

Syllabus
INTL 4630 – Spring 2017
Population, Immigration, and Politics

Instructor:

Dr Jennifer Joelle White

Class Time:

MWF, 14.30-15.20

Office hours:

Wednesdays, 12:30-14:00 or by appointment

Class Location:

Caldwell 105

Office:

Candler B03

E-Mail:

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Course Description:

“The migration of people, especially workers, across national borders, with an emphasis on political responses and the impact of globalization.”

Prerequisite: INTL 3200 or INTL 3300 or permission of department

Raison d’Être of the Course:

Migration of populations is not a new phenomenon – in fact, many countries (such as the United States) came into being as a result of populations migrating from other parts of the world (often by displacing or marginalizing indigenous populations). Presently, immigration is a hotly debated political issue, encompassing institutional, economic, and social inputs and outcomes that are often not discussed or only acknowledged in somewhat simplistic or generalized scope in the media and by political leaders. While many new challenges relating to migration have arisen (e.g., concerns over security, climate factors, social integration and discrimination, identity, employment), the impact of the history of migration in areas around the world is also still keenly felt (such as indigenous group rights, racism/segregation, and economic development), and often interacts with modern concerns.

We shall therefore discuss the history and scope of migration in different areas of the world while also exploring specific issue areas that have arisen or are affected by migration. Using the United States as a “base case,” we shall compare migration experiences in other parts of the world and the institutional, economic, and social impacts and outcomes in different countries. Our aim is to gain a deeper perspective of the “push” and “pull” factors of migration, the responses to migration in different countries, and the consequences – intended and otherwise – of migration to and from different areas of the world.

Course Objectives

In this course, we shall work to:

- develop a clearer understanding of the **politics of migration**, and the similarities and differences among different countries with regard to their histories and responses to migration
 - explore the **political institutional, cultural, and economic** aspects of migration so we can better understand how these factors affect political outcomes
 - **compare** these systems and countries in particular to the case of the United States, which we shall use as a base reference
 - engage in **critical assessments** of the differences and similarities we find, asking whether or not changes in a country's political institutions may provide **viable answers** to some of the current problems and controversies that many countries face today with regard to migration issues (such as security, the rise of far-right politics, development, and social stability)
 - develop sharper **critical thinking skills** that will enable you to better understand and assess the value of news articles, research papers, and proposed policies relating to migration issues
 - use theoretical tools from the course to **explain, predict, or prescribe policy reform** and political behavior as a researcher or practitioner in the field of politics
 - be able to **comprehend and communicate theoretical concepts and findings** with more effective written and verbal communication skills
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Texts:

We shall use **two** main (required) texts for the course and two recommended texts:

Castles, Stephen, Hein **de Haas**, and Mark J **Miller**. *The Age of Migration: International Population Movements in the Modern World*. New York: The Guilford Press, 2014. (5th Edition) - **Required**
ISBN: 978-1-4625-1311-6 (Noted as "**CHM**" in the course schedule below.)

Mavroudi, Elizabeth, and Caroline **Nagel**. *Global Migration: Patterns, Processes, and Politics*. New York: Routledge, 2016. - **Required**
ISBN: 978-0-415-68387-6 (paperback) **ISBN: 978-1-312-62339-9** (e-book)
(Noted as "**MN**" in the course schedule below.)

Schain, Martin A. *The Politics of Immigration in France, Britain, and the United States: A Comparative Study*. New York: Palgrave Macmillan, 2008. - **Recommended**
ISBN: 978-1-4039-6216-4 (paperback – probably best to buy used)
(Noted as "**SCHAIN**" in the course schedule below.)

Tindale, Christopher W. *Fallacies and Argument Appraisal*. Cambridge: Cambridge University Press, 2007. - **Recommended**
ISBN: 978-0-521-60306-5
(Noted as "**TINDALE**" in the course schedule below.)

There will also be selected readings from other texts and news articles, some of which are listed in the course schedule below, and some which will be determined later. All of these readings will be posted on the course's site on the eLC. **Please NOTE:** *The readings that will be posted on the course Web site are for use by students in this course ONLY! Please do not share these copyrighted materials with others, else I shall receive a nasty "cease and desist order" from the publishers. Not fun.*

Ground Rules

Each day's assignments and readings must be completed before class, and each student must be ready to conduct a quality discussion on the day's material. Also, lectures will not be mere repetition of the reading material, and students will be expected to come to class ready to expand on the readings and assignments. In effect, we shall be building the lectures together, so each student must be engaged in the discussions (and, of course, this counts towards your participation grade!).

Please note the following:

1. The use of laptops, cell phones, iPods, or any other electronic device **will not be allowed during class**. Period. No exception. We shall be doing this old-school, ladies and gentlemen. If you cannot be disconnected for 50 minutes thrice a week, do not take this class.
2. **You may accrue up to three unexcused absences without penalty.** If you are absent for more than three class meetings and do not bring a valid (per University policy) written excuse, your participation grade will be lowered by one letter grade per unexcused absence. As participation is a part of your grade, you cannot participate if you do not attend class.
3. **If you are absent on a day when an assignment is due, you must provide an acceptable excuse per University policy in order to make up the assignment.** In addition, if you know you will be absent (e.g., for religious observance, an extra-curricular event, or illness), I would appreciate an e-mail notification ahead of time, if possible.
4. **Be sure you know what the heck plagiarism is** (see www.merriam-webster.com/dictionary/plagiarize). **Work submitted for this course must be your own work; all necessary citations must be properly provided when you cite anyone or anything else:** All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for knowing these standards **before** performing any academic work, and we shall discuss points of academic ethics and plagiarism in class. For more information, see: honesty.uga.edu/ahpd/culture_honesty.htm. **To reiterate:** any incidents of plagiarism or intellectual fraud (see www.merriam-webster.com/dictionary/fraud) will be treated as the **most serious offense**. If you need help in determining what constitutes plagiarism and how to avoid committing this most egregious intellectual sin, please consult me or our kickin' SPIA Librarian, Elizabeth White (elwhite1@uga.edu).

5. Our discussions may touch upon ideas or topics on which we may not all agree – in fact, this will probably be the case. Each student is expected to be courteous and respectful of the viewpoints and ideas of all others in the class, although disagreements are certainly acceptable. ***In discussions, you should make an effort to provide either a theoretical or empirical basis for your comments – this is a major part of becoming a critical thinker, and it is part of the goal of this course.***
 6. This syllabus is a general plan; **it may be necessary for me to amend any part of the syllabus as we proceed through the course.** Announcements will generally be made in class and on the course Web site, so you should be sure to attend each class, and to **check the course Web site on ELC often.**
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Class Agenda

For each class, students are expected to have **completed the readings listed for that day** in the course schedule. Generally, the first two days of the week will be focused on the textbook readings, and Fridays will be dedicated to discussion of the material, current events, or an activity. The week's schedule will of course be different around holidays and during presentation weeks.

Students are also expected to **be familiar with current events** related to migration/immigration, and we shall have discussions of these events and how they bear on our studies to that point each week. As this is a course in which you are expected to sharpen your critical thinking skills, you should try to check out at least *two (2)* news sources each day and thoughtfully assess each source's presentation of the information. This may be most easily accomplished on-line, by going to the "world news" section in any of the following sources:

- The New York Times (www.nytimes.com – free [for now]; registration required)
 - NPR (www.npr.org, also carried on WUGA on-line and at 91.7FM)
 - The BBC On-Line (news.bbc.co.uk)
 - The Guardian On-Line (www.guardian.co.uk)
 - Le Monde (www.lemonde.fr – in French)
 - Der Spiegel (www.spiegel.de – in German)
 - The Christian Science Monitor (<http://www.csmonitor.com>)
 - Check out **Google News** (<http://news.google.com/nwshp?hl=en&tab=wn>), and choose "World" to see the world's news in the country of your choice – there are many news sources here in English (e.g., Canada, New Zealand, Australia, South Africa) as well as other languages.
 - With a Google account, you can use "Google Alerts" to set up and filter Google News to receive migration-related news items (under "Google Account Settings → Alert Settings").
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Reading Assignments

This course includes a significant reading load (approximately 100 pages per week). To get through this material as efficiently as possible, you may find it more effective to approach the reading in this manner: Read the introduction and then conclusion to identify the author's main argument(s). Then scan section headings (or the first sentence in each paragraph) to see how the author develops and supports the main argument. Finally, reserve detailed reading for those sections that clarify the argument or provide supporting evidence. Give yourself time to *think* about the reading, challenging its arguments or coming up with additional evidence that you believe supports the presented arguments.

We shall discuss these readings thoroughly, and to prepare for the class discussions, you should always consider the following: What is the author's main point or argument? What evidence does s/he offer to support this view? Is the argument and evidence compelling? Can I think of arguments / evidence that support / undermine this? Why is this piece on the syllabus? How does it relate to previous readings? How can I use this piece in an essay?

Grading

| | | |
|---|---|-------------|
| Participation | → | 10% |
| Office Meeting | → | 5% |
| Quizzes (up to 3) | → | 20% |
| Journal Reflections | → | 15% |
| Group Presentation | → | 10% |
| Peer Review of Group Presentation | → | 5% |
| Country Individual Report | → | 20% |
| Country Group Policy Recommendation Presentation | → | 10% |
| Peer Review of Policy Recommendation Presentation | → | 5% |
| Total: | | 100% |

Grading will be based on several group and individual projects; a mid-term; journal reflections (to be assigned during class and completed on the eLC course Web site); a final; and participation (which includes a **mandatory** office meeting with me to take place in the course of the semester). Exact details of the assignments will be given in class well in advance of each assignment's due date.

Group Projects:

1. Students will work in groups to evaluate a current migration challenge in two advanced democracies. The group will present its research of the challenge topic and answer questions from the class at the end of the presentation.
2. Further, these groups will then work to craft potential policy responses to the identified challenge, and present these policy recommendations to the class.
3. Note that the policy recommendations presentation will be peer-graded (students not presenting will be given a rubric to assess those presenting).

Individual Projects:

1. Each student will write a brief reflection on various topics related to the course in a journal on the eLC course Web site. The prompts for these journal entries will be given in class. There will be approximately four (4) such essay reflections required.
2. Each student will be responsible for writing an individual report on her/his work on the challenge topic from the group presentation.

Details concerning these projects will be discussed in class well in advance of the respective due dates. ***Additional assignments*** may also be given during class, either to be completed in class or turned in during a future class session.

Participation:

As one of the objectives of the course is to develop better critical thinking skills and to be able to communicate concepts and ideas more effectively, participation counts heavily toward your final grade. Silently attending lectures and completing all assignments on time earns you a C- or 70% (so keep this in mind with regard to how late you get in the night before we have class). A higher grade is contingent on ***active participation***. I define participation broadly, for example: raising questions or expressing confusion about the material; interacting with me outside of the classroom; posting interesting articles on the eLC course Web site that relate to our course material. If you are concerned about participation, contact me and we can discuss strategies to raise your grade, but ***do not wait until the last day of class to do this***, as it will be too late by then!

Note that part of your participation grade (5%) is an office visit to see me at some point ***before classes end***. If you have a question or comment about the course or an assignment, or if you would like to discuss some issue from class in greater detail, this would be an excellent opportunity to do just that. Note that if you wait until the end of the semester to come see me, you may not be able to do so if other students have also waited. I will of course try to meet students on an appointment basis for those who cannot visit me during my office hours and hold “happy hour” office hours throughout the semester, but I ***cannot guarantee*** my availability outside of my office hours. So, plan that office visit accordingly!

Grading Scale:

Grading for the course will be deemed as follows:

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|-------|----|-------|----|-------|----|-----|---|
| >=94 | A | 84-86 | B | 74-76 | C | <60 | F |
| 90-93 | A- | 80-83 | B- | 70-73 | C- | | |
| 87-89 | B+ | 77-79 | C+ | 60-69 | D | | |

Contested Grades:

If you have a concern about the grade you received for a test or assignment, you must submit a **type-written** explanation of the problem along with the test or assignment in question **within one week** of my returning the assignment to you. I shall re-evaluate your work and assign a “new” grade, taking into account your written explanation (which, in essence then, becomes part of the re-grade). Note, however, that this process may result in the same grade, a higher grade, or indeed a **lower grade for that assignment**. You are allowed this one appeal for each graded assignment; the re-grade will then stand. If the issue is merely a matter of an error in calculation on my part, you need not submit a type-written request for this correction, but you do need to notify me of this error within one week of receiving the graded assignment back from me. *Capisce?* Please see me if you do not understand this policy or if you have questions about it.

Late Work

Outside of an accepted University excuse, under **unusual** circumstances, and on a **case-by-case** individual basis, I **may** accept late work *if you have communicated to me before the due date that the work is to be late*. All late work must then be received within three days of the original due date, or a zero for the assignment will be given. In all cases, it is **your responsibility** to ensure that I receive your work – not mine. If, for any reason, you are unsure if your work has been received by me, it is up to you to follow up. I do reserve the right to refuse late work.

Class Schedule

The course syllabus presents a general plan for the course, but not all readings have yet been determined. Depending upon political events that may yet unfold, I shall determine readings for the days for which “TBA” (“to be announced”) is noted and I may also add readings that may be of particular relevance. These added readings will be related to that day’s topic, as listed below, and will be made available on the eLC course Web site. Some readings in texts other than our main textbooks are already listed below, and are marked with a “**” – these, too, will be available on the eLC course Web site. Bear in mind, however, that deviations from this schedule may well be necessary, and I shall announce these to the class and post on eLC.

If you note any errors (likely) below, please let me know.

6 January: Introduction

9 January - 13 January: Overview and Theorizing Migration

Main Readings:

CHM – Chapter 1 (1/9)

MN – Chapter 1 (1/11)

CHM – Chapter 2 (1/13)

**** Monday, 16 January: NO CLASS – MARTIN LUTHER KING, JR DAY ****

18 January – 20 January: Migration and Societies & Immigration Policy

Main Readings:

Paul, Richard, and Linda Elder. “Critical Thinking: Concepts and Tools.” (Dillon Beach, CA: The Foundation for Critical Thinking, 2006). **

CHM – Chapter 3 (1/18)

SCHAIN – Chapter 1 (1/20)

23 January – 27 January: International Migration: Pre-1945 & US Immigration Policy

Main Readings:

CHM – Chapter 4 (1/23)

SCHAIN – Chapter 8 (1/25)

TINDALE – TBA **

30 January – 3 February: Migration in Europe after 1945

Main Readings:

CHM– Chapter 5 (1/30)

SCHAIN – Chapter 9 (2/1)

6 February – 10 February: Refugees

Main Readings:

MN – Chapter 5 (2/6)

TBA ** (2/8)

13 February – 17 February: Migration in the Americas

Main Readings:

CHM – Chapter 6 (2/13)

SCHAIN – Chapter 10 (2/15)

Guest Speaker

20 February – 24 February: Migration in the Asian-Pacific Region

Main Readings:

CHM – Chapter 7 (2/20)

High-Skilled Labor (TBA) **

27 February – 3 March: Migration in Africa & the Middle East

Main Readings:

CHM – Chapter 8 (2/27)

MN – Chapter 4 (3/1)

**** Monday, 6 March - Friday, 10 March: SPRING BREAK – NO CLASS! ****

13 March – 15 March: Migrant Labor in the Economy

Film: “The Other Side of Immigration”

MN – Chapter 3 (3/13)

Migrants and the Workplace (TBA) ** (3/15)

17 March:

DUE: Group Presentation Individual Research Reports

In class:

- Film Discussion
- Group Work

20 March: WITHDRAWAL DEADLINE

20 March – 24 March: Group Presentations

In Class:

Group Presentations (two groups per day)

27 March – 31 March: Immigration & Politics

Main Readings:

MN – Chapter 6 (3/27)

CHM – Chapter 10 (3/31)

TINDALE – TBA **

3 April – 7 April: Migrant Citizenship & Integration

Main Readings:

MN – Chapter 7 (4/3)

CHM – Chapter 13 (4/5)

Migrants and Citizenship – Koopmans *et al* ** (4/7)

10 April – 14 April: Identity & Society

Main Readings:

MN – Chapter 8 (4/10)

CHM – Chapter 12 (4/12)

Attitudes & Actions in Society - Crepaz ** (4/14)

17 April – 21 April: POLICY RECOMMENDATION PRESENTATIONS!

In Class:

Group Policy Recommendation Presentations (up to two groups per day)

24 April: Migration, Security, & the Environment

Main Readings:

CHM – Chapter 9

Climate-Induced Migration - Simonelli **

26 April: LAST DAY OF CLASS!

DUE: Journal Reflection on Policy Recommendation

Wrap-Up and Review

3 May: DUE: Group Policy Recommendation