Course Information

Class, Labour Migration and Globalization, 7.5 credits
Course Code: 742A23 & 742A39
Autumn Semester 2017

Course Coordinator: Branka Likic-Brboric,
e-mail: Branka.likic-brboric@liu.se
Aim of the course

After completing the course, students at an advanced level should be able to:
- critically review theories on migration, welfare and labour regimes at global, regional and national levels;
- link trans-national class formation with migration and segmentation of labour markets in emerging structures of global political economy;
- identify and demonstrate key problems and debates within the literature and current policy dilemmas at transnational and national levels;
- describe key demographic challenges and how they are related to migration.

Contents

The course addresses international migration, emerging labour regimes and transnational class formations in globality. Against the background of the global economic crisis and neoliberal policy responses, the course introduces contemporary problems of increasing inequalities between and within countries and the role of migration in meeting these challenges. Issues of citizenship, inclusion and exclusion within post-Fordist capitalism are linked to central concepts such as race, racialization, ethnicity and gender. This includes addressing the issue of unequal migration, informalization of the economy, precarization of working life marked by ethnic, racial and gender segmentation of labour force, as well as transnational class formation. Focus will be set on analyzing and problematizing new class formations and interrogate the effects of austerity measures on the vulnerable workers.

The course will also address the demographic challenges and the question on how migration regimes interact with welfare and gender regimes around issues of global production chains, distribution, recognition and representation. The concepts such as global value chains are related to migrant workers and circular migration to the labour shortages of “ageing Europe” and upcoming deficits in service and care sectors.

Teaching

The course offers a combination of lectures and seminars. The standard format of teaching is the advanced-seminar format: informal lecturing with interspersed periods of discussion and prepared student presentations. Students are expected to be well prepared for and to have completed assigned preparations for the advanced seminars.

The course also includes tutorial sessions with other faculty. Students will here continue in the smaller groups formed during earlier courses and are offered to discuss the course and the program or raise any other academic or pedagogic issue they want under the mentorship of their faculty tutor.

Schedule

For updated schedule see link to timeedit and/or check announcements in LISAM.
**Attendance**

Students are welcome and encouraged to attend and audit open events in the REMESO research community, such as the REMESO seminars, PhD defenses, guest lectures and open workshops. They are also kindly asked to show courtesy in case seating at such events is limited.

Unless otherwise noted, attendance at scheduled master’s advanced seminars, tutorials and group work is expected.

Students who due to illness or other personal or private circumstances are unable to attend for substantial periods (two consecutive days/seminars or more) should notify the course director.

**Classroom Culture**

Students and teachers will collectively set rules concerning class room culture. However, teachers may always ask students to turn off and store away equipment that causes disturbances. **Students are particularly requested as a courtesy to the lecturer to arrive on time for lectures and those who do so more than ten minutes after the lecture commences may be refused admission to the class.**

**Examination**

The course is examined and graded by regular presence and active participation in classes and seminars, designing and facilitating a student-led seminars (20 percent), written individual assignment (20 percent) and a final course paper (60 percent), in which the student demonstrates the attainment of the course aims.

The instructions for the individual assignment, student-led seminar and the course paper are handed out during the first week of the course.

- The individual assignment is to be completed and submitted to the course director via uploading the text to LISAM, according to forthcoming instructions.
- **The deadline for the individual assignment is Wednesday December 20, 2017, 13.00.**
- **Student-led seminars are scheduled on January 11, 2017.**
- The course paper is to be completed during the course and submitted to the course director through uploading the text to LISAM. The course paper should have the form of a discussion paper critically engaging with the topic and literature related to least two of the lecture themes presented in this information.
- The course paper should not be more than 10 pages (excluding list of references) using Times New Roman 12, 1.5 spacing and 2,5cm/1 inch margins (top/bottom/left/right). References and citations should follow standard and follow standard academic formats in selected referencing style.
  **The deadline for course paper is Monday, January, 22nd, 2017, 17.00.**
All examination texts will be sent to ‘urkund’ to be checked for plagiarism (http://www.bibl.liu.se/plagiering-och-upphovsratt?l=en).

Students failing the examination may redo it during stipulated reexamination periods.

**Grading Criteria**

In grading the examinations, the programme uses the Erasmus Credit Transfer System, or ECTS. It contains the following grades: A (excellent), B (very good), C (good), D (satisfactory), E (sufficient), FX (fail – some more work required) and F (fail).

Written papers are graded by assessing the quality of the paper in three separate respects.

1) **Presentation, organisation and formalia.**
   Teachers look at the presentation and the general ability of the student to make clear and intelligible formulations. We look at the general structure and disposition of the paper. We inquire whether the fundamental questions are formulated clearly, whether there is a correspondence between the purpose, contents and conclusions of the paper, or, in case of a less academic and more essayistic approach, whether the form is adequate to the content and message. Whenever relevant to the assignment, this also includes traditional formalia respects (e.g. how references, footnotes, literature are handled).

2) **Knowledge and understanding.**
   Teachers assess whether the student shows real insight into the problem chosen. Has she/he understood relevant theories and concepts? Does the paper show that the student is familiar with the relevant literature? We ask questions about correctness (or appropriateness) of terminology and the relevance and correctness of facts, presentations of theories and theses described in the paper. We look at the argumentation. Is anything important missing?

3) **Creativity and critical approach.**
   Teachers assess the originality and independence reflected in the student’s discussion, argumentation and conclusion. Does the student approach the subject matter, methodology and theory in a critical manner? Are there things that are really the student’s own inventions? A new original argument? An innovative conclusion? Or a new distinction (which really can be an important thing) or a new theoretical approach?

In each respect, a student can fulfil these criteria to a (i) high degree, to an (ii) acceptable degree, or (iii) to an unacceptable degree.

After assessing, the examination paper as fulfilling to a high, acceptable or unacceptable degree the criteria for each of the three respects (1. Language, organisation and formalia; 2. Knowledge and understanding; 3. Creativity and critical approach), the examiner grades the paper in correspondence with the ECTS grading scale, as follows:

A = High degree in all three respects
B = High degree in two respects and acceptable in the third
C = High degree in one respect and acceptable in the other two.
D = Acceptable in all three respects.
E = Acceptable or high degree in “Language, organisation and formalia” as well as “Knowledge and understanding”) but lacking in “Creativity and critical approach”.
FX = Lacking in either “Language, organisation and formalia” or “Knowledge and understanding”.
F = Lacking in both “Language, organisation and formalia” and “Knowledge and understanding”.

**Examination codes**

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<th>Code</th>
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**Course Outline**

**Week 1**

**Neoliberal Globalization, Class Formations and International Migration**

*Tuesday, December 5, 2017, 9-12*

**Introductory lecture and advanced seminar 1:** Political economy of inequality, international migration and class formations (Branka Likic-Brboric)

The lecture seeks to introduce a variety of “class” concepts and relate different theoretical approaches to class formations in a global context. Focus will be set on analyzing and problematizing the “newness” of transnational class formations in the emerging global landscapes of capital and international migration. Both transnational capitalist and working class formations are discussed in a historical perspective related to the role of migration in connective social transformations of welfare and labour regimes at global, regional and national levels.

**Key course reading**


**Required readings**


Celebrating the Enduring Contribution of *Birds of Passage, ILR Review*, 69(3), May 2016, pp.


**Recommended readings**


**Tuesday, December 5, 13-16.00**

**Lecture/Advanced seminar 2:** From ‘social exclusion’ to ‘precarity’: migration, labour and citizenship in a globalised political economy (Carl-Ulrik Schierup)

‘Precarity’ is a term for contemporary globality, as a scientific concept, as well as a signifier of resistance by social movements. It embodies social suffering through degradation of work, a fractured citizenship, excessive human vulnerability and unequal burdening of risk. ‘Migration’ is another pertinent issue of our time, represented as ‘the age of migration’. Discourses and studies of ‘precarity’ and of ‘migration’ still tend to belong to disparate departments in the social sciences. This lecture and seminar is aimed at linking them. We will explore the intersection of cumulative social dispossession and subaltern struggles through the conceptual lens of ‘precarity’. We will examine the concept’s interface with kindred notions concerned with social inequality, like ‘poverty’, ‘social exclusion’ and ‘marginality’, and discuss its theoretical and analytical value for studies of migration, vulnerable livelihoods, informal labour and changing frameworks of citizenship in, respectively, the global South and the global North.

**Required readings**


Recommended readings

Thursday, December 7, 10-12

Advanced seminar 3. Migration, political economy of informalisation and flexibilisation of labour (Zoran Slavnic)
The session addresses the theoretical and policy underpinnings of the debate about flexibility and informality in the work process and labour relations. Informalisation of labour is currently undergoing renewed acceleration, resulting in ‘hyperprecariousness’ and migration is a key element in its proliferation. Both informalisation and flexibility are seen as necessary and growing aspects of the reconfiguration of the labour process in the global economy. What is the impact of migration and ethnic divisions on the contemporary workforces of the European Union? What is the impact of different welfare regimes, industrial relations, and of migration and diversity policies (national/supranational)?

Required readings


**Thursday, December 7, 13-15**

**Lecture/Advances seminar 2. Austerity, crisis and migration: The austeriat and the future of the European Social Model (Charles Woolfson)**

This lecture is built around the implications of austerity and crisis for the process of harmonization of labour standards in the context of both newer EU member states on the European periphery, specifically the Baltic states, in relation to wider issues of industrial relations, ‘social cohesion’, and the wider transferability of a common European ‘social model’.

**Key questions**

What might be the countervailing forces which can inhibit a ‘race to the bottom’ in European labour standards following recent migrations in response to austerity and the global financial and economic crisis? What are the prospects for the preservation of a European Social Model in the post-crisis environment of intensified European neoliberal policy implementation, particularly in the areas of social welfare and labour relations?

**Required readings**


**Week 2**

**The Making of the Modern Working Class, Race, Gender and Migration**

**Monday, December 11, 13-15**

**Advanced seminar 1. Nation, Class and Race. Introduction to the theme**

This lecture and seminar investigates the relation of ideas and ideologies of nationality, race,
and cultural identity in relation to ideas and ideologies of universalism. It goes on to discuss how ideas of racism and universalism are not necessarily incompatible or contradictory, but functional responses to transformations at other levels of society, such as class relations, economic change and transformations of citizenship.

Required readings

Tuesday, December 12, 9-12

Lecture/Advanced seminar 2. Immigration, inequality and social polarization in post-industrial cities (Simone Scarpa)

The aim of this lecture – and related seminar – is to discuss how immigration complicates the issues of social stratification and inequality in post-industrial societies. We will look at how indicators of individual socio-economic position (for example, occupational data) can be used for describing the extent and scale of social polarization in immigrant-receiving cities. By comparing Malmö and Genoa (a Northern European city and a Southern European city), we will then focus on how the institutional structures of welfare states (including the immigration policy regimes) influence urban inequality patterns in different reception contexts.

Required readings

Recommended readings
Tuesday, December 12, 13-15

Advanced seminar 3. Labor, Class and Race (Anders Neergaard)

This lecture and seminar examines the theoretical literature that seeks to conceptualize the relationship between race and labor in the context of global capitalism. Marxist and neoclassical perspectives emphasise (for different reasons) that the role of race and gender in the labour market and organization of production will disappear with the development of capitalism. However, in closer empirical analyses this postulate does not hold up. Thus the lecture addresses central theoretical debates concerning to what extent and in which ways race and processes of racialization (but also gender) influence class formation and the organization of production. It discusses concepts as unfree labour, segmentation as well as subordinated inclusion and exclusion.

Required readings


Thursday, December 14, 10-12

Lecture/Advanced Seminar 3. Labor, Class and Gender. Labour migration: Impacts and dynamics (Åsa-Karin Engstrand)

This lecture brings up the concept of precariousness in relation to labour migration. It focuses on issues of gender and class and also introduces various perspectives on ‘global care chains’. Before we meet, please prepare an example of gendered labour migration (that you’ve read about or experienced first or second hand) and bring to class for a joint discussion.

Required readings


**Recommended readings**


**Thursday, December 14, 13-15**

**Lecture/Advanced Seminar 4.** Irregular Migrant Labour in Turkey: Gender, Ethnicity and Class Solidarity (Seyhan Erdogdu, Professor, Gülay Toksöz, Professor, Ankara University, Nazli Senses, PhD, Baskent University)

The lecture addresses the nexus between irregular migration and precarization of labour in Turkey in a wider regional perspective. The lecturers present various categories of irregular migrants, including their gender, ethnic background, as well as the main sectors of their employment. They also identify and account for the phenomenon of the feminization of migration in Turkey. Finally, they present the attitudes of trade unions and civil society organizations toward undocumented migrant workers, and their role in supporting their human and labour rights.

**Required readings**


Students are invited to attend the international workshop

*Migration and development. What space for civil society in global governance?*

MIGLINK is a Swedish-Mexican-Turkish Research Links research network that explores emerging global governance of migration and development and the role of civil society in the promotion of migrant workers’ rights.

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**Week 3**

**Class, Labour Migration and Globalization – Regional and National Perspectives**

**Monday, December 18, 10-12**

**Lecture/advanced seminar 1. EU mobility and East-West Migration: Baltic Lithuanian Labour Migration (Indre Genelyte)**

The session addresses ‘East-West’ migration within European Union. We will discuss a case of Lithuanian migration to Sweden from the perspective of the sending country and migrants’ testimonies. The main questions explored will be *why* and *how* Lithuanians pursue emigration, and enter Sweden and the Swedish labor market. In order to answer these questions, we will analyse statistical data and interview material with aim to explain the migrants’ decision-making process of *exit* (emigration) and *entrance* (immigration) in a context of structural social changes that followed (1) the collapse of the Soviet Union; (2) EU accession; and (3) the latest economic crisis with austerity.

The consequences of the neoliberal policies of post-communist and post-crisis transformations together with development of formal channels after EU accession is constituting *who can be* a migrant. Private companies operate under these conditions and further implement the ‘selection of a good migrant’. Individual strategies of actively looking for channels to *exit-enter*, combining them in different ways at various points of the migration process and establishing informal social networks is re-constituting *who can be* and *who is* a migrant. It all constructs Lithuanians’ mobility as a social norm and their social identities as both precarious labor migrants and active EU mobile citizens.

**Required readings**

Monday, December 18, 13-16

**Lecture/Advanced seminar 2.** Roma, forced labour and precarious labour in the EU (Nedzad Mesic)

This session will explore the successive annual migrations of workers to Sweden from East Asia, in particular Thailand in order to pick berries in the forests. Instances of gross abuse have raised the question of the degree to which this migration facilitates the emergence of ‘forced labour’ in Sweden. More recently, in response to tighter regulation by the Swedish authorities, Bulgarian, Romanian and other East European workers have begun to substitute for East Asian workers, although it would appear that previous problems are now being replicated in the context of EU free movement.

**Key questions**

How far can the work of seasonal migrant berry pickers in Sweden be categorised as ‘forced labour’? Is the regulatory response of the authorities in Sweden sufficient to address the ongoing problems that have arisen in the berry picking industry, or do these illustrate more enduring issues of inequality, uneven development and European as well as global exclusion? What does the (hyper)precarity of seasonal migrants reveal about the current state of the Swedish Social Model?

**Required readings**


peripheries. Ashgate, Dorchester.

**Recommended readings**


**Tuesday, December 19, 9-12**

**Lecture and seminar 3.** The Southern African Migrant Labour System (Xolani Tshabalala)

Southern Africa’s industrialisation process, spanning some 170 years, is largely one of dispossession, the capitalistic exploitation of cheap labour, and intermittent resistance. It is also a context that has been predominated by a regional migrant labour system, with migrants from the rest of the region converging on South African mining, agricultural as well as manufacturing industries, among many other sectors of the economy, to participate in waged work. This lecture explores the changing nature of that labour from an initial (pre)colonial period of dispossession and circumscription, to more centralised and apartheid based control of its local and regional movement, to the present post-independence context of irregularity and informality. In the present, the lecture seeks to pose questions on how, in such a context of enduring dispossession and exploitation, migrants find spaces for mobilisation around their rights.

**Key questions**

What forms and outcomes of labour migration can you identify? How have these been theorised? What is driving the transformation of the LM regime in the region?

**Required readings**


Recommended readings

*Tuesday, December 19, 13-16*

**Literature Seminar and examination instructions** (Branka Likic Brboric)

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**Week 4**

**Migration Governance, Labour Rights and Migrant Workers: The Role of Trade Unions and Civil Society**

*Tuesday, January 9, 9-12*

**Advanced seminar 1.** Migration regimes and the rights of migrant workers: International and national frameworks and processes (Branka Likic-Brboric)

The lecture examines the issues of migration related to social justice, human, migrant and labor rights claims in multi-level governance and the ongoing configuration of migration governance. How such claims are formulated, given voice and pursued by institutional actors, social movements as well as incorporated by professional NGOs and inter-governmental forums. The concepts of Corporate Social Responsibility (CSR), Fair Trade and the role of employers, trade unions and migrant advocacy organizations are discussed. Focus is on class formation and various social movements, trade unions and their strategies and initiatives to challenge the downside of hyper-globalization and hyperprecarity, as well as transnational strategies for labour rights beyond fragmenting identities.

**Required readings**

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**Recommended readings**


**Tuesday, January 9, 13-16**

**Literature seminar 2.** Migration, precariat and countermovements: transnational strategies for labour rights beyond fragmenting identities (Branka Likic Brboric, Introduction and instructions to student led seminars)
In this session the role of national trade unions, international trade union confederations and NGOs in response to migration is examined in times of globalization. Labour market exploitation and its interface with social exclusion, the interaction of class and gender discrimination/segregation with populism and racism. Comparative perspectives from other regions are explored.

**Key questions**

What is the effectiveness of trade unions in defending the employment rights of migrant workers and their membership in a way that promotes both decent national standards international solidarity? Are trade unions effective as defenders of the rights of migrant workers? Should migrant organisations be seen as more appropriate actors? Which other actors/alternatives might exist?

**Required readings**


Wright, Erik Olin. ‘How to be an anti-capitalist for the 21st century’ *Journal of Australian Political Economy*, No. 77, Winter 2016: 5-22

**Recommended readings**


Suggested readings for student-led seminars

Buckley, K 2013, 'Global Civil Society: The Dialectics of Concept and Reality' Globalizations, vol. 10, no. 2, pp. 231-244. DOI: 10.1080/14747731.2013.786231


Marx, K. and Engels, F. (1848) Manifesto of the Communist Party,
https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf


Further readings TBA

Thursday, January 11, 10-16

Student-led seminars and course evaluation

Course Literature (in alphabetical order)


and Pitfalls of Transnational Actors’, *Global Governance*, 17: 81-101
Buckley, K 2013, ‘Global Civil Society: The Dialectics of Concept and Reality' *Globalizations*, vol. 10, no. 2, pp. 231-244. DOI: 10.1080/14747731.2013.786231


Round J. and Kuznetsova I. (2016) 'Necropolitics and the Migrant as a Political Subject of
[http://crs.sagepub.com/content/early/2016/05/25/0896920516645934.abstract](http://crs.sagepub.com/content/early/2016/05/25/0896920516645934.abstract) (accessed 29 March, 2016) (15 p).


Wolf, E ‘The New Proletarians,’ in Europe and the People Without History


Wright, Erik Olin. ‘How to be an anti-capitalist for the 21st century’ Journal of Australian Political Economy, No. 77, Winter 2016: 5-22