

INTL 4770 (40272)

International Migration

Monday, Wednesday, Friday 11:15-12:05

Class Location: Caldwell Hall, 107

Instructor: Dr. Gulcan Saglam

E-mail: gsaglam@uga.edu

Office: 216 Candler Hall

Office Hours: MW - 2:30-3:30 and by appointment

I will keep you updated about the course and any changes to the syllabus through the "ANNOUNCEMENTS" board on the class ELC page – PLEASE REGISTER FOR NOTIFICATIONS!

Syllabus, Readings, and Policies:

Course Description:

This course focuses on the global trends in international migration around the world over the past few decades along with recipient states' reactions to them. The growing movement of peoples across national boundaries in search of employment, better wages, and higher standards of living, and away from persecution and violence has transformed many countries into multiracial and multi-ethnic societies. The idea is to introduce the issues and discuss different points of view on them so that students can develop and articulate informed views on the causes and consequences of modern population movements.

Course Objectives:

By the end of the semester, you will be able to:

- Identify the political, economic, social, and security determinants of refugee and migration flows;
- Analyze the political and social responses of receiving governments and societies;
- Discuss the state and human security issues and concerns engendered by international migration—including armed conflict, smuggling, trafficking and terrorism;
- Compare and contrast changing conceptions of citizenship and nationality in receiving states;
- Explore the role played by the international institutions in influencing state policies towards refugees and immigrants,
- Explore the moral and ethical issues for public policy posed by international population movements.
- Develop and strengthen analytical and critical thinking skills

Required readings:

Consider yourselves warned! Students are expected to do a substantial amount of reading for this course.

The readings for this course include competing theories and conflicting interpretations of historical and current case studies. Your job is to read critically and to identify, and then to compare and evaluate contending arguments. There are two suggested textbooks:

Anthony Messina and Gallya Lahav (eds.). 2006. The Migration Reader: Exploring Politics and Policies (hereafter referred to as MR.)

Castles, Stephen, de Haas, Hein, Miller, and Mark J. 2014. The Age of Migration: International Population Movements in the Modern World. 5th Edition.

- Additional readings (as posted in the schedule or eLC)
- You are also required to follow international news daily by either using the Internet or by subscribing to a major national daily. Current events questions may be part of quizzes and/or exams.

To keep up with the news, I recommend that you read a daily paper with good foreign coverage. In addition, those who are particularly interested in issues of immigration and/or refugees may wish to consult the following additional resources: the Center for Immigration Studies (www.cis.org) and/or the Migration Policy Institute’s website (<http://www.migrationpolicy.org/>). To follow immigration policy developments in Europe, you can subscribe to the Migration Policy Group (<http://www.migpolgroup.com/>) newsletter or monthly updates.

Course Evaluation:

Student performance will be evaluated based on the following:

Assignment	Description	% of Final Grade	Due Date
Participation	Announced and unannounced quizzes & activities	20%	N/A
Major Exam I		30%	March 2 nd
Major Exam II	Cumulative	30%	May 6 th 12:00 pm
Regional Migration Report	Proposal	2%	Feb 10 th
	Group Presentation	5%	April 20 th or April 22 nd
	Peer Evaluation	3%	May 1 st
	Final Report	10%	May 1 st
Total		100%	

1. **Participation – 20 %** - This class is highly interactive and relies heavily on small group activities and class discussions for instruction and student assessment. 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 is a significant part of your final grade. Therefore, small group activities and class discussions are not merely attendance

sheets. These active learning tools will help you work through important ideas, concepts or processes; give you the opportunity to investigate issues on your own and with your peers; be exposed to points of view different from yours; and develop your own opinions on global issues.

There is **no make-up for missed participation points**. It is your responsibility to make sure that I have your assignment, discussion paper, or name for that day. Late submission of group discussion papers or participation activities will NOT be accepted.

- a. **Attendance:** Attendance is NOT a formal requirement. However, participation is a significant part of your grade, and you cannot participate if you do not attend class. In order to do well in this class, you need to listen to the lectures, take notes, and participate in discussions. It is your responsibility to keep up with readings and lecture notes as exams and quizzes will be based both on lecture and reading content. If you miss class, ask your classmates for help with what was covered. DO NOT ask me whether we covered anything important on a day you missed. All classes are important.
 - b. You are allowed to miss **two** participation activities without any penalty. You can use these as you like (e.g., illness, sports travel, interviews, sleep, conferences). Each absence beyond these **two** will result in a **1%** deduction from your final overall average. Please see me immediately if there are extenuating circumstances that may lead you to miss more than two participation activities.
2. **Major Exams– 60%** of the final grade will be based on two exams. Each major exam is 30% of your final grade. Exams may be composed of multiple-choice, true/false, fill-in, short-answer, or matching questions. All exams will be based on lecture content and assigned readings/videos. Anything we discuss in class, along with anything in the assigned readings, can be used in the exams.
3. **Regional Migration Report – 20%:** The key objective of this course is to survey the general trends and developments in international migration across the world, rather than delve into the specifics of a single region. In order to provide you with more detailed information about migration trends in different regions, 20% of your final grade will be based on a regional migration report. The grade will have four components:
- a. Proposal (2%) (Due Feb 10th)
 - b. Group Presentation (5%) (Week 15)
 - c. Final Report (10%) (Due May 1st)
 - d. Peer Evaluation (3 %) (Due May 1st)

More information with guidelines and a rubric for the proposal, paper, presentation, and peer evaluation can be found on eLC under Content → Regional Migration Report

Grading Scale:

A	=	94 and higher	C+	=	77-79
A-	=	90-93	C	=	74-76
B+	=	87-89	C-	=	70-73
B	=	84-86	D	=	60-69
B-	=	80-83	F	=	59 and below

Please note that if you have specific grade requirements (for your major, for your scholarship, etc.), you need to make sure you work towards them from the beginning of the semester. Any efforts to get me to change your grade at the end of the semester based on your sudden realization that you need a better grade than you actually earned will NOT be accommodated. I am more than happy to work with you throughout the semester. It is, therefore, in your best interest to talk to me early on. If you encounter any problems, you need to let me know so that I can help you as much as possible. I will not be able to help you after deadlines have passed, and the semester is over.

Course Policies:

1. Lectures and class discussions are intended to supplement, not duplicate, the readings. You are responsible for completing the readings in a timely manner in line with the speed at which we move through the topics. In order to know what topic is being covered (and therefore, what reading is required), you need to attend on a regular basis as the following schedule can change according to the needs of the class. All readings can be found in the required textbook, on eLC course page, or through the links I provided.

2. Communication and Email: When emailing me, please use your UGA email account and include your course number in the subject line. During the workweek, I generally respond to emails in a timely manner (usually within 48 hours). On weekends, I do not check emails regularly. Please do not expect a response before the beginning of the workweek. Importantly, before you email me, **please check the syllabus** and the **announcements** page of the ELC site to be sure that your question has not been previously addressed. ***ELC problems are no excuse for having missed quizzes or announcements!***

A note on etiquette: please use appropriate salutations, including my name in the opening and your name in the closing. (Hint: you can't go wrong with "Hi Professor Saglam" or "Hi Dr. Saglam"). For further guidance see <http://www.wikihow.com/Email-a-Professor>

3. Written Assignments: All assignments are to be typed and handed in at the **START** of class on the due date (unless otherwise noted – Submission of soft copies on eLC Dropbox is also required). Late assignments will be penalized 5% of your overall grade for each day late (There is no penalty for students with a documented medical excuse.) This means that an accepted assignment submitted anytime within the first 24 hours after the deadline that might have earned a 95 (an A) would instead receive a 90 (an A-) and so forth.

4. All written assignments should meet the following formatting requirements: Stapled, Times New Roman, 12-point font, double spaced, 1" margins, and page number in the bottom right-hand corner.

5. Makeup examinations will only be given in cases of legitimate and documented emergencies. For medical emergencies, it is not enough to just provide a doctor's prescription, a hospital bracelet, or an undated and/or unsigned form letter. Each doctor's note needs to have your name, the doctor's name and office address as well as be precise as to the time and date of the emergency and the time/date has to cover our class time or else it will not be accepted as a valid excuse. **If you are missing more than one class due to this emergency, the note has to cover all of those dates.**

Also, you must understand that the makeup tests can be more difficult than the regular ones and will be offered certain days/times during the semester. You must be able to attend those in order to make up a test. My recommendation is that you avoid having to make up exams as much as possible!

6. Contested Grades: Students are always welcome to come to discuss assignments and their overall class performance during my office hours. If you find a mathematical error on a graded assignment, please let me know immediately. Students wishing to contest a grade must wait 24 hours after their assignment/exam has been returned to make an appointment to see me. During that appointment, students should come prepared with (1) a typed explanation of what the best possible response to the prompt would look like, (2) a typed explanation of how their work compares to that best answer, and (3) their class and reading notes. All requests for such meetings must be made within **one week** of the date the assignment/exam was returned. I shall re-evaluate your work and assign a "new" 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.

7. Technology: All cell phones and other communication devices must be turned off and put away (except for students with accommodations from DRC). If you have a situation with family or other emergencies that requires you to keep your phone on, notify me before class, set your phone to vibrate, and remove yourself from class with as little disruption as possible to answer it. This is only for rare and genuine emergencies. Phones are to be turned off during all exams, with no exceptions granted.

I have a **NO LAPTOP** policy unless I ask you to bring your laptops for a specific class (except for students with accommodations with DRC). You will not be able to use your laptop in class. Instead, you should focus on taking notes in longhand. Research has shown that this actually improves your ability to retain the material covered in class.

Failing to abide by the cellphone and/or laptop policy will cost you your participation point for that day

8. Accommodations for Students with Disabilities: UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of academic accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit

www.drc.uga.edu) and should make an appointment to see me with their appropriate paperwork from the DRC within the **first two weeks** of classes.

9. Recording: UGA's code of conduct protects student privacy and intellectual property and thus prohibits the recording and digital release of classroom lectures and conversations unless a student has an accommodation from the DRC. If this is your situation, please let me know, and we will devise an accommodation that protects your right to privacy, that of your classmates, and everyone's intellectual property.

10. Policy on Disruptive Behavior: I will take your viewpoints seriously and want all of us to learn from one another over the course of the semester. In order to make this a successful class, it is important that we create an environment where everyone has an opportunity to learn. To facilitate this goal, I expect students to treat each other with respect, listen to conflicting opinions, and seek to discredit arguments rather than people. (Please, refer to the university policy on disruptive behavior and note that I reserve the right to remove students from class for disruptive and/or disrespectful behavior towards me or other students.)

11. Policy on academic dishonesty: I take academic honesty VERY seriously. In the interests of fairness and academic integrity, university policies will be strictly enforced. As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. Make sure that you understand how to **avoid charges of academic dishonesty**.

12. UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come to speak with me or contact these resources directly:

- **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu
- **Counseling and Psychiatric Services (CAPS)** - 706-542-2273 (during regular business hours)
- After Hour Mental Health Crisis: 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
- **Relationship and Sexual Violence Prevention** – 706-542-SAFE (Please note, faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. The advocates at RSVP can provide student confidentially).

End of semester evaluations: Your constructive assessment of this course plays an indispensable role in shaping education at the University of Georgia. Upon completing the course, please take the time to fill out the online course evaluation. Even before the end of the semester, however, I would like to know how this class is going. If at any time you have concerns about this class, please talk to me so that we can address them before the semester is out. The sooner we talk about issues, the faster we can take care of them.

Please note: this syllabus provides a general plan for the course, and deviations may be necessary.

COURSE OUTLINE

Week 1:

Jan 8th - Syllabus

Jan 10th – Course Introduction

SECTION 1: EXPLAINING INTERNATIONAL MIGRATION

Week 2:

Jan 13th Key Concepts and Trends

- UN International Migration Report 2019: (eLC)
- Migration Policy Institute- Top 10 Migration Issues of 2019:
<https://www.migrationpolicy.org/programs/migration-information-source/top-10-migration-issues-2019>
- International Organization for Migration, Key Migration Terms:
<http://www.iom.int/key-migration-terms>

Jan 15th Historical Context

- The MR Ch. 4 “The Emergence of Immigrant Societies.”(p. 107-146)

Jan 17th Historical Context - ctd

- The MR Ch. 5 “Post-WWII Labor Migrations.”(p. 107-146)
- The MR Ch. 6.2 “The Evolution of the International Refugee Regime.” (p.202-215)

Week 3: Why do people migrate?

Jan 20th – MLK Day – No Class

Jan 22nd - Economic Factors (Classic)

- The Age of Migration. Ch. 2 “Theories of Migration.” (p. 25-31)

Jan 24th – Economic Factors (New)

- The Age of Migration. Ch. 2 “Theories of Migration.” (p. 31-39) and (p. 46-53)

Week 4:

Jan 27th Social Factors: Network, Transnationalism, and Migration Systems Theories

- The Age of Migration 2 “Theories of Migration.” (p. 39-46)

Jan 29th Political Factors

- The MR Ch. 3.3 “International Migration in Political Perspective.” (p. 63-89)

Jan 31st Globalization, IR, and Migration

- The MR Ch. 3.4 “On International Migration and International Relations.” (p. 89-106)

Week 5: Forced Migration and the International Refugee Regime

Feb 3rd Causes of Forced Migration

- Olivia Giovett . “Forced Migration: 6 Causes and Examples.” (eLC)

- Myron Weiner, “Bad Neighbors, Bad Neighborhoods: An Inquiry into the Causes of Refugee Flows,” (eLC))

Feb 5th International Refugee Regime

- Betts, Alexander. 2015. “The Normative Terrain of the International Refugee Regime.” (eLC)
- Alexander Betts and James Milner. “Governance of the Global Refugee Regime.” (p.1-14) (eLC)

Feb 7th Case Study: The Syrian Refugee Crisis

- UNHCR-Syria Refugee Crisis Explained <https://www.unrefugees.org/news/syria-refugee-crisis-explained/>
- Refugees or Economic Migrants (eLC)
- When Water is Safer than Land (eLC)

SECTION 2: THE POLITICS OF IMMIGRATION – Receiving Countries

Week 6:

Feb 10th How Migration Transforms Receiving Societies

- The Age of Migration. Ch. 3 “How Migration Transforms Societies” (p. 55-69)

***** The proposal for the Regional Migration Report is due.**

Feb 12th Policy Venues and the Courts

- Christian Joppke. 2001. “The Legal-Domestic Sources of Immigrant Rights: The United States, Germany, and the European Union.” (eLC)

Feb 14th Economic and Demographic Considerations

- The MR. Ch. 9.3 “Democratic Salvation, Essential Labor, or Unwanted Foreigners?”(p. 348-372)

Week 7:

Feb 17th Public Attitudes Toward Immigration

- Pew Research Center. “Global Opinions of Immigrants.” (eLC)

Feb 19th Voters and Interest Groups

- The MR Ch. 8.2 “The New Economics of Immigration: Affluent Americans Gain, Poor Americans Lose” (p. 318-329)
- The MR Ch. 8.3 “Give Us Your Best, Your Brightest: Immigration Policy Benefits U.S. Society Despite Increasing Problems.” (p. 329-334)

Feb 21st Migrant Political Participation

- The Age of Migration. Ch. 13 “Immigrants and Politics” (p. 296-317)

Week 8:

Feb 24th Media Representation of Immigration

- Media and Their Role in Shaping Public Attitudes Towards Migrants
<https://gcm.unu.edu/publications/articles/media-and-their-role-in-shaping-public-attitudes-towards-migrants.html>
- Amy Davidson, “Donald Trump’s First, Ugly TV Ad,” The New Yorker, 4 January 2016,

Feb 26th Xenophobia and the Growth of Radical Nationalism

- Martin Schain. 2018. "Shifting Tides: Radical-Right Populism and Immigration Policy in Europe and the United States." (eLC)

Feb 28th Exam Review

SECTION 3: THE POLITICS OF INTEGRATION

Week 9:

March 2nd Major Exam 1

March 4th Citizenship in a Globalized World

- Howard, Marc Morje. 2006. "Comparative Citizenship: An Agenda for Cross-national Research" (eLC)

March 6th Citizenship (ctd)

- Modi Citizenship Law (eLC)
- Dual Citizenship in an Age of Mobility (eLC)

Spring Break - No Class

March 9th

March 11th

March 13th

Week 10: Case Study: Citizenship, Statelessness, and Rohingya

- UNHCR Special Report: Ending Statelessness within 10 years (eLC)
- Human Rights Watch Report – Historical Background (eLC)
- Human Rights Watch Report – Discrimination in Arakan (eLC)

March 18th Case Study: Turkey's Purge, Civil Death, and Migration

- "The Era of People Like You is Over." (eLC)
- Sertdemir Özdemir, Seçkin. "Civil and Civic Death in the New Authoritarianisms: Punishment of Dissidents through Juridical Destruction, Ethical Ruin, and Necropolitics in Turkey." *British Journal of Middle Eastern Studies*. 46.5 (2019): 699-713. (eLC)
- Turkish Exodus (eLC)

March 20th Labor Market Integration And the Economic Impact of Immigration

- The Age of Migration. Ch. 11 "Migrants and Minorities in the Labor Force." (p. 240-262).
- The Age of Migration Ch. 12 "Labor Market Position." (p. 272-274)

Week 11:

March 23rd Temporary Worker Recruitment And the Question of Integration

- Lenard, Patti T. and Christine Straehle. 2010. "Temporary Labour Migration: Exploitation, Tool of Development, or Both?" (eLC)
- Spiegel - Turkish Immigration to Germany (eLC)

March 25th Undocumented Immigrants

- The Economic Logic of Illegal Immigration (eLC)
- Half of California's farmers can't find enough workers <https://www.newsweek.com/california-farmers-labor-shortage-machine-1411998>
- California farmers backed Trump (eLC)

March 27th Language and Cultural Integration

- Huntington, Samuel P. 2004. "The Hispanic Challenge," (eLC)
- "Are Mexicans In The United States A Threat To The American Way Of Life?" (eLC)

Week 12:

March 30th Religion and Cultural Integration

- Aristide R. Zolberg and Long Litt Woon "Why Islam is Like Spanish: Cultural Incorporation in Europe and United States," *Politics and Society* 27 (1999): pp. 5-38.(eLC)
- Klausen, Jytte. 2005. "Europe's Muslim Political Elite." *World Policy Journal*, 22(3), 61-68

April 1st Class Debate: Is Multiculturalism Bad for Integration?

- Wright, Matthew and Irene Bloemraad. 2012. "Is There a Trade-off Between Multiculturalism and Socio-Political Integration? Policy Regimes and Immigrant Incorporation in Comparative Perspective." *Perspectives on Politics*, 10(1), 77-95 (eLC)

SECTION 4: THE POLITICS OF IMMIGRATION CONTROL

April 3rd - Migration and National Security

- The Age of Migration. Ch. 9 "Migration, Security, and the Debate on Climate Change." (p. 198-213)
- "When is Migration a Security Issue? (eLC)

Week 13:

April 6th – Migration as a Weapon of War and Statecraft

- Erdogan threatens to flood Europe with 3.6 million migrants over Syria criticism <https://voiceofeuropa.com/2019/10/erdogan-threatens-to-flood-europe-with-3-6-million-migrants-over-syria-criticism/>
- "Do Refugees Fuel Armed Conflict?"

April 8th Border Control

- The Age of Migration. Ch. 10 "The State and International Migration: Quest for Control." (p. 215-236)
- Christian Joppke. 1998. "Why Liberal States Accept Unwanted Immigration?"

April 10th The Ethics of Immigration

- Joseph Carens, "Aliens and Citizens: The Case for Open Borders." (eLC)

Week 14: From Human Security Perspective

April 13th In-class Movie:

- Frontline: Separated

April 15th Human Costs of Border Control

- Andreas, Peter. (1998-99). "The Escalation of U.S. Immigration Control in the Post-NAFTA Era." (eLC)

April 17th Trafficking and Smuggling

- The MR. "The Mobility Money Can Buy" Ch. 13.3 (p. 571-588)
- Meghan Benton. "Spheres of Exploitation." (eLC)

Week 15:

April 20th Group Presentations

April 22nd Group Presentations

April 24th Wrap Up

Week 16:

April 27th Extended Office Hours 9:30 – 12:00 & 13:00 – 14:30

May 1st Regional Migration Reports and Peer Evaluations are Due.

May 6th – FINAL EXAM 12:00 (Location TBA)