

# Brussels-Lux Study Tour 2022

## Post-Secondary Faculty Course Module Planning Template

Name: Dean H. Wheeler	Course Title/Module Title: Schengen Area for N. America?
	Discipline: Cultural Anthropology
<b>Course/Module Narrative:</b>	Immigration / Migrant Labor: Can a Schengen Area for N. America work?
<b>Course Objectives:</b>	
The curriculum module aligns with the anthropological technique of comparative analysis, specifically, teaching students how to think comparatively and providing an opportunity to apply comparative analysis using migration data from the European Union and the United States.	
<b>Module Objectives/Learning Objectives:</b>	
<ol style="list-style-type: none"> <li>1.) Describe the basic structure of the European Union (EU)</li> <li>2.) Explain how the Schengen Area works</li> <li>3.) Compare and contrast EU and United States immigration policies</li> <li>4.) Propose a Schengen Area for North America and explain how it could address issues related to immigration and migrant labor especially the structural need for seasonal work</li> </ol>	
<b>Assigned Readings</b>	
<ol style="list-style-type: none"> <li>1.) <i>Schengen Area</i>, European Commission website for Migration and Human Affairs <a href="https://home-affairs.ec.europa.eu/policies/schengen-borders-and-visa/schengen-area_en">https://home-affairs.ec.europa.eu/policies/schengen-borders-and-visa/schengen-area_en</a></li> <li>2.) <i>The Ukrainian Refugee Crisis' Double Standard</i>, Isabella Alexander-Nathani, 7 Apr 2022 <a href="https://www.sapiens.org/column/borders/ukrainian-refugee-crisis-double-standard/">https://www.sapiens.org/column/borders/ukrainian-refugee-crisis-double-standard/</a></li> <li>3.) <i>Introduction: "Worth Risking Your Life?"</i> In <i>Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States</i>, Seth M. Holmes, University of California Press, Berkeley, 2013: 1-29.</li> </ol>	
<b>Content &amp; Delivery</b>	
<p>Course Content</p> <ol style="list-style-type: none"> <li>1.) What is the E.U. and How Does the Schengen Area Work?</li> <li>2.) Immigration &amp; Migrant Labor Issues affecting the E.U. and the U.S. (similarities &amp; differences with emphasis on the distinction between migration between E.U. member States and from outside of the E.U., as well as discrimination faced by migrants of minority status).</li> <li>3.) Problem Statement: E.U. &amp; U.S. economies face a structural need for seasonal work which is not entirely met by Citizen workers. Can a Schengen Area for N. America help satisfy the demand for seasonal workers? How would it work? How can the discrimination faced by migrants of minority status be addressed?</li> <li>4.) Small Group presentation of results.</li> </ol>	<p>Instruction &amp; Delivery (lecture, discussion, group work)</p> <ol style="list-style-type: none"> <li>1.) Lecture, Q&amp;A, Discussion</li> <li>2.) Lecture, Q&amp;A, Discussion</li> <li>3.) Group Work, Discussion</li> <li>4.) Group Work, Presentation, Discussion</li> </ol>
<b>Assessment</b>	

## Brussels-Lux Study Tour 2022

### Post-Secondary Faculty Course Module Planning Template

- 1.) Small Group presentations during class time with peer critique of strengths and weaknesses of the proposal.
- 2.) Exam questions assessing individual student comprehension of the structure of the E.U. and how the Schengen Area works.

#### Resources and Materials

- 1.) *Migration: Managing migration through a predictable, balanced and reliable system*, Conference on the Future of Europe website <https://futureu.europa.eu/processes/Migration>
- 2.) *Seasonal Workers Directive*, European Commission website for Migration and Human Affairs [https://home-affairs.ec.europa.eu/policies/migration-and-asylum/legal-migration-and-integration/work/seasonal-workers-directive\\_en](https://home-affairs.ec.europa.eu/policies/migration-and-asylum/legal-migration-and-integration/work/seasonal-workers-directive_en)
- 3.) *Attracting and Protecting the Rights of Seasonal Workers (EMN)*, European Migration Network website <https://emnbelgium.be/publication/attracting-and-protecting-rights-seasonal-workers-emn>
- 4.) *How the United States Immigration System Works*, American Immigration Council website <https://www.americanimmigrationcouncil.org/research/how-united-states-immigration-system-works>
- 5.) *Key facts about U.S. immigration policies and Biden's proposed changes*, Pew Research Center website <https://www.pewresearch.org/fact-tank/2022/01/11/key-facts-about-u-s-immigration-policies-and-bidens-proposed-changes/>
- 6.) *Biden at the One-Year Mark: A Greater Change in Direction on Immigration Than Is Recognized*, Migration Policy Institute website <https://www.migrationpolicy.org/article/biden-one-year-mark>
- 7.) Assigned Readings listed above
- 8.) Instructor's materials acquired and personal notes from participation in Brussels-Lux Study Tour 2022

This document was created and maintained with the financial support of the European Union. Its contents are the sole responsibility of the Center for European Studies at UNC-CH, the European Studies Center at the University of Pittsburgh, and the Miami-Florida Jean Monnet European Center of Excellence at Florida International University and do not necessarily reflect the views of the European Union



EUROPEAN UNION