



The Politics of Human Migration

INTL 4630

M-W-F. 12:20 - 1:10, Caldwell 107

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Course Description: The students participating in this class should expect to learn the present definitions and theories of human migration in the field of political science broadly, and human rights and security more specifically. Why are some people more likely to migrate than others? Whose responsibility is it to prevent transnational trafficking? How does globalization both encourage and dissuade populations that are more likely to migrate? Are our lifestyle choices here enabling or supporting traffickers in some remote corner of the world? The class will resemble a graduate level seminar in style and form; that is we will spend most of the class period in discussion of the weekly readings, and it is expected that each student will attend class and participate in these discussions.

Course Objectives: At the completion of this course, students will be able to identify and critically evaluate common, contemporary political science theories related to both the legitimate and illegitimate movement of people. Students will be required to produce a research design that seeks to increase our leverage over a question within the study of human trafficking. This course is designed to further the practical pursuit of this topic either in a graduate program or professional sense (*ie* NGO/advocacy or criminal justice fields).

Text(s): *The Migration Reader* (2006) **Editor(s):** Anthony Messina & Gallya Lahav; **ISBN-13:** 978-1-58826-339-1

- Additional readings will be made available on the course's eLearning Commons page.

Grade Distribution:

Attendance & Participation	20%
Mid-term Exam	20%
Final Exam	20%
Research Design Stage 1	10%
Research Design Stage 2	10%
Research Design Stage 3	20%

Letter Grade Distribution:

>= 94	A	74 - 76	C
90 - 93	A-	70 - 73	C-
87 - 89	B+	67 - 69	D+
84 - 86	B	64 - 66	D
80 - 83	B-	60 - 63	D-
77 - 79	C+	<= 59	F

Course Policies:

- **Attendance**

- Attendance is mandatory, as in you must come to both class and your discussion section. Make-up tests and quizzes will only be allowed in the event of a **documented** medical or family emergency, or University sanctioned event. In the case of the latter, student athletes, or members of any other University organization, it is in your and my best interest that I be informed of any of these events as soon as possible so that we may schedule a make-up.
- **No make-up quizzes or exams will be given without the proper documentation.**

- **Academic Honesty**

- **Dont cheat.** The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teachers instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.
- See: www.honesty.uga.edu.

- **Classroom Conduct**

- The students in this class will be respectful of others. I welcome diverse opinions and encourage my students to do the same. I invite you to review the University of Georgia's Code of Conduct to familiarize yourself with those expectations I and the University have not only for you, but for those you yourself should expect in the classroom.
- If for any reason you are made to feel uncomfortable, have been the victim of, or feel you may at risk of harassment and/or discriminatory behavior, I invite you to review the University's Reporting Guidelines in the following documents:
 - * Equal Opportunity and Discriminatory Harassment: <https://eoo.uga.edu/policies/NDAH-Policy.html>
 - * Sexual Misconduct: <https://eoo.uga.edu/policies/student-sexual-misconduct-policy>
 - * ADA: <https://eoo.uga.edu/policies/notice-provision-applicability-americans-disabilities-act-rehabilitation-act>

- **Disability Services**

- The University of Georgia is committed under the Americans with Disabilities Act and its Amendments and Section 504 of the Rehabilitation Act to providing appropriate accommodations to individuals with documented disabilities. If you have a disability-related need for reasonable academic adjustments in this course, provide the instructor(s) with an accommodation notification letter from Disability Resource Center. Students are expected to give two weeks-notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with instructor(s) as soon as your accommodations have been finalized.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please visit:

(<https://drc.uga.edu/>)

- **Writing Support**

- Tutors in the University’s Writing Centers are available to help you with your written work. A good deal of your grade in this course will rely on your ability to communicate ideas through the written word. Do take advantage of this resource if you feel (or I suggest) that it could be vital to your grade. Visit: <https://www.english.uga.edu/writing-center-locations> for more information.

Assignments:

- **Research Design Stage 1**

- The first stage of the research design is arguably the hardest: Coming up with a research question.
- The research question should be one based on the contemporary literature.
- What have scholars overlooked or misunderstood so far? Why do you think this is important? *AND!* how do you propose to answer this question?
- Students will need turn in a **200-300 word abstract** that addresses the research question, hypothesis (or hypotheses), and includes a title for the paper by **February 8th**.

- **Research Design Stage 2**

- The second stage will be due **March 29th**.
- This draft should include your literature review, formal hypothesis (or hypotheses).

- **Research Design Stage 3**

- The third stage will be due **by semester’s end**.
- This will be your completed paper.
- Should include an explanation of your proposed qualitative or quantitative test(s), expected findings, as well as a conclusion.

- **Participation**

- Students are expected to participate in class. This means join in during discussions, ask questions, and practice engaged learning.

- While I do not keep attendance, a student’s absences can only hurt, not help, their participation grade.

- **Exams**

- Students will have one mid-term and one final exam.
- These tests will be take-home exams, given at the end of the class period, and due 24 hours later.
- The tests consist of 5 essay questions, with the students answering 3.

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

- **Week 1: January 9 & 10**

- Class Introduction; Why “America First” and not “Georgia First?”

- **Week 2: January 14, 16, & 18**

- State sovereignty and a (brief) history of human migration; Labor economics.
 - * Todaro, 1969 *A Model of Labor Migration and Urban Unemployment*.
 - * Stark & Bloom, 1985 *The New Economics of Labor Migration*.

- **Week 3: January 23 & 25**

- **NO CLASS JAN. 21: Martin Luther King, Jr. Day**

- What is human migration, human smuggling, and human trafficking? When does one become the other?
 - * Reader: Introduction - 2.2
 - * Picarelli, 2007 *Historical Approaches to the Trade in Human Beings*.

- **Week 4: January 28, 30, & February 1**

- The Study of Migration: What do we do well? What do we struggle with?
 - * Reader: 3.1 - 3.2
 - * Goodey, 2008 *Human Trafficking: Sketchy Data and Policy Responses*.

- **Week 5: February 4, 6, & 8**

- **RESEARCH QUESTIONS + 200-300 WORD ABSTRACTS DUE**

- State Characteristics and Migration: Push & Pull Factors
 - * Dorigo & Tobler, 1983 *Push-Pull Migration Laws*.
 - * Hare, 1999 *Push vs. Pull Factors in Migration Outflows & Returns*.

- **Week 6: February 11, 13, & 15**

- Womens Rights: Political, Economic, and Social.

- * Reader: 13.3
- * Pedraza, 1991. *Women and Migration: The Social Consequences of Gender*.
- * Piper, 2006. *Gendering the Politics of Migration*.
- * Barney, 2015. *Another Drop in the Well*.

- **Week 7: February 18, 20, & 22**

- Forced Migration: Conflict

- * Davenport, Moore, Poe, 2003. *Sometimes You Just Have to Leave*.
- * Ware, 2005. *Demography, Migration and Conflict in the Pacific*.
- * Pluëmper & Neumayer, 2006. *The Unequal Burden of War*.
- * Czaika & Kis-Katos, 2009. *Civil Conflict and Displacement: Village-Level Determinants of Forced Migration*.

- **Week 8: 25, 27, & March 1**

- **MIDTERM EXAM: 3/7 - 3/8**

- Forced Migration: Disasters & Climate Change

- * Blaikie, et al. Chapter 3
- * Drury & Olson, 1998. *Disasters and Political Unrest: An Empirical Investigation*.
- * Neumayer & Pluëmper, 2007. *The Gendered Nature of Natural Disasters*.
- * Cohen & Werker, 2008. *The Political Economy of “Natural” Disasters*.

- **Week 9: March, 4, 6, & 8**

- Labor Migration & Trafficking: Another form of forced migration?

- * Wheaton, Schauer, and Galli, 2010. *Economics of Human Trafficking*.
- * Hainmuller & Hiscox. *The Socially Conscious Consumer?*
- * *The Global Slavery Index, 2013*
- * Polaris *Typology of Modern Slavery*

- **NO CLASS MARCH 11 - 15: Spring Break.**

- **Week 10: March 18, 20, & 22**

- **RESEARCH DESIGN WEEK**

- Students will have the week to work on their research designs.

- **Week 11: March 25**

- **RESEARCH DESIGN STAGE 2 DUE, March 29th**

- Cosmopolitan Cities and the Mega-Event Growth Strategy.

- * Andranovich, Burbank, & Heying, 2001. *Olympic Cities*.
- * Pillay & Bass, 2009. *Mega-Events as a Response to Poverty Reduction*. Starts at pg. 76/88
- * Bowersox, 2016. *International Sporting Events and Human Trafficking*.

- **Week 12: April 1, 3, & 5**
 - Social Effects of Migration
 - * Reader: 9.1 - 10.3
- **Week 13: April 8, 10, & 12**
 - Addressing Migration: Strangers and “Others.”
 - * Reader: 11.1 - 11.5
- **Week 14: April 15, 17, & 19**
 - Addressing Migration: State Based Approaches
 - * Farrell & Fahy, 2009. *The Problem of Human Trafficking in the U.S.*
 - * Kelley & Simmons, 2015. *Politics by Number.*
 - * Charnysh, Lloyd, & Simmons, 2015. *Frames and Consensus.*
- **Week 15: April 22, 24, & 26**
 - Addressing Migration: Advocacy Based Approaches
 - * Keck & Sikkink, 1999. *Transnational Advocacy Networks.*
 - * Murdie & Davis, 2012. *Shaming & Blaming.*
- **Week 16: April 29**
 - Review for Final
- **FINAL**