



amisan 2020

a report
on the
diversity
of the
course literature

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Content

1 Introduction	4
2 Methods & Methodology	5
3 Summary of responses	6
a) General outcomes	6
b) Opinions on the four individual courses	8
c) Expectations & overall opinions	8
4 Analysis of the syllabi	10
5 Recommended actions	22
6 Appendix	24
a) List of questions	25
b) Survey responses	26

1 Introduction

The 2020 report on the diversity of the course literature is the first report issued by amisan. The original motivation for exploring this topic stems from repeated conversations expressing frustration with certain aspects of the course literature in the Advanced Migration Studies masters program amongst the members of the alumni network. *Diversity* was the specific catchword or concept that the students routinely used to describe the shortcomings of the syllabi. In order to assess what the students meant by diversity, what kinds of diversity they wanted to be included, and if these were individual opinions or part of a common and collective concern among the student body at AMIS, we ran a survey in April/May of 2020.

In the following report we present the methodology of the survey (2), the overarching outcomes we detected in the responses (3), a brief analysis of the geographical diversity in authorship and topics of articles we ran with the last three course syllabi (2018-2020) (4), which all culminates in a selection of actions we recommend to AMIS to address the concerns that were expressed (5). In the interest of transparency we attach all individual responses we received to the 13 questions unedited in the appendix (6b).

From the very beginning, we wanted this report to be the start of a wider and ongoing discussion among students, alumni and the staff of the centre on diversity— with regards to the Advanced Migration Studies program, but also to diversity in academia and processes of knowledge production as a whole. In addition to sharing the report through our newsletter and the amisan website

(amisan.org), we will present the report to the AMIS staff representatives. We further plan to kickstart an actual conversation between students, alumni and the staff within the framework of a first event in which we discuss the findings of the report and the actions we suggest. In that, we hope to inform and support the future efforts shaping the curriculum and to form a basis for discussion on diversity in academia at AMIS.

2 Methods & Methodology

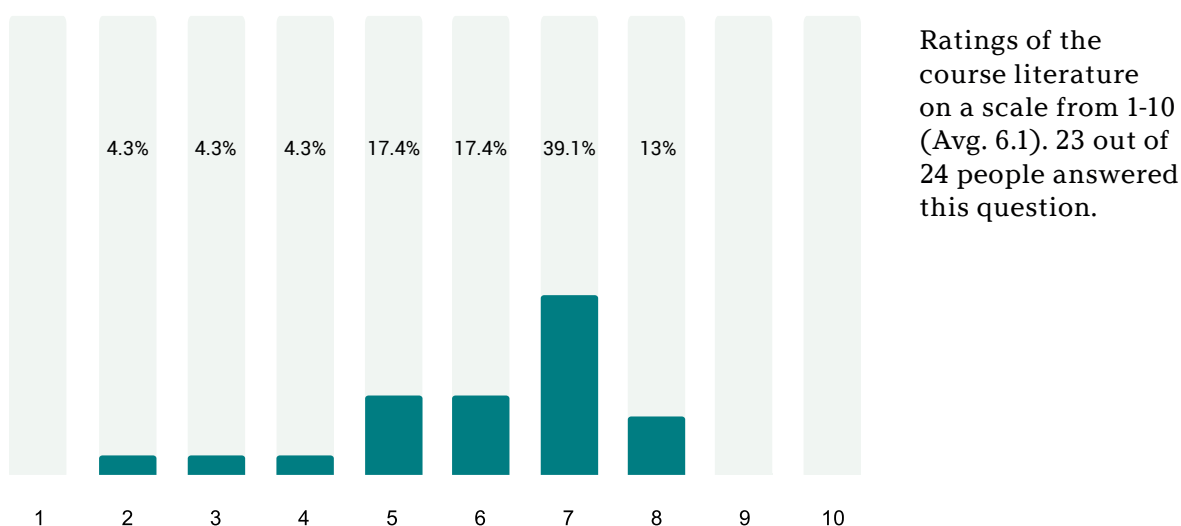
To gather opinions on the course literature, we used an online survey hosted on *Typeform*. It consisted of 13 questions, covering issues such as the strong aspects and shortcomings of the course literature, perceived complementation of the syllabi across the four required courses of the program, individual conceptualisations of diversity, the actual perceived diversity of the course literature, importance and weight of diversity for the quality of the program, specific article recommendations and general motives and expectation surrounding the Masters. A first draft of the survey was analysed and edited together with Zachary Whyte, Associated Professor at AMIS and AMIS affiliate on the amisan board.

The survey was anonymous and accessible for three weeks. It was shared through the amisan website and newsletter. The audience we had access to and targeted with the survey consisted of three cohorts of students (2017-'19, '18-'20, '19-'21) and therefore of approximately 105 students. 24 students completed the survey, which corresponds to a turnout of 23%. Of those 24 respondents, 11 (45.8%) were in the second year of their studies, 10 (41.7%) already graduated and three (12.5%) were in their first year of studies. A full list of the questions can be found in the Appendix (a).

To further substantiate the informative value of the initiative and to be able to put the responses into a statistical context, we also conducted an analysis of the combined course syllabi of the last three cohorts (2018-'20, '19-'21, '20-'22) with a focus on the institutional

affiliations of the authors and the geographic settings of the articles (if applicable). Even though respondents of the survey repeatedly called for a higher representation of women, LGBTQ and BIPOC voices among the authors we read, we did not include categories of gender and race into our analysis. This is due to the fact that we do not want to reproduce problematic assumptions on the superficial visibility of identity markers that are highly individual/personal and more complex than what can be captured with a one-dimensional label. As these are still very relevant topics in the analysis of diversity, we are always glad for input on how to include gender and race without judging 'from a distance', and suggest this can be a possible topic of discussion later on.

3 Summary of responses



a) General outcomes

Diversity matters and is an important topic of concern for the respondents. The great majority of the students and alumni that took the survey stated that a greater diversity in the course literature would increase the overall quality of the program (see responses to question 9). While the respondents cared about a wide range of different types of diversity and repeatedly stated that all forms of it should be considered in the course literature, based on the survey it is three specific types that collectively carry a greater importance. 15 students and alumni call for a greater diversity in the geographies that are covered by the articles we read, 11 for more variety in the disciplines that the texts address and are located in, and eight want to read more academic voices from institutions in the Global South (see responses to question 6). Other forms of diversity that matter, albeit to a lesser extent, are the ethnicity and race (5 respondents) of the authors. Gender (5) does not just play a role in a more balanced representation

among the authors, but is also wished for as a theoretical perspective in the articles themselves. Furthermore, the survey showed that multiple students and alumni care about a greater share of migration as a lived experience in the authorship, while some also criticised the presence of 'outdated' material, calling for more recent research outputs that discuss current events and apply contemporary theoretical concepts.

The most prevalent concern reflected in the responses was the need for literature that focuses on wider geographic diversity, it was specifically Central and South America and (East) Asia that are perceived as crucially underrepresented throughout the report. Simultaneously, respondents point out the Eurocentrism of the syllabi and the strong focus on Scandinavia and Denmark. In the context of disciplinary diversity, the lack of legal (9), political science (9) and economic perspectives (4) are consistently brought up, which becomes especially apparent in the answers to question four (in brackets) and seven. In line with that, a repeated point of

criticism was the heavy anthropological focus of the program. This is not a problem in itself, but seemed to be in conflict with students' expectations coming into the program (see section c). In terms of diversity in theory, there were repeated calls for more post- and decolonial, subaltern, feminist and queer perspectives, oftentimes in connection with the wish to put greater emphasis on foundational texts.

Many respondents seemed to be aware though that it might be difficult to include all these (sometimes conflicting) demands into the syllabi of a single Master's program. Some contributions carefully explored the dilemma of trying to provide an overview of geographic, disciplinary and theoretical perspectives on migration, while also trying to go sufficiently in-depth in all of these. Others emphasised the connection of problems of diversity in authorship to larger structural problems in academia. What is striking here is the overall claim to engage in internal conversations, address diversity as a topic to openly discuss with the students in class and to facilitate assignments that 'put diversity into play'. While there are some very concrete insufficiencies and connected demands, it seems that the call for more diversity is also a call for an open and transparent dialogue between professors, lecturers and students on the topic itself. This includes the communication of how and why certain texts are chosen, and, equally important, what is not chosen.

Moreover, the survey results highlight that issues of diversity go beyond changes in the course literature. In different sections of the survey

"I think a greater diversity is important, but explaining the selection and what is not included is almost as important. I think many students had expectations, and those expectations need to be addressed and managed early on. Therefore it is important that the teachers have agreed on how to describe and justify the course literature chosen."

respondents suggested changes in the hiring process, the implementation of diversity training, greater inclusion of external lecturers, the integrated chance of taking courses of other institutes and faculties at KU, and identified a need for wider structural changes throughout the program:

"Interdisciplinarity needs more than just a few guest lectures thrown in - it needs a curriculum specifically structured around it. The Masters does not necessarily need 'diversity for the sake of diversity' - i.e. some literature thrown in from other disciplines that has no connection to the interests of those running the course - that would be

counter-productive to the quality. I would rather see increasing collaboration with other departments for the interdisciplinarity bit (in terms of accessing courses run by those departments), or a more clear description of the course that emphasises that it will be mostly centered on anthropology and sociology.”

b) Opinions on the four courses

In the responses to question three, the International Migration and the Identity & Culture module (especially the identity part) are equally highlighted as strong (each 7 respondents). Within the courses, people appreciated the (though limited) legal and political science literature, and valued the learning they took away from texts on specific empirical cases. However, International Migration was also the module which was most frequently mentioned to be overly anthropology based. In connection to the Methods & Disciplines course some respondents voiced that the readings seemed a bit exhaustive and at times lacked strong relevance to migration, whereas others valued the foundational knowledge the course provided. While the Integration class was mentioned as a strong aspect of the program by four respondents, some stated that it is specifically this class that puts too much emphasis on Denmark and Scandinavia.

The majority of respondents (11) think that the literature across the four courses complements each other quite well. Among the voices that find that the modules just complement at times (4) or not at all (4), the request for an internal logic and structure that is more evident

and better explained was the most visible one.

In terms of possible changes in syllabi by cutting out existing literature, the survey produced hardly any requests that were shared consistently. In question 10, three respondents again expressed their preference for less anthropological texts.

c) Expectations & overall opinions

The survey concluded with two questions on the expectations students had coming into the program and if they would recommend it to others. For the question on motivations to study at AMIS the answers were extremely varied, ranging from the general wish to develop a greater understanding of the processes surrounding migration to more specific motivations like forming a network, discussing current migration-related events or studying specific disciplinary aspects of migration. Five respondents expressed that their individual expectations were met, for seven they were only partly met and for eight they were not met. As already stated before, the most commonly voiced reasons for discontent was the lack of interdisciplinarity, which for many students and alumni played an important role in choosing this program. Additionally, three respondents criticised the insufficient practical orientation of the classes (see responses to question 11).

Still, most of the respondents (15) said that they would recommend the program to others, but often stated with particular caveats. They would underline the anthropological focus,

suggest making the program your own from the very beginning by forming student groups and additional reading lists or just recommend it to people that seek a broad and theoretical overview of migration. Positively valued were the possibility to do an internship and the freedom to write the thesis on a wide array of topics and in a variety of styles. One could summarise the answers to the question of the recommendability with 'it depends who is asking' and 'it is what you make it off'.

The three respondents who would not recommend it criticise that there is not enough freedom to form your own profile in the structure of the program and that it needs more interdisciplinary and practice-oriented perspectives.

4 Analysis

In order to assess to what extent the concerns raised in the survey are backed by the actual (meta)data, we also conducted an analysis of the combined course syllabi of the last three cohorts (2018-'20, '19-'21, '20-'22) with a focus on the institutional affiliations of the authors and the geographic settings of the articles (if applicable). We decided to examine these two information points, as they carried comparatively fewer problems in categorisation and information accessibility, than for example categorising based on gender. The institutions and the geographic settings are organised based on their continental affiliation and therefore visualised as part of the following seven categories: Africa, Asia, Australia, Europe, North America, South America and Global (which means that the institutions or settings featured in a single article can be assigned to more than two continents). In our approach to categorising the geographical settings of the literature, we attempted to adopt the geographic categories and concepts used by the papers' respective author(s). For future analysis, it would be prudent to further differentiate geographically to garner more detailed information about specific geographic areas of interest such as East Asia or Central America.

We identified two points of concern raised in the survey responses that are backed by the analysis of the metadata of the course literature. The first concern the respondents highlighted was that we do not read enough authors that are based at institutions in the so-called "Global South." The second point of contention is that specific geographic regions in which the actual texts are situated are underrepresented. In all

three of the cohorts syllabi analyzed in this report, the institutional affiliations of the authors selected have a clear bend towards Europe and North America. The combined percentage of authors based at universities and institutions in Africa, Asia, Australia and South America ranges in between a minimum of 0% (Methods & Disciplines '19-'21) and a maximum of 25.7% (International Migration '19-'21), with average rates among all courses settling in between 10-15%. In particular, authorship from South America and Africa is rare across the three cohorts analysed here.

For the geographic settings of the articles, our analysis confirms the criticism expressed in the survey that the Integration class is heavily focused on Europe ('18-'20: 57.4%; '19-'21: 56.5%) in general and Denmark and Scandinavia ('18-'20 and '19-'21: 27.6%) in specific. Other countries in which the literature of the courses is situated are India, the US, South Korea and Japan, while Africa, Australia and South America are, apart from the texts with a global focus, completely absent.

The Identity & Culture classes also demonstrate a strong focus on Europe and Asia, however being significantly more diverse in terms of geographies represented. Especially texts set in an African context make up a greater share ('19-'21: 8%). Particularly noticeable is the large proportion of articles being located in the UK in the '19-'21 course (12.3%).

The most diverse syllabi in terms of the two points under investigation come from the three International Migration courses. Taking the latest syllabus as an example, 21.2% of the articles are situated

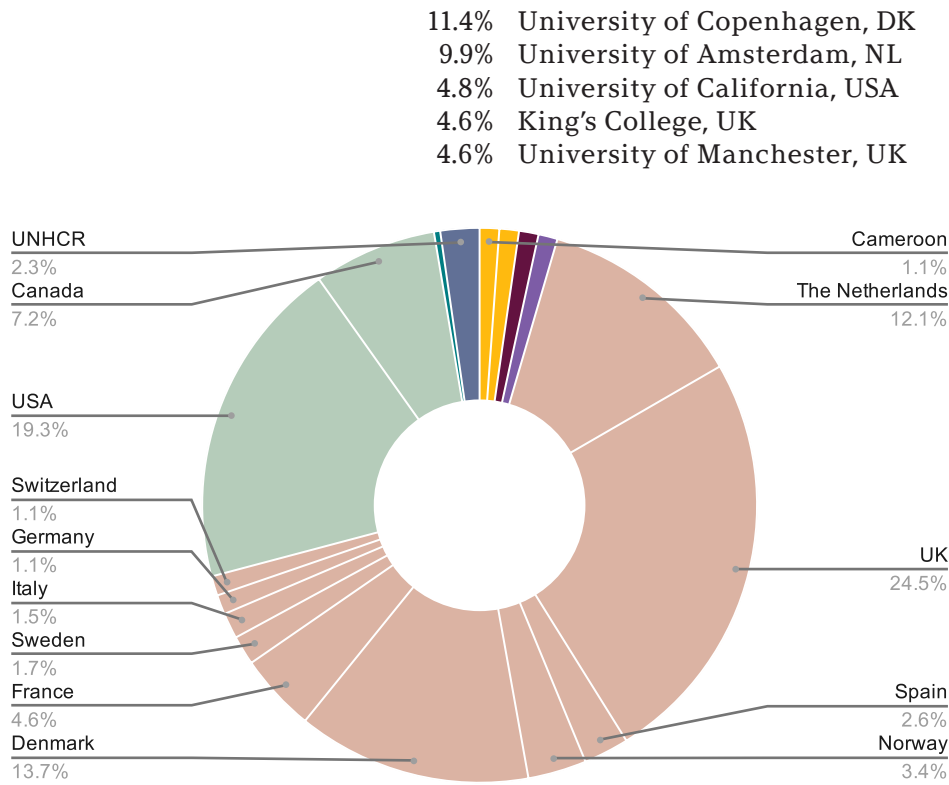
in a global setting, 21% in Africa, 12.7% in Europe 13.6% in Asia, 9.5% in North America and 2.1% in Oceania. Overall, the most striking find in analysing all of the AMIS courses is the absence of South America as a geographical case, as it only appears once in the '19- '21 International Migration class focussing on Colombia.

While the discussion of how to address biases and imbalances in course literature exceeds the scope of this report, we believe that the analysis conducted here kickstarts an essential conversation for future progress in regards to diversity of course literature at AMIS and diversity and inclusion in academia as a whole. This survey and report enables us to hold a discussion grounded in data regarding topics of diversity in authorship and geographical setting rather than based on assumptions and perceptions. We wanted to illuminate important yet admittedly brief aspects of diversity in the course literature and hope that our analysis provides a foundation for further discourse.

Institutional affiliations of the authors

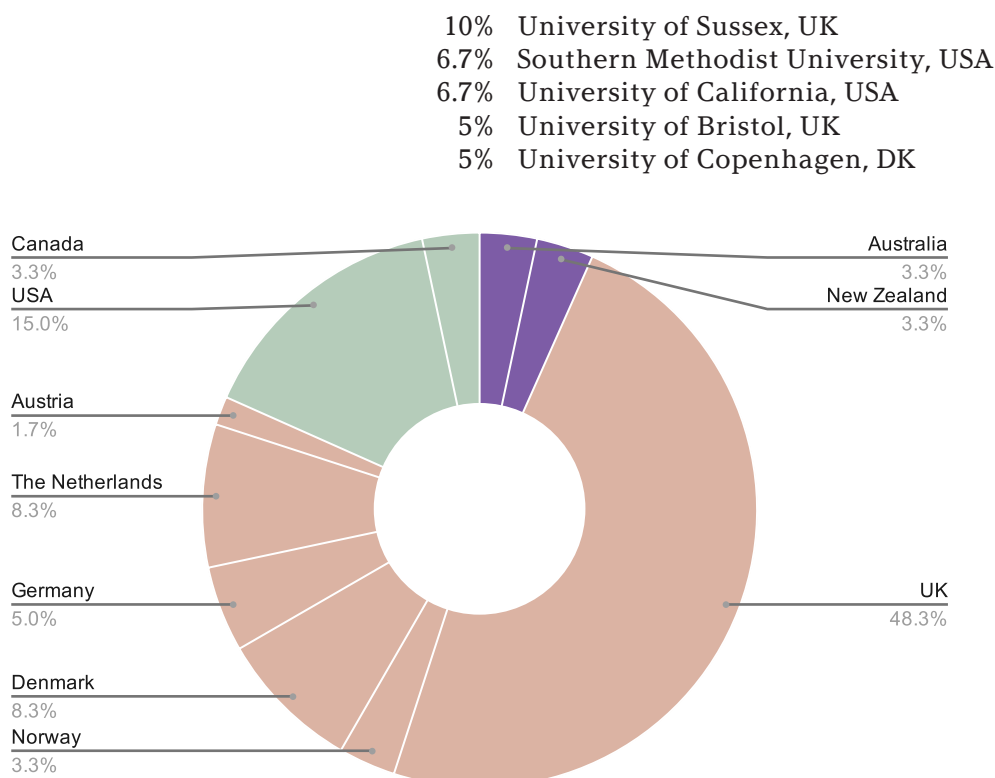
International Migration

Share of individual universities



Methods & Disciplines

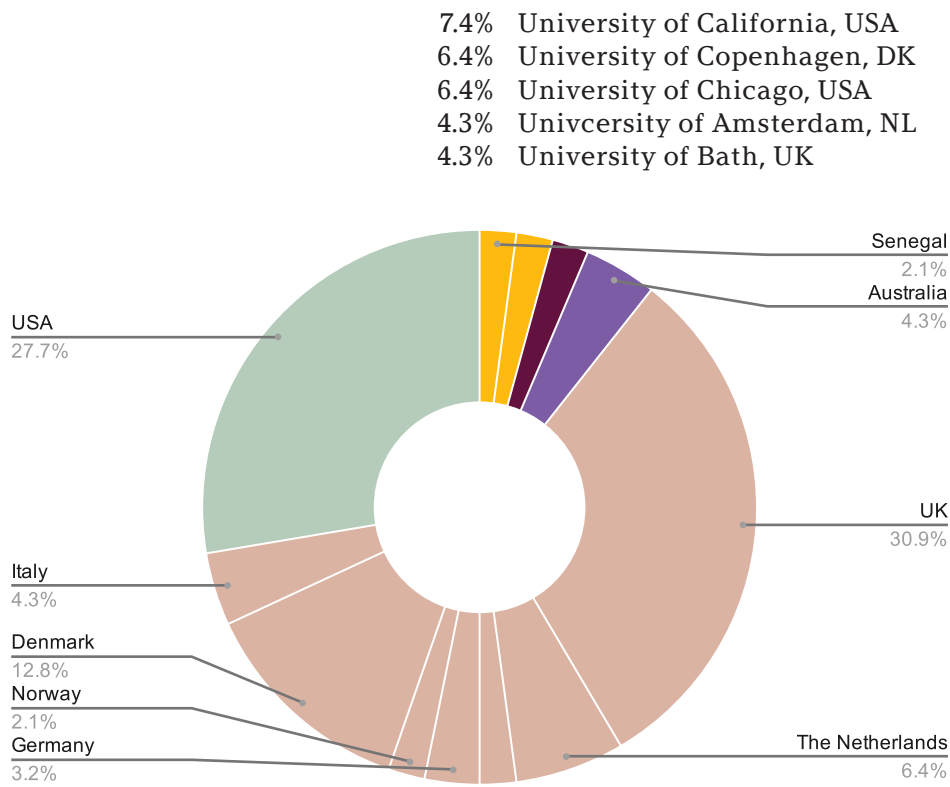
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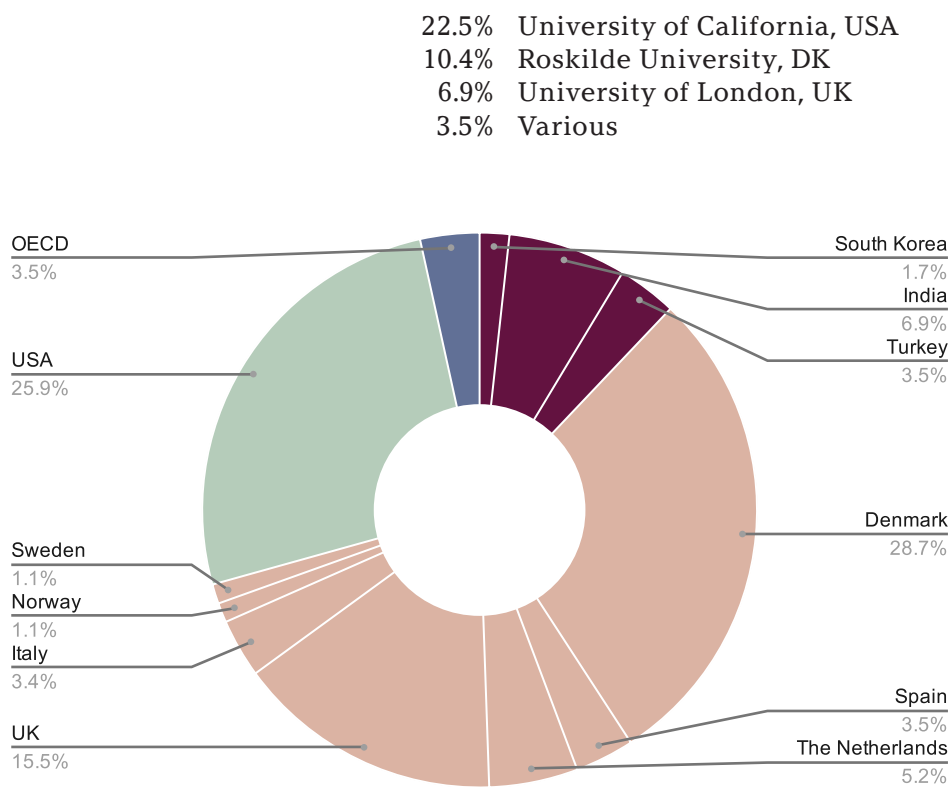
Identity & Culture

Share of individual universities



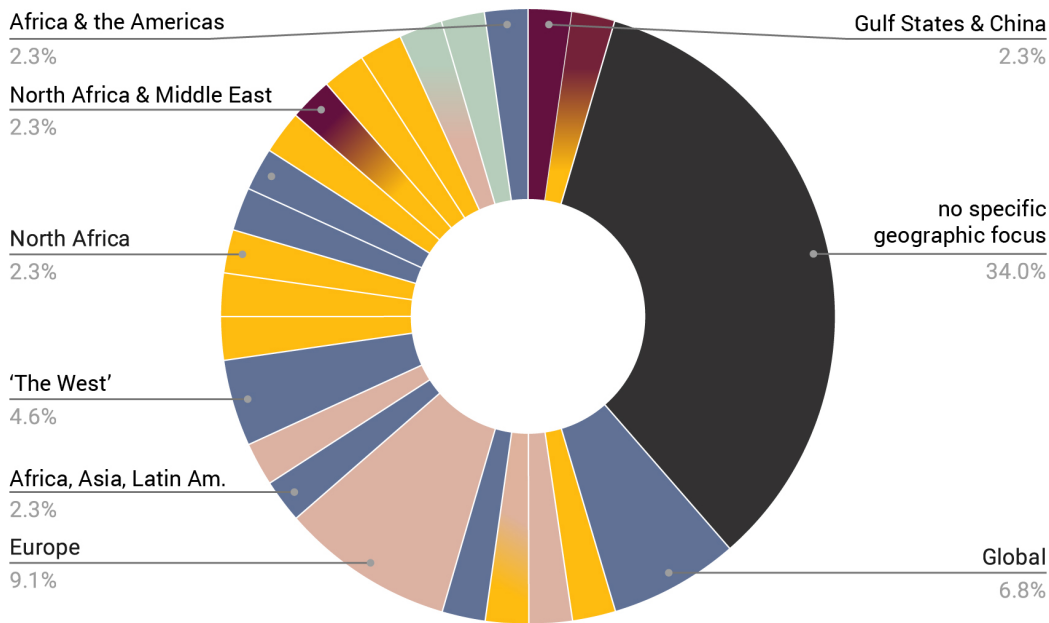
Integration

Share of individual universities

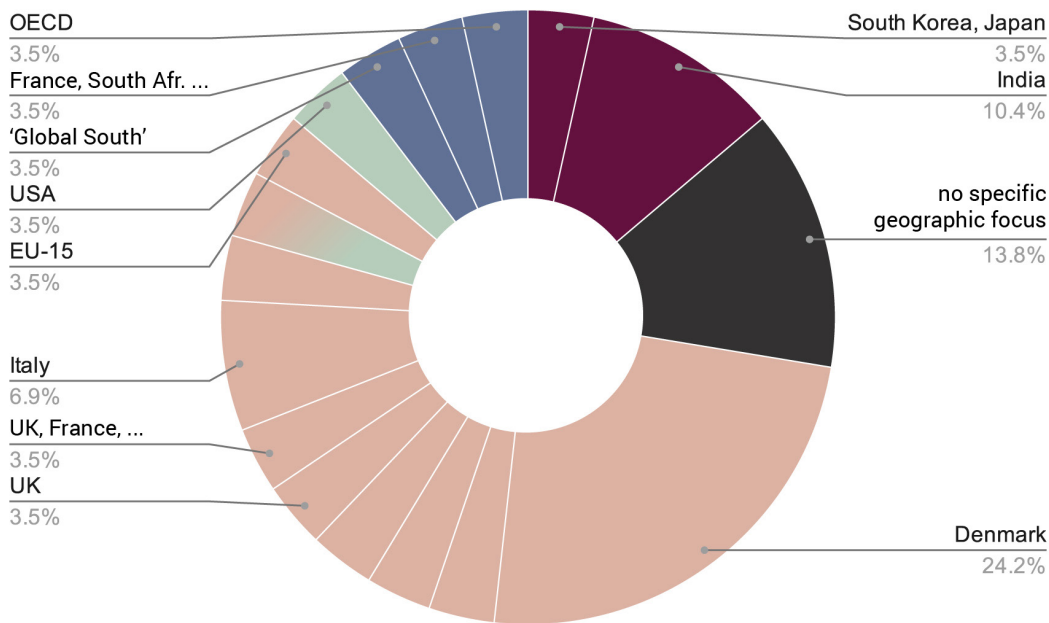


Geographic focus of the articles

International Migration

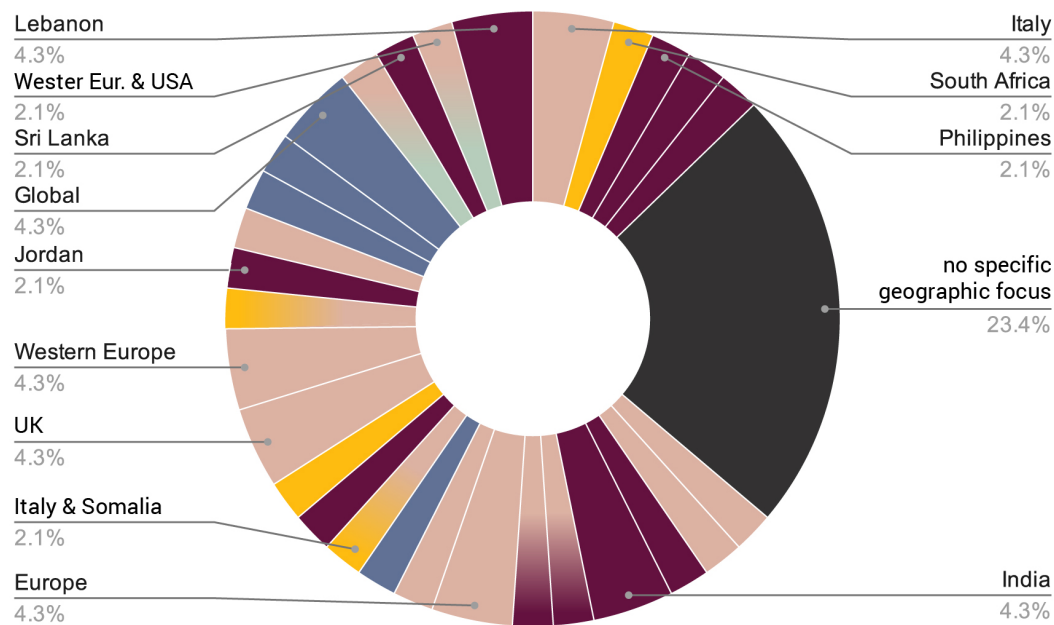


Integration



Geographic focus of the articles

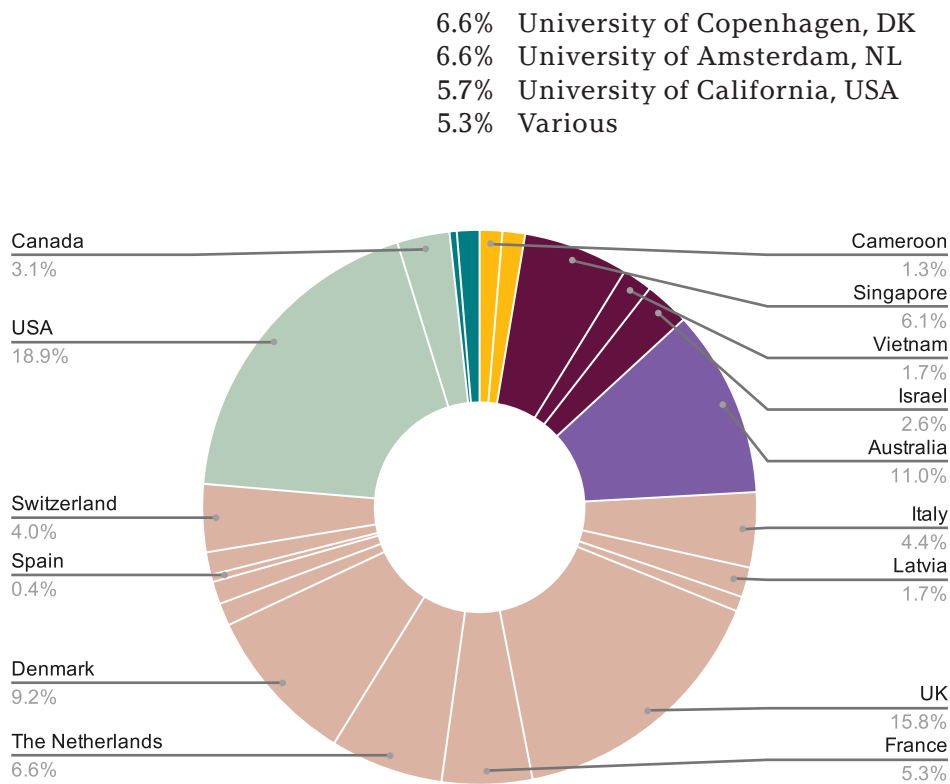
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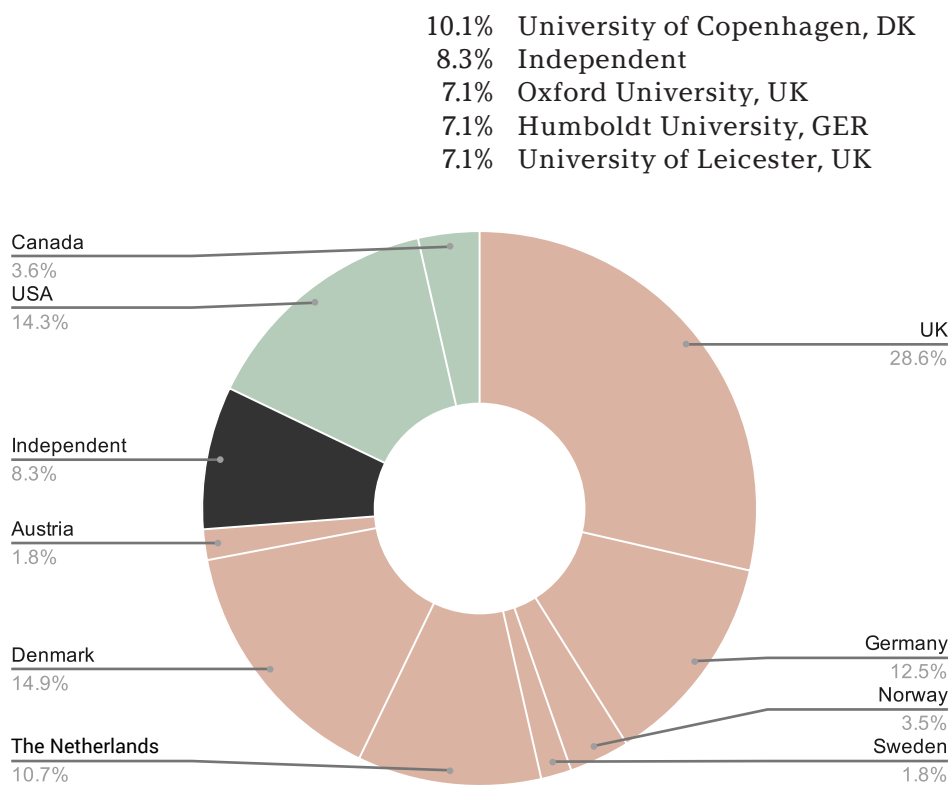
International Migration

Share of individual universities



Methods & Disciplines

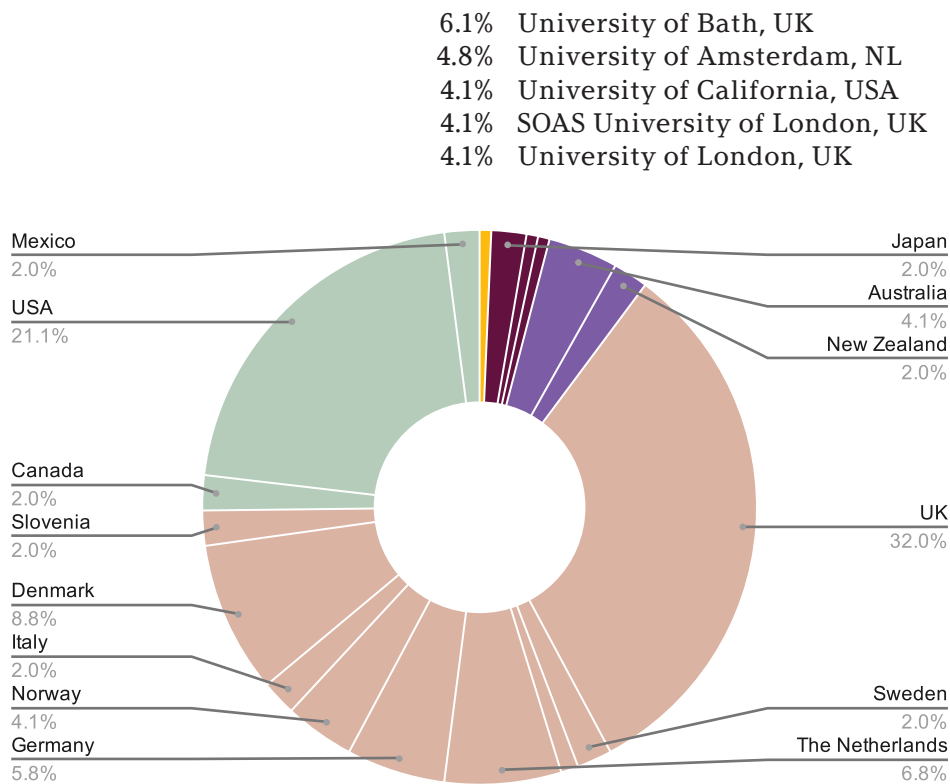
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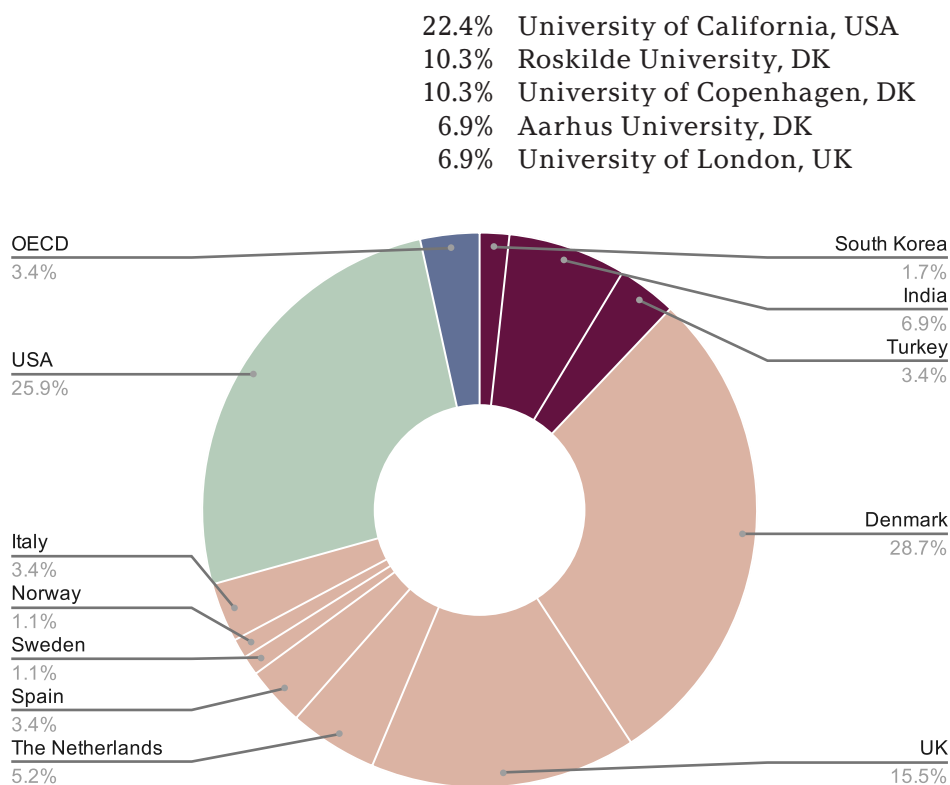
Identity & Culture

Share of individual universities



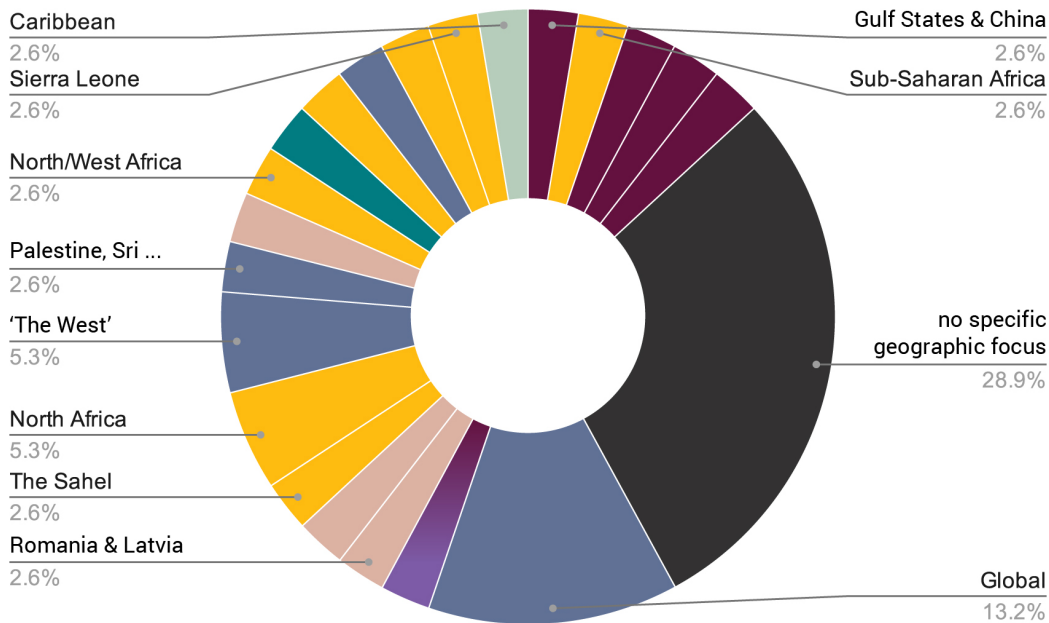
Integration

Share of individual universities

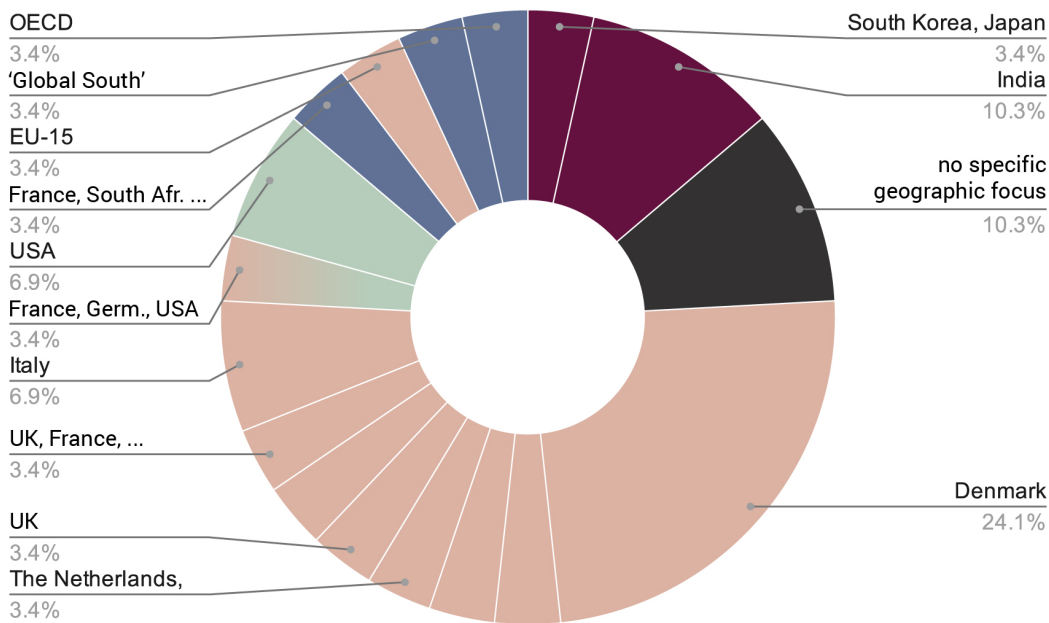


Geographic focus of the articles

International Migration

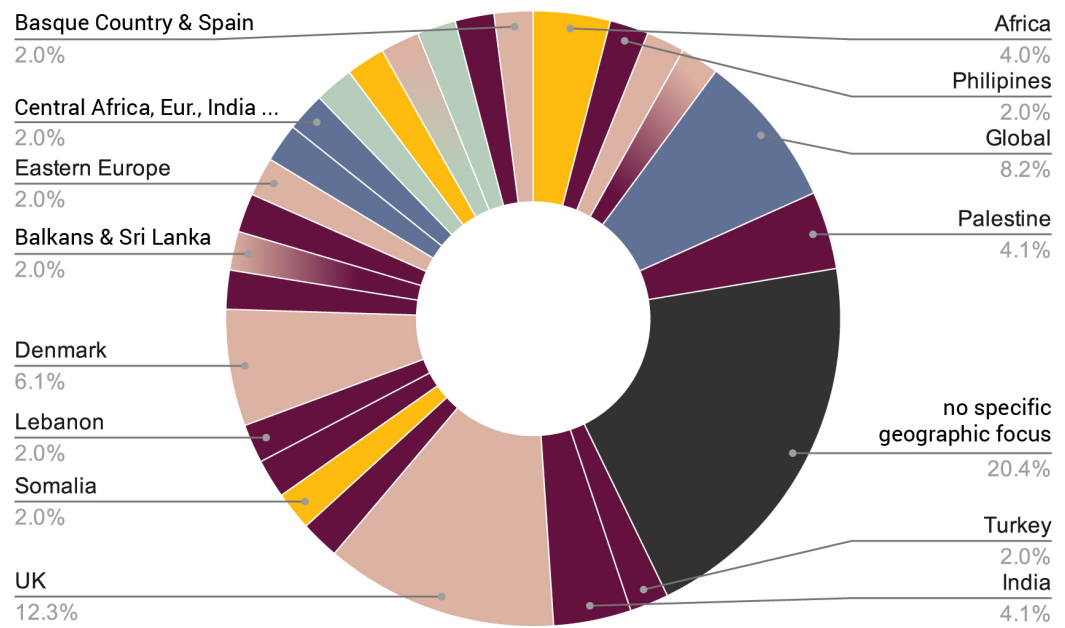


Integration



Geographic focus of the articles

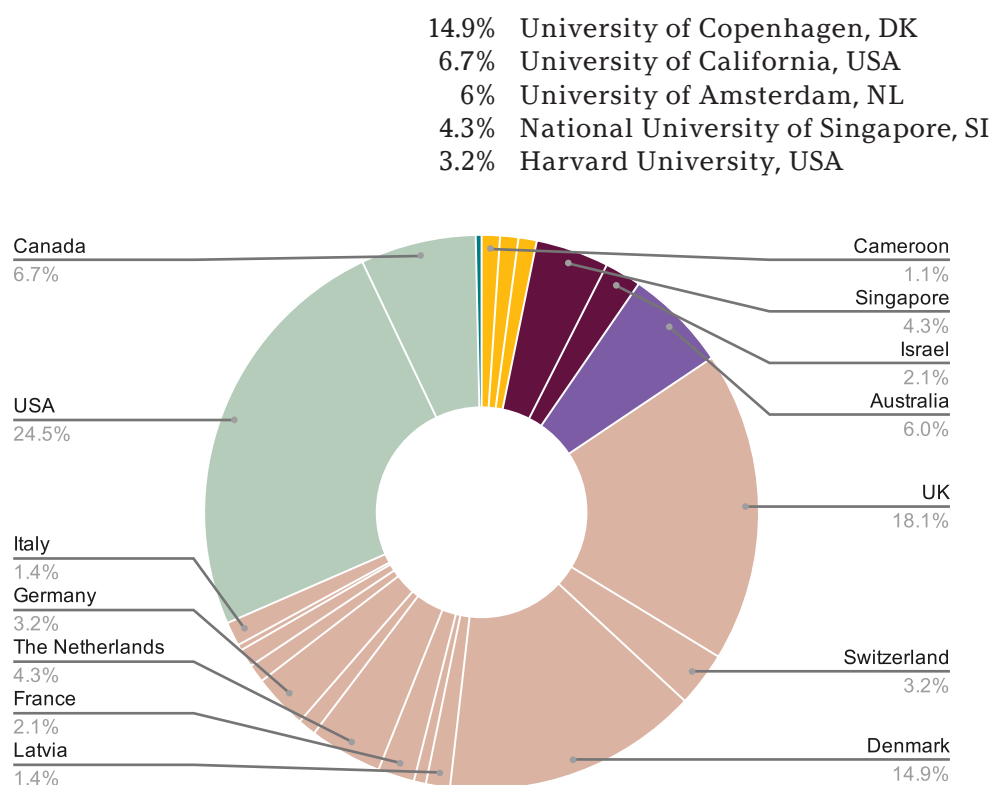
Identity & Culture



Institutional affiliations of the authors

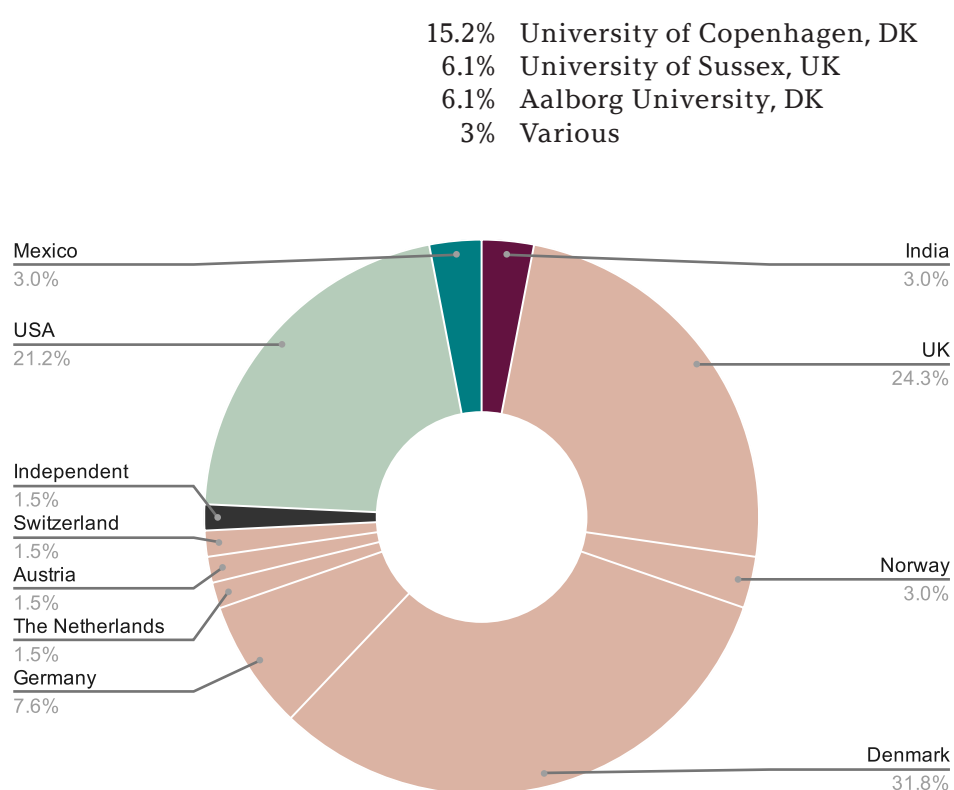
International Migration

Share of individual universities



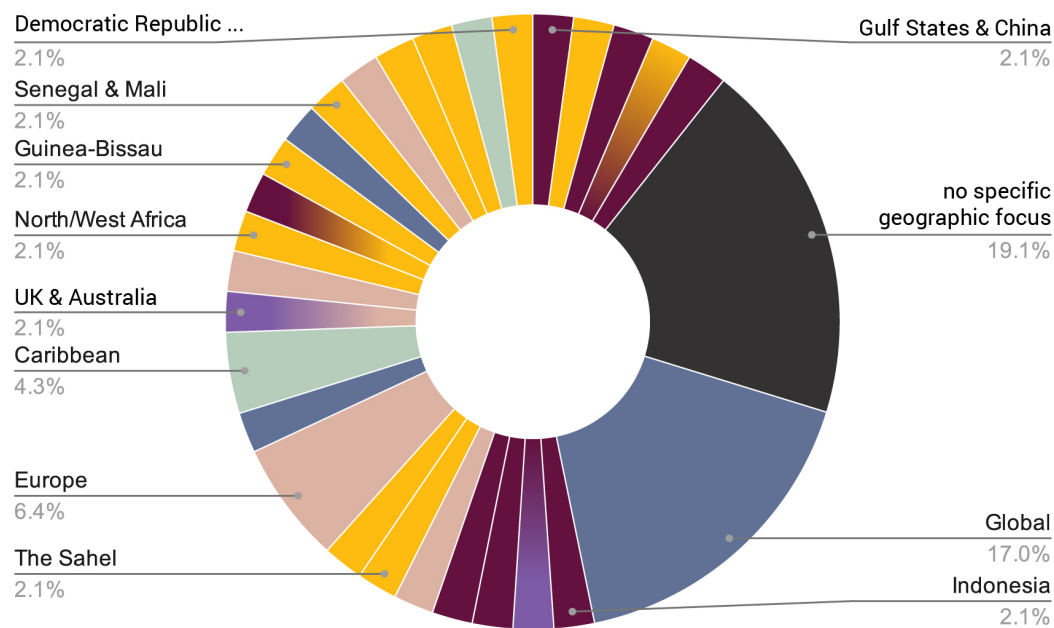
Methods & Disciplines

Share of individual universities



Geographic focus of the articles

International Migration



5 Recommended Actions

Following the outcomes of the survey and the analysis of the syllabi, we conclude this report by translating the collected feedback and insights of the survey into six recommended actions points:

1. Increase the geographic range that is covered by the contextual focus/content of the articles, specifically with texts that discuss migration-related topics in Latin America and (East) Asia. This has clearly been the strongest concern voiced in the survey and is further compounded in the metadata analysis of the course syllabi. Here, we refer to the literature recommendations given by the respondents in question 8 of the survey.

2. Include more authors that are affiliated with non-Western universities. The lack of academic voices from African, Asian and Latin American universities is not only one of the main concerns of the respondents, but has been shown by our metadata analysis of the course syllabi. As AMIS invites students to engage in critical discussion of migration literature in the classroom environment and generally demonstrates a deconstructivist stance, it seems that students also expect the institute to commit to these same values in regards to the choice of literature.

3. Consider altering the course description and the way the program is advertised in a way that reflects the literature students actually read in the courses. Many students and alumni expressed frustration with the fact that the program was advertised as interdisciplinary, while, in their view, it lacked sufficient presence of core disciplines such as migration law,

“Equally, I think it would be good just to have a long list of ‘if you’re interested in X area, you should check out Y’. That way students with particular focuses can pursue those in addition to ‘required readings’. We’re graduate students and exploring *beyond the curriculum* should be expected, can’t just ask teaching faculty to serve up a ‘Perfect Syllabus’ which caters to all themes/topics/strands.”

political science, economics and others to justify said interdisciplinarity. As many students clearly find the program is beneficial to them, despite being heavily rooted in anthropology and sociology, we believe the program should strive for a more accurate description of the degree and transparency of what disciplines we indeed include in the course material.

4. Have ongoing discussions with the students about the interdisciplinarity in course syllabi. The survey helps to

point out which disciplines a greater share of students and alumni care about. At the same time, the respondents seem to be aware and understanding of the challenge in balancing depth and variety within the limited framework of two semesters of course work. Ideas such as an increased collaboration with other departments (even more guest lectures; easy access to courses at other departments) or more individual freedom in the design of the thematic structure of the semester surfaced throughout the survey. Moreover, it would help to discuss students' preferences more openly, for example at the beginning of the program, and partially adapt the course literature accordingly.

5. Increase the transparency, prioritize the discussion surrounding diversity by making it an integral part of the curriculum and manage different student expectations through such a dialogue. The students want to know why they read what they read, what the thought process behind the composition of the course literature is and why the geographies, disciplines and theoretical perspectives they care about are addressed to that specific extent. At the same time, this survey demonstrated that the AMIS students are critically reflexive, highlighting their own responsibility and are willing to assist in solving 'the problem' together and in conjunction with the faculty and coordinators. Due to our findings we posit that productive initial approaches include having workshops or diversity-related themes throughout the year exploring the complexities surrounding categorisation and representation.

6. Create flexible syllabi. Having a student body with such a wide variety of disciplinary backgrounds and

different expectations, it is obvious that the course syllabi cannot cover all the diverging and sometimes conflicting interests. Following this, it could make sense to explore the idea of themed, co-existing reading list that are rooted in a bigger topic (integration, culture & identity, etc.) while allowing for choice based on individual preferences. One concrete idea that was repeatedly voiced in the survey is to provide larger foundational reading lists that are shared with the students before the start of the program. Furthermore, including and utilising the varying student backgrounds more strongly in the syllabi would be one of the most straightforward ways of increasing diversity and interdisciplinarity.

6 Appendix

00 Questions

01 How far along are you with the masters?

02 On a scale of 1-10, how would you rate the course literature? (Avg. 6.1)

03 What was the strongest, most interesting part of the course literature for you?

04 In what areas did you find the course literature lacking?

05 To what extent did the course literatures across the four required courses complement each other?

06 Diversity in course literature can mean many things, e.g. variations in geographies, disciplines, gender, nationality/ethnicities, authorship, text types, etc.. What kinds of diversity do you think should be included in the curriculum? Are some forms of diversity more or less important to you than others?

07 Did you find the course literature lacking in the forms of diversity you value? In what areas was it diverse enough and in what areas was it lacking diverse perspectives?

08 Please give specific article recommendations that you would have liked to see in the compendium, if any. Draw from your own background, story and/or focus within the field of migration.

09 How do you think greater diversity in course literature would matter for the overall quality of the program?

10 If incorporating more diverse perspectives means cutting out some

existing literature, which topics/areas/authors would you suggest getting rid of?

11 More generally, what kind of motives and expectations did you have coming into this masters? Were those met / are those being met?

12 Would you recommend this programme to others that are interested in the field migration? How would you describe it to them?

13 Final thoughts?

03 What was the strongest, most interesting part of the course literature for you?

As someone who came into the Master's program without an academic background in the field of migration, I really enjoyed the variety of theoretical concepts and perspectives we explored through the readings. Especially the texts we read in International Migration and Identity & Culture provided a great foundation to draw and build upon.

I really enjoyed the international migration course and the integration course. Literature on migration categories and learning the history of how migration studies has evolved was interesting, furthermore the case studies from different countries.

In-depth analysis of migration topics that posed direct relevance to current world events

Learning about specific anthropological cases

The literature on Integration and International Migration

Articles written with an anthropological bent that focused on specific case studies. Your Ghetto my comfort Zone by Ole Jensen for example.

Texts on theoretical concepts such as integration, illegal immigration, border spectacles, culture, violence etc. Many case studies worked well in order to exemplify, however some of them were so context specific that they were difficult to relate to the broader topics. I

found it interesting to get examples from different parts of the world.

The literature that discussed policy and practical implementation of migration policy and its effects on migrants and migrant communities. I also really enjoyed the case-study literature because it was interesting to learn about totally different studies, how they were performed and what they discovered. I also

I was most stimulated by the readings for the Identity and Culture part of the course, because of how much it dealt with topics of integration/assimilation, and the debates about this.

The literature for the Culture and Identity course

The texts from international migration and integration

The literature and content covered in the international migration course was the most interesting, in the way that we were able to sit with a variety of really relevant and important topics, while placing the issues and content within the larger context of international migration. There was depth and diversity within each area as well as within the larger view.

The readings on identity were strongest in terms of being applicable to a lot of students' interests and future goals of work, I believe, though some of the

readings could have been a bit more overarching, or specifically about populations that we decided upon as a class.

Some of the course literature for International migration, esp. Joseph Carens, Genova, Bigo, Fassin, everything by Hein de Haas and the very limited amount of legal literature.

Literature related to politics/law/ international migration

The law and policy articles; articles that go against common beliefs; articles presenting statistics; articles with good methods sections; articles addressing the humanitarian field; hard facts rather than soft facts; texts rooted in empirical cases rather than theoretical philosophical summaries of research; case studies of current trends.

Private securitisation in the border regime, mobility make nations and the imagined communities
I feel that the readings for the Integration overall tend to be overall interesting and informative, the teacher (Tore) is also great at explaining them and offering additional readings. I really enjoyed the section on emotions in Identity and Culture, but the readings were repetitive and difficult to understand. I would like to have had liked for at least one reading to not explain the different theories on effect and give a concrete case or example on emotions/effect.

The texts on migration theories and methodology were the most useful for me.

the sessions on identity and culture, as well as literary approaches to migration. I especially appreciated having guest lecturers.

The general view provided in International Migration (studies of globalization, humanitarianism, governmentality etc) Also the literature regarding identity

Turner (2008) 'Staying Out of Place'; Kringelbach (2016) 'Paradox of Parallel Lives'; Bowman (2003) 'Constitutive Violence and the Nationalist Imaginary'; Whyte (2011) 'Enter the Myopticon'; Jensen (2013) 'Your Ghetto, My Comfort Zone'. + D. Fassin, P. Nyers, G. Agamben,

Materials from "Identity and Culture" - Stuart Hall, Gilroy, Fredrik Barth, etc.

Learning about the misconceptions about migration in the mainstream media.

04 In what areas did you find the course literature lacking?

Texts from specific geographic contexts were missing, especially Eastern Asia and Central and South America. I think we could have also sacrificed a little bit of the variety in theoretical perspectives for a more in-depth look at central fields of interest. Histories and language just scratched the surface for example, and I would have liked to dedicate that space to politics and law. However, I understand that this one might be difficult to figure out as everyone's field of interest might lay somewhere different.

I would have liked more diversity in the literature, also I would have liked there to be a stronger focus on deconstructing 'irregular migration', 'temporary migration', and 'circular migration'. More voices from women and POC!

the "interdisciplinary" nature of the curriculum was highlighted throughout the course but I feel that this was not the case, specifically in the literature. in my opinion, too much of the course literature and instruction was from an anthropologic perspective (theoretical) and not enough for a political science and economic one (practical).

Legal; geographical regions; foundation theories

The role of language in changing perceptions about refugees or other forms of migrants. Rhetorics, media studies etc.

I found the course literature lacking in variety utilized. This course was framed as interdisciplinary and while we were aware that it would have an anthropological bent, I was surprised how ethnographic heavy the literature was in all of the courses. I would have found it more well rounded to include articles written through political, legal, economic and regionally more diverse.

Geographical representations, e.g. very few examples from Asia, and overweight of texts on Africa (maybe also due to the expertise of the lecturers). Could have used more texts with an economic or philosophical angle.

Oops, I lost the last answer. I was going to continue with that I found the methods and methodology literature really important to helping me understand the field of migration literature. In general I found there was insufficient literature discussing historical migration, migration in the americas, migration in Asia, and migration policy and law.

I found a huge lack in regional diversity, perhaps because of where I am from and what I wanted to read about. I wanted to read more about Central and South American migration, especially with regards to the United States. There is too much of a focus on specific countries in my opinion, Palestine being one of them for example, and a few African countries that received a lot of exposure in the course. I also believe there could have been more discussion of, for example, Greenlandic migration to Denmark, and the colonial implications of that

for Danish society's understandings of its relationship with the colonial other. It also seems like we lacked some basic, essential theoretical framework, especially from postcolonial literature and the subaltern studies group. While many theoretical concepts were alluded to, I would have appreciated more theory either as a pre-reading to entering the degree, or as complimentary to the many case studies we read.

I found that we were lacking readings of the founding theories we mentioned by Agamben, Foucault, or Bourdieu for example. They might not be included in the mandatory readings, but I think a list of fundamental readings should be provided to the students even before the start of the degree.

Identity and culture

Migration and Refugee Law is the most obvious and pressing choice for me. In that same vein, I would find more time spent on humanitarian affairs, protection, and human rights valuable for a degree in migration, over some of the other literature on which we focused. Lastly, I believed there was a deficiency in the areas of politics and economics of migration.

Diversity of authors - race, ethnicity, country of origin, year of publication (many quite old) Applications outside Denmark/Europe

1. Integration module in particular, although it had good literature, was very focused on Denmark 2. Literature was overwhelmingly focused on anthropology (and some sociology), with very minor focus on law and politics - this is not a problem in itself, but then the Masters should be in Anthropology,

not market itself as interdisciplinary. 3. It would have been interesting to also have some more recent research included in the literature

Policy-making, international affairs, law, political science

Mainly a link to my potential work life, which would be integration in Europe either at national or transnational level, and the humanitarian field, how many refugee camps are there, how are they run, what are the various prospects of refugees, what are alternative ways of working with refugees outside of camps for. Who are the actors in the various field, IOM, UNHCR, ECRE etc. Law; statistics; sometimes, getting the basics straight, basic concepts like identity and culture - what are different ways of conceptualizing them,

The literature is lacking in anchoring the various paper to a broader theoretical framework

Presence of female of POC authors was lacking in International migration. I would have also liked to read a feminist or Post-colonialist take on migration as well during that class (or any of the classes really as they have been referred to often in the second semester). Additionally, I would have liked for some of the philosophers that are mentioned repeatedly in class (Foucault for example, because many in the class had not read him before and had little time to read him on the side because of the large amount of reading required for class)

There were too many articles that were very specific case studies. Reading some of those is interesting, but sometimes they didn't add anything new. The regional focus was also quite limited.

I found the course very lacking in more in-depth discussions surrounding race, 'otherness' and positionality in the Scandinavian context and in doing migration research, reflexive and critical feminist/queer/decolonial approaches to engaging with ethnography, and did not feel that the literature we read was representative of historically marginalised voices.

About legal regimes

Geographically: Latin America, East Asia. Critical race theory, abolitionist literature, queer theory. Maybe some more quantitative based research too, because we skewed qualitative most of the time. Potentially more scholars based in LEDCs. Potentially more women on the syllabus, but I don't know the figures for what the actual balance was.

Environmental migration was mentioned in the "International migration" course description/outline, but not included in the syllabus. Some of the work by e.g. Jane McAdams should be incorporated in Module 1. Would also have preferred a more legal approach to immigration throughout the programme, incl. an introduction to the most relevant immigration legislative, administrative policies, legal statutes and court decisions.

Could have been more literature from a political science/sociological perspective, what we read skewed heavily toward anthropology

05 To what extent did the course literatures across the four required courses complement each other?

The International Migration and Identity & Culture courses complemented each other quite well I'd say. Methods & Disciplines had a specific interest and focus, in that it obviously stands out. The Integration course seemed a bit isolated in its strong focus on Denmark and Europe and therefore didn't complement too well with the other courses.

I would have liked a more in depth explanation of how the courses were set up in relation to one another and how the literature complements/ builds upon the previous courses.

At times the curriculum did a good job of complementing and reinforcing the various lessons via the literature but I believe that more coordination between lecturers when selecting text and planning lessons could fully capitalize on this opportunity.

Did not seem to complement too much

I think they complemented each other just fine. I would have been happy with other perspectives too, but again. One year of classes ain't a lot.

Quite well I would say. Could use more textbook-kind-of-texts for the methods course (which is over all the weakest course in my opinion)

I think the order the courses were delivered in made sense.

I believe there was a lot of complementarity, so this was a strong point. The theoretical basis we did receive, while not strong, was relevant for all the modules. And one of the pluses for the regional focuses that did occur was also complementarity.

I think the first semester laid a thorough foundation, with the focus into the larger context and issues of migration studies, and the necessary methods with which we can study, understand and research the subject. The two course during the second semester seemed less cohesive to the wider goal of a masters in migration.

There were some common themes throughout the literature and techniques one could use both in research but also in approaching articles (the Methods class helped me to learn to extrapolate more from even quite specific texts). However, some of the complementing fell to the faculty to try and relay, which some did better than others. Overall though, the interplay of identity and 'integration' I believe was well depicted through the literature choices.

Can't say - probably well? Again my main issue was that the course was overwhelmingly focused on anthropology and not on establishing interdisciplinary links.

I don't think they really do in my opinion.

The literature talk to each other, when reading a text in identity and

culture we can draw on a concept from international migration. I think that all the courses offer a broad range (in terms of disciplines, empiri vs. theoretical, geographical areas, methods etc.) of texts, maybe to fit the various needs and interests of the students. However, I experience that we have many texts showing explanations of why migrants might migrate or why there is no "climate refugee". I wish there was more statistic or models. We learn about the critiques and comments on "common sense" opinions that we are not so familiar with. That was maybe a bit harsh. The courses overlap and talk to each other, I wish they were a bit more distinct from each other.

to a small extent

For the most part they complemented each other well

I would say that the different syllabus are somehow linked to each other due to the topics which are intertwined. However, I do not think that is what being complementary means. The structure should be more evident.

During the second semester is when we see the overlap of readings between courses. Less reference has been made to the Methods and Disciplines class though.

Generally the course literature worked well together, but there was also some overlap (the same issues being discussed in different courses, with not that much added to it).

They complemented each other thematically, but again felt narrow in terms of perspectives and understanding core debates in migration studies from other vantage points.

Linked together well. Seemed coherent. Could easily use readings from one course in another context.

06 Diversity in course literature can mean many things, e.g. variations in geographies, disciplines, gender, nationality/ethnicities, authorship, text types, etc..

What kinds of diversity do you think should be included in the curriculum? Are some forms of diversity more or less important to you than others?

All forms of diversity should be considered and included in the curriculum, none is per se more important than the others. As a migration studies program however, I feel that we should cover a wider set of geographies and make sure that academic voices from sending countries are represented adequately.

gender, disciplines.... all of it is relevant I would say. I would have liked perspectives on migration from other disciplines and perspectives- fx economics, politics, health, and also understand anti immigration rhetoric and logic better.

Variations in geographies would have been more welcomed. South American was not included very much, unless in reference to migration to North America. Regarding disciplines, as I mentioned before, the majority of the literature reflected an anthropologic perspective which I found to be highly theoretical most of the time and proved difficult to connect to current events (which is the foundation for my interest in the program). The discussions that this literature spurred were always thought provoking and enjoyable. But the amount of literature from this field produced an almost exclusive "bottom-up", heavily micro point of view, which is extremely value but loses significant context when not compared equally with an adequate analysis of state perspectives and actual policies. It would've been nice to balance

these lessons with authors, research projects, and think-tanks (like DIIS) connected to current events from the fields of international relations, political science and economics.

Variations in geographies; authorship is less important as long as it's not all authors from same areas of world with similar disciplinary backgrounds.

I often felt that the pupils made this question a responsibility of the teacher. No one can make everybody satisfied having only a year - and as students we TOO have a responsibility. Try instead facilitating a couple of assignments that puts the question into play. For example by making geographical diversity a dogma.

I believe incorporating literature that not only focuses on but sources authors from various geographies is important for a more well rounded and diverse curriculum. I also believe that it is important to within reason, add literature from various disciplines such as law, politics and economics.

Geographical diversity is important to me to see migration as a phenomenon across the world. Disciplinary diversity could be strenghtened to get beyond the anthropological perspective, which has been the main angle. I have a feeling that

ethnic and gender diversity is ok in the literature overall.

I think diversity of geographies and disciplines is most important to me, from an academic standpoint. From a more personal standpoint I think it is really crucial that our teachers make an effort to feature research by

As I already mentioned, geographical diversity was very important to me because it felt lacking. I also believe it would have been relevant to include more of the theoretical discipline, especially when it comes to such topics as intersectionality. This concept is highly relevant for anyone wanting to work with migrant and refugee populations now, but it was definitely something lacking. I also believe debates about cultural relativism were lacking, because they too are highly relevant. I personally do not support the idea of having to include diversity in a way that becomes tokenism, but I do think that some of the material we read was simply outdated and no longer necessary, and could have been replaced with newer, more critical articles and ideas that both build upon what the previous material discussed, but also rework it or deconstruct it. That being said, it would have been nice to read more articles from academics in the Global South, or whose roots are there, especially if they are treating the same topics addressed in articles emerging from the "West", but from a different perspective. I think this could have been valuable.

A greater geographic diversity is needed. Latin America was not covered at all and Asia was too rarely focused on. In the Integration course, the literature was too centered on Scandinavia and Europe, and in general on countries with strong states. I also would have like to read more, or be given a suggestions of books

of "migrant literature" to read from the migrant's perspective.

It it important to me that there is a diversity in Gender and nationality/ ethnicity of the author.

The two prominent choices in my view are geographies and disciplines. Besides the international migration course, I think there was little inclusion of necessary geographic foci. And for disciplines, I have already stated the disciplines lacking in question four.

When it comes to migration and academia, I believe the most important kind of diversity in the literature lies in the authors: ethnicity, race, country of origin, personal backgrounds & experiences. Eurocentric or Western-centric viewpoints of others' experiences have their own use, but to a certain extent when it comes to what is happening for migrants of a certain population I believe hearing directly from someone of that population can be useful in its own right. Otherwise, however, gender diversity is also critical, generally but especially when considering gender differences in migrant experiences.

More focus outside the Danish context - and perhaps to some extent outside the European context as well. More focus on interdisciplinarity - or, if they want to do anthropology then do that, but perhaps with better links to other Masters degrees within KU (Law, politics) where AMIS students may take elective courses in their particular discipline of interest. This was not something explored or available as far as I was aware. A more thought-through approach to gender in the course literature - not making all three texts about gender elective for example. Also if it is said that 'gender

will be mainstreamed throughout the degree' - actually do that, don't use it as an excuse to bypass it. Around half of all migrants are women - a gender perspective is important!

Disciplines. It should have been clearly stated that this course would be anchored in political science, this one in anthropology etc..

To begin with I wanted a diversity in terms of geographies - to include Latin America, to discuss different discourses on migration and integration from Africa, U.S., Russia, regions of Asia etc. I maintain this, but want to stress that we should have more case-based texts, more statistics, more "facts" (statistics, legal definitions, knowledge on actors in the field), and more basic definition of concepts. The diversity we have now might come at the cost of focusing on a core.

The most important form of diversity to me is related to the authors and to their academic background. I wish there were more scholars which are studying/teaching in University from the "South" (Africa and Latin America mainly). Then also an analysis of the news would have been interesting.

Coming from an interdisciplinary course, I am disappointed in the diversity of disciplines studied. I expected to read from more than just the humanities (despite this course being situated in the humanities). I expected to read more texts relating to political science and economics (the harder social sciences) as they both have opinions on migration and other disciplines, but unfortunately this programme does not have that and I do not feel that it is interdisciplinary. Additionally, I do think that there needs to be a larger presence of

women, POC and geographies in our readings. I think that just having the representation is important to ensure we do not have a white male, European-centric education. And this presence is particularly lacking in the International Migration course, and Simon unfortunately defended his choice of having a majority of European white-male writers at the beginning of his course. And to move away from constantly quoting European males as our main sources of theory, other theorist like Said and Homi Bhabha should be quoted more in class.

The curriculum should try to cover different regions of the world, and try to use research from local scholars rather than reproducing the Western scholars analyzing non-western countries pattern. However, I do realize that language barriers might be a problem here. I also find it important to have a gender balance, and think there was a lack of texts by female researchers in the curriculum.

I feel that including critical race studies, and non-white authors is crucial to studying migration. I think there is also an importance in including scholarship from the Global South, as well as knowledge that is not confined to canonised academic literature, but engages with intellectual work and empirical material from those engaged in social and political struggles related to migration. I think the course would benefit from including discussions around challenging the dichotomy between academia and activism, a more critical and reflected stance to the way in which academic knowledge (not disregarding KU itself) is embedded within power relations related to different kinds of marginalisation (gender, race, disability, sexuality) and a more nuanced look at ways of engagement with interlocutors in regards to ethics and responsibilities.

Greater diversity in disciplines could be useful, as the programme stands for its multidisciplinary character. Also more variations in geographies could be included.

There is no point having a diversity of genders if you're just promoting white women. Ethnicity, geography, and diversity of disciplinary/political approaches are most important to me. +Including texts from people with lived experiences of the processes we're discussing. Equally, important to raise 'The Big Names' but also to introduce some emerging scholars' work. Obvs. gender balance should hopefully hover around 50/50. Not so fussed about text types. Equally, I think it would be good just to have a long list of 'if you're interested in X area, you should check out Y'. That way students with particular focuses can pursue those in addition to 'required readings'. We're graduate students and exploring *beyond the curriculum* should be expected, can't just ask teaching faculty to serve up a 'Perfect Syllabus' which caters to all themes/topics/strands.

1) More scholarship from the global south. 2) More disciplinary variations - e.g. economists and demographers also produce interesting work on migration for those who are not allergic to numbers and statistics. More quantitative and comparative studies on migration.

More geographic diversity (almost no literature from Asia and none from Latin America) as well as more diversity in the types of migrants studied - heavily focused on refugees and second-generation but not on economic migrants.

07 Did you find the course literature lacking in the forms of diversity you value? In what areas was it diverse enough and in what areas was it lacking diverse perspectives?

The course literature lacked perspectives from East Asia and Central and South America. Also I would have wanted to read more texts that were authored by or at least co-produced with scholars from sending countries to overcome biases in the production of knowledge. Even though the curriculum has a strong anthropological focus, I think that I got a good overview of different disciplinary perspectives on migration. To be honest, I don't really know how balanced the literature was in terms of gender and authorship from POC, but my intuition tells me that the literature across the courses could use more diversity in that sense as well.

I must admit I cannot remember how diverse it was so I find it hard to critique. As a woman, I still remember all of the strong female theorists from the literature (fx Sarah Ahmed) so that must mean they were particularly influential. :) sorry not really a good answer!

As I previously mentioned, I feel that the course would've benefited from a greater diversity of academic perspectives - international relations, international development, political science and economics. I found the ethnic and cultural diversity of the authors to be largely adequate, appropriate and informed.

It was diverse when it came to different types of cases and different perspectives, but what was missing was studies outside of Europe and balancing the case readings with more theoretical backgrounds that laid out historical

foundation of migration studies as a discipline in itself and how it has evolved because of such case studies.

See question 6.

I did. It was lacking in various disciplines with a focus on anthropology and ethnographies and case studies. I also found that there was a tendency to focus on migration to Europe and while I recognize where this University is situated it makes sense to do so, It would be prudent to include literature about Latin American and Asian migration processes.

More examples from Asia and South America would be welcome.

Damn it did it again. I am going to continue my answer to the last question here first. I think it's important that our teachers give space to women and men voices and look for researchers who have diverse backgrounds. This in my perspective is not really a political correctness issue in principle but is rather a crucial way to guarantee that a variety of perspectives are represented and considered in the literature as we all know that subjectivity of the researcher is inevitably linked to the outcome of the research.

I think I kind of answered this in the previous question. It was lacking in different regional perspectives, and some of the older theory was purely white Western male. I also believe it

was lacking in disciplinary variation, in that political science and legal studies, both highly relevant for the topic, were strongly lacking.

To me the biggest issue was that the curriculum tried to be so interdisciplinary that it promised to cover both law, sociology, geography, psychology, history, anthropology, geography etc. I think this resulted in the classes being too superficial. I think the description of the degree could be reformulated so that new students do not expect to go in depth with fx. aspects of psychology as these expectations are not met as I see it. I think it would be more adequate to pick a more narrow focus such as sociology and anthropology and then go more in depth.

Again, the areas I value and felt a deficiency are the areas I have already pinpointed above.

I believe having greater diversity in authors' personal backgrounds (COO/ nationality, race, religion, ethnicity, lived experience) is most important and was not present enough in the literature. There was some gender diversity, but there could have been more - both in the authors themselves as well as in the lenses/approaches taken. Gender and family, for example, should not be rolled into one class. The literature was fairly anthro heavy, but in some ways for both those in and outside of the anthro field it is beneficial to have a good amount from a certain discipline to really learn the methods/best way of approaching the literature (though a bit more of cross-disciplinary literature would be good - even drawing on literature/disciplines the students themselves come from and put forth). When it comes to integration, there was a large amount of integration in Denmark. While I understand this is useful perhaps for those from or staying

on in DK, I think it was not so well described when applying for the masters program.

Interdisciplinarity was by far the thing most lacking in the course literature - but for it to be useful, the degree needs people from different fields to teach. It doesn't work if anthropologists try to figure out political texts to add into the course literature that they then are not able to explain. The sociology aspect was really strong (although Denmark-centric), and the anthropology aspect was really strong. If the course marketed itself as that, I don't think the course literature would be a problem really.

Yeah, clearly. It was mostly outdated and too much focused on anthropology

1. Diversity I value: I appreciate the readings diversity in terms of geographies, different scholarly voices, stages of migration, theoretical models, concepts and cases, but they come at what I wanted to learn, which is the basic knowledge that makes me know and "see" more about migration and forced migration than those who have not studied it. Law, statistics, definitions, actors, history, the various discourses.
2. Diverse enough: Over time I am somehow satisfied with geographies of the cases we are reading about.
3. Lacking diversity: In disciplines, more sociology, law and human geography

We look to many different points of departure in analysing the migration phenomenon (all the way from emotions to the State). In this respect the course literature was very diverse, even if with a prominent ethnographical/ anthropological perspective.

I think overall, the second semester has done a better job than the first semester in diversity and clarity of the readings. Particularly the Integration course. International migration lacked in diversity of disciplines and writers, which was expressed during oral feedback in class. Additionally the texts were often difficult to understand and repetitive. I would have liked for the texts in International Migration to have clarifying texts along with the more difficult to understand texts.

There was a lack of texts from non-Western and female researchers. Generally speaking, the curriculum felt very Euro-centric.

Yes. I found there to be extremely few black, indigenous and voices of colour represented. There was also a general omission of even addressing diversity as a valid/important aspect of the course literature, and the one class we had on race was taught by a white scholar who seemed to have a very limited grasp of key discussions within critical race studies and dismissing race as an important topic to explore in the Danish content (for instancing arguing that institutional racism is when institutions have explicitly racist policies). I felt this really hindered some important discussions to be had within a field in which race and colonialism plays such an vital role. In terms of methodologies, also, I would have liked to have been introduced to the breadth of feminist, indigenous and queer approaches to doing research.

Good diversity of perspectives and disciplines, but anthropological approaches were maybe over-represented. Felt like majority of scholars were northern hemisphere based/focused +white - but I appreciate that's a structural problem in academia

at large. Mixed feelings re:gender. Sense that we had more men than women on the reading list. That said, majority of teaching staff and course mates were women so don't believe perspectives were lacking/erased/excluded.

see 6

I thought it was good at presenting authors from a wide variety of ethnic backgrounds and adequate in terms of gender, though there could always be more women :) It would have been interesting to learn more about migration from the host society perspective from an academic point of view, beyond what is presented in the media and surveys (e.g. ethnographic studies of Danes)

08 Please give specific article recommendations that you would have liked to see in the compendium, if any. Draw from your own background, story and/or focus within the field of migration.

Sukarieh, M. & Tannock, S. (2012). On the Problem of Over-researched Communities: The Case of the Shatila Palestinian Refugee Camp in Lebanon. Sanyal, R. (2014). Urbanizing Refuge: Interrogating Spaces of Displacement. Roy, A. (2014). Worlding the South: Toward a post-colonial urban theory. Low, S. (2017). Spatializing Culture: The Ethnography of Space and Place. Arendt, H. (1943). We refugees. Wacquant, L. (2008). Urban Outcasts: A Comparative Sociology of Advanced Marginality.

hmmm... spivak, more on youth culture, Chavez the latino threat narrative", Abrego "latino immigrants diverse experience of 'illegality'", Zamora (Poet).

Would have liked more legal perspectives and connection back to reality of i.e. work life, politics, etc. - using the conceptual discussions in a practical sense.

None.

For the methods course, I would recommend incorporating "Of what is this a case." By Carl Lund.

PRIVILEGED MIGRATION - DANES AND THEIR DOMESTIC WORKERS IN INDIA BY SANNA SCHLIEWE Van Schendel, W. (2005): The Bengal Borderland: Beyond State and Nation in South Asia, Anthem Press TOLERANCE AS/ IN CIVILIZATIONAL DISCOURSE BY WENDY BROWN Why standpoint matter

by Alison Wylie Neither Here nor There: An Overview of South-South Migration from both sides of the Bangladesh-India Migration Corridor by Jolin Joseph and Vishnu Narendran Van Schendel (2006) Guns and Gas in Southeast Asia

Don't really have any

Definitely should have read some of the Subaltern Studies Group, as well as the work of Miriam Ticktin, who addressed humanitarian work and vulnerability, following in Didier Fassin's footsteps.

I have less of a desire specific article editions and more focus within the fields I have articulated above. For example, there is not a specific article I want on refugee law or migration economics, just more time spent with the content in those fields.

Betts, A. (2013). Survival Migration: Failed Governance and the Crisis of Displacement. Ithaca; London: Cornell University Press. Hyndman, J., & Giles, W. (2011). Waiting for what? The feminization of asylum in protracted situations. Gender, Place & Culture, 18(3), 361-379. Gest, J. et al. (2014). Measuring and Comparing Immigration, Asylum and Naturalization Policies Across Countries: Challenges and Solutions. Global Policy, 5(3), 261-274. Lund, C. (2014). Of what is this a case? Analytical movements in qualitative social science research. Human Organization, 73(3), 224-234. Acharya, A. (2004). How Ideas Spread: Whose

Norms Matter? Norm Localization and Institutional Change in Asian Regionalism. *International Organization*, 58(2), 239-275. Napier-Moore, R. (2005). Entrenched relations and the permanence of long-term refugee camp situations. *Sussex Migration Working Paper* 28. Ezeokafor, E., & C. Kaunert (2018). Securitization Outside of the West: Conceptualizing the Securitization-Neopatrimonialism Nexus in Africa. *Global Discourse* 8(1), 83-99.

Most of these from a political, nation-state perspective. Amy Gutmann, ed., *Multiculturalism: Examining the Politics of Recognition* (Princeton: Princeton University Press, 1994). Tariq Modood, *Multiculturalism* (Cambridge: Polity, 2007). Bhikhu Parekh, *Rethinking Multiculturalism* (London: Palgrave-Macmillan, 2000). Anne Phillips, *Multiculturalism without Culture* (Princeton: Princeton University Press, 2007). Fenton, S. 2003. *Ethnicity*. Cambridge: Polity. Platt, L. 2011. *Understanding Inequalities*, esp. ch. 4. Cambridge: Polity. Anthias, F. And Yuval-Davis, N. 1992. *Racialized Boundaries*, esp. ch. 3. London: Routledge. Fenton, S. And Bradley, H. 2002. 'Ethnicity, Economy and Class', in Fenton and Bradley (eds.), *Ethnicity and Economy*. Basingstoke: Palgrave Macmillan. Joppke, C. 1999. *Immigration and the Nation-State: The United States, Germany and Great Britain*, esp. ch. 7. Oxford: Oxford University Press. Joppke, C., 2004. 'The Retreat of Multiculturalism in the Liberal State', *The British Journal of Sociology*, 55/2, pp. 237-57. Modood, T. 2005. 'Remaking multiculturalism after 7/7', *OpenDemocracy* (28 September 2005). Scheffer, P. 2011. *Immigrant Nations*, esp. pp. 197-203. Cambridge: Polity Patricia Owens, 'Refugees and the "Right to Have Rights"' in Alexander Betts & Gil Loescher (eds.), *Refugees in International Relations* (Oxford UP, 2010) Tjitske Akkerman, "Comparing radical right parties in government:

immigration and integration policies in nine countries (1996-2010)," *West European Politics* 35 (2012): 511-529 Cas Mudde, *Populist radical right parties in Europe* (Cambridge: Cambridge University Press, 2007)

In my opinion, it should have been more structured with readings on basics at first, basic theories whatsoever. And then something more related to study-cases.

1. UNHCR, IOM and Norwegian Refugee Council's annual or other reports. 2. *Diaspora*: Horst, Cindy (2013) *The Depoliticisation of Diasporas from the Horn of Africa: From Refugees to Transnational Aid Workers*. In *African Studies*. 72:2, 228-245, DOI:10-1080/00020184.2013.12881; Turner, S & Kleist, N. (2013). *Introduction: Agends of Change? Staging and Governing Diasporas and the African State*. In *African Studies*, 72:2, 192-206, DOI:10.1080/00020184.2013.812882 3. *Identity/hybridity: Homi Baba and something basic on individual/group identity* 4. *Litterature list of a whole course in "Migration, Diversity and Inequality"* that inspired me to take this masters, I especially enjoyed lecture 11: "Descendants of immigrants. Theoretical and comparative perspectives" <https://www.uio.no/studier/emner/sv/iss/SOSGEO2800/v20/pensumliste/index.html> 5. *For international migration/integration - this texts explains the thought process on different steps in Polish and Spanish migrants to Norway - @Bygnes, S. and Erdal, M.B.* 2016. 'Liquid migration, grounded lives. Considerations about future mobility and settlement among Polish and Spanish migrants in Norway', *Journal of Ethnic and Migration studies*, 2016. Open Access. 6. *Int. migration/integration: About migration policies implaction on the intimate life of migrants such as marriage: @Eggebo,*

H. 2013. 'A Real Marriage? Applying for Marriage Migration to Norway', *Journal of Ethnic and Migration Studies*, (39:5): 773-798. <http://dx.doi.org/10.1080/1369183X.2013.756678> (26 p). 7. I forgot to mention earlier - I really appreciate the "facts" presented in the Lemberg-Pedersen text presented on private security firms and the European Borderscape. 8. Int. mig / integration: These two texts on diversity in London are very interesting, and the two terms "super-diversity" and "common place" diversity were referred to in international migration, @Vertovec, S. 2007. 'Super-Diversity and its implications', *Ethnic and Racial Studies* 30(6): 1024-1054. (21 p). @Wessendorf, S. 2013. 'Commonplace diversity and the 'ethos of mixing': perceptions of difference in a London neighbourhood', *Identities: Global Studies in Culture and Power*, 20(4): 407-422. (16 p). 8. Intrenational mig. "Illegal migrants" and a different geographical discourse: @Haugen, H.M. 2012. 'Nigerians in China: A second State of Immobility', *International Migration* 50(2): 65-80. 16 p).

I would have liked to have a list of recommended books to read in advance (such as Said, Agamben, Spivak, Anderson, Foucault, Arendt...)

Edward Said "Orientalism"

Honestly, this feels like I'm being asked to do free consultancy work. I think if you want to diversify the curricula at AMIS, a start would be to look at hiring practices and representation among staff, implement diversity training for employees, include more voices and engage in conversations to work internally with these issues.

1) Jane McAdams (ed) *Climate Change and Displacement: Multidisciplinary Perspectives* - several good articles in this collection 2) Katja Franko Aas for criminological perspectives on transnationalism and globalization, e.g. "crimmigrant" / "The body does not lie" 3) Chiswick and P. Miller - *The Endogeneity between Language and Earnings: International Analyses* (Barry R. Chiswick -> integration course) 4) Giuliano & Ruiz-Arranz: *Remittances, financial development, and growth* or Rapoport & Docquier: *The Economics of Migrants' Remittances*

I thought the securitisation of migration from a state/social perspective could have been beneficial in order to give a more balanced perspective. I think we should learn about the Copenhagen School as well as criticisms of security theory. Philippe Frowd has done very interesting work in West Africa how states have used European borderwork to their advantage (e.g. fortifying borders as a form of statebuilding). The introduction from "Security at the Borders: Transnational Practices and Technologies in West Africa" (Frowd, 2018) is a good start.

09 How do you think greater diversity in course literature would matter for the overall quality of the program?

A greater diversity would matter a lot. Having this specific discourse in class would matter even more; to exchange views, debate and raise awareness for the imbalances that run through academia and the production of knowledge.

I understand it is hard to fit all of the texts that you want into the course literature, but I think more of an explanation of why the texts were chosen would perhaps better highlight how and when diversity is important from the perspective of the faculty and could spark interesting in class discussions. (so even though we cannot add all the amazing diverse literature, have more discussions about this... fx I remember an interesting discussion on how to categorize theorists and authors, when it was relevant they were queer, poc, etc., so more discussions like that!

Yes, I do.

I think it can be helpful in framing the field more broadly to understand how different academic perspectives have fed into it and contributed to its evolution, what are the different branches of migration studies, etc.

Again I think the question is not so much about the literature itself. Facilitate exams and assignments that put diversity into play. At Lund we had periods of 8 weeks where every week had a different theme. Let's say feminism. Monday and Tuesday was all about searching for course literature, reading and finding a (minor) problem to solve. Wednesday and Thursday was

about writing the actual paper. Friday we handed in the assignment and spoke to teachers and pupils in groups. Next week had a different theme, and next week another. While it was tough, you really learned the importance of taking responsibility for your own readings. Make dogmas and push the students in the direction instead of revealing the path.

It would strengthen the program as a whole as the students who enroll in AMIS come from diverse backgrounds and to a certain extent the course literature should reflect the diversity of their student body as well as the diversity of their aspirations after the program.

Enable us to see the use of theoretical concepts across different geographical and historical contexts.

I think it would make a big difference. Especially on the discipline and geography front. I felt there was a total lack of policy, economic, and law related research with an over-emphasis on anthropology and sociology.

I think it is very difficult to attend to everyone's interests in such a diverse group of backgrounds and disciplines, but the main commonalities in what people seemed to think were lacking - legal studies and politics for example - would have given a much fuller picture to the topic we are studying. By only really looking at the anthropological or ethnographic approaches, the more "practical" analysis of the topic were

missing, and it often felt like the realities on the ground even as we were studying could have been discussed through more diversity.

I think poor representation of women and minorities is a general problem in academia which should be addressed within all fields. It could be interesting for an institute like amis to be the first ones to actually focus on this and actively chose texts on a the basis of a wish for diveristy

Simply, I think more diverse literature would contribute to a stronger and more inclusive masters program.

Greater diversity leads to better learning opportunities and considerations for future goals, work, and general outlook on migration from various viewpoints. The masters is quite broad and open to students of all different backgrounds, meaning the information they are gaining here can be their real introduction to migration studies. Representation is crucial, for as migration scholars we shouldn't perpetuate a Western/Eurocentric viewpoint around migration, but rather learn from those who understand what they are writing about first hand.

It's less about quality of the programme, but that expectations of what the course will cover match the reality. It was probably a solid anthro/sociology Masters - but if you came in expecting an interdisciplinary approach, covering the main pillars of disciplines relevant to studying migration (Anthro, Sociology, Politics and Law) the course literature and classes did not reflect that. Interdisciplinarity needs more than just a few guest lectures thrown in - it needs a curriculum specifically structured around it. The Masters does

not necessarily need "diversity for the sake of diversity" - i.e. some literature thrown in from other disciplines that has no connection to the interests of those running the course - that would be counter-productive to the quality. I would rather see increasing collaboration with other departments for the interdisciplinarity bit (in terms of accessing courses run by those departments), or a more clear description of the course that emphasises that it will be mostly centered on anthropology and sociology.

Of course.

What I expected and also appreciated about this MA is the flexibility to be responsible for own learning through an internship and job/volunteering on the side. However, what is left is the course literature - the building blocs. I think a greater diversity is important, but explaining the selection and what is not included is almost as important. I think many students had expectations, and those expectations need to be addressed and managed early on. Therefore it is important that the teachers have agreed on how to describe and justify the course literature chosen.

I think it would matter if well organised in a way that allows a solid knowledge construction for the students. I found very easy to get lost and I had to build my own foundations, otherwise the contents in the paper had nothing to hung on. And I believe that such an interdisciplinary master course has the duty to help in this process.

I think it would start to live up to the idea of being interdisciplinary if it were to be more diverse, because at the moment I am overall disappointed in this programme.

It would broaden the perspective of students and help to break down power structures inherent in much of migration research. It would make students (and professors) more sensitive to their own positionality and limitations in research.

I think it would make a huge improvement to not only the quality of the program but also student experiences, opportunities and wellbeing. It's my belief (and I hope the belief of AMIS) that challenging long-standing omissions, assumptions and exclusions, questioning which students are represented in the literature they are reading (and why), and interrogating who is teaching, what, and how, is fundamental in addressing inequality, and is something all academics should be actively promoting in their institutions. Also, I think that this needs to go beyond simply addressing the curriculum, but that's for another survey.

Disciplinary diversity would potentially help with learning outcomes/job market issues. In this regard, I think we need more (boring) quantitative stuff, pieces which look at demography and economics, and pieces on policy/legal analysis. Diversity of experiences (eg. include subaltern + migrant voices) would help students develop a more 'bottom-up' vision of key topics. Areas of focus: I think this is hard. Should the course maybe just openly state that it **only** focuses on certain geographic areas? Would it be better to cover 'Europe and North Africa' 9/10, or to cover many areas at a 4/10 depth. The breadth vs. depth argument is a big pedagogical issue, and is important to consider. But what matters is making sure students' expectations of a course are realistic + met. That could just mean advertising the MA as having a 'specialism in X,Y,Z regions/approaches'. Equally, students have so much choice in where to focus their Internship and

Thesis that it's arguably up to them how they want to focus their work. AMIS (and Copenhagen Uni generally) doesn't have many people looking at Latin America or East Asia, so unless they take on new hires it's unrealistic to expect that will be resolved. Gender: I think GBV and how it interacts with migration should be more directly addressed. Also, like...including a variety/diversity of voices is just intrinsically a good thing. I don't think that really needs defending/expanding upon. I also think most people at AMIS are in consensus on that. Including more gender/class/racial diversity is just a good thing to be aiming for. I feel like despite some blips, the course at AMIS is also already pretty radical. It's like we want to adjust from a 7/10 situation to a 9/10 situation. It is certainly more progressive than most American + British courses that I've heard about. I've also had very positive responses to people seeing what I've studied and hearing about the program. It's definitely helped me secure opportunities.

Yes, greater diversity in course literature will enable students to interpret subject matters from diverse perspectives which will deepen our understanding of the course material and make us more open to new ideas and alternative narratives/explanations.

I think it would make a positive difference but I think it would be more important to include more opportunities for fieldwork and carrying out research if possible

10 If incorporating more diverse perspectives means cutting out some existing literature, which topics/areas/authors would you suggest getting rid of?

I think that the Integration class was too focused on Denmark and Europe, which fostered the tendency/bias to primarily investigate patterns of integration in a Western context. And as mentioned before, some of the sessions were quite superficial (histories, literature) and I think we could have used that for a more in-depth analysis of other topics.

I personally thought the section on literature and creative writing was a bit dull, I felt there needed a stronger tie to migration studies and anchor it in some relevance.

It's difficult for me to say at this time.

Not sure

No answer

I would get rid of the few articles that were used as an overview of migration law. I also found it confusing that we had an ethics lesson before the a migration law lesson. It was too sporadic for us to get a solid understanding of migration law. The law we did engage with was either extremely broad or solely focused on Denmark. I believe a more consistent incorporation of migration law literature would strengthen the AMIS program. The Legal Overview by Sarah Craig and Karin Zwann is one piece of literature I did not find useful.

In International migration: - Lovejoy, P. (2006) The middle passage, slavetrade

1650-1860s, transatlantic, but also inter-african. - Tacoli & Mabala, (2010) Exploring mobility- rural—urban, Mali, Nigeria, Tanzania, Vietnam, gender, generations. - Simone, Abdoumalik, 2011: The Urbanity of Movement, Africa, markets, interconnected metropolitan regions.

Anthro and socio topics. Also should use more methods theory and less classical theory because the methods theory is really tangible and easier to grasp early on.

I don't believe it was necessary to read the first few classes' worth of literature from the International Migration course that dealt with quite outdated migration theories. They could easily have been presented in a lecture or two, as background, while the readings of a more current nature, with more alternative or diverse topics could have built upon the basics presented there.

I would include more literature about the legal aspect of migration. Also in the Methods course, I would suggest to get rid of the SPSS part (or offer it as an option) to instead dedicate more readings and courses to how to analyze qualitative data (and not only how to collect them)

Some anthropological studies of very specific cases

The methods section was a bit exhaustive, and could be incorporated

in a smaller (not 15 ECTS points) way. I don't think AMIS or KU would entertain that idea, so speaking practically, having more course options with smaller ECTS points during the second and third semester would allow students to spend more time in the areas they are most interested in. I think more freedom and options in the courses we take is essential if AMIS wants to address this issue and improve the overall quality and direction of the program.

There were some classes where different perspectives on fairly specific phenomenon were put forth, in which case I think one or so of those articles would be sufficient (for example class 7. Transit migration, re-migration, return migration, circular migration in International Migration; class 10. Histories of migration was a bit too broad to try and tackle a range of perspectives - could be replaced with something else). Session 6 on race in the Identity&Culture module was another that didn't go quite as I thought, which may not necessarily be due to the readings but it could be restructured as well. The same for session 12 on gender - it turned more into a family unit with readings that were not as relevant to what I thought the class would entail. For session 13, generation and migration is interesting, but I feel these considerations could be worked throughout the courses with other chosen readings that breach the subject, rather than having a class devoted to it. Without specifics, I feel the same for some of the integration readings focusing on Denmark. A couple throughout the module makes sense, but as it does not pertain to a majority of the class after the degree, they could be replaced by other readings about the same topics and subsects of integration.

I cannot remember all the topics anymore, but I do remember enjoying

listening to the lecturers as experts in their field talking about the area they knew most about - especially their own research. Although I don't know what to cut, that is the part I would keep - with some stronger collaboration with other departments/disciplines that contribute with their area of expertise/ reading lists. The absolute worst option would be to add readings without having anyone running the course passionate or interested in teaching it.

I can't recall how many useless outdated anthropological texts were in.. For instance the one with the guy thinking about the pavement.

1. Overall - the "introctiuon" texts that give an overview over other texts. 2. International migration: Agamben, Bigo (as it is very similar to Lemberg-Pedersen), one of the McAdams texts on climate refugees, Pelican and Tatah, Tacoli and Mabala, maybe Fergesson (:(it is good, but not so important - maybe it could rather be in identity and culture). For transit-migration I feel Collyer and Bredloup are arguing the same. Jansen and Lofving - struggels for home is hard to understand and use. Maybe the migrant representation lecture can be moved to identity and culture - the point of migrant discourses is so present in other lectures as well, no need for its own lecuture.

I would get rid of the literature which requests a solid knowledge in a specific field to be understood. Emotions and bodies theme, for example, without any notions of psychology can be quite obscure. I would eliminated the too specific for the more generic/normative, in order to give a common ground for everyone.

I would update the readings on Transnationalism, that was an extremely confusing for our class and we received no clarity during class

Less case studies that all deal with the same region. It could also be interesting to give more choices to students, so they can specialize in an area.

Again, I defer to AMIS to do this work. Maybe cut down on the stale male pale ones.

I think much literature focus on the North of Europe, or if it is the South it is usually represented by Italy. Maybe also the role of migration or how migration related topics are represented in the arts, as this topic is present in various modules (International migration and Methods and disciplines)

That's a fallacy. You don't have to cut things to include others. You can just have 'required readings' and 'suggested readings'. If we did insist on cutting, maybe remove the literary fiction week, and slim down the attention to Scandinavia. I don't think it's a tremendous issue though.

In the integration course it would have been nicer to focus on more actual integration theory rather than a series of case studies (e.g. urbanisation in Delhi)

11 More generally, what kind of motives and expectations did you have coming into this masters? Were those met / are those being met?

My primary objective was to gain a greater understanding of migration and combine that new knowledge with the learnings from my undergraduate studies. My expectations were definitely met.

Motivation to seek knowledge in this emerging discipline. I chose the masters because of its interdisciplinarity and therefore I wish there were more perspectives from other disciplines where ethnography/ anthropological methods are not the focus.

As mentioned, current events, international development, international relations and geopolitics were my primary motives. These topics were not fully explored.

Wish would have had more foundational background of the discipline and a clearer connection to how our discussions and debates can be used more practically in terms pursuing careers outside of academia i.e. advocacy

Like many others I was interested in the refugee theme - but too in the integration part. It was fine.

I was motivated to join this master's program to pivot my career and specialize in an area of study that I was passionate about. The internship module of this program helped open the door into the Danish job market and utilize our master's in a real world experience. My expectations about the internship

portion of this exam and the freedom to formulate my own research design and the support of AMIS to achieve those ends have met and at times exceeded my expectations. I am very pleased to be a part of this program. That being said, I was disappointed by the first year of the program. Three out of the four modules had professors teaching who had never taught that course before and that was made clear in their lesson planning, literature, lack of preparedness in lectures, etc. I perceive the program to be a research institution that is still working out the teaching curriculum.

I expected it to be hard to connect us all, as we have so different backgrounds. It has been much better than expected. I wish that the methods course had been more focused - or split into either a quantitative OR a qualitative, that we could choose from. I have overall been quite satisfied, although feedback on the big integration paper should be mandatory, as it is the only written exam before the thesis.

I wanted to learn about people and their movements and experiences around the world. I have enjoyed the masters, and wish it could be longer or more dense in order to cover more topics.

I wanted to learn more of the contemporary theory and studies being conducted into current trends, from various places, not just Syria for example. I also wanted to hear the political and legal perspectives. These motivations were not fully met. However, I do believe my motivation of getting a

pretty broad perspective into different ways to study migration was met, as well as finding a network of people who think like me and are motivated to work in the subjects I am interested in. If anything, we all came out of this with a drive to question and analyse anything normative being produced about migrants and refugees, and I find this highly valuable. Additionally, the respect given to the degree and the University are part of the benefits of studying it, especially for professional networking.

Discovering migration from a sociological and anthropological perspective was new and interesting to me. However, I expected more concrete knowledge, more case studies and focus on current or past migration movements, and a more International Relations perspective as well as more emphasis on the historical and legal aspect of migration.

I was hoping for a solid foundation and network in the areas of migration, conflict, and refugee studies that would allow me to push for better policies and practices in the humanitarian and development contexts. I don't believe this masters was sufficient in meeting my goals, even as I chose to supplement the course by auditing other courses at KU.

My motives were more interest-motivated than with a specific goal in mind. Though I would like to use what I learned here in future work with migrants and refugees, ideally in a therapeutic setting, the degree therefore needed would not be this one; it is more for the benefit and understanding of the population I hope to work with. Though there were some things I wasn't so satisfied with, as already discussed re: diversity in readings, branching

away from Eurocentrism and and overall relevance to the masters, I think having no anthropological, ethnological, sociological, past to draw from made/ makes it hard to pinpoint exactly how it could be better. I thought I was very behind and confused at the beginning just due to my lack of background in these disciplines, but then realized that there were many that didn't know how they were doing as the readings and classes were a bit scattered and taught in different styles. I feel I got a fairly solid understanding of methods in the second module which helped me to know a bit better the reasons behind what I was and was not understanding. As for being able to pick our own internship (nearly wherever we wanted and fit our future plans) and later thesis subject and partner I really appreciated that openness.

Please see answers above

I expected a global overview on migration studies. I graduated with a very confused idea on migration. I don't think I learned the basics and got immediately into some odd fifty years old anthropological study cases. I wished a more pluridisciplinary structured degree with some actual components in law, politics etc.

Learning about law, definitions, "facts", statistics and the actors. For the second semester, to dive into "multiculturalism"/"diversity", settlement and models for understanding second and third generation etc., how different integration programs have had different effects/ consequences.

I expected to build on my previous experiences and open my mind on the migration issue. Of course the

master was a great opportunity to exchange points of view and learn other perspectives, but I found it a way to superficial. To be an Advanced Program I expected to become “an expert” in the subject, while I feel not even close to that.

I came into this masters thinking it was going to have more practical experience, similar to the Applied Cultural Analyse masters. This has not really been met in the first semester, more so in the second. As stated before, I expected this to be an interdisciplinary masters and I do not feel that this is very interdisciplinary. Perhaps I read the description to this program wrong, but I feel that my initial expectations were not met and almost didn't return for the second semester.

I started the MA with very limited knowledge on migration, so I feel I learned a lot. At the same time I realized that there was still a lot of research and perspectives the programme didn't cover, and I think there is potential to make it broader.

In many ways my expectations were met as I wanted the flexibility and time to engage with doing ethnography and pursuing other projects, which was possible through the internship and thesis. The expectation of what we would be taught, although I enjoyed many of the classes, was not met, largely due to the issues I've mentioned above.

I expected greater inter- and multi-disciplinarity

I feel like I learnt a huge amount. I came in with a vague postcolonial/ humanities background, and left with a solid specialism. To be blunt, I went in thinking “I want to spend 2 years learning more about migration and

figuring out if this is an area I want to commit to for the rest of my career” and I left having that confirmed. There were blips and shit bits, but to be honest most of my educational experiences have been like that. I'd say that I'm 4/5 satisfied with the course, but I'm 4/5 satisfied with most things in my life.

Some of my expectations have been met, others have not. Overall, I have found the course literature interesting, but I expected it to be more interdisciplinary and more practice-oriented.

For the most part I'm quite happy with the master's since I'm strongly interested in theory and deconstructing/ challenging what we know about migration and expected to do just that. However I would have liked more opportunities to learn more about the law and policies surrounding migration as well as more literature from the perspectives of migrants themselves, even if it wasn't always strictly academic. Perhaps it would be helped to highlight the more theoretical/ deconstructivist angle of the master's since I believe most people entering are expecting to learn more “practical” skills

12 Would you recommend this programme to others that are interested in the field migration? How would you describe it to them?

None of the concerns I have with the program are strong enough to not recommend it to other people. However, I always state that it has a strong anthropological focus and puts a general understanding and overview over in-depth analysis of specific aspects of migration. I also know that some of my fellow students had greater concerns with the program and therefore disliked it.

Yes, I would recommend this program but only if they were interested in approaching the topic from a human science perspective.

Yes - great instructors and well informed but could use more structure in terms of understanding the discipline and its applicability back in practice

Yes. It is getting too late, Luka. Sorry.

I would recommend this program to others that are interested in the field of migration or those who are looking for real world experience in research in an extremely reputable international university. I would characterize the merits of this program is being great for someone who is a self-starter and knows how they want to utilize this degree in their future career aspirations.

The anthropological focus is strong. I think the master enables us as students to discuss and investigate migration with great sensitivity to nuances, but as the field is complicated it can also

leave us with too much too complicated knowledge that is difficult to use. I guess it's an academic challenge. For me, the aesthetic perspective isn't really what I'm here for, but a little bit has been alright.

Yep. I would say it is not a full-time masters and that you should get together in student groups and create your own additional reading lists. And volunteer with relevant orgs. To learn more

I would recommend this for the benefits I just discussed, in terms of networking, and getting a broad perspective. However, I would also describe the course as a bit too superficial in many ways. While this helped me realise what my focus is, if someone already has a clear focus or interest in the subject, they might want to find a course that is more specifically related to say, refugee law, or political science, or the like.

If the person does not know exactly what he/she wants to focus on within the field of migration, yes. I would say that he/she will acquire a very broad and very theoretical knowledge of what is migration.

To me the issue was related more to the teaching style than the curriculum. Some teachers were excellent while others seemed less prepared. I had hoped for more lectures and less group work as this could be done outside of class

Until there is more freedom to choose more than 4 standard 15 ECTS courses, I don't think I would recommend this program. I'm grateful that I studied at KU, but not because of the course literature or the quality of the program. I think some major, though not complicated adjustments, could drastically shift this program for the better, but I'm afraid the bureaucracy of the university and the dogma of the program/administration would never allow this. I'll keep my fingers crossed anyway.

I have recommended it to others, but have sometimes caveated it with "it can sometimes be what you make of it." I enjoyed a lot of the readings and classes, but through my own observations of what was lacking as well as through conversations with others I also realized the program could benefit from a curriculum change. I suggest to them that they should also go in with strong ideas and topics of what they would like to discuss and try to bring to classes, in case it isn't brought up by the faculty, but that can be hard if it is someone like me, for example, without a background in migration. In terms of its openness to all backgrounds, however, and space to choose your own internship and thesis in a very broad spectrum, I do believe that is beneficial if one wants a degree with a lot of freedom. But internships and even article writing, for example, can be done outside of a degree as well, so really the classes and literature and faculty are the most important part to be strong.

I would describe it as a good Masters if your focus is anthropology/sociology, but if someone was looking for an interdisciplinary degree this isn't it - especially for people interested in law or politics.

No... And I feel quite bad about it.

I am a bit hesitant, I would say that I didn't expect it to deliver everything content wise, and so shouldn't you. However, it offers the flexibility for you to focus on what you want to dive into through internship and few hours at school. Interactive learning, discussions and close teacher-student relationship is also a main feature for me. I am happy as a student there, just do not expect to become an expert in everything that has to do with migration. I would also say that many fellow students have complained that the curriculum is too philosophical and too based on the humanities.

I would recommend to someone that wants to enter the field of migration for the first time, especially if his/her background is from the humanities (languages, literature, philosophy). I wouldn't recommend it to people that already have experiences in the area (either academic knowledge or work on the field).

I would most likely not recommend it if they are looking for a programme that is interdisciplinary and has a plenitude of hands-on activities.

I would recommend it, unless they had already studied migration theories. For me it was a good starting point, but for others it might be too limited in its scope.

I think it depends on who is asking and what they want to gain from it. I have described it as narrow and at times alienating (in my experience and for the things I was interested in learning about), but with opportunities for choosing your own focus through the research module, thesis and internship semester.

Yes, especially to those interested in cultural studies and anthropology and some other fields

Yes, I have recommended it frequently. I describe it as a mixed social sciences and humanities course which addresses international migration, and largely addresses displaced people and majority-minority relations. I think it's unique too, I spent a ridiculous amount of time looking for similar programs and there really aren't many. I really like co-operative learning models, and I think one of the big selling points of this course is getting to study with 40 other smart/interesting people who are into this area. It also works well as a 'conversion course' for people wanting to move from a liberal arts/humanities background into a more policy-relevant area of studies. But at the same time, when I do describe the course to others I am very blunt about the 'it's what you make of it' factor. If you expect to have the teaching staff cover everything you're into - they won't. But the taught component of the degree is a good launch pad for the self-led aspect. Socially, AMIS feels very isolated from the rest of the university. That sucked a bit. Definitely room for much more 'integration' there - but to be honest, maybe that's because we were largely foreign students in Denmark...it isn't a country famous for welcoming "The Other" with open arms. Would be cool to have better links/visibility, and I'm glad AMISAN is thinking about that aspect.

Yes and no - it depends on the disciplinary background and interest of the other person. I will describe the programme as a masters in migration from an anthropological/sociological perspective which will be very beneficial for those who want to pursue a PhD.

I would recommend it to them if they're interesting in questioning mainstream understandings of migration and if they want to go on an academic track in the future. However, they might be disappointed if they go in specifically wish to work with migrants as there is little preparation or material in the course for work life outside of research.

13 Final thoughts?

I hope this survey sparks a wider discussion in between students and teachers at AMIS.

doing this survey and I hope it can be ameliorate it for the future alumni to come.

Thank you for collecting this feedback :)

I realize there are limits to what you can cover in two years, but there was quite a bit of repetition in course literature, so I think there is potential to broaden the scope. I also feel the programme wasn't as interdisciplinary as it wanted to be - the main focus was on anthropology and sociology. Which is fine, but I think a lot of students expected something different/more, so maybe this methodological focus should be made more clear in the description of the programme?

Thanks !

None

Thanks for doing this! :)

None

I think this degree was highly beneficial for me, but not necessarily because of the courses or the content, but more the environment it helps foster and the networking it provides. This is something I am very grateful for.

I think this is a good initiative and hope it will be helpful in creating some positive transformations at AMIS for future students :)

Thanks!

Thanks for making this survey!

I appreciate you guys doing this, but MAN this took a lot of time! And it was hard to be specific/helpful when you already graduated ages ago. But hope you get more responses!

Would be cool to have an open chat about all of this on a Zoom call. Think AMIS could also just put up the contact details for a bunch of us so that new students can get in touch and ask about the course. We could also hold virtual 'open days' where prospective students can Zoom call and we chat about our experiences. I'd volunteer for that. Thanks for conducting this.

We love u <3

Thank you for asking (about curriculum diversity) and hope I wasn't too harsh.

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Overall, I am very disappointed by the Master Program, for that I thank you for

Overall I'm quite happy with this master's and the things that I have learned regarding various aspects of

migration has been invaluable. I'm also interested in pursuing an academic/research-based career so I believe this course has given me a solid foundation for what to expect in academia.

However, from my understanding most people pursuing this master's are more interested in actually working on the ground/in the field of migration and this master might be a bit too theoretical for them. Perhaps this is an unrealistic suggestion, but it could be helpful to divide the course into two tracks - one for research and one for work (especially in the integration course)