



Shirley Douglas
'I never think about my part in the system'
The University of Janus?



the CITIZEN ARTIST NEWS

Special Edition: Commemorating the University's transformation into a Border Regime: 2012-13 citizenartist.org.uk

Studying, working and teaching in a University Border Regime?

A University is assumed to be a place of equality and mobility. However, inside the system, identities vary and barriers and boundaries exist. In this academic year especially, foreign students are heavily monitored by the University on behalf of the Home Office, the costs of fees point up the differences in students' economic status and the spaces and places of an institution are discrete and securitised. The year also marks the final phase of the slow and steady economic decoupling of the University from the State and in its wake, the role and purpose of the University has shifted from its Enlightenment objectives (the formation of critical citizens) to a complex commercial enterprise

producing 'knowledge capital', the full consequences of which are too immediate to gauge. More seemingly prosaic changes to the University are the use of its managerial systems as an arm of the Immigration Services. As a border regime, the University on the one hand operates as a 'method' where its members (students, staff, administrators etc.) are agents in the production of divisions in status that enact the policing policies of the State and on the other hand, members are subject to the border regime's security rationale and procedures. All of these conditions impact on a member's sense of identity, mobility and belonging. The concern of this special edition newspaper is to make visible

not only how members of the University reproduce the directives of the State's immigration policies, but to indicate how these behaviours supervene on prejudicial and state-bounded conceptions of membership (citizenship) beyond the boundaries of the institution. What is at issue here is revealing the logics, habits and behaviours that are taking shape in the University and to see in this a wider problem: how does the University construct differences and exclusions and how do these discriminations contribute to the repurposing of the citizen-student as servicing the demands of global capital flows? Capital flows that do not in turn contribute to the communities whose energies and

intelligences combine to create its product. The objective of the newspaper therefore is to first draw out the janus-faced character of the University as, on the one hand, valorizing the utopic vision of education as democratic, aspirational and liberatory and on the other, as a space that reiterates discrimination. It is also the aim of this project to problematise the conditions of the University: to make visible the experience of its silent workings as an apparatus of the State, as a space in which political subjectivities are formed and its use of the logic and language of corporate capitalism. **Daphne Plessner, affiliated with Goldsmiths College and University of the Arts London**



A porter surveils students passing through barriers at one of the main entrances of a university in central London.

Acknowledgements:
A special thanks to our contributors. Without their participation, this publication would not have been possible. A very special thanks too to Ilia Rogatchevski and Dovile Alseikaite for giving their time so generously to this project. The views expressed in these pages are those of the individual writers and artists.
Daphne Plessner: editor
Ilia Rogatchevski: co-editor
Dovile Alseikaite: co-editor

The malignant teaching factory

In a period of little over thirty years, higher education has ventured quite some distance from the old collegiate hierarchical system of privilege, scholarship and esoteric research. It has transformed, by way of Government policy, market demand, commercial opportunity and participant compliance into something quite unrecognizable: a global education industry, intertwined with business and investment, productivity targets, enterprise and creative accounting,

Transactional rather than vocational, career rather than idea, commission rather than mission, we have seen the exchange of the old gown for the negotiated compact and a bottom-dollar traffic in interested investigation (e.g., product trials). Speculative education has replaced the old and frankly moribund idea of speculation as such. There is nothing redemptive in harking back to the old ways. But it is unseemly that the privatized educational system of today has turned teachers

into vendors, students into shoppers, researchers into hired mercenaries and senior colleagues into grotesque parodies of corporate greed. Too often otherwise admirable scholars become shiny-suited administrators, hawking student numbers and research contracts around as if they were baubles of divine election and not merely the last dusty job-lots of a faded glory now peddled out at cut price – everything must go! – discount rates for a shop-soiled emporium of decay. >> p. 6

news briefing

Prof. Engin Isin
"The struggle for critical openness continues so does the vigilance that it requires."
p.6 ANALYSIS



Dr. Nicholas De Genova
"The Border crossed us"
p.7 ANALYSIS



Working in Immigration
CA News talks to our man inside the Home Office
p.9 INTERVIEW

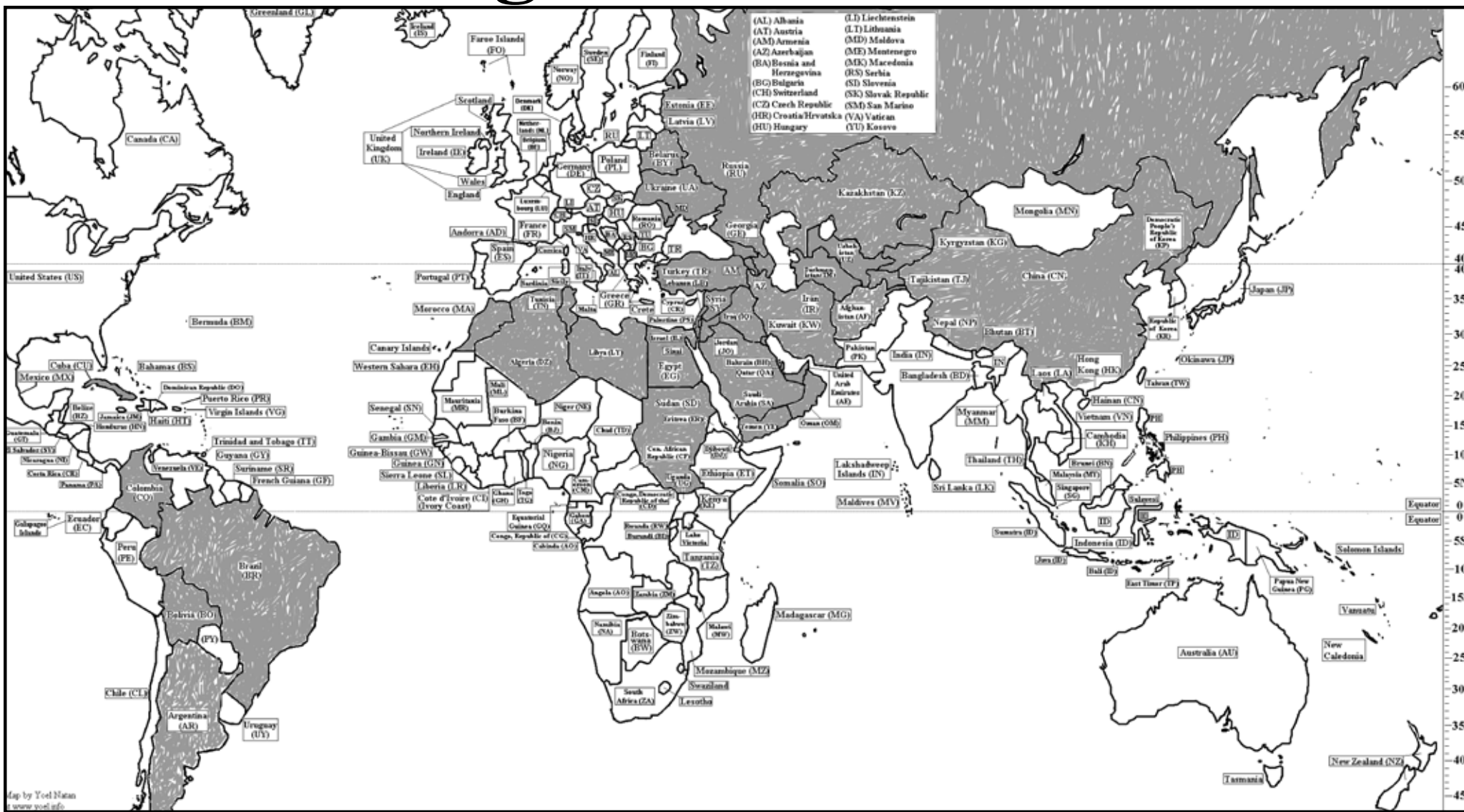


National Student Survey
Choosing who belongs...and who doesn't
p.5 SURVEY



My future City
Ken Holmes on the implications of security barriers and guards.
p.7 ANALYSIS

Who must register with the Police?



Students from countries outside of the EU/EEA are classified as 'low' or 'high' risk nationals. High risk countries are illustrated on the map (above). Students from these regions are required to register with the police in addition to completing the Tier 4 Visa requirements. They are also required to register their attendance at their respective institutions.

'Low' risk nationals: 'High' risk nationals:

The following nationalities are considered as "low risk" nationalities if they are applying for the visa in their home country: Argentina, Australia, BNO (British National Overseas), Brunei, Chile, Croatia, Canada, Hong Kong (HKSAR 'blue' passport), Japan, New Zealand, Singapore, South Korea, Taiwan, Trinidad, Tobago and the USA.

Tier 4 applicants of the above nationalities do not need to send official original points-scoring evidence (degree certificates, bank statements etc) in with their visa application to come to the UK, if applying in their home country. However, they need to be aware that they may still need to provide the required evidence in the required format, if the UK visa office considering their application asks for it.

When they make their application, they need to: 1) complete the initial form (online or on paper VAF9); 2) complete the Appendix 8 application form; 3) pay the visa fee; 4) give biometrics; 5) send/take their application, photographs and original passport to the British Embassy/Consulate that deals with application in their country; 6) use the low risk route.

If they are applying outside of their home country (for example, they have residency in a different country from the country of their nationality), they will need to provide all the evidence as required with their application and they would not benefit from the 'low risk' concessions.

International students from High Risk countries must register with the police after they arrive in the UK. If they need to register, the instruction will be printed on their entry clearance sticker in their passport or on their Biometric Residence Permit (BRP) and they will need to register within seven days of their arrival in the UK. If they are in the UK for six months or less, it is unlikely they will need to register with the police. However, they will need to register if they change to student status and are given the police registration stamp.

Where to register: Overseas Visitors Records Office, 180 Borough High Street, London, SE1 1LH, Tel: +44 (0)20 7230 1208.

Opening times: 9.00-16.00 Monday to Friday. Doors can close as early as 14.30 in busy periods (September to November).

What to take with you to register: £34.00 registration fee, which can be paid by cash, sterling travellers' cheque or most credit and debit cards. Passport. If they are registering for the first time, they will find it helpful to complete and print the Police Registration Proforma form and take it with them. After they have registered with the Overseas Visitors Records Office, they will receive a police registration certificate. This should be kept safe and up-to-date. If they change accommodation during their stay in the UK, they must take their certificate to any police station within seven

days of their move to be updated. There is no charge for this. If they need to replace their certificate, there is a charge of £34. If they extend their leave to remain in the UK, or apply for permission to work in the UK, they will need to submit their police registration certificate with their application. When their visa or leave to remain is extended, they must take their certificate to any police station within seven days to be updated. If they travel in and out of the UK during their stay, they will need to show their police registration certificate.

Who needs to register? Students from the countries listed in the column to the right must register with the police. They will also need to register with the police if they are a stateless person or a person travelling on a non-national travel document rather than a passport.

"I have to sign in at the University every week. However, police registration is not needed and I can travel in and out of the UK as and when I like."

Singapore International undergraduate student, University of the Arts London.

Non-visa nationals:

Some nationalities can enter the UK without a visa and be stamped in for up to 6 months as a visitor. If they are coming to study a degree, they must not enter the UK as a visitor. Universities are not able to enrol them, the visa cannot be changed from within the UK and they would have to return home, arrange the correct visa and return to the UK.

EU/EEA/Swiss passport holders:

EU/EEA and Swiss students do not need a visa and are not subject to UK immigration control. They enter the UK through the EU/EEA channel at passport control on arrival. This includes "dual nationals" - people who have an EU/EEA/Swiss passport in addition to a non-EU/EEA/Swiss passport. If they have EU/EEA/Swiss nationality in addition to another, they use their EU/EEA/Swiss passport to arrive in the UK. Doing so, places them outside of immigration requirements. Non-EU/EEA/Swiss nationals: Non-EU/EEA/Swiss Nationals arriving in the UK as a student to study for a degree at Edinburgh must arrange a Tier 4 General student visa, before travelling to the UK from the British embassy or consulate in your home country.

Home Office Immigration (Work & Settlement)

Immigration has enriched our culture and strengthened our economy, but it must be controlled so that people have confidence in the system. This Government has already introduced a limit on non-EU economic migrants entering the UK; reshaped Tiers 1 and 2 of the Points Based System to increase selectivity and skills requirements; and announced changes to Tier 4, the student visa system. These policies will result in a downward trend in net migration and a reduction in abuse, but we need to take further action to ensure we reach sustainable levels. We need to be more selective about who we allow to stay.

Excerpt from a proposal published online (9.06.2011) from the Minister of State for Immigration (Damian Green).

- Afghanistan
- Algeria
- Argentina
- Armenia
- Azerbaijan
- Bahrain
- Belarus
- Bolivia
- Brazil
- China
- Colombia
- Cuba
- Egypt
- Georgia
- Iran
- Iraq
- Israel
- Jordan
- Kazakhstan
- Kuwait
- Kyrgyzstan
- Lebanon
- Libya
- Moldova
- Morocco
- North Korea
- Oman
- Palestine
- Peru
- Qatar
- Russia
- Saudi Arabia
- Sudan
- Syria
- Tajikistan
- Tunisia
- Turkey
- Turkmenistan
- United Arab Emirates
- Ukraine
- Uzbekistan
- Yemen

Immigration Rules

Persons seeking to enter or remain in the United Kingdom for Studies:

Requirements for leave to enter as a student: 57. DELETED. Leave to enter as a student: 58. DELETED. Refusal of leave to enter as a student: 59. DELETED. Requirements for an extension of stay as a student: 60. DELETED. Extension of stay as a student: 61. DELETED. Refusal of extension of stay as a student: 62. DELETED. Student nurses: Definition of a student nurse. 63. DELETED. Requirements for

leave to enter as a student nurse 64. DELETED. Leave to enter the United Kingdom as a student nurse 65. DELETED. Refusal of leave to enter as a student nurse. 66. DELETED. Requirements for an extension of stay as a student nurse 67. DELETED. Extension of stay as a student nurse 68. DELETED. Refusal of extension of stay as a student nurse 69. DELETED.

Immigration Rules >> p.4



Attendance guidance for 'International' students

Sep 25, 2012. **What is happening?** Starting from the academic year 2012/13, students classified as 'international' for funding purposes are required to sign a weekly attendance check.

Why is it happening? The policy has been put into place to assist us in fulfilling requirements set by the UK Border Agency; each weekly sign in will be a contact point between you and the University showing that you are engaging academically and attending the course as required by your Tier 4 Visa. All international students are required to adhere to this policy, including international students who do not hold Tier 4 Visas as the university may be required to sponsor you in the future and will need to be able to verify your previous attendance.

The University of the Arts London feel that this is an important policy which allows us to continue to sponsor international students and make sure that we, as an institution, can protect and continue to provide your student experience in the UK.

How it will work? Each week during term time, you should come to the Information Centre between 9:30am-4:30pm Monday to Thurs-

day, or 9:30am-12pm on Friday to confirm your attendance.

PLEASE BRING YOUR ID CARD TO EVERY SIGN IN SESSION TO VERIFY YOUR IDENTITY. If you do not have your ID card, we will not log you as signing in.

What will happen if I do not sign in? If you do not sign in you risk being withdrawn from the course. If you miss one Sign In, you will be notified and reminded that you must sign in the following week. If you miss a second consecutive week you will again be notified and asked to explain your absence. We will also send you an Application for Authorised Absence form. This must be completed and evidence attached so that we can make a record that your absence is valid. Should you miss a third consecutive week you will be asked to attend a tutorial with a designated person to explain your absence and present evidence for your case. You must do this immediately to avoid further action. If you fail to make contact with the designated person within your college to explain your reasons for not attending and you do not sign in for a fourth consecutive week you will be withdrawn from the course.

Over the academic year if your attendance is sporadic, you will receive warnings from our Student Administration. If you ignore these warnings, you are at risk of being withdrawn from your course.

We expect you to sign in weekly and you must explain if you are unable to do so. You will be withdrawn if you miss the following number of Sign In sessions: Six or more Sign Ins over one term; Ten or more Sign Ins over two terms; Thirteen or more Sign Ins over three terms.

What is an Authorised Absence? If you feel that you will not be able to make the Sign In session designated to you please email Tier4Compliance@xxxx.ac.uk and ask for an Application for Authorised Absence form. If you are unwell and your illness continues into the second week, please provide a letter from your doctor to verify your absence; if you do not have a medical certificate, we will not count your absence as authorised.

Should you have a family issue or bereavement, please contact the above email address to explain your absence and whether or not your absence may be extended. Any queries concerning the sign in

policy and what is considered as an authorised absence should be directed to the above email address.

Placement Students: Students who are on work placements organised by the University are not be required to sign in weekly. However, we expect students on work placements to attend as required by their employer. In addition, there will be contact points that you must make during your placement. Your placement officer will tell you what you will need to do during your placement. Any work or work placements that you undertake out side of your course requirements is your own responsibility, you will still be required to Sign In and meet the immigration rules specified by your Tier 4 Visa.

Student Options: Should you feel that you are unable to continue attending your course and that you need a break from study for one reason or another please seek guidance from the administration team. Students are able to take Partial Year Outs and Academic Year Outs if they feel they are unable to continue to attend. For further information or help before and during your studies please contact student advisers who

are located with in the colleges or contactable by email student.advisers@arts.ac.uk.

If you are an MA student and you are completing your Final Major Project, Final Dissertation or Independent Project outside of the UK you must inform us that you are not within the country. **You cannot conduct any part of your study outside the UK without permission** from your supervisor and you must be aware that a **prolonged absence may lead to us withdrawing our sponsorship of your visa** as you will no longer be signing in.

If you have questions about this policy: If you have any queries about your course or when and where to Sign In, please check BlackBoard or query with the Administration office in your college.

If you want to know whether your absence is counted as authorised, please check this document first and then contact admissions if you do not find the answer.

If you have questions about your immigration position, you can talk to a Student Adviser or make an appointment in your college.

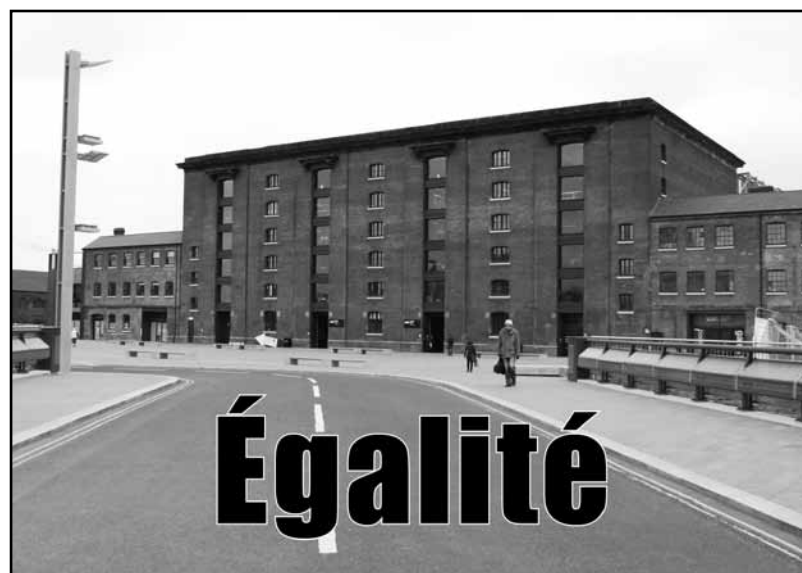
Regulations disseminated to International students, 2012

"I sign in once a term and can travel in and out of the UK whenever it suits me."

Canadian International PhD research student, Cambridge University

"I sign in every week at my university and registered with the police when I moved to London"

Chinese International undergraduate student, University of the Arts London



Artwork by Feline Vomitus, undergraduate student, University of the Arts London

Foreign students made to queue through the night

Hundreds of foreign students are having to queue outdoors through the night to register with the police on arrival to the UK, it has emerged.

International students from 42 countries living in Greater London are required to register within seven days at a single office in south-east London. The volume of students and a staff cut appear to be creating very long waits. The Metropolitan Police said it had extended the opening hours.

But a message on the website of the Overseas Visitors Records Office says students are starting to queue from midnight, even though the office does not open until the morning. It continues: "In the interest of health and safety we would kindly request that you do not start queuing at this time as it forces us to close our queues as early as 6.30am." The website also warns there will be occasions when the office has to close at very short notice. "The students who are queuing

there are outraged that they are having to do this"

Daniel Stevens, NUS International Students Officer, Universities UK, said it had raised the matter at the "highest level" with the Universities Minister David Willetts. It said similar issues arose every year but that it seemed to be particularly bad this year in London, where a third of the UK's 100,000 foreign students come to study.

The revelation comes after concerns about damage to the UK's reputation with potential students abroad after a London university had its licence to recruit and teach international students revoked.

Daniel Stevens, filmed the queue in the early hours of the morning and sent the video to the BBC News website to highlight the issue. He said that some time before the office opens a member of staff comes out and starts counting the queue, letting some people in. Then much of the rest of the queue is turned

away, only to return the next night for more of the same.

Mr Stevens said: "The students who are queuing there are outraged that they are having to do this....It is absolutely unacceptable that students be asked to queue for hours, often in terrible weather, and be expected to arrive before 06.30 to have any chance of being seen." Concerns that foreign students do not feel welcome in the UK have already been raised. He added: "A lot of these students have just arrived in the UK and they are new to the culture here. They want to be vocal but they are intimidated, particularly because the police are involved....The ones who are turned away are the most unhappy because they do not know what to do or whether they can start their courses."

He said it was not clear why international students were being required to register in this way as the UK Border Agency already holds all

their details. And he pointed out that other foreign nationals were having to queue there as well, including foreign teenagers attending an English boarding school.

A spokeswoman for the Home Office said the way the UK Border Agency requirement to register overseas students is implemented is a matter for the local police. The Metropolitan Police said in a statement: "There have been lengthy queues recently at the Overseas Visitors Record Office at Brandon House, 180 Borough High Street, SE1.... This is usual for September and October, as the reopening of universities means an influx of students from countries whose registration with police is required by law."

PR disasters: University and College Union general secretary Sally Hunt said such poor arrangements were damaging Britain's international reputation. "At a time when we need to be attracting the brightest brains to this country, and

are already facing huge competition from other countries, we seem to be intent on committing PR disasters for the whole world to see. This footage is going to do absolutely nothing to improve the situation. We need a clear statement that the UK is open for business and welcomes foreign students."

Chief Executive of Universities UK Nicola Dandridge said she had written to ministers about this seeking an urgent solution to the problem. "The immediate priority is to find a way of alleviating this issue in the short term. The current situation is unacceptable. We have supported government in ensuring that legitimate international students comply with the rules. But the government has a duty to them in return. These are often young people in an unfamiliar country. We want to welcome them here, and support them as they settle in."

**By Hannah Richardson
BBC News education reporter
First Published, BBC News 3/10/12**

"Unlike International students (who need to apply for visas etc.) the limitations I experienced were very minimal."

European Union undergraduate student, University of the Arts London

"Continued unauthorised absences may lead to your withdrawal from the course. If this happens, your withdrawal will be reported to the UK Border Agency and you will be required to leave the UK."

Studying in the UK: two students, two stories

Rahel Zoller, German national: Coming from a very focused and refined Graphic-Design school in Germany, I came to London to find freedom and to break away from institutionalized habits. I wanted to learn and speak a second language fluently and saw studying abroad as a kind of prestige in my home country. I studied Art & Design and graduated with a BA in 2012.

As Germans we can enter the United Kingdom at anytime, without need of an explanation. The only

thing that is required to enter the UK is ID or a passport, which needs to be valid within six months of the expiry date. There are always pass controls at the external borders of the UK, unlike travelling on the continent where the majority of the EU countries have signed the Schengen Agreement. Which means, when I go back to Germany to visit friends and family, there are often long queues and hours of waiting with businessmen from London and vacationists from Turkey, for instance. Nevertheless, unlike

International students (which need to apply for visas, etc.) the limitations of an EU student are very minimal. The freedom of movement in the UK and London is important to me, and it is something that allows us to be associated with the land and the city.

Hova Su, Chinese national: I came to the UK because you could spend less time studying to get a degree. Apart from that I have no idea about England but Big Ben. I hoped I could get into a top university such as LSE or Oxford, but after I came

here I found out that they do not have foundation programmes.

To apply for a UK student visa I had to produce a bank statement, which proved that my parents have an account with 50,000 pounds. I had to also provide proof of my parents jobs and income, proof of the relationship between my parents and me, proof of study and scores of my high school, IELTS of 6.5 and an offer from the University. When I arrived in London I had to register with the police and it was really a nightmare. I waited in a

queue from 8 o'clock in the morning until 4 o'clock in the afternoon when I finished the registration. I have to sign in at my university once every week. Once I had the idea to live in a Tibet temple in Scotland for one week as part of my art project but I couldn't because of having to sign in.

This is very different from studying in my home country. I have asked my friends in university in China and they said there is no difference between home and foreign students in China.

Immigration Rules

continued from p.2

Re-sits of examinations

Requirements for leave to enter to re-sit an examination

69A. **DELETED.**

Leave to enter to re-sit an examination

69B. **DELETED.**

Refusal of leave to enter to re-sit an examination

69C. **DELETED.**

Requirements for an extension of stay to re-sit an examination

69D. **DELETED.**

Extension of stay to re-sit an examination

69E. **DELETED.**

Refusal of extension of stay to re-sit an examination

69F. **DELETED.**

Writing up a thesis

Requirements for leave to enter to write up a thesis

69G. **DELETED.**

Leave to enter to write up a thesis

69H. **DELETED.**

Refusal of leave to enter to write up a thesis

69I. **DELETED.**

Requirements for an extension of stay to write up a thesis

69J. **DELETED.**

Extension of stay to write up a thesis

69K. **DELETED.**

Refusal of extension of stay to write up a thesis

69L. **DELETED.**

Overseas qualified nurse or midwife

Requirements for leave to enter as an overseas qualified nurse or midwife

69M. **DELETED.**

Leave to enter the United Kingdom as an overseas qualified nurse or midwife

69N. **DELETED.**

Refusal of leave to enter as an overseas qualified nurse or midwife

69O. **DELETED.**

Requirements for an extension of stay as an overseas qualified nurse or midwife

69P. **DELETED.**

Extension of stay as an overseas qualified nurse or midwife

69Q. **DELETED.**

Refusal of extension of stay as an overseas qualified nurse or midwife

69R. **DELETED.**

Requirements for leave to enter the United Kingdom as a postgraduate doctor or dentist

70. **DELETED.**

Leave to enter as a postgraduate doctor or dentist

71. **DELETED.**

Refusal of leave to enter as a postgraduate doctor or dentist

72. **DELETED.**

Requirements for an extension of stay as a postgraduate doctor or dentist

73. **DELETED.**

Extension of stay as a postgraduate doctor or dentist

74. **DELETED.**

Refusal of an extension of stay as a postgraduate doctor or dentist

75. **DELETED.**

Requirements for leave to enter the United Kingdom to take the PLAB Test

75A. The requirements to be met by a person seeking leave to enter in order to take the PLAB Test are that the applicant:

(i) is a graduate from a medical school and intends to take the PLAB Test in the United Kingdom; and

(ii) can provide documentary evidence of a confirmed test date or of his eligibility to take the PLAB Test by way of a letter or email from the General Medical Council or a test admission card; and (iii) meets the requirements of paragraph 41 (iii) - (vii) for entry as a visitor; and (iv) intends to leave the United Kingdom at the end of the leave granted under this paragraph unless he is successful in the PLAB Test and granted leave to remain to undertake a clinical attachment in accordance with paragraphs 75G to 75M of these Rules.

Leave to enter to take the PLAB Test

75B. A person seeking leave to enter the United Kingdom to take the PLAB Test may be admitted for a period not exceeding 6 months subject to a condition prohibiting employment, study and recourse to public funds, provided the Immigration Officer is satisfied that each of the requirements of paragraph 75A is met.

Refusal of leave to enter to take the PLAB Test

75C. Leave to enter the United Kingdom to take the PLAB Test is to be refused if the Immigration Officer is not satisfied that each of the requirements of paragraph 75A is met.

Requirements for an extension of stay in order to take the PLAB Test

75D. The requirements for an extension of stay in the United Kingdom in order to take the PLAB Test are that the applicant:

(i) was given leave to enter the United Kingdom for the purposes of taking the PLAB Test in accordance with paragraph 75B of these Rules; and (ii) intends to take the PLAB Test and can provide documentary evidence of a confirmed test date, by way of a letter or email from the General Medical Council or a test admission card; and (iii) meets the requirements set out in paragraph 41 (iii)-(vii); and (iv) intends to leave the United Kingdom at the end of the leave granted under this paragraph unless he is successful in the PLAB Test and granted leave to remain to undertake a clinical attachment in accordance with paragraphs 75G to 75M of these Rules.

Leave to enter to undertake a clinical attachment or dental observer post

75E. A person seeking leave to enter the United Kingdom to take the PLAB Test may be granted an extension of stay for a period not exceeding 6 months, subject to a condition prohibiting employment, study and recourse to public funds, provided the Secretary of State is satisfied that each of the requirements of paragraph 75D is met.

Refusal of extension of stay to take the PLAB Test

75F. Leave to remain in the United Kingdom to take the PLAB Test is to be refused if the Secretary of State is not satisfied that each of the requirements of paragraph 75D is met.

Requirements for leave to enter to undertake a clinical attachment or dental observer post

75J. Leave to enter the United Kingdom to undertake a clinical attachment or dental observer post is to be refused if the Immigration Officer is not satisfied that each of the requirements of paragraph 75G is met.

Refusal of leave to enter to undertake a clinical attachment or dental observer post

75K. The requirements to be met by a person seeking an extension of stay to undertake a clinical attachment or dental observer post are that the applicant:

(i) was given leave to enter the United Kingdom for the purposes of taking the PLAB Test in accordance with paragraph 75B of these Rules; and (ii) intends to take the PLAB Test and can provide documentary evidence of a confirmed test date, by way of a letter or email from the General Medical Council or a test admission card; and (iii) meets the requirements set out in paragraph 41 (iii)-(vii); and (iv) intends to leave the United Kingdom at the end of the leave granted under this paragraph unless he is successful in the PLAB Test and granted leave to remain to undertake a clinical attachment in accordance with paragraphs 75G to 75M of these Rules; and (v) would not as a result of an extension of stay spend more than 18 months in the United Kingdom for the purpose of taking the PLAB Test; and (vi) must not be in the UK in breach of immigration laws except that any period of overstay for a period of 28 days or less will be disregarded.

Extension of stay to take the PLAB Test

75G. A person seeking leave to remain in the United Kingdom to take the PLAB Test is to be refused if the Secretary of State is not satisfied that each of the requirements of paragraph 75D is met.

Requirements for leave to enter to undertake a clinical attachment or dental observer post

75L. A person seeking leave to remain in the United Kingdom to undertake a clinical attachment or dental observer post up to a maximum of 6 weeks at a time or 6 months in total in this category, subject to a condition prohibiting employment, study and recourse to public funds, provided the Secretary of State is satisfied that each of the requirements of paragraph 75K is met.

Refusal of extension of stay to undertake a clinical attachment or dental observer post

75M. Leave to remain in the United Kingdom to undertake a clinical attachment or dental observer post is to be refused if the Secretary of State is not satisfied that each of the requirements of paragraph 75K is met.

Spouses or civil partners of students or prospective students granted leave under this part of the Rules

Requirements for leave to enter or remain as the spouse or civil partner of a student or prospective student

76. The requirements to be met by a person seeking leave to enter or

remain in the United Kingdom as the spouse or civil partner of a student or a prospective student are that:

(i) the applicant is married to or the civil partner of a person admitted to or allowed to remain in the United Kingdom under paragraphs 57-75 or 82-87F; and

(ii) each of the parties intends to live with the other as his or her spouse or civil partner during the applicant's stay and the marriage or the civil partner of is subsisting; and

(iii) there will be adequate accommodation for the parties and any dependants without recourse to public funds; and

(iv) the parties will be able to maintain themselves and any dependants adequately without recourse to public funds; and

(v) the applicant does not intend to take employment except as permitted under paragraph 77 below; and

(vi) the applicant intends to leave the United Kingdom at the end of any period of leave granted to him; and

(vii) if seeking leave to remain must not be in the UK in breach of immigration laws except that any period of overstay for a period of 28 days or less will be disregarded.

Leave to enter or remain as the spouse or civil partner of a student or prospective student

77. A person seeking leave to enter or remain in the United Kingdom as the spouse or civil partner of a student or a prospective student may be admitted or allowed to remain for a period not in excess of that granted to the student or prospective student provided the Immigration Officer or, in the case of an application for limited leave to remain, the Secretary of State is satisfied that each of the requirements of paragraph 76 is met. Employment may be permitted where the period of leave granted to the student or prospective student is, or was, 12 months or more.

Refusal of leave to enter or remain as the spouse or civil partner of a student or prospective student

78. Leave to enter or remain as the spouse or civil partner of a student or prospective student is to be refused if the Immigration Officer or, in the case of an application for limited leave to remain, the Secretary of State is not satisfied that each of the requirements of paragraph 76 is met.

Children of students or prospective students granted leave under this part of the Rules: Requirements for leave to enter or remain as the child of a student or prospective student

79. The requirements to be met by a person seeking leave to enter or remain in the United Kingdom as the child of a student or prospective student are that he:

(i) is the child of a parent admitted to or allowed to remain in the United Kingdom as a student or prospective student under paragraphs 57-75 or 82-87F; and

(ii) is under the age of 18 or has current leave to enter or remain in this capacity; and

(iii) is not married or in a civil partnership, has not formed an independent family unit and is not leading an independent life; and

(iv) can, and will, be maintained and accommodated adequately without recourse to public funds; and

(v) will not stay in the United Kingdom beyond any period of leave granted to his parent; and

(vi) meets the requirements of paragraph 79A; and

(vii) if seeking leave to remain must not be in the UK in breach of immigration laws except that any period of overstay for a period of 28 days or less will be disregarded.

79A. Both of the applicant's parents must either be lawfully present in the UK, or being granted entry clearance or leave to remain at the same time as the applicant or one parent must be lawfully present in the UK and the

other being granted entry clearance or leave to remain at the same time as the applicant, unless:

(i) The student or prospective student is the applicant's sole surviving parent, or

(ii) The student or prospective student parent has and has had sole responsibility for the applicant's upbringing, or

(iii) there are serious or compelling family or other considerations which would make it desirable not to refuse the application and suitable arrangements have been made in the UK for the applicant's care.

Leave to enter or remain as the child of a student or prospective student

80. A person seeking leave to enter or remain in the United Kingdom as the child of a student or prospective student may be admitted or allowed to remain for a period not in excess of that granted to the student or prospective student provided the Immigration Officer or, in the case of an application for limited leave to remain, the Secretary of State is satisfied that each of the requirements of paragraph 79 is met. Employment may be permitted where the period of leave granted to the student or prospective student is, or was, 12 months or more.

Refusal of leave to enter or remain as the child of a student or prospective student

81. Leave to enter or remain in the United Kingdom as the child of a student or prospective student is to be refused if the Immigration Officer or, in the case of an application for limited leave to remain, the Secretary of State, is not satisfied that each of the requirements of paragraph 79 is met.

Prospective students

Requirements for leave to enter as a prospective student

82. The requirements to be met by a person seeking leave to enter the United Kingdom as a prospective student are that he:

(i) can demonstrate a genuine and realistic intention of undertaking, within 6 months of his date of entry: (a) a course of study which would meet the requirements for an extension of stay as a student under paragraph 24SZX or paragraph 24ZZC; and

(b) **DELETED**

(ii) intends to leave the United Kingdom on completion of his studies or on the expiry of his leave to enter if he is not able to meet the requirements for an extension of stay:

(a) as a student in accordance with paragraph 24SZX or paragraph 24ZZC; and

(b) **DELETED**

(iii) is able without working or recourse to public funds to meet the costs of his intended course and accommodation and the maintenance of himself and any dependants while making arrangements to study and during the course of his studies; and

(iv) holds a valid United Kingdom entry clearance for entry in this capacity.

Leave to enter as a prospective student

83. A person seeking leave to enter the United Kingdom as a prospective student may be admitted for a period not exceeding 6 months with a condition prohibiting employment, provided he is able to produce to the Immigration Officer on arrival a valid United Kingdom entry clearance for entry in this capacity.

Refusal of leave to enter as a prospective student

84. Leave to enter as a prospective student is to be refused if the Immigration Officer is not satisfied that each of the requirements of paragraph 82 is met.

Requirements for extension of stay as a prospective student

85. Six months is the maximum permitted leave which may be granted to a prospective student. The requirements for an extension of stay

as a prospective student are that the applicant:

(i) was admitted to the United Kingdom with a valid prospective student entry clearance; and

(ii) meets the requirements of paragraph 82; and

(iii) would not, as a result of an extension of stay, spend more than 6 months in the United Kingdom; and

(iv) must not be in the UK in breach of immigration laws except that any period of overstay for a period of 28 days or less will be disregarded.

Extension of stay as a prospective student

86. An extension of stay as a prospective student may be granted, with a prohibition on employment, provided the Secretary of State is satisfied that each of the requirements of paragraph 85 is met.

Refusal of extension of stay as a prospective student

87. An extension of stay as a prospective student is to be refused if the Secretary of State is not satisfied that each of the requirements of paragraph 85 is met.

Students' unions sabbatical officers

Requirements for leave to enter as a sabbatical officer

87A. **DELETED.**

Leave to enter the United Kingdom as a sabbatical officer

87B. **DELETED.**

Refusal of leave to enter the United Kingdom as a sabbatical officer

87C. **DELETED.**

Requirements for an extension of stay as a sabbatical officer

87D. **DELETED.**

Extension of stay as a sabbatical officer

87E. **DELETED.**

Refusal of extension of stay as a sabbatical officer

87F. **DELETED.**

Part 10 - Registration with the police

Immigration Rules

325. For the purposes of paragraph 326, a "relevant foreign national" is a person aged 16 or over who is:

(i) a national or citizen of a country or territory listed in Appendix 2 to these Rules;

(ii) a stateless person; or

(iii) a person holding a non-national travel document.

326 (1) Subject to sub-paragraph (2) below, a condition requiring registration with the police should normally be imposed on any relevant foreign national who is:

(i) given limited leave to enter the United Kingdom for longer than six months; or

(ii) given limited leave to remain which has the effect of allowing him to remain in the United Kingdom for longer than six months, reckoned from the date of his arrival (whether or not such a condition was imposed when he arrived).

(2) Such a condition should not normally be imposed where the leave is given:

(i) as a seasonal agricultural worker;

(ii) as a Tier 5 (Temporary Worker) Migrant, provided the Certificate of Sponsorship Checking System reference for which points were awarded records that the applicant is being sponsored as an overseas government employee or a private servant is a diplomatic household;

(iii) as a Tier 2 (Minister of Religion) Migrant;

(iv) on the basis of marriage to or civil partnership with a person settled in the United Kingdom or as the unmarried or same-sex partner of a person settled in the United Kingdom

(v) as a person exercising access rights to a child resident in the United Kingdom;

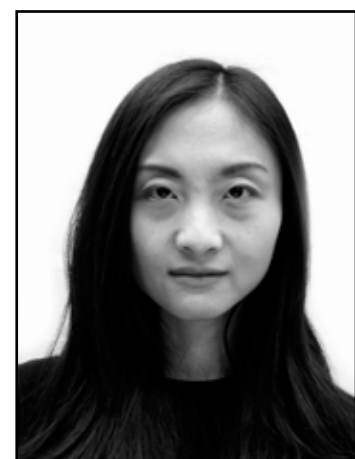
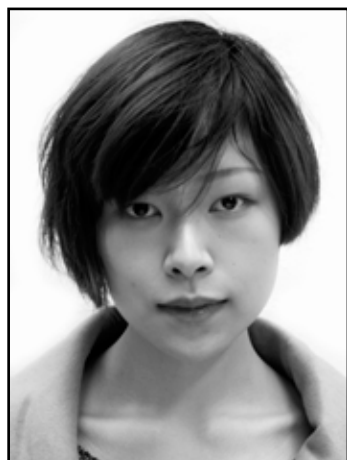
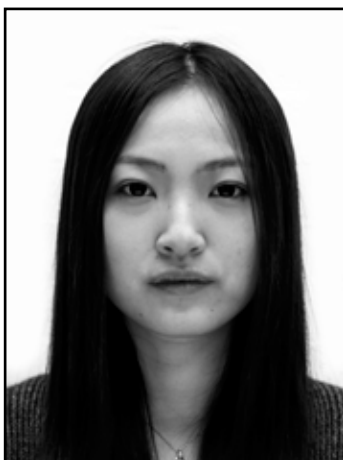
(vi) as the parent of a child at school; or

(vii) following the grant of asylum.

(3) Such a condition should also be imposed on any foreign national given limited leave to enter the United Kingdom where, exceptionally, the Immigration Officer considers it necessary to ensure that he complies with the terms of the leave.

The National Student Survey

Cross out the faces of the foreign students for the UK Immigration Services



The idea of the citizen in the University

Engin Isin on the tensions between the citizen, the scholar, the student and the state

CA News: You are well known for your innovative research on citizenship and as I understand it, and to put it very crudely, you have developed the concept of 'acts of citizenship' as a tool for rethinking how we might better understand political membership and indeed, to contest the normative belief in citizenship as simply a Statist enterprise. Not only do you examine the nature of political subjectivity but also, you re-map and problematise the conditions of exclusion. I say 're-map' because your work puts aside normative assumptions about the nature of political agency based on concepts such as participation. Instead, 'acts of citizenship' opens up a perspective from which we can better understand how subjectivity is enacted in for example, illegal migrants or 'others', who are not necessarily recognised as political agents.

Isin: What we are trying to do with the concept 'acts of citizenship' is to open repertoires of action that can be considered as performing citizenship. Over the years our understanding (and popular interpreta-

tions) of such repertoires have become increasingly narrow: voting, volunteering, public and military service, and paying taxes. All that talk about 'active citizenship' turns out to be quite passively held rights by those who already hold the legal status of citizenship. Yet, across the world many people are experimenting with and creating repertoires with inventive labels such as 'artist citizens', 'journalist citizens', 'scientist citizens', 'worker citizens' and 'migrant citizens'. These adjectives unsettle the already received passive descriptions such as 'ordinary citizens' or 'good citizens'. What they signify is a move from passively held rights to actively sought claims regardless of the legal status of the claimant. For these reasons we have found it useful to contrast the traditional 'active citizenship' with 'activist citizenship'. Of course, to make such a designation is not without its problems. How do we differentiate extremist and populist movements that also mobilise activism or militancy from activist citizenship? The coupling of 'activism' and 'citizenship' already does this work by indicating that we are

seeking to highlight non-violent and democratic repertoires of action. This is where the concept of 'acts' becomes most evocative. Since our understanding of citizenship moves away from whether a person is qualified to do something to considering whether the thing done (the act or deed) is of citizenship or not, we focus on the act itself and its effects. People rarely if ever act randomly. There are repertoires that people learn over time by becoming engaged with whatever issues exercise them. Some repertoires such as 'civil disobedience' or 'conscientious objection' become indispensable for the enactment of democratic citizenship. Others such as 'electronic petitions' are more recent and we don't yet know how effective they will prove. But we can learn a lot from how people experiment with these repertoires and invent new ones and by so doing expand the meanings of citizenship.

CA News: Given the wide scope and richness of your work, I am curious to know your thoughts on how one might understand the University as a space that forms 'citizens'. That is, what do you

make of the Janus-faced character of the institution as, on the one hand, presenting itself as a space of equality, mobility and cosmopolitan membership (the hangover of the values of the Enlightenment) and on the other hand, the conversion of its managerial systems into an administrative apparatus of the Home Office for the purposes of monitoring and policing 'International' students, i.e., immigrants? How might we understand this complex mix through the lens of your own research?

Isin: Arguably, the university from its medieval or even earlier origins, has always been a rather strange mix. And the values of 'equality, mobility and cosmopolitanism' are more recent inventions than the Enlightenment era when a certain elitism pervaded despite the rhetoric. My experience of the university over the last 25 years or so in Turkey, Canada and the UK is that it is a space of possibility. A space where critical openness to challenging ideas is maintained and thinking about things differently is cultivated. These values

are not unique to the university but it is where they are most explicitly articulated and are crucial to the production of knowledge. But it is also a space of contestation if not confrontation. Because such critical openness often threatens dominant interests that seek closeness, the university becomes a space where a tension is played out. The tension manifests itself on the contested values that comprise that figure we call the scholar. The image of the citizen articulated by scholars in the university often does not quite match the needs of governments (liberal, neoliberal, or illiberal) who'd rather cultivate carefully scripted repertoires through which people are expected to behave like scholars and citizens. The Janus-faced character of the institution is a symptom of this tension. In Britain, for example, on the one hand, the audit apparatus increasingly impedes the ability of universities to render autonomous judgement on what they need to teach and research. On the other hand, the highly problematic intrusion of the UKBA into universities to monitor their international (non-EU) students damages the trust re-

lationship that is so fundamental to education. It seems in Britain the electoral chances of a party depends on how it plays the 'immigration' card. The impossible division between 'good' and 'bad' immigrants spurs a security apparatus and there are more borders everywhere. The issue of 'bogus' versus 'genuine' students turns into introducing a monitoring apparatus in every university. Recently, the House of Commons Home Affairs Committee denounced the UKBA as not fit for purpose with catastrophic failure of leadership. It remains to be seen what replaces it and what practices it will engender. Meanwhile, we have a right to ask if the UKBA had been 'fit for purpose' would the universities have been dragged into the monitoring business in the first place. The struggle for critical openness continues so does the vigilance that it requires.

Engin Isin is Professor of Citizenship, Department of Politics and International Studies and Director of the Centre for Citizenship, Identities and Governance, The Open University

'Foreignness' through the eyes of a citizen

I left London to move to Mexico City not long after finishing university in late 2010 in order to be with my girlfriend with whom I'd been in a long-distance relationship for almost two years. At the time I was feeling rather sardonic and quite fed-up with London if truth be told, in no small part due the coalition's campaign against higher education as well as my mounting suspicion that my generation were all zombies. Throughout my teens I had surrounded myself with people who liked to think of themselves as "young radicals", yet when the opportunity for revolution finally arose, their actions amounted to little more than protest-themed warehouse raves and after-parties. And so, with little or no faith left in my countrymen, and the belief that all Londoners were either puritanical xenophobes or asinine hipsters, I took a one-way ticket to Mexico City and, as of yet, have not returned.

However, Mexico did more for me than just allow my girlfriend and I, (she is now my wife), to live legally in the same country with relative ease. It showed me for the first time what it was like to be a foreigner, a status that is often treated with social stigma in the United Kingdom and interestingly enough, provided me with opportunities I had never had in my native land.

In Mexico City, which is now my indefinite home, I am currently working as an English Language teacher at the Universidad Nacional Autónoma de México (UNAM), one of Latin America's most prestigious higher education institutions. For me, being a foreigner did not put me at any kind of disadvantage. I have never experienced the kind of social stigma that foreigners are regularly subjected to in the UK. I have been treated with nothing but courtesy and tolerance, as there is a much more relaxed attitude towards different social groups in Mexico.

I find Mexico's markedly relaxed attitude towards foreignness,

in comparison to the cultural racism I witnessed growing up (and occasionally experienced, due in some part to my partially Sudanese heritage and somewhat Arab features) incredibly interesting.

The topic of immigration and the presence of foreigners in the UK, both legal and otherwise, is a complex issue, one that an overwhelming majority of Britons are greatly concerned about, but which only a handful seem able to talk about with much authority; I being no exception.

Back in London I met many numbers of people, the vast majority of which were invariably white, who were eager to share their so-called "views" on the controversial subject, particularly after a few too many pints. These types of conversations led me to believe that Britain's concerns about immigrants sneaking into the country illegally and stealing the jobs that should be going to hard-working natives, merely boiled down to an inherent mistrust of foreigners, something which seems to be a part of the UK's cultural heritage. This, and a somewhat paranoid idea that something was being lost, or rather diluted, by multiculturalism. This seems to stem from the belief that is held by far too many Brits that white, Christian Britons are somehow more British than those born and raised in the same country, but with a more mixed racial heritage. In this case, 'foreignness' does not simply refer to visitors from other countries, but also British citizens who fall into the same category due to the ethnicity of their parents, or even grandparents, (if the BNP are to be taken seriously, which obviously they should not).

I spent the greater part of my youth growing up in East London in the borough of Tower Hamlets, a notoriously 'multicultural area'. While there is no denying that areas such as Whitechapel are rich with racial diversity, there is not so much

a sense of multiculturalism as there is grudging coexistence and animosity, particularly between Bangladeshis and Caucasians, the latter colloquially referring to the area as 'the Isle of Wogs'.

I am aware of the extent to which many residents in the UK have exploited our admittedly vulnerable welfare system, though I do not believe this is a phenomenon unique to immigrants. I also cannot help but feel that the notion of being a foreigner is all about handouts from the government, priority housing benefits and underserved, special treatment is largely exaggerated by fear-mongering xenophobes. From what I've experienced, racism is still a huge part of British culture and difference of any kind is greatly stigmatized; both foreigners and British-born minorities have an equally tough time and are forced to deal with a level of discrimination and social inequality that is certainly not present in Mexico. 'Foreignness' in any form, is not welcomed in Britain, but rather feared and despised by the large majority, an attitude that has only been exacerbated by blind political-correctness (essentially, a cuddlier version of racism) and the current economic climate.

Amid increasing fears of a national invasion by hordes of asylum seekers and benefits grabbing Asians maliciously trying to destroy Britain, new laws concerning spouse immigration, put forward by Theresa May, have now made it almost impossible for me to ever return to London with my wife and enjoy a life there together. While I can only imagine that many Brits will consider this a wise move, I cannot help but feel that the message being sent out to interracial couples by the government is - "we don't want any more foreigners on our soil, and if you're deprived enough to want to marry one, we don't want you either."

R.W. Sparrow
Alumni Camberwell College of Art



Above, graffiti on the walls of Central St. Martins College of Art and Design, artfully framed by the authorities and below, the main plaza of the shopping mall art college.

“We didn’t cross the border, the border crossed us”

Nicholas De Genova discusses our bordered identity

Citizen Artist News: Nicholas, you are host to a very stimulating research workshop at Goldsmiths College called ‘Migrant Struggles, Practices of Citizenship, and Techniques of Bordering’. In many of the sessions, guest speakers have opened up a range of themes and issues such as securitisation; mapping how the growth in the business of border management and control is in part due to the involvement of the social sciences and all that this entails. The concept of the ‘Border as Method’ has been discussed. The observation here being that borders are becoming ‘deterritorialisated’ as Sandro Mezzadra would say, ‘without ceasing to invest particular places’. Mezzadra, as I understand him, sees this as a consequence of a State’s commitment to servicing global capital flows. Discussions have also involved analysing political subjectivity, of which your own articles on the ‘incurability’ of migrants in the USA has opened up other ways of thinking about the notion of political subjectivity and ‘belonging’. And finally, the notion of the ‘Autonomy of Migration’ has been raised: a concept used to better understand how migrants constitute political change.

Given this rich discourse, I am curious to know your thoughts on how one might understand the University as a border regime. First, I am sure you will agree that there is something paradoxical, if not amusing, in a research group gathering to discuss bor-

ders, migration and citizenship inside an institution that itself is a border regime. But more importantly, what are your thoughts on the changes to the University brought about by the directives of the UKBA for the management of ‘international’ students? That is, what do you make of the janus-faced character of the institution as, on the one hand, presenting itself as a space of equality, mobility and cosmopolitan membership and on the other hand, the conversion of its managerial systems to police ‘immigrants’ on behalf of the State? How might we understand this complex mix through the lens of your own research and/or the discussions had in the research workshop?

Nicholas De Genova: It is a perennial fantasy and illusion of academia that the university ought to be ‘a space of equality, mobility and cosmopolitan membership.’ Of course, upon closer inspection, it becomes readily apparent that ‘the’ university is really a system of hierarchically stratified educational institutions, utterly necessary for the reproduction of various distinctions, ranks and credentials to certify and qualify various types of skilled or professional labour for capital, and thus deeply embedded in the wider reproduction of social inequalities. Cambridge and London Metropolitan are obviously very different kinds of academic institutions. The ideologies of equality, cosmopolitanism, opportunity and (upward)

mobility are therefore always haunted by the evidence of their service to the educational validation and fixing in place of rigid separations and hierarchies of status and prestige, which are likewise directly or indirectly implicated in the monetarisation of ‘achievement’ in terms of salaries, benefits, and conditions of work. Capitalism requires more or less unrelenting innovation and thus is continuously de-composing and re-composing labour, including labour of the most highly ‘skilled’ of prized sort. So, once we begin to think about it, there’s not really any paradox. If academia is ensnared in the reproduction of the larger capitalist system, we should expect that it would similarly be implicated in the reproduction of the regime of citizenship and immigration of the capitalist state.

But this is where things get interesting, because if we contemplate the border regime in which those of us employed or studying in higher education take part, we can begin to appreciate better what the work of borders is in our contemporary socio-political moment and our present historical conjuncture.

It is of course pernicious that ‘foreign’ students are subjected to extraordinary surveillance under the securitarian conditions of our ‘anti-terrorist’ present. The operationalising of a very diffuse and pervasive suspicion against all non-citizens, regardless of immigration status, coupled with the invidious racialised distinctions that sort and rank

different kinds of ‘foreigners’, are blatantly manifested in the universities, and we have to recognise in this process a re-disciplining of our academic institutional lives. In these flagrantly offensive practices, however, what we ought to always bear in mind is that part of the source of irritation and indignation is the increasingly indiscriminate ‘contamination’ of the formerly more ‘protected’, relatively privileged, comparatively elite segments of the larger spectrum of non-citizens. In other words, intrusive surveillance and the apparatus of institutionalised suspicion which we have been seeing with greater frequency and intensity in the universities have long been commonplace among the ‘lower’ ranks of migrants, the ‘illegal’ or ‘irregular’ migrants above all. The regime of immigration has always been fundamentally about policing a thoroughly hierarchical series of categorical differences.

The politics of immigration and borders are unsettling and troubling, likewise, because these blunt inequalities expose the exclusionary parameters of citizenship itself, which is conventionally understood in modern (liberal) political conditions to be about equality for all before The Law. In the universities, the raw inequalities between citizens and the various categories of non-citizens confront people who otherwise perceive one another as peers or colleagues -- in short, as equals -- with the cold hard facts. When it comes to immigration and

borders, The Law is all about inequality -- indeed, radical and often irreversible inequality.

While capitalism must be understood to fundamentally operate on a global scale, the entire planet is criss-crossed with ever more securitised (and often militarised) borders. This is a very important example of how capitalism systematically generates a separation between what is called the ‘economic’ and the ‘political’. State power particularises the ‘political’ in various territorially-defined spaces and jurisdictions, corresponding to the tenuous and historically specific and contingent tempos of struggle that have been more or less fixed in place, fetishised, and institutionalised variously in different places. So, while capitalist industries or employers may desire and even actively recruit migrant labour, border regimes ensure the subordination of that labour according to various formulae and recipes through which to differentially incorporate individual ‘foreigners’ within the immigration and citizenship regime of one state or another. This is a process that Sandro Mezzadra and Brett Neilson have called ‘differential inclusion’, and which I, emphasising the active illegalisation of undocumented or ‘irregular’ migrant labour in particular, have similarly called ‘inclusion through exclusion’.

I myself make no pretense of being an ‘expert’ on British immigration law or policy, and as you

know, the UK Border Agency itself has been very recently dissolved, so I cannot comment very directly or specifically on the precise practices of the border regime here in the UK, which in any case are in flux, even as I respond to this question. What we can say with assurance, nonetheless, is that the extension of border policing and immigration monitoring into a diverse spectrum of ostensibly non-governmental settings -- increasingly carried out by non-state functionaries employed to conduct the routine bureaucratic operations of various sorts of institutions -- signals that The Border is no longer exclusively located at the territorial borders of the state (the geographical perimeters), nor even at the countless checkpoints in airports and other ‘ports of entry’ where large block lettering trumpets to the masses of bedraggled travelers their presence at the ‘UK Border’. No. The Border is increasingly everywhere, and may be activated in a proliferating cascade of seemingly mundane circumstances.

This helps us to understand that we all have what I have taken to calling bordered identities -- citizens, tourists, travelers, migrants, and refugees alike. As the Chicano (Mexican American) liberation struggles in the United States have long proclaimed: We didn’t cross the border; the border crossed us.

Nicholas De Genova is Reader in the Department of Anthropology at Goldsmiths, University of London.

Future city: what do security barriers and guards imply?

“One of the readings of [the Central St. Martins College of Art and Design, Kings Cross] building is to see it as a future city. To see it as the way cities may be constructed to encourage creative thinking and experimental making.” Jeremy Till, Head of Central St Martins.

To imagine an art college as a ‘future city’ is an exciting proposition. From Augustine’s City of God to Corbusier’s Radiant City the idea persists, expectant with new possibilities for living, working and interacting. As its etymology in ‘polis’ -- the Greek word for ‘city’ -- would suggest, such utopian imaginings are fundamentally of a political character. David Harvey writes, “the question of what kind of city we want cannot be divorced from the question of what kind of people we want to be, what kind of social relations we seek, what relations to nature we cherish, what style of life we desire, what aesthetic values we hold.” It is unsurprising that the Head of CSM, himself an architect, should latch on to CSM’s new home, the magnificent Granary building, strikingly restored as a so-called ‘creative warehouse’. This constantly photographed, prize-winning space is one of the primary promotion tools for ‘brand CSM’ in the globally competitive Art & Design education market. The vision presented in the college’s promotional video is one where the designation of distinct spaces in the building -- workshops, project spaces, the canteen, and so on -- enables corresponding forms of creative activity: ‘production’, ‘exchange’, ‘reflection’, ‘discourse’ and ‘display’. Seductive as this rationally functioning creative factory might appear in some respects, there is an unsettling sense from the video that creative activ-

ity and human interaction in the college can, and should, be predetermined and engineered through forms of spatial control. Furthermore, there is a danger that a focus on the building rather than the more messy prospect of the myriad people and activities occurring within it, causes a fetishistic inversion: instead of merely housing the staff and students who in fact constitute the art college, the building becomes the art college and those who work and study there are simply passing through, like objects on a conveyor belt who enter into its efficient system of flows before, eventually, exiting out the other side.

In fact, as anyone who works or studies at CSM can attest, the experience of the building is far from the slick image of smooth flows and seamless transitions between areas of activity presented in the video although, the reasons for this might have a lot to do with the desire to institute just such a vision. What sort of future city do the security barriers and guards imply? A gated community perhaps, keeping the barbarians at bay; or else a business district where private corporations or retailers can keep electronic tabs on their staff and customers through their entry/exit systems? Gaining entry without your card is a struggle, the system’s refusal overriding human confirmation of a student’s status. Even with a card I have had my ID double-checked ‘for my own safety’. A dystopian police state then? (This is no joke now that non-EU students have been instructed to present themselves weekly to the student office to prove they are ‘genuine’).

Last year’s degree show was reminiscent of a large gig or music festival as far as the enforcement of seemingly arbitrary rules went as to where people could and couldn’t

go, how they could get there, if they were allowed to bring a drink, etc. A weird feeling of being under occupation on your own territory. Systems of control are also witnessed in the way the ID card enables or disables access to rooms or areas such as workshops through electronically locked doors. Another cause of much frustration amongst students are the regulations about what is and isn’t allowed. For example, students are not allowed to paint on the ply studio walls (in an art college!). I heard from a student who was sent the bill for a replacement 4’x8’ sheet of ply after she painted a white square on the wall to project her film for the degree show. Someone has determined that the ‘ply aesthetic’ overrides all other concerns, and deviation shall be punished. A city at the mercy of a dictatorial interior designer?

What gets shown where is also carefully monitored and controlled. Areas must be booked-ahead. Spontaneous activities in ‘the Street’ -- the main central space designated for ‘display’ -- will be pounced on and stopped by security guards if they haven’t received permission or are not occurring in the correct ‘zones’. Something as innocuous as hanging drawings on the outside-facing walls of the studios, for example, can summon forth bureaucratic arbiters citing fire regulations. An over-cautious and conservative city then, where prohibition soon becomes internalized as a reluctance to step outside of familiar parameters?

Whilst none of these things will prevent all the incredible thoughts, experiments and experiences that issue forth from student energies, they are an impediment to those energies, a discouragement. What is more they promote a culture of passivity which can only be detri-

mental to the future of CSM, and its reputation. The overriding sense of control that permeates the building is not conducive to creative production, interaction and thinking -- a suppression of critical autonomy and a limit to creative possibilities. And amidst the many blockages constructed to control what does and doesn’t happen, the flows which are engineered to occur, such as ‘hot-desking’ and bookable spaces, are exactly the things which further disempower by taking any sense of territorial ownership from users of the college. A sense of a place which is yours, and which you can’t, at a second’s notice, be displaced from (due, for example, to an erroneous double-booking!).

The question we should ask then, if we stick with the metaphor, is: who owns the city? This is interesting in terms of CSM as it turns out, because the college forms the first stage of a huge Kings Cross development project which will include office buildings, apartment blocks, shops and restaurants. The investors are Argent property developers, London & Continental Railways, and DHL. Although there is no time to go into it here, a familiar story is the way the ‘cultural capital’ -- in the estate agent jargon, ‘vibrancy’ or ‘creative buzz’ -- of an art museum or, in this case, art college, adds value to an area seeking capital investment from companies, residents and speculators. Related to this is the whole subject of cultural institutions’ role in ‘gentrification’ of an area at a period of intensive social cleansing through measures such as the ‘bedroom tax’, benefit caps, and the recent 80% market rent rule for social landlords. (Areas of Kings Cross and Euston still have large working class popula-

tions living in housing association and council flats -- perhaps not for much longer!).

The first thing that confronts you when you enter the Granary building is not in fact the manned security gates, these are some distance away, beyond a large area of the main space, but a sublimely glowing, interactive Perspex model of the Kings Cross development; the future city! We are not in the college at all, but a public access Kings Cross Visitor Centre. If we step outside of the building we are in what appears to be a well maintained public square, incorporating an impressive illuminated fountain system, which leads further down the newly laid pedestrian street towards the station. A small plaque just beyond the square reveals the reality that this is in fact a ‘private estate’ -- another of those city developments that appears to be public, but which is owned and run by private investors who have been sold the land from the local authority (in this case Camden Council). This would account both for the security guards in their fluorescent jackets and red hats, who keep the area anaesthetically spotless, and for the yellow public safety signs that pop up everywhere at the first sign of ice or snow.

What these new privately owned ‘malls without walls’ have in common, according to Anna Minton, is an “emphasis on security and safety ... [A]s malls, multiplexes, campuses, shopping centres and the business districts spread, the growth of private security is a given.” Could this be a clue to what is going on at CSM? Is the ‘future city’ envisaged by the new building a homogeneous, sterile, securitized, risk-averse, paranoid model manifested in private estate management? (It is true the build-

ing, and in particular ‘the street’, is sometimes compared to a shopping mall). The exact ownership arrangements regarding the Granary and its immediate vicinity are hazy, at least to me at this time. But at the very least this seems an important element in any consideration of what sort of ‘future city’ CSM should or could be.

To return finally to David Harvey’s question as to what kind of city we want, I would suggest the following for a start:

1. We want a city which is owned collectively by its inhabitants, where its citizens feel at home, and not at the mercy of unknown, outside powers, and where they don’t exist for the benefit of private interests.
2. We want a democratic city, where decisions are taken at all levels, where proposals can be considered, and where consultation is the norm.
3. We want an open city, not a police state. Trust not suspicion.
4. We want a diverse city, with a good social mix of people, including those born and living in the local area, and no enforcement of discriminatory government agendas against those from overseas.
5. We want a political city, where contesting and critical voices can be heard (as someone proud to work at CSM amongst brilliant staff and students, this is my contribution!).
6. We want an avant-garde city! Where non-conformity, the production of difference, and the flowerings of the disruptive imagination can be a part of everyday life.

We know that the blueprints for utopia are liable to turn into the worst dystopias. But that shouldn’t stop us dreaming.

Ken Holmes, Senior Lecturer, University of the Arts London

Not that simple: the case of Scotland

Ignoring the advice of five select committees and the top management in the British academia (see www.bbc.co.uk/news/education-21592765), the UK coalition government has recently reconfirmed its intention to keep including certain student categories among the net migration figures, which the UK Border Agency has been asked to reduce (with students providing a relatively easy target). The wide-spread indignation, caused by the related government measures that are aimed at the student community, has initiated – in some quarters at least – the rhetoric which is not helping the cause. We are told, incorrectly, that ‘foreign’ (or ‘international’) students are affected, whereas the EU passport holders (or citizens of the EEA and Switzerland, to be precise) are free to come and go as they please – it’s the non-EU students in need of entry visas who come under special scrutiny. We are also told that these (non-EU) students are forced by the educational institutions in the UK to sign in every week in order to

prove their bona fide-ness, whereas in some university departments students are only asked to do so twice per semester (and the attendance register should be routinely filled in every class anyway). We are told that the universities are colluding with the government and becoming instruments of student oppression, whereas the universities realise full well how counterproductive the policy in question is, serving as a disincentive to valued customers, whose tuition fees are much higher than those of the rest of student population in the country (the estimated 300,000 non-EU students in Britain are reportedly worth £5bn a year to the economy). Yet the universities have little choice in the matter, fearing that if they do not co-operate their visa license will be revoked, as it happened to the London Metropolitan University in July last year (see www.guardian.co.uk/education/2012/aug/30/London-metropolitan-university-visa-revoked).

Is the situation in any way different in Scotland, where Scottish

undergraduates are exempt from tuition fees and the issue of looming Scottish independence, tightly linked to Scottish nationalist sentiments, may give an impression that foreigners are not particularly welcome? Not really. First of all, the notion of Scottishness in its application to domestic undergraduate students goes far beyond narrow ethnic principles. Whatever your origin may be, Russian, Chinese or Pakistani, you are considered Scottish for fee-paying purposes if you obtained a Scottish secondary school certificate enabling you to pursue a higher education degree. As far as nationalism and independence are concerned, things are not that simple either. Historically, owing to an uneasy relationship with its southern neighbour, Scotland felt more internationally-oriented than that neighbour (to what degree this self-perception was justified is another matter). And Scottish universities – in days of old, Scotland had four while England only had two – have traditionally been

championing internationalisation. Furthermore, in a mock referendum held among students at the University of Glasgow in February 2013, 62% answered no to the question “should Scotland be an independent country?” and only 38% answered yes (see www.bbc.co.uk/news/uk-scotland-glasgow-west-21539995). Undoubtedly, there were ‘foreign’ students among some two and a half thousand of those who took part in the poll – but non-Scottish residents of Scotland will also be allowed to vote in response to the same question in the real referendum of 2014! While the outcome of the forthcoming referendum is hard to predict at this stage, doesn’t a close analysis of the situation – in the case of the alleged Scottish parochialism and that of universities blamed for policing their ‘foreign’ students – teach us that facts should take precedence over rhetoric, and slogans, assumptions and generalisations are best to be avoided?

Grumpy Scholar: Senior Lecturer affiliated with a Scottish University



‘Friends and fellow students of today will be your contemporaries in the cultural workplaces of tomorrow.’ Artwork by Feline Vomitus, University of the Arts London

From foreign students to immigrant university workers to border agents: an ordinary story

We each arrived in the UK in the late 1990s as foreign students, A as EU (from the troubled South, but still), B as ‘good’ Commonwealth – Canadian – and thus exempt from the degrading requirement that we register with the police. We also arrived in a Britain which, under New Labour (at least compared to their Tory predecessors and successors), was trying to embrace the diversity and multiculturalism of the post-colonial era, globalization and the EU. We met through the foreign student network, more vibrant and less alcohol-fuelled than its native equivalent, and bonded over countless common interests as well as our immigrant experience.

It was not all plain-sailing. We both witnessed and experienced incidents of racism and xenophobia, sometimes indirectly as we were told that we were ‘good’ immigrants, a compliment that highlighted our difference, the conditions placed on our acceptance and made us complicit in our interlocutors’ xenophobia. We also witnessed the shift from a progressive, inclusive ‘Cool Britannia’ to growing Islamophobia and suspicion of foreigners following 9/11 and 7/7, not to mention Iraq. This was something that affected us not only as immigrants here (and at airport security as we travelled to visit family and friends), but as students in a context where anti-war sentiment was high and the authorities were increasingly concerned about ‘radicalisation’ on

campus: this usually meant anti-war and Muslim, so we were safe being only anti-war.

Many years later, we entered the academic job market as (still) accented foreigners. Getting married meant that, after a complicated and expensive administrative process, B received permission to indefinitely remain in the UK, thanks to A’s EU sponsorship, and was no longer obligated to reapply annually, as he had done for years. Canadians, although from a former colony and part of the Commonwealth, are not entitled to live and work in Britain without a visa. It was the age of casualization, so our employment was fragmented, precarious, often exploitative and as a rule badly paid. Maximum flexibility was expected from us if we were to remain in the good books of department heads and programme leaders. We were often hired to teach unfamiliar subjects, which required endless hours of preparation, were called to participate in a variety of assessments sometimes with days’ notice and considered ourselves lucky to be assigned the same introductory courses year after year, despite finding them mind-numbingly unstimulating. Many desperate job applications later and years of living as students post-PhD graduation, in terms of budget if not social lifestyle, we finally landed our first full-time permanent posts within a year from each other and, miraculously, within an hour’s commuting distance. So we relocated

across the country, happy as clams. We gradually discovered that starting over in your thirties may have been necessary but far from easy. At this point, our friends had dispersed across the world in pursuit of academic career opportunities and were facing similar problems, including sometimes loneliness.

Living together and in full-time academic employment, it all seemed to be going well. Yet, we were unprepared for a number of significant developments: the Greek economic crisis and, from 2010, the Tory-led coalition government, the introduction of anti-immigrant xenophobic policies and increased scapegoating. The curry houses that New Labour had championed as the producers of Britain’s favourite dishes were now viewed as part of a network of undocumented immigrant labour. Bad news was coupled with good news as we welcomed our son into the world. We were already acutely aware of xenophobic conspiracy theories about foreigners coming here to not only steal jobs, benefits, housing and school places, but also to have children and through them acquire the right to remain and be entitled to all that Britain has to offer (at least until the coalition cuts hit). We now discovered first-hand just how untrue these theories were: despite our full legal status, our son was not automatically entitled to British citizenship or a passport. In a reversal of fortune, it was B’s resident status that eventually allowed

our child to claim British citizenship, not A’s EU status thanks to which she was able to sponsor B’s application for residency in the first place. In the meantime and as the Greek economic crisis and Tory Euroscepticism escalated, David Cameron warned about possible restrictions on Greeks. A applied for British citizenship at considerable cost and was successful. Her application was not based solely on fears about her status but a desire to vote at national elections.

While our status is now secure, we find ourselves compromised and potentially complicit in ways that we cannot rationalise or compartmentalise. We were foreign students who became immigrant workers and eventually a citizen and resident, and are now lecturers who are being asked to partake in a humiliating and xenophobic practice: monitoring Tier 4 international students as secondary ‘border guards’, based on government fears that university places are used as a back door to ‘illegal’ immigration to this enviable land of plenty. We are facing renewed calls for academics to look out for and report on possibly ‘radical’ or ‘radicalised’ students. The irony does not end there, as B’s research is on extremism and terrorism, but with a focus on right-wing extremism – the xenophobic and Islamophobic type, with which such government policies increasingly overlap.

By A & B, Lecturers at universities in Scotland

Administrative mistakes

Shihui Yan dutifully signed in at her college however, she received an email warning her of the consequences of missing a session (see below). The tone of the letter is bullish and threatening. But her own views are as follows: “I think it is ridiculous that ‘continued unauthorised absences may lead to your withdrawal from the course, your withdrawal will be reported

to the UK Border Agency and you will be required to leave the UK.’ There are many reasons for a student to not attend tutorials, and it does not mean that I am not working on my projects if I am not in the university. I do not understand why my stay or withdrawal of the course is determined by my attendance and not by the quality of work that I can produce.”

UKBA attendance email 1 – first missed Sign In Ref: YAN12360201

Dear Shihui
Missed Sign In – initial warning

Since the introduction of the UK Border Agency’s Points Based System in March 2009, it is a requirement of the University, as a Tier 4 Sponsor, to monitor and report on the non-attendance of Tier 4 Students. When enrolling at the University you agreed to attend in accordance with the University’s attendance policy.

You have missed a Sign In at your college. This has been noted on your attendance record and you should avoid missing any future weeks. You do not need to take any action if you are going to attend the Sign In sessions in future unless you wish to submit an Application for Authorised Absence form. If you have a valid reason for missing the Sign In or you have a problem that means you will be unable to sign in during future weeks, you must email Tier4@xxxx.ac.uk and request an Application for Authorised Absence form.

Continued unauthorised absences may lead to your withdrawal from the course. If this happens, your withdrawal will be reported to the UK Border Agency and you will be required to leave the UK.

The malignant teaching factory

Continued from p.1:

How did it happen that an aspiration for education for all turned so quickly into a market fluctuation? The privatizing and commercial imperative shaping curriculum and content was not born fully formed in the current period, but has been a long time coming. Indeed, the history of the classroom could be construed as a struggle over just this. From the early efforts of the Factory Inspectors – Leonard Horner – and the imperative to school the great unwashed, all the better to fit them to machines – through to the idea of education as a vast instrument for class mobility, widening participation and access to employment – itself a mixed fortune.

In capital, volume one, chapter ten, Marx narrates a class struggle that continually impinges upon the

question of education, though fittingly, the site of the action is the factory. The Factory Acts, of 1933, 1844, 1847, 1850 etc., were in effect an effort of the factory owners lobby to mitigate, undermine and evade the constraints imposed by a concerned, if ill-informed, philanthropic tendency in parliament. The Factory Inspectors, such as Leonard Horner, reported upon the conditions in the factories where children worked, sometimes twelve and more hours per day, and it is instructive to consider the elaborate machinations employed by the factory owners to circumvent requirements that these children receive a modicum of schooling. Two hours per week in the first instance (1833 Factory Act). Among the quaint lobbying practices the owners extended to the

inspectors as they made their way to inspect the factories were invitations to dinners, visits to country clubs and horse gymkhanas, the comfort of suitable lodgings, and suitable carriage to the said inspections, including eminently helpful factory guides and fulsome explanations of any anomalies and answers to questions (Horner, Diary).

It then should be noted with no little irony that in the University today, and indeed throughout the education system, the descendants of the Factory Inspectors are guided just as much by the care with which managers attend to questions of presentation, access and quality assurance in a new era of evaluation. Aside from the media event that is an OffStead visit, in effect a form-filling exercise, and the Quality unit of the

Department of Business Innovation and Sport, with Universities governed under the same budget lines as commerce and the Olympics, we are not dealing with inspections as such, so much as reports and tabulations – drawn up according to the new guidance whereby Government turns education into a vast factory-like programme, with productivity gains and training regimes of course factored in, and with global reach.

In the universities, the pressure for academics, and by extension students, at least student activists, the SU and postgrads, to themselves become the malignant and parasitic managerial class is operative here. Becoming self-regulating means complicity in several modes. The university now demands managers to present as petty bourgeois shop

keepers, marketing specious wares; or as entrepreneurial visionary explorers tasked with terra-firming new vistas of corporate training, consultancy and product placement; as public brand-uni sprukers of tele-genic ‘ideas’ and Verso-controversy coffee chat radical publishing... etc. Privatisation as a system wide strategy is not examined by the episodic and sectoral focus of both mainstream investigators – Offcom, Offstead etc are not the investigators we need, trades union sectoralism is insufficient. The malignancy here is an emergent but hollow expertise of those who are not just measurers – if all they did was bean-counting we might more readily discount their dodgy deals.

John Hutnyk, Centre for Cultural Studies, Goldsmiths College



INTERVIEW

Inside the the Immigration Services...?

Citizen Artist News talks to our man in the Home Office

CA News: You have worked for the immigration services in the Home Office for 10 years and as an experienced civil servant, can you give us an insider's view and describe what it is like to work in a border regime? What do you do on a daily basis and how do your duties relate to other parts of the immigration services? Can you give a detailed description?

John Doe: Well, firstly it has become interesting as we have found out, just this very morning that we are back under the Home Office banner rather than the more independent UKBA. In recent times, working here has been stressful and chaotic, but overall often pleasant. The work itself veers between boring, leaving a bad taste in my mouth and occasionally interesting but rarely stimulating. The way staff are looked after in many ways has been second to none: we have the benefits in many departments (dependant on nature of duties/responsibilities of course) of flexible working hours and tolerance to doctor's appointments/sudden emergencies or even "duvet-days." It is often easy for a worker to take time off in a hurry should they need to without feelings of stress or bullying imposed from above. This has been recently on the verge of changing as we seem to be going backwards, with attempts to change our working comforts and impose more statistics.

On a daily basis, I prepare proforma packs for removal. What this amounts to is minimalising a file into the basic info required to detain someone: risks and other security checks and personal details taken into account. It cuts out excessive office based work for Immigration Officers and allows them to concentrate upon work needed to do their jobs without carrying files around or referring to them unnecessarily. We are also the link between the team that organises removals so we act as a feed to this team and operational staff. We also tackle solicitors letters: negotiating the outcomes of cases, whether to proceed with removal or to allow someone to remain in the UK.

CA News: I get the impression that you are at the heart of a number of arms of the immigration service. But, I am not quite clear about who does what. So, I have a few questions: who decides who is to be detained or removed? Do you do this? Or does an Immigration Officer? Or someone else? And can you tell me a bit more about the distinctions between Immigration Officers, your own role and those who decide and organise the removals? It seems as if the Immigration Officers are managed and directed by those doing the paperwork--as if they are the muscle on the ground, rather than the 'brain in a vat'? Would this be right? If so, who actually has the power to arrest, detain and/or remove people? Is this power embodied in any one role within this field of activity?

John Doe: I guess that is kind of right, being at the "heart" of the aspect of "removals" as it is known. Now, there are other parts to Immigration (a different section deal with "legitimate", for want of a better word), areas such as visas and student/work permits etc. and another deals with asylum claims (a section that obviously has links to what we do, although the departments issuing visas don't...so if someone overstays then we hear of them through other means: for example encountered by the police. They are not "reported" by the "legitimate" team...this is badly phrased though

I'm sure the meaning is clear). Who decides who is to be detained or removed? Put simply, the law! If someone has been through the whole asylum process and has exhausted this or they are found to have stayed beyond their initial reasons for being in the UK and they don't have any Human Rights reasons to apply to stay (family life...compassionate reasons) then the law says their cases must be considered and they must be removed. Actual "decisions" themselves, if that is what you are getting at are made by caseworkers (such as myself) who make this decision based on the facts that a person has no more right to remain, with the final say going to a Chief Immigration Officer for detention. Such issues such as bed space and the risks involved are considered. If someone is suicidal or violent then this impacts.

Caseworkers such as myself along with our managers make the initial decisions to detain and remove and then the team that book bed space and flights will coordinate with the Immigration Officer staff and seniors for final say once the groundwork is in place.

Naturally this is different when Immigration Officers and/or the police encounter immigration offenders directly. They make the decision to detain but then paperwork to organise removals still comes back to us and the flight booking team. It is quite finally tuned and obvious...in its way...but hard to explain in depth in terms of trying to present a full and accurate picture.

CA News: So, Case Workers interpret the law and advise on cases and the Immigration Officers, or rather, the Chief Immigration Officers, are the final arbiters. I assume then that Immigration Officers are the only people who have the power to arrest and detain a person (barring the police obviously)? Is this right?

John Doe: That's pretty close to a perfect summation. Senior Caseworkers have a say in how the decisions are made at our level, simplifying the management structure for ease of discussion, but yes, often the Chief Immigration Officer is the person that assesses the risk and complexities involved based on evidence brought before him/her. Occasionally with very serious cases (maybe media driven) it can head up above them to Director/Assistant Director level but, rarely.

So, yes: Immigration Officers are the only ones with the power of arrest. But even then it is complex as they can make that decision on Home Office premises but when entering other places it is necessary that they are accompanied by members of the police who are required to be present.

CA News: I came across a document online called 'The Immigration (Places of Detention) Direction 2011' signed by Damian Green (I think? - it is difficult to read the signature), who was the then Minister of State for the Home Office. It specifies places of detention. However, could you help me understand what the implications are for Universities? The relevant clauses are as follows: "3.1: ... [T]he places where a person may be detained ... shall be as follows:

(a) any place used by an immigration officer for the purposes of his functions at the port at which that person is seeking leave to enter or to enter or has been refused leave to enter, as the case may be, or in a control zone or supplementary control zone, or a control area designated under paragraph 26

of schedule 2 to the Immigration Act 1971.

(b) Any place specifically provided for the purpose of detention...
ii) any place used by an immigration officer for the purposes of his functions...."

What I am curious to know is, given the vagueness of the description as to where an arrest and/or detention can take place — e.g., 'any place' either 'specifically provided' or 'used by an immigration officer for the purposes of his functions'-- does this include the premises of universities? That is, given that universities collect data and closely monitor immigrants (International students) and to all intents and purposes act as a bureaucratic arm of the Home Office, does this also mean that the University could be classed as a 'control zone' or 'supplementary control zone'-- that is, as a place for the arrest or detention of an International student? Or does 'any place used by an Immigration Officer for the purposes of his functions' mean that an Officer can arrest or detain an immigrant anywhere at anytime?

John Doe: Now, this question you have presented has really thrown me because I am not aware of universities being used as places of detention in all my time working within Immigration. I know of bogus colleges being closed down by the government but even then they are not places of detention for the students manipulating the "college" system in use/being manipulated by it. Clause (a) is straightforward and refers to ports (airports, Eurostar, Dover...speaks for itself) and (b) will mean places similar to where I have worked where legitimate detention space is available. To me, (c) is the only section that remains ambiguous but it doesn't match up to anything I know of. Persons tend to be detained - when they try to gain false entry at ports or claim asylum; when they are encountered by police where a suspected crime or violation may have taken place; on Home Office premises or at a police station where they may have reported; at a place of work where there is a raid - but they are "taken away" to be detained, not detained on the premises, similar to a regular arrest; a home visit (again, they are taken away).

So, in my experience and understanding (to date, we all know things are liable to change within the law), no, it is not known that any place of work or study that is legitimate has been used as any form of detention placement.

CA News: Just to clarify, I haven't heard of an International student being arrested or detained on the premises of a University either. However, let's explore the idea of this a bit more closely. You have made it very clear that detention spaces are places such as police stations and ports. But you pointed out that they are also 'Home Office premises' and 'at a place of work where there is a raid'. This is significant in understanding what the boundary is between these latter qualifiers and the idea of University premises being used for arrest and/or detention. That is, given that the University requires International students to 'sign in' -i.e., each University functions as an extension to the immigration services, monitoring students' presence in the UK -- it is, as I have suggested above, a branch of the Home Office. And if not a branch of the Home Office, then certainly a place where students' work. It seems to me

then that in law, universities are already (at last tacitly) sanctioned spaces of arrest and detention.

The worry here is that these changes to the University have deeply distorted the idea of it as a space of learning. But also, the fact that student immigrants are traceable and indeed, locatable through the registration and record keeping within an institution's managerial system, makes them an easy target in the government's push to reduce immigration. And the prospect of any one student who is accused of 'overstaying' or, more emotively described as 'manipulating the college system', or 'sponging off the State' (as in the rhetoric of the popular press), being physically traced through the University's apparatus, if not arrested or detained on University premises, is feasible in enforcing the directives of the State.

But let's look at the bigger picture: the Home Office website publishes figures of the annual flow of people in and out of the UK. Currently, approximately 110, 000,000 people cross into the UK every year. A surprisingly small number of people from outside of the EU/EEA 'overstay'-- approx 150,000 to 200,000 (presumably these people also come and go, but not within the space of the annual calculation?) - and of those, approx. 18,000 are asylum seekers. I can't recall off the top of my head exactly how many are students, but certainly several thousand come to study in the UK. So interestingly though, only 500 or so overstay their visa every year.

It's apparent then, even using the logic of the State (as skewed as it is) and its practice of ramping up or stopping down the flow of foreign nationals in an attempt to control the UK labour market, that highly securitizing and indeed demonising International students as potential 'overstayers', is rather extreme. The actual numbers of those who do remain are insignificant and the vast expansion of the policing apparatus into the University is extraordinarily heavy-handed.

I'd be interested to hear your reflections on some of the paradoxes in play here. What do you make of this new role of the University as a border crossing -- as a Checkpoint Charlie, so to speak?

John Doe: Well, I guess when I say a place of work when there's a raid I mean only that a person can be 'arrested' on the premises of the raid but not detained at that actual place. This is the point I was trying to make where I was perhaps less clear. Even if a University becomes 'affiliated' in some way with the Home Office, it would be unprecedented, in my experience, for it to become a detention centre. If someone is arrested there, once detected, for being an overstayer or an illegal entrant, they would have to be removed from the premises, not detained on them.

Not to say that the law isn't changing but if so, then it isn't something I am aware of. Now, there are university overstayers that we deal with but they are certainly a minority and they tend to come to light after their studies more often than not (there are always exceptions, of course). Many illegal students tend to be at smaller places of learning, rather than at higher...so, you are right in considering the statistics and that there is only, in reality, a minority of students, comparatively, who may be illegal. Using a university as a "checkpoint" or as a "port" smacks of

desperation in terms of trying to find potential removal targets. Generally too, we tend to be reactive rather than proactive with overstayers, and I take it we mean people who come to the UK legitimately and then choose not to go home. It is the nature of these types of case that it simply must be assumed that the student will return and there are preventive measure in place to ensure this: as in evidence provided when the application to study abroad is made, evidence that one would expect in a reasonable democratic society. Most of these students are indeed honest...to then waste limited resources monitoring them seems counter productive when it is factories and shops/restaurants etc that tend to be more likely to have illegals. Intelligence work is better suited here when information appears that says there are very likely illegals present and from trusted sources.

This is pure speculation and so much more could be said...but, simply relying on patterns observed over the years this is the likely rational response.

CA News: Perhaps discussing the prospect of using university premises as a space of arrest and/or detention may be something of a red herring. However, I could imagine this happening at some institutions without so much as a blink of an eye. I know of one (non Russell Group) college that evicted students who occupied a lecture hall in protest against the closure of their courses. The protest was perfectly responsible action on the part of the students and an expression of their democratic right and yet they were removed from the premises by police following the directives of the college's management. So the idea of the University as some sort of sacrosanct space is not necessarily recognised or upheld by all institutions. However, the point here is that the more subtle record keeping and monitoring, indeed the tracking of students' activity, is very real and problematic. It directly implicates those of us who work and study in universities and requires that we actively endorse a government's policy to discriminate between the statuses of 'foreigner' and 'citizen', or between 'good' or 'bad' foreigners. And this has wider implications for understanding what the role of the University is in relation to the State and indeed, how it is to be distinguished from that of the immigration services proper.

John Doe: Well, I am in agreement with you on these observations, and, as a civil servant with some years of service, it does reveal a worrying trend and one that has Orwellian undertones. It does suggest that the government is either struggling to locate immigration offenders through more orthodox methods (points of entry...the work place and only then when suspicions are authentically raised) or that the problem is so out of control that, in order for them (government) to be seen to be doing something, more draconian methods need introducing. If what you are saying is true, then it is no longer a case of the authorities being notified when an offence is committed but that they are actively seeking offenders in such a way as to potentially inhibit freedoms, both within education and individual's rights.

John Doe requested that his identity remain anonymous. However, he is a genuine employee of the Home Office.



Precarious Workers Brigade

Precarious Workers Brigade are a UK-based group of precarious workers in culture and education. We call out in solidarity with all those struggling to make a living in this climate of instability and enforced austerity. We come together not to defend what was, but to demand, create and reclaim:

EQUAL PAY
no more free labour;
guaranteed income
for all

**FREE
EDUCATION**
all debts and future
debts cancelled now

**DEMOCRATIC
INSTITUTIONS**
cut unelected,
unaccountable and
unmandated
leaders

**THE
COMMONS**
shared ownership of
space, ideas, and
resources

Join us to learn,
create and struggle
together!

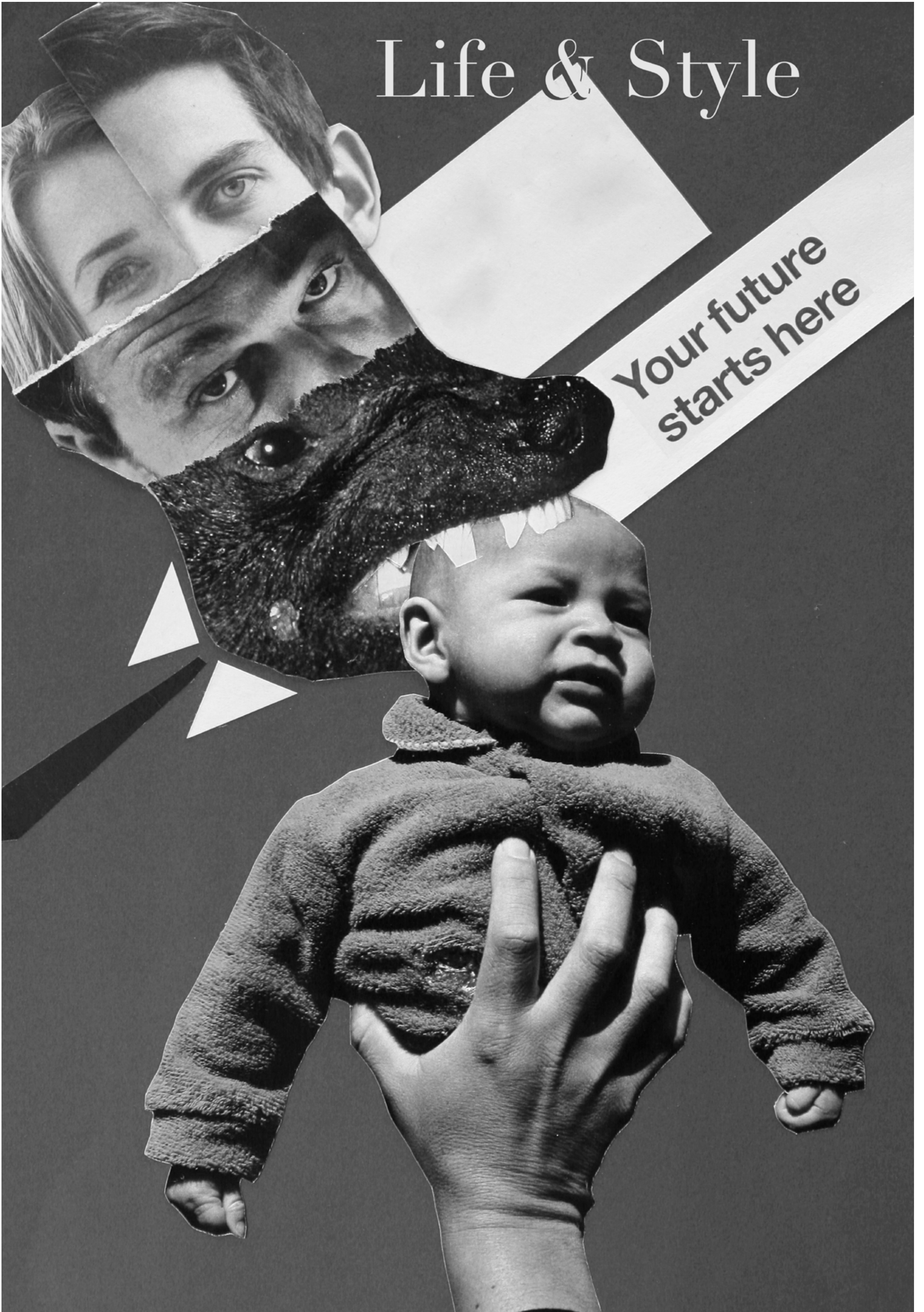
[precariousworkers-
brigade@aktivix.org](mailto:precariousworkersbrigade@aktivix.org)

We hold regular open
meetings. Contact us
to get on the mailing
list and hear about
what we do.

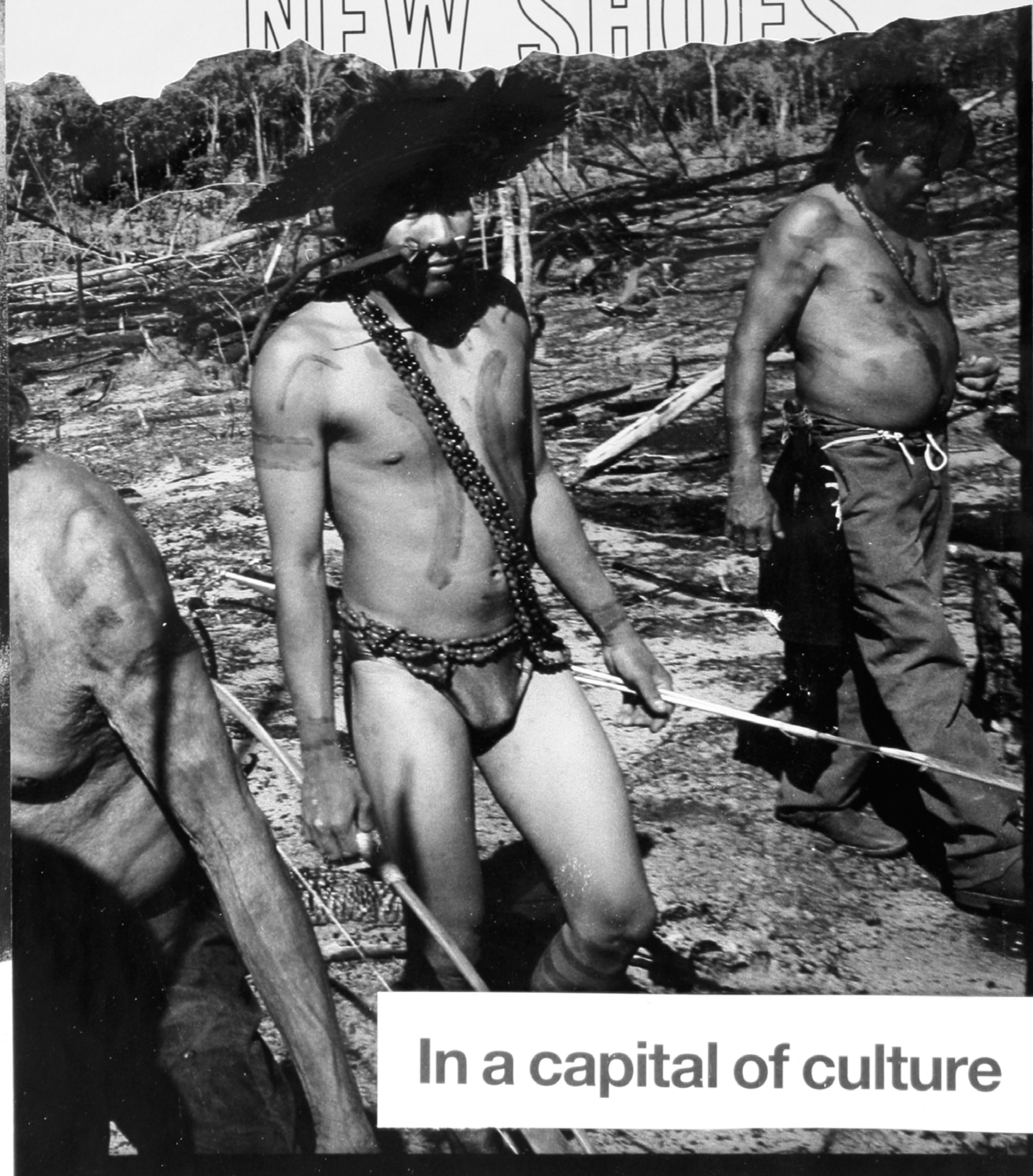
[http://precariouswork-
ersbrigade.tumblr.com/](http://precariousworkersbrigade.tumblr.com/)

Life & Style

Your future starts here

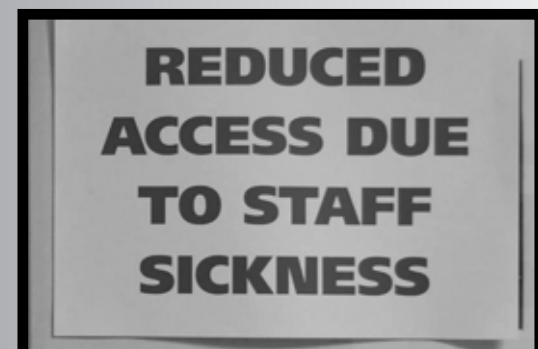
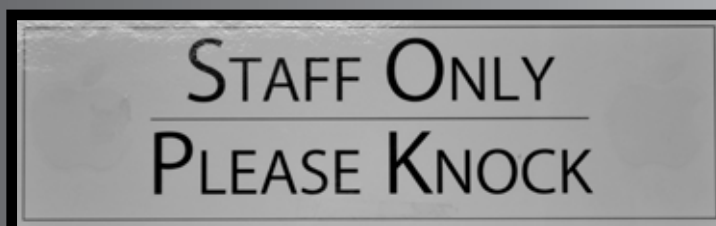
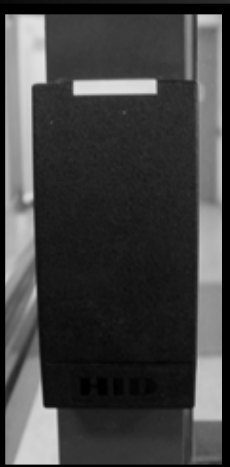


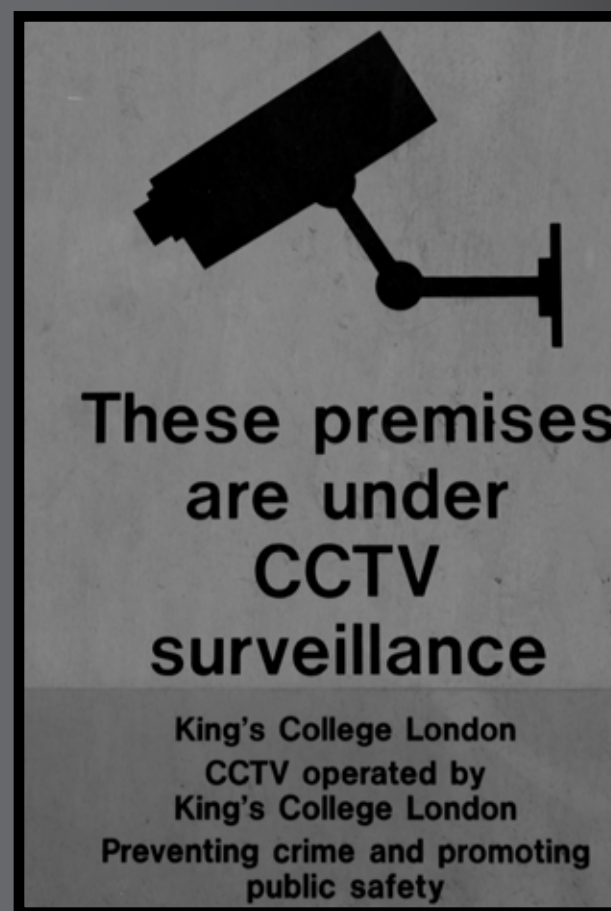
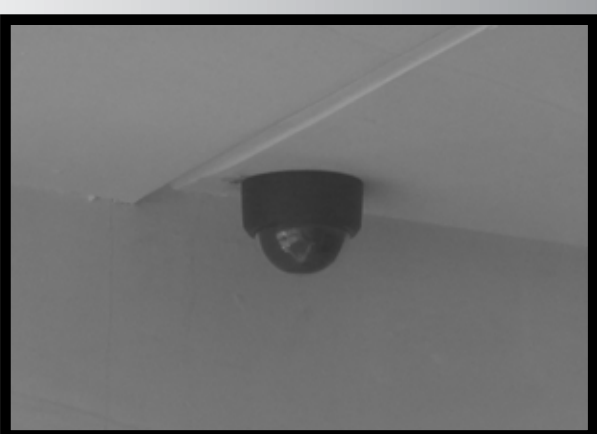
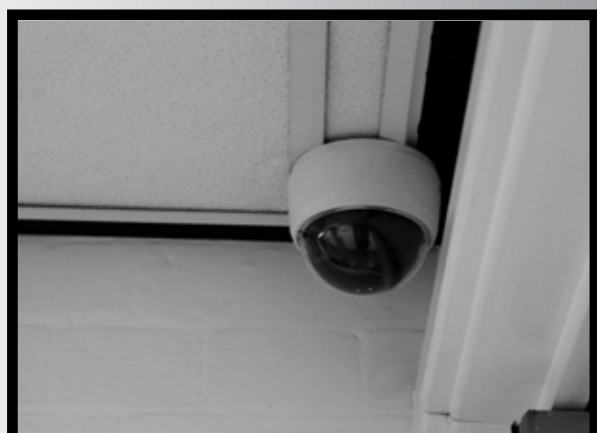
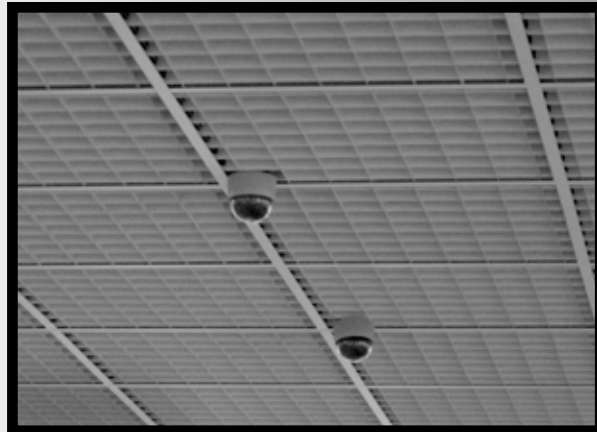
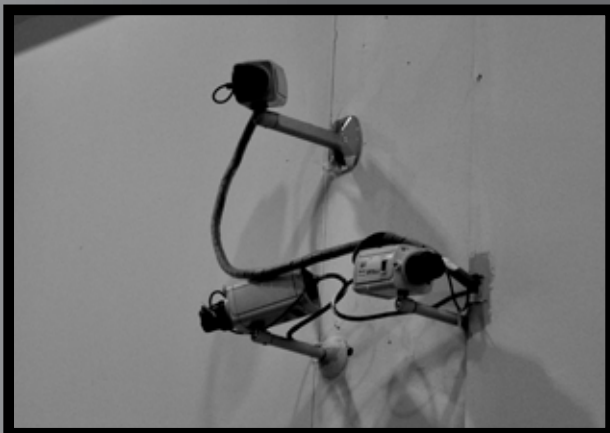
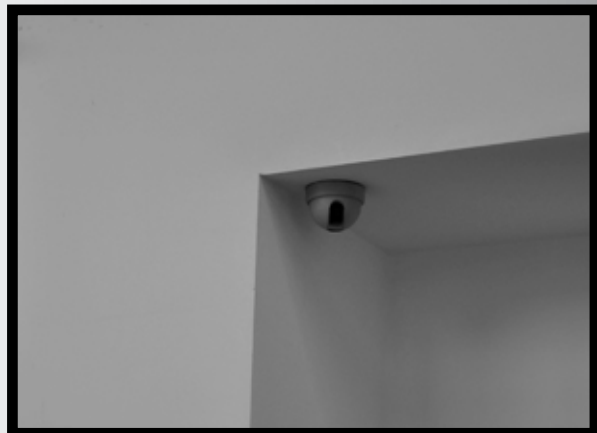
SELFIMPROVEMENT REQUIRES NEW SHOES



In a capital of culture

PROPERTY





King's College London
CCTV operated by
King's College London
Preventing crime and promoting
public safety

DRAW the face



**of a FOREIGN
STUDENT**

Weather retrocast

United Kingdom 2011/12



Source: www.hesa.ac.uk

List of the top 25 most accommodating UK universities for international non-EU students.

Institution	Undergraduate	Postgraduate
1. The University of Manchester	4415	4400
2. University College London	3805	3100
3. University of the Arts, London	3730	1150
4. The University of Nottingham	3180	3905
5. The University of Warwick	2775	3815
6. The University of Edinburgh	2740	3045
7. The University of Exeter	2585	1475
8. University of Hertfordshire	2500	1830
9. Imperial College of Science, Technology and Medicine	2385	1880
10. The University of St Andrews	2365	790
11. The University of Liverpool	2300	1690
12. The University of Sheffield	2280	3030
13. Coventry University	2215	2290
14. Cardiff University	2021	2215
15. Middlesex University	1925	1705
16. Glyndwr University	1915	770
17. The City University	1910	3125
18. Sheffield Hallam University	1901	2160
19. The University of Northumbria at Newcastle	1815	1485
20. The University of Newcastle-upon-Tyne	1800	2535
21. The University of East Anglia	1775	1365
22. The University of Portsmouth	1765	970
23. King's College London	1750	2395
24. The University of Westminster	1740	1430
25. The University of Greenwich	1720	2450
Total international non-EU students in UK (2011/12)	142440	160245

Question time

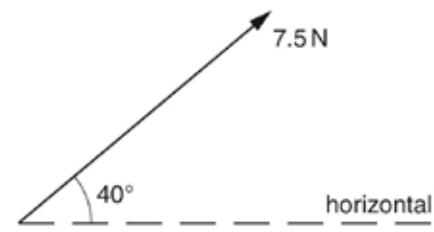


Fig. 1

A force of 7.5N acts at 40° to the horizontal, as shown in figure 1. Calculate the component of the force that acts (a) horizontally (b) vertically.

(a) _____ N (b) _____ N

Figure 2 shows sound waves of a constant frequency emitted from Theresa May during a speech on immigration. The time based setting on the cathode ray oscilloscope is 0.10ms cm⁻¹. Calculate the frequency of the sound wave (c).

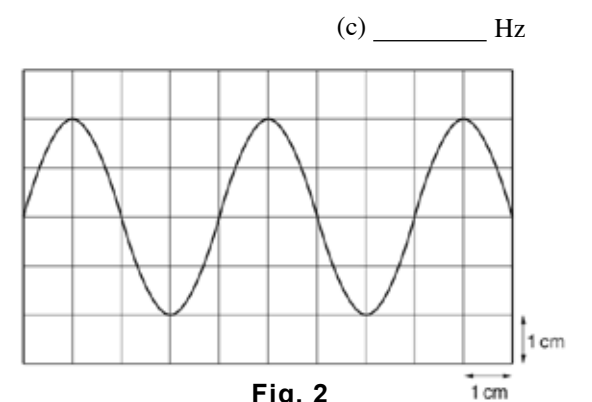


Fig. 2

Border Crossing Quagmire

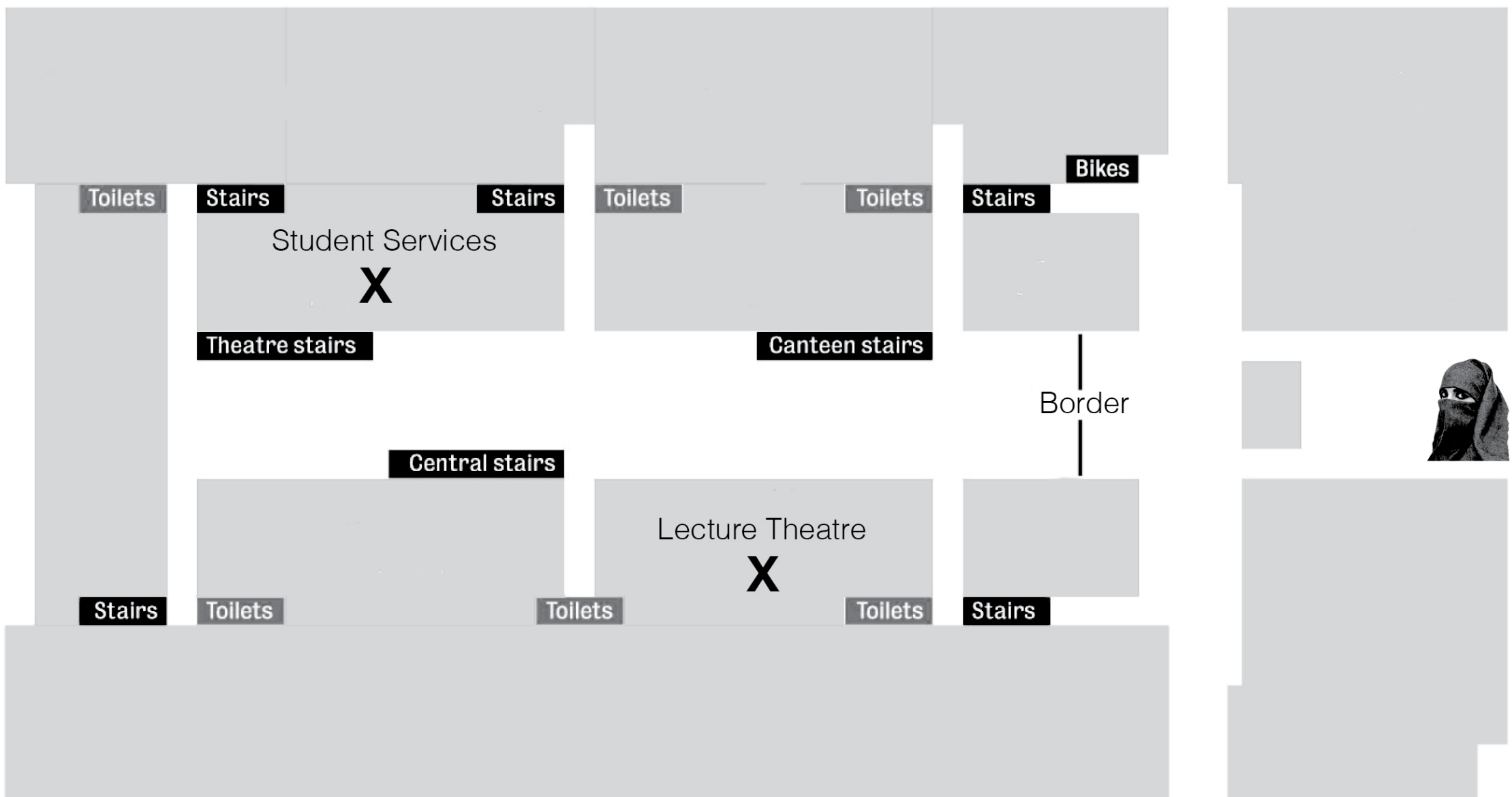
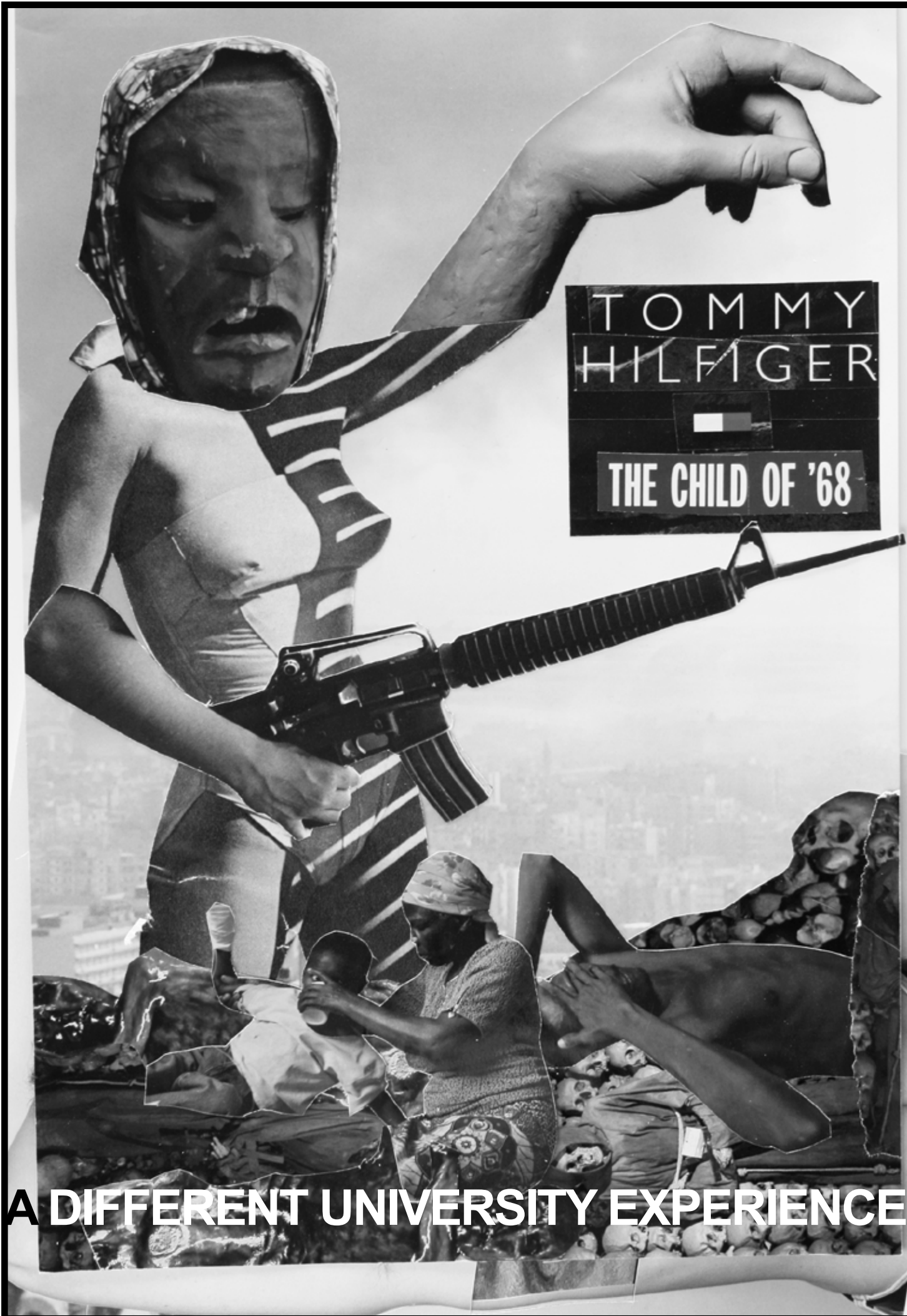


Photo: Richmond Lam

Oh, no! It seems that Hadiya has forgotten her identification card and as a result will have to miss her lecture. On top of that, she has failed to sign in for the last three consecutive weeks and therefore faces disciplinary action and possible deportation. That would be most unfortunate.

Help Hadiya cross the border zone undetected.



The Higher Education Show 2013

Thursday 1st May

**Department for Business,
Innovation and Skills
HEFCE, TUCO, OFFA, NWUPC,
QAA
and many more...**

May Day Special offer!

Tickets: £149 each

QEI Conference Centre London
www.highereducationshow.co.uk

An image and extract from the transcript of the audio from Mirza & Butler's film *Direct Speech Acts, 2011* is exhibited here as an intervention in the publication *Inside the University Border Regime* in the framework of the long term art project *Small Acts of Disobedience, 2012-* ongoing. Portland Green. www.portlandgreen.com/SAD

Direct Speech Acts, 2011, by Mirza & Butler, is a film that questions the interlocution between 'acts' and 'political speech'. It was made in collaboration with Nabil Ahmed who is featured in the film. The work is part of the Museum of Non Participation, a museum proposed as a conceptual (geo)political construct of gesture, image and thresholds of language.



Direct Speech Acts, 2011, Mirza & Butler
Film can be viewed at: <http://www.mirza-butler.net/index.php?project/direct-speech-acts/>

"I am speaking on behalf of Nojrul--a Bangladeshi here on a student visa. Like many students, he needs to work but he could not find a job. After a year he was offered a job, at Prêt a Manger across the city at Victoria Station, from 3am to 7am, a night shift of 5 hours, four days a week. Five times four is twenty, twenty is the amount of hours he is legally allowed to work, and in the day he still tries to study. The most vulnerable and precarious in our society get the worst deal. Remember, We're not afraid of work. Our first language movement memorial was build by students overnight"...