning.com/

**Intra-group Evaluation (10%)**: Group members will fill out an evaluation of their fellow group members, as well as their class reflections and desired future level of involvement in the project.

**In-Group Participation (10%)**: In-group participation will be graded based on both your evaluations from your other teammates in Phase 2, and on your in-class participation.

**External Participation (10%)**: Participation with external partners will be evaluated by your other teammates and by the external (NGO) partners at the end of the semester.

3. Written and Oral Assignments (35%)

**Presentations: (presentation 10%)**
This class will require you to give a number of presentations on your project or group’s project. This will allow students to develop communication and language skills and learn how to plan effectively for a strong presentation that has a clear ‘take-home’ message.

**Op-Ed/Policy Report or Research Proposal (15%)**
In lieu of a final exam 400-level students will submit an individually written op-ed on their topics or a research note or policy paper. Specific instructions on how to structure assignments will be circulated.

Graduate students (600-level) will be required to write a research proposal (12-15 pages) harnessing the work of the class during the semester as material for further research. This can be to propose an experiment, data/survey analysis, policy or case research analysis, program analysis, etc. Further instructions will be circulated for how to format and develop a research proposal.

**Final Report (10%)**: Final reports will include a personal narrative of your experience and achievements in the class and a master list of tasks assigned and tasks completed. Full instructions will be posted to the class Piazza site.

**Evaluation breakdown:**

- Notecards and Surveys
- Piazza Reading Participation
- Individual Progress Report
- Team reading list/syllabus

10%
10%
10%
15%
• Oral Presentations (team + individual) 10%
• Op-ed or Policy Report 10%
• Final report 15%
• Process and In-Group Participation 30%

Please note that late assignments will be docked a full grade per day.

Class Meetings & Additional Contact Hours:
In addition to the class meetings, students are also required to attend at least three expert session meetings. The calendar and content of these professionalization meetings will be forthcoming. Students may also attend any FMHT events at the Pardee School, this semester a series of lunches will be held on Fridays, see website for full listings: http://www.bu.edu/pardeeschool/fmht/

Teams should have at least one team member present at every virtual expert meeting and FMHT event.

Class 1: 9/7: Overview and Introduction
In-class: Course Overview and Introduction to themes
Homework: Complete online survey (Will be live Thursday 9/8, responses due by Friday 9/9): Rank interest in themes for team projects. We will assign you to your group by Sunday, 9/11).

Class 2: 9/14: Team-formation
In class: Team assignments+ breakout sessions
Ongoing Homework: Research topic + begin generating reading and action list for theme
This should be a digital shared document that is collectively tackled by the research team. Create a shared system for identifying what research tasks have been done + by whom (Share electronically with instructor)
Readings: Illegality, Inc (intro and chapter 3)
Fortress Europe (Part One, Hard Borders)
Watch Exodus BBC documentary (3 episodes)

Class 3: 9/21: Theme Overviews
In class: Each team presents 5 min overview on theme:
What are the major questions/challenges related to your theme? What are some of the most basic practical problems, political impediments, social/cultural constrains, and/or economic factors related to your theme?
**Ongoing Homework:** Identify key digital initiatives, legal/institutional resources/NGOS/organizations, local Boston-area or BU experts or resources, and data sources that can be helpful to your research

**Readings:**

- Forced Migration Oxford Handbook chapters TBD

**Class 4: 9/28: Team-building + Collaborations**

**In-class:**
*This offers students chance to compare notes with external partners and internal groups; sharing initial ideas about the themes as well as creative solutions for a research and communication strategy*

**PROGRESS REPORT 1 DUE**

**Readings:** Who migrates? Demographics, patterns, background


**Class 5: 10/5: Digital Solutions**

**In-class:** Discussion of team themes + digital solutions

**Assignment:** Research + discuss cases of how digital solutions have been used to respond to political crises, especially connected to refugees (ex. Translation apps, crowd-sourced geo-mapping).

**Readings:** IR and Forced Migration

**Class 6: 10/12: Writing for Impact: Policy vs. Research writing**

Discussion: Team projects and research process
Team Assignment Due: SEMESTER TEAM WORK + RESEARCH PLAN
(SYLLABUS/READING LIST)
Readings: IR and Forced Migration

Class 7: 10/19: Team (short) presentations- Policy Overview
Discussion: Team projects and research process
Readings: Emerging EU migration and borders regime
- Boswell, Christina, and Andrew Geddes. Migration and mobility in the European Union. Chapters TBD.
- Fortress Europe (Part Two)
- Chebel D’Appollonia, Ariane. Frontiers of Fear: Immigration and Insecurity in the United States and Europe, Chapters TBD.

Class 8: 10/26: Discussion: Reflections on the first month
In-class: Discussion on progress of team projects and challenges
PROGRESS REPORT 2 DUE

Readings: Country experiences

REGROUPING: Sectors for Phase 1 Data Collection and Database Construction
Examples: Public Health, Education, Shelter (Urban), Cash Assistance (Legal), Work (Trafficking), and Other Aid (Coordination)
Process: Each group researches the organizations that fall under their sectoral umbrella. Members can either research organizations (name, services provided, contact info, etc.) or help with the database construction in the Excel Doc.

Class 9: 11/2: Phase 1 Data Collection and Database Construction
Readings: European Citizenship
- Brubaker, Rogers, Categories of analysis and categories of practice: a note on the study of Muslims in European countries of immigration Ethnic and Racial Studies, 01 January 2013,
Class 10: 11/9: Phase 2 Consultant Fieldwork & App Development (Create Master Task list + Administrative regrouping)

- Peer consultants
- Creative Development/Design
- Technical Consultants (work with Global Apps Initiative)
- NGO partnerships
- Administration
  - Medium/Long term planning
  - Long term planning of incubator model
- Fundraising (work with BU crowdfunding, private donors)
- Translation

Class 10: 11/16: Phase 2 Consultant Fieldwork & App Development

Readings: Integration of Migrants in Europe

- Niessen, Jan, Thomas Huddleston and Laura Citron in cooperation with Andrew Geddes and Dirk Jacobs. 2007. Migrant Integration Policy Index – MIPEX. British Council and Migration Policy Group. See also www.integrationindex.eu/

Class 11: 11/30: Phase 2 Consultant Fieldwork & App Development

Readings: Human Trafficking

- Other readings TBD.

PROGRESS REPORT 3 DUE

Class 12: 12/7: Phase 2 Consultant Fieldwork & App Development

Intra-Group Evaluations, Class Reflection, and Task Evaluations Due.

**OP-EDs & Final 5 page papers due at 5pm on December 16, 2016 (submit electronically by deadline to kschilde@bu.edu). No exceptions**