

Instructor: Dr. Gulcan Saglam

E-mail: gsaglam@uga.edu

Office: 202 Herty Drive, Room 216

Office Hours: Office Hours: Monday 11:00 am - 1:00 pm over Zoom and by Appointment

<https://calendly.com/gulcansaglam/office-hours>

COURSE DESCRIPTION AND OBJECTIVES

In this course we will explore questions about international migration and membership in the contemporary world by drawing on theoretical, empirical, and normative perspectives. By theoretical, we overview the major theoretical lenses and concepts that are used to understand international migration. By “empirical,” we investigate what social science evidence tells us about the drivers of migration or its impact on destination countries, origin countries, and the migrants themselves. By “normative,” we think through questions of what a society ought to do: what is the morally right, just, or fair thing to do about issues of migration, citizenship, and border control?

With this foundation in place, we will examine questions tied to specific issue areas, such as: Why do people migrate across international borders? Should people be allowed to migrate across borders? States exert control over migration but what, if anything, justifies this control? What is the economic, social, and political impact of migration on destination and origin countries? How do we understand the politics of immigration? What kinds of immigration policies should democracies pursue? How should we conceive of membership—as a formal legal status (e.g., citizenship status), entitlement to a set of rights, active participation in self-governance, an identity, or something else? What is the relationship between membership, on the one hand, and class, race, gender, sexuality, and national origin, on the other? What rights have historically been associated with citizenship status, and what rights have been extended to noncitizens living in a country?

This will be a demanding, and hopefully and rewarding class, requiring that you move back and forth between different types of thinking, from data and evidence-based evaluation, to fundamental questions of justice and fairness. We will often discuss contentious political issues and I expect all students to treat each other – and their ideas – with respect, even as we might disagree with each other. You should discredit ideas and arguments, not people. Interruptions, slurs, or making fun of students or their views will not be tolerated. Responses should be respectful, utilize facts, and include complimentary language as well.

LEARNING GOALS ~ Upon completion of this course, you should be (better) able to:

- Identify the political, economic, social, and security determinants of refugee and migration flows,
- Analyze the political and social responses of destination governments and societies,
- Analyze the political and economic impacts of emigration on origin countries,
- Discuss the state and human security issues and concerns engendered by international migration—including armed conflict, transnational crime, trafficking, and terrorism,
- Compare and contrast changing conceptions of citizenship and nationality in destination countries,
- Articulate a position for or against the effectiveness of the global migration governance,

- Explore the moral and ethical issues for public policy posed by international population movements,
- Develop and strengthen analytical and critical thinking and writing skills

COURSE STRUCTURE, REQUIREMENTS, AND ASSESSMENT

READINGS ~ By signing up for this course, you have committed to learning a body of knowledge about the “big ideas” of international migration. You will study answers developed by leading scholars to the questions above. You will also develop a set of skills critical to your success as students at UGA and as human beings beyond the university: evaluating evidence and arguments, clarifying and reflecting on values, engaging with different viewpoints and perspectives with respect, identifying patterns and making generalizations, and developing strong arguments of your own. You will hone these skills through completing the module quizzes and assignments, actively engaging with the readings and ideas of your peers, participating in class in any format you feel comfortable with, and writing opinion papers at the end of the semester.

- **Consider yourselves warned!** I assign an average of around 60 pages of academic material per week, which is considered a moderate reading load for an upper-level course. **All readings will be available free of charge through the eLC course page or the Main Library.** 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.
- We will use **Perusall**, a collaborative reading platform, to engage with each other on required texts from the syllabus (See course assessment for more information). You should sign up and register to our course Perusall page using our course code: **SAGLAM-TGPGE**
- You should also 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. 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.
- I will share articles, news, events etc. about migration on Twitter using the #INTL4630 hashtag.

COURSE FORMAT AND CHANGES DUE TO COVID-19 ~ This semester, there are several priorities I am attempting to balance. First and foremost is the safety of our community. The second priority of mine is to maintain the academic rigor of our course while also prioritizing compassion and patience. And third is to provide a format for this course that is flexible enough to adapt to each student's individual situations as well as the ever-changing, global pandemic. In order to balance all of these concerns, this class will operate in a hybrid form between face-to-face instruction and remote learning. This will require changes from the traditional instruction format. Please read the following information carefully:

- **In-person attendance is neither required nor necessary.** All the activities and learning material to complete this course successfully will be fully available online through UGA's eLearning Commons (ELC) portal and our course Perusall page. Some of you may wish to take this course completely online, while others may wish to attend in person as often as possible. Either way is fine. You will not be punished in any way for exclusively participating in this class online. To

ensure as much flexibility and autonomy as possible, each class will be available in all three formats: in-person (not encouraged), synchronously on Zoom and asynchronously after the class.

- During this time of social distancing, the Office of the Vice President of Instruction created new maximum capacities for each classroom on campus to ensure the opportunity for all students to keep at least six feet apart while in the classroom. For our course, this means no more than 11 people can join me in the class at one time. You will only be eligible to attend class in person on your attendance group days below:

Group	Last Name Starting With	Jan	Feb	March	April
Group 1	A through BU	20-Jan	3-Feb	26-Mar	9-Apr
			24-Feb		23-Apr
Group 2	BL through G	22-Jan	5-Feb	24-Mar	7-Apr
			26-Feb		21-Apr
Group 3	H through RA	27-Jan	10-Feb	3-Mar	2-Apr
				19-Mar	16-Apr
Group 4	RO through Z	29-Jan	12-Feb	5-Mar	14-Apr
				17-Mar	
				31-Mar	

- During add/drop period, classes will be held online only to facilitate transfers and to test technology and procedures that will be important for the rest of the semester.
- **Prohibition on Recording Lectures.** In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:
 - Will use the records only for personal academic use during the specific course.
 - Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
 - Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
 - Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
 - Will erase/delete all recordings at the end of the semester.
 - Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.
- **Mondays** will be “content focused” days for asynchronous learning, where you are expected to watch the bulk of the lecture videos for the module and complete the required readings. Students are encouraged to use the lecture period to engage in social reading with their peers on Perusall.

- **Monday Office Hours:** In addition to full-class meetings throughout the week, students and I will meet via Zoom on Mondays as well if a student has a more individualized question to ask me one-on-one. Fifteen-minute appointment times can be reserved on <https://calendly.com/gulcansaglam/office-hours> by scrolling to the date and time on the calendar provided and adding your name and the question or topic you would like to discuss in an appointment slot. If you believe your topic requires more than 15 minutes to discuss, please feel free to reserve multiple slots. If these times do not work for you, please email me (gsaglam@uga.edu) and I would be happy to schedule another time.
- **Wednesdays and Friday**, we will have in-person/synchronous class meeting addressing the module discussion question and applying the theories and concepts we learn to current international migration events. **Wednesday** sessions will usually be devoted to addressing the module discussion question or current events. **Fridays** will usually be devoted to op-ed workshops, which will also revolve around a contemporary international migration topic/issue you are interested in.
 - Remember, you **MUST** watch the lecture videos and complete your annotations **BEFORE** the class on Wednesday if you plan to attend the class discussion in-person or synchronously over the Zoom.
 - If you choose to attend class in-person, you are **REQUIRED** to have a Zoom-capable device with you to participate, as well as headphones that you can use with that device. As our class will be split, we will have to ensure that all members of the class can communicate with one another. Your Zoom-capable device will enable you to participate in class and hear your classmates that are unable to be in the room that day.
 - If you attend class in-person, you are **REQUIRED** to wear a face covering. The University of Georgia requires all faculty, staff, students, and visitors to wear an appropriate face covering over the nose and mouth while indoors and maintain social distancing (at least six feet). Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.
 - If you choose to attend via Zoom, you are **REQUIRED** to be **visibly present (no screen saver)**. The purpose of your participation in the zoom meeting is to be **actively engaged** in the discussion.
- This set up ensures that all students, no matter their health status, have the ability to take part in the kinds of active, engaged discussion with peers that are essential to learning in this course. Moreover, these sessions, in addition to office hours, allow students who are unable to attend face-to-face discussions the opportunity to directly engage and get to know me and their colleagues. (Indeed, participating via Zoom may be an easier way to build personal connections as there is no need to be masked or distanced.)

ONLINE COURSE OUTLINE ~ The course consists of 14 modules (including the Welcome Module). Each module opens on Sunday (12:01 am) and closes the following Saturday (11:59 pm). **All module quizzes and assignments are due before the module closes at 11:59 pm**, unless otherwise noted. Each module includes:

- **Lectures:** Short lecture videos explaining the key concepts of the week,
- **Readings:** The required readings for the course include journal articles, book chapters, and newspaper clippings, videos, podcasts, documentaries designed to help you gain the necessary

background information about the module topic. Lectures and class discussion are intended to supplement, not duplicate, the readings.

- **Module Perusall Assignments:** To help you master readings faster, understand the material better, and get more out of your classes, you will be collaboratively annotating the required readings with others in your class. While you read, you'll receive rapid answers to your questions, help others resolve their questions (which also helps you learn), and advise me how to make class time most productive.
- **An open-note module quiz:** At the end of each module, there will be an open-note, short multiple-choice quiz for you to complete. These quizzes are intended to ensure that you are actively engaging with the online material.
- **A module discussion question:** Each module will have a discussion question that all students need to answer (approximately 300 words).
 - This discussion question will also form the centerpiece of our in-class/virtual discussion on Wednesday and Fridays. You can choose to participate in the discussion of this question in-person, synchronously via Zoom during our set class time, or asynchronously (meaning on your own time).
 - **In order to earn credit for answering the discussion question, you must submit one original post and one response to a classmate for each discussion question before the end of the module.** This will give everyone the opportunity to engage with colleagues and consider alternative perspectives.

COURSE ASSESSMENT ~ Student performance will be evaluated based on the following:

Assignment	Description	% of Final Grade	Due Date
Module Quiz		30%	Saturday. at 11:59 pm (EST) each week
Module Discussion		30%	Saturday at 11:59 pm (EST) each week
Module Perusall Assignment		15%	Saturday at 11:59 pm (EST) each week
			Wednesday 2:00 pm (EST) if joining the class session
Op-ed Assignment (25% of your final grade)	<i>Op-ed Proposal</i>	3%	February 27 th 11:59 pm (EST) due to eLC Dropbox
	<i>Op-ed 1st Draft</i>	5%	April 10 th 11:59 pm (EST) due to Editor Discussion Board
	<i>Editor Feedback</i>	2%	April 17 th 11:59 pm (EST) Due to Editor Discussion Board
	<i>Final Op-ed</i>	15%	May 1st 11:59 pm (EST) due to course Tremr page AND eLC Dopbox under the Proposal

*** We are still in the middle of a global pandemic and all of us need some compassion. That's why **I will drop the lowest module quiz, discussion, and Perusall grade**, which allows you to miss one module quiz, discussion, or Perusall assignment without any penalty. You can use this as you like (e.g., illness,

sports travel, interviews, sleep, conferences). Please get in touch with me immediately if there are extenuating circumstances that may lead you to miss more than one module assignment.

Module Quizzes (30% of the final grade): An important aspect of any course is for students to be able to assess how well they fully understand the material being presented. To better allow all students the opportunity to engage with the material thoroughly (even as they may not be present in the in-person classroom) I have created quizzes on eLC that encourage students to answer questions about the material presented in the Module and begin practicing using this material to answer both hypothetical and real-world problems. Quizzes will draw on all materials from that module such as lecture videos, assigned readings/podcasts, and any additional materials assigned for the module's discussion question.

- All quizzes are open-books and open-notes quizzes. These quizzes will be automatically graded to provide immediate feedback for the student.
- Module quizzes will allow two attempts for the same quiz, to present students with the opportunity to learn from and improve on their comprehension of the material. After the final quiz attempt is submitted, only the highest attempt score will be counted toward that student's quiz score. Be aware that quizzes in which no attempt was made will not be accepted past the deadlines (mentioned in the schedule below), so please be sure to work well ahead of these deadlines.
- All quizzes are due before 11:59 pm on the day scheduled (see below).
- Late submissions will not be accepted. Thus, it is strongly advised to work ahead of the deadlines.

Module Discussion (30% of the final grade): Each module will have a discussion question to which you need to write a written response (around 300 words). As the directions above note, your response is to be grounded in the assigned materials and will engage the ideas of other students in the class. In order to earn credit for answering the discussion question you must upload your response to the appropriate discussion board before the end of the module. To ensure that everyone has had the opportunity to engage with colleagues and consider alternative perspectives, students should also respond to a previous student's post in addition to answering the question. You can respond as often as you like, of course...you are not limited to one. The idea is to get a conversation going.

- You **MUST** type your assignment directly into the dialogue box provided for the appropriate discussion board, not upload it as a word or google doc. The assignment may require you to refer to class readings, the lecture video, any required audio or video, and/or some outside sources.
- You will need to properly cite any sources you use other than my lecture videos. You may use any citation format you are familiar with as long as you cite your resources properly and correctly.
- The grading rubric for module discussions is available under Contents → Welcome Module → Discussion Boards → Discussion Board Rubric

Module Perusall Assignments (15% of your final grade): Perusall is a "social reading/annotation" tool that has a positive research-based outcome learning. After I create an assignment for each module, the system will automatically assign you to small groups. Your task is to highlight pieces of the text that you wish to comment on and add "conversations" or annotations to the text, while your group members do the same. This conversation can happen in real time or anytime. Your **goals** in annotating each reading assignment are *to engage points in the readings, stimulate discussion by posting good questions or comments and to help others by answering their questions*. To this end the program will evaluate your annotations and suggest a grade based on **quality, timeliness, quantity, and distribution**.

- Detailed guidelines and grading rubric are available under Contents → Welcome Module → Perusall

Op-ed (25% of your final grade): You will write a 900 to 1200-word opinion post that takes a stance on a relevant topic of your choosing directed to general public. Your op-eds will be posted to Tremr, an interactive web platform. We will discuss together the modalities for publishing and interacting with these posts during Friday classes, and you will have the option of publishing your post anonymously. The goal of the assignment is to make an argument regarding international migration using academic research that will be easily accessible to a general audience. Through this assignment you will focus on skills that encourage you to build a cogent argument and use academic research to inform a wide audience. For some of you this may be the first step in developing a research topic for a future CURO project; others may find this to be a useful writing sample for jobs/graduate school; others may indeed submit it for publication at a newspaper/student journal.

To encourage growth and provide the support and feedback you need from me and your colleagues to develop this skill, I've broken the op-ed assignment into manageable chunks:

- Proposal – 3% of your final grade
- 1st Draft – 5% of your final grade
- Editor Review – 2% of your final grade
- Final Paper – 15% of your final grade

A more detailed rubric is available on eLC under Content → Welcome Module → Op-ed Assignment → Rubric and Guidelines

GRADING SCALE ~ 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 an assignment or 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.

A	93 – 100 points		C	73 – 76 points
A-	90 – 92 points		C-	70 – 72 points
B+	87 – 89 points		D+	67 – 69 points
B	83 – 86 points		D	63 – 66 points
B-	80 – 82 points		D-	60 – 62 points
C+	77 – 79 points		F	59 and below

COURSE POLICIES

Communication and Email: I will keep you updated about the course and any changes to the syllabus through the “ANNOUNCEMENTS” board on the class ELC page.

- * To register for “Announcement Notifications” click on your name in the upper right-hand corner of the class eLC page > Notifications > Scroll down to “Instant Notifications > check the boxes for “Announcements”

- * You can choose to have notifications sent to you by email or text message – students in the past have suggested that email is better as the content is incomplete in a text message.

I can respond quickly and effectively to your emails if you clearly identify some important information in your emails. Here is what helps:

- * Before you email me, please check the syllabus, welcome module, 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!
- * 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/Emaila-Professor>
- * Please use your UGA email account and include your course number in the subject line. (e.g. I am in your MWF INTL XXXX class. OR I am in your MWF 9 o'clock XXXX class.)
- * Sign your name as you are enrolled in the course – sometimes UGA email header does not include your name.
- * During the workweek, I generally respond to emails in a timely manner (usually within 24 hours). On weekends, I do not check emails regularly. Please do not expect a response before the beginning of the workweek.

The Use of Technology: It is important that you have reliable internet service, particularly as some of the assignments are time sensitive. You will also need access to a computer that allows you to engage with audiovisual content, such as YouTube videos. If you experience technical issues, you can contact the EITS Help Desk at: helpdesk@uga.edu. Please talk to me immediately if you are expecting to have computer or reliable internet problems this semester.

Finally, you're responsible for being aware of times when ELC is down for maintenance and for ensuring that all your work is submitted by the times noted (in Eastern Standard Time – which is important for you to note if traveling to a different time zone). As a best practice, please submit your work well before the deadlines as technical problems do happen. In the case of a rare technical problem, please notify me about the technical issue within 15 minutes of a deadline.

Late Assignments: The weekly assignments in the course are designed to build a base understanding of key concepts. It is essential that you finish working on earlier modules to comprehend the later ones. As a result, it is especially important to (1) be aware of the deadlines for each assignment and (2) work well ahead of the deadlines. All assignments will automatically lock on eLC after the time at which they are due. No late submission will be accepted unless you talk to me about an extension because you need to finish these assignments on time to do well in this class.

Late written assignments will be penalized 5% of your overall grade for each day late. 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. Since I will have to read your papers and submit grades in time, **late submission of the Finalized Op-ed Assignment will not be accepted or reviewed.**

Having said that, I know that we are in the middle of a frigging pandemic and legitimate emergencies will arise during the term. If that happens to be the case, please let me know as early as possible so that we can

work out alternative arrangement for you to complete your work within a reasonable period of time. I am fully committed to making sure that you learn everything you were hoping to learn from this class. I will be flexible and lenient. If you tell me you're having trouble, I will not judge you or think less of you. I hope you'll extend me the grace.

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

Contested Grades: 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.

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.

Netiquette and 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.)

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.

UGA COVID Information for Students

- Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>.

- Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.
- Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.
- Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.
- Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Mental Health and Wellness Resources

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:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
 - If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
 - 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).

This syllabus provides a general plan for the course, and deviations may be necessary.

COURSE SCHEDULE

Welcome Module: Course Introduction **(Jan 13-Jan 16)**

Lectures:

- Course Introduction Video

Readings:

- Syllabus
- If you want to tell positive stories about immigration, look no further than the BioNTech vaccine
<https://www.theguardian.com/world/2020/nov/09/covid-19-vaccine-candidate-effective-pfizer-biontech>

What is due Jan 16th 11:59 pm (EST):

- Syllabus Quiz
- Welcome Module Assignment: Post your introduction to “Getting to Know You” Discussion Board. Everyone should introduce themselves by replying to this discussion board with the information below (and anything else you think might be relevant for us to get to know you).

Your introduction should include:

- The name you prefer to be called (especially if different than the name on my roster)
- Preferred pronouns
- Where you’re from (however you choose to identify that)
- Your year and major(s) at UGA
- What types of IA experiences have you had (i.e. study abroad, internships, CURO research, etc.)?
- Why you are taking this course and what you hope to get out of it?
- Fun facts or hobbies?
- If you could have dinner with one politically relevant person in history (dead or alive) who would it be, why, and what would you get to eat?

Students may upload a video introduction in place of a written one and earn 1-point extra credit toward their final grade as long as they include the required information.

Module 1: Concepts and Trends

(Jan 17 – Jan 23) Jan 18th – Instructional break (No classes)

What do “international migration,” “emigrant,” “immigrant,” “refugee,” and “asylum seeker” mean? What are the top 10 migration issues and trends of last year? What are the contemporary migration trends?

Lectures:

- Current migration trends
- Historical Migration Trends
- For migrants, labels matter

Required Readings:

- [IOM World Migration Report 2020](#) (pages 19-51)
- Ruhs, M. & Anderson, B. 2010. [Semi Compliance and Illegality in migrant labor markets: An analysis of migrants, employers, and the state in the UK](#). Population Space and Place, 16, 195-211.
- Stuart Hall. The West and the Rest. (eLC)
- [Top 10 Migration Issues of 2020](#). Migration Policy Institute

What is due Jan 23rd 11:59 pm (EST):

- Module 1 Quiz
- Module 1 Discussion: Read the regional analysis using your group assignment for the in-class participation (based on your last name).

Group 1: Migration in Africa. IOM World Migration Report 2020 (pages 54-68)

Group 2: Migration in Asia. IOM World Migration Report 2020 (pages 68-85)

Group 3: Migration in Europe. IOM World Migration Report 2020 (pages 85-95)

Group 4: Migration in Latin America and Caribbean. IOM World Migration Report 2020 (pages 95-106)

- * Answer these below questions in your original response. You might need to refer to outside sources to answer some of the questions. Don't forget to properly cite any outside sources. You may use any citation format you are familiar with as long as you cite your resources properly and correctly.

1. Historical background of migration trends in your region
2. What are the current migration dynamics in your region?
3. Describe the most prominent migrant populations in the region (both regular and irregular)
4. What are some of the factors that explain these trends?
5. How does migration governance look in your region? (National policies, international or regional treaties, international or regional organizations, NGOs etc.)
6. What are the top migration challenges (issues) in your region? (Terrorism? Irregular migration? Human trafficking or smuggling? Migrant exploitation? Refugee crisis? Integration?)

- * Respond to another classmate who wrote about a region different than yours. How similar or different the migration trends in their region compared to yours?

Module 2: Theories of Migration

(Jan 24 – Jan 30)

Why do people migrate? Why does migration between two places begin and continue? How much choice does a migrant have in the process?

Lectures:

- Macro Theories
- Meso Theories
- Micro Theories
- Causes of Migration

Reading:

- Massey et al. 1993. "Theories of International Migration: A Review and Appraisal" (eLC)
- Susan Mains et. al. 2013. *Postcolonial migrations. Social & Cultural Geography*, 14:2, 131-144
- Myron Weiner. 1996. "Bad Neighbors, Bad Neighborhoods: An Inquiry into the Causes of Refugee Flows." *International Security*.

What is due Jan 30th 11:59 pm (EST):

- Module 2 Quiz
- Module 2 Discussion:

Module 3: Global Migration Governance

(Jan 31 – Feb 6)

How do policy responses of states mitigate causes of migration? What is the institutional framework regulating voluntary migration? Why politically do these institutions exist in this way? How normatively one can ground claims for or against alternative forms of institutional cooperation?

Lectures

- Addressing Root Causes
- Low skilled labor migration
- High-skilled labor migration
- Irregular migration
- Diasporas

Reading:

- Alexander Betts. 2008. "Global Migration Governance." GEG Working Paper, University of Oxford, Global Economic Governance Programme (GEG), Oxford, 1-20.
- S. Rother. 2013. "Global migration governance without migrants? The nation-state bias in the emerging policies and literature on global migration governance" 363-377
- IOM World Migration Report 2020 Ch.11 - Recent developments in the global governance of migration: An update to the World Migration Report 2018. (pages 291-313).

What is due Feb 6th 11:59 pm (EST):

- Module 3 Quiz
- Module 3 Discussion:

Module 4: Global Forced Migration Governance

(Feb 7 – Feb 13)

Do countries have an obligation to take in (at least some) migrants? What is the institutional framework regulating forced migration? Why politically do these institutions exist in this way? How normatively one can ground claims for or against alternative forms of institutional cooperation?

Lectures:

- UNHCR and International Refugee Protection Regime

Required Reading:

- Alexander Betts. 2010. “The Refugee Regime Complex.” *Refugee Survey Quarterly*, 1-26.
- İçduygu, Ahmet, and Damla B. Aksel. 2014. Two-to-Tango in Migration Diplomacy: Negotiating Readmission Agreement between the EU and Turkey. *European Journal of Migration and Law* 16:337 -363
- Elisabeth Olivius. 2016. Constructing Humanitarian Selves and Refugee Others, *International Feminist Journal of Politics*, 18:2, 270-290 (eLC)

Recommended Reading:

- Ulrike Krause. 2021. “Colonial roots of the 1951 Refugee Convention and its effects on the global refugee regime.” *Journal of International Relations and Development* (eLC)

What is due Feb 13th 11:59 pm (EST):

- Module 4 Quiz
 - Module 4 Discussion: Read one of the documents below:
Group 1: OAU Convention Governing the Specific Aspects of Refugee Problems in Africa
Group 2: Cartagena Declaration on Refugees
Group 3: Timothy Hatton. 2005. “European Asylum Policy” IZA Discussion Paper
Group 4: Penelope Matthew and Tristan Harley. 2014. Refugee Protection and Regional Cooperation in Southeast Asia
- * Answer these below questions in your original response. You will need to refer to outside sources to answer some of the questions. You will need to properly cite any sources you use other than my lecture videos. You may use any citation format you are familiar with as long as you cite your resources properly and correctly
1. Who is a refugee in your region?
 2. What are the rights of a person who is granted the refugee status? (economic, educational, healthcare, political, etc.)
 3. What is the level of protection offered by a host state in your region? (Full recognition with citizenship, full recognition with refugee camps, temporary protection, etc.)
 4. How is this refugee protection regime compare to 1951 Refugee Convention and 1967 Protocol? (similarities and differences)
 5. What do you think explains the status of refugees and their protection level – or the lack of – in your region?
- * Respond to another classmate who wrote about an asylum and refugee governance document different than yours. How similar or different is it compared to yours?

Module 5: Migration and Citizenship – and semi citizenship

(Feb 14 – Feb 20)

How are nationality, citizenship, and immigration connected? Why do states monopolize individual's means of movement? How do states and polities determine what citizenship should mean? How has this changed across time? Should democracies have partial memberships? Should citizenship be earned? Can it be bought?

Lectures:

- Migration-citizenship nexus
- Denizship
- Passports on sale

Required Reading:

- John Torpey. 1998. “Coming and Going: On the State Monopolization of the Legitimate ‘Means of Movement.’” *Sociological Theory*. 16:3 pp. 239-259
- Rainer Bauböck .2011. “Temporary migrants, partial citizenship and hypermigration.” *Critical Review of International Social and Political Philosophy*, 14:5, 665-689.
- Wong C. 2007. WHO FIGHTS. *Du Bois Review*. 4(1):167-188. (eLC)

Recommended Reading:

- Rogers Brubaker. 1990. “Immigration, Citizenship, and the Nation State in France and Germany: A Comparative Historical Analysis.” *International Sociology* 5, no. 4, 379-403. (eLC)
- Best Citizenship by Investment Programs

What is due Feb 20th 11:59 pm (EST):

- Module 5 Quiz
- Module 5 Discussion: Outline a citizenship policy for the newly independent country of West Wakanda. It is 2050, and West Wakanda has separated from Wakanda. It has to establish its own independent citizenship procedure. You must outline a detailed policy on who can acquire West Wakanda citizenship and the procedures for the acquisition of citizenship. Consider factors such as residence, “blood” descent, cultural ties, economic contributions, extraordinary talents or achievement, and any other considerations you regard as necessary for a well-developed citizenship plan.
 - Your answer should have three parts:
 1. Based on readings and lectures, what factors do you believe most influence immigrants’ acquisition of citizenship?
 2. What is your proposed citizenship policy for the new country of?
 3. Why this policy? Justify your policy by referencing both the empirical research and normative arguments. In outlining your justification, consider both the affirmative reasons you will provide citizenship, as well as reasons for avoiding other criteria (e.g., who is denied citizenship?)

Module 6: Immigrants, Society, and Politics of Resentment **(Feb 21 – Feb 27)**

Why ethnic group formation and growing diversity have been relatively easily accepted in some countries and for some immigrant groups, while in other cases this process has rather resulted in marginalization and exclusion? What are the causes and consequences of the rise of populist radical right parties? Why does the principal focus of contentious debates over immigration and its sequels center on religion in Europe and language in the United States?

Lectures:

- Integration policies: A controversial issue

- Nativism, racism, and minority formation
- Linguistic and cultural rights
- Political rights of immigrants

Required Reading:

- Castles et. al. 2020. The Age of Migration. Chapter 13 New Ethnic Minorities and Society (eLC)
- Aristide R. Zolberg and Long Litt Woon 1999. “Why Islam is Like Spanish: Cultural Incorporation in Europe and United States,” Politics and Society (eLC)
- Jasper Muis and Tim Immerzeel. 2017. “Causes and consequences of the rise of populist radical right parties and movements in Europe,” Current Sociology Review, 65(6) (eLC)

Recommended Reading:

- Castles et. al. The Migratory Process: A Comparison of Australia and Germany, 1-35.

What is due: Feb 27th 11:59 pm (EST):

- Op-ed Proposal due to Dropbox.
 - a. What is your argument?
 - b. What is your opening hook?
 - c. Provide annotated bibliographic citations for 2 academic sources (not from class) and the related evidence from them that you’ll be using to support your argument.
- Module 6 Quiz
- Module 6 Discussion:

Module 7: Economic Effects of Immigration on Destination Countries
(Feb 28 – March 6)

Lectures:

- Labor market effects
- Wages
- Employment and Unemployment
- Poverty and Inequality
- Macroeconomic effects
- Wendy Zukerman, “Immigration,” *Science Vs*, Gimlet Media, March 9, 2017.

Reading:

- Peter Stalker. Workers without frontiers: The impact of globalization on international migration. Pages 1-35
- Anderson, B. 2000. Doing the Dirty Work: The Global Politics of Domestic Labor. 1-21.
- Destination Place Effects. 2009 Human Development Report Overcoming Barriers: Human Mobility and Development (UNDP 2009), pages 83-92.

What is due March 6th 11:59 pm (EST):

- Module 7 Quiz
- Module 7 Discussion:

March 8 - March 12: Op-ed Workshop Week (No new material)
March 12th – Instructional break (No classes)

Module 8: Migration Policies

(March 14 – March 20)

What are different modes of migration policies in liberal democracies? Why can't liberal democracies stop unwanted migration? Why do states implement inclusive policies even in the face of strong pressure for restriction?

Lectures:

- Border control policies
- Entry and stay policies
- Exit policies
- Is the EU complicit in migrant abuse in Libya?

Reading

- Christian Joppke, “Why Liberal States Accept Unwanted Immigration,” World Politics Vol. 50, No. 2 (1998): pp. 266-293.
- Hein de Hass et al. “International Migration: Trends, Determinants, and Policy Effects.” Population and Development Review

What is due on March 20th 11:59 pm (EST):

- Module 8 Quiz
- Module 8 Discussion: It is 2040, and you have been hired to help the newly elected President craft a plan for a thorough revision of US immigration policy. The president's party controls Congress, which provides significant freedom to revise policy, should you so choose. You must outline a specific, detailed policy: how many immigrants, what proportion should enter based on what criteria, what groups or people are excluded, etc. Consider criteria such as humanitarian entry, family ties (and which ones), historical and cultural factors (e.g., colonial ties, long-ago descendants, linguistic ties, religious affiliation, etc.), economic skills, and 3 any other considerations you regard as necessary for a well-developed immigration plan.
- Your essay should consist of three parts:
 1. Based on readings & lectures, what factors do you believe influence or drive migration most?
 2. What is your proposed immigration policy for the United States?
 3. Why this policy? Justify your policy by referencing both the empirical research and normative arguments. In outlining this justification, consider both the affirmative reasons for who enters and why, as well as your reasons for not using other criteria (e.g., who is excluded?)

Module 9: Migration, Security, and Borders

(March 21 – March 27)

March 23rd – Withdrawal Deadline

What does the “securitization of migration” mean? How has terrorism affected migration control in the EU? What is the impact of the securitization of migration on refugee women's experiences of “transit”?

Lectures:

- Securitization of migration
- The role of media and constructing the migrants as the enemy “from within”
- Frontline: Separated

Reading:

- Christina Boswell. 2007. “Migration Control in Europe After 9/11: Explaining the Absence of Securitization.” Journal of Common Market Studies, 45 (3). pages 589-607.
- Kelly Greenhill. 2016. Migration as a Weapon in Theory and in Practice. Military Review. Pages 23-33.
- Alison Gerard and Sharon Pickering. 2014. “Gender, Securitisation and Transit: Refugee Women and the Journey to the EU.” Journal of Refugee Studies, 27(3). pages 338-355.
- Helen Dempster and Karen Hargrave. 2017. “Understanding public attitudes towards refugees and migrants.” Chatham House, Working Paper 512. Pages 6-20.

What is due on March 27th 11:59 pm (EST):

- Module 9 Quiz
- Module 9 Discussion:

Module 10: Ethics of Border Controls

(March 28 – Apr 3)

What are the arguments for and against open borders? Who should decide when to close or open borders? Are individuals’ human rights in tension with the right of a democratic state to control its own boundaries?

Lectures:

- Arguments for and against open borders
- Rights vs. rights

Required Reading:

- Abizadeh, Arash (2008) Democratic Theory and Border Coercion: No Right to Unilaterally Control Your Own Borders, Political Theory 36 (1): 37–60.
- David Miller (2010) Why Immigration Controls Are Not Coercive: A Reply to Arash Abizadeh, Political Theory 38 (1) 111–20.

What is due on Apr 3rd 11:59 pm (EST):

- Module 10 Quiz
- Module 10 Discussion:

Module 11: Origin State-Diaspora Relations

(Apr 4 – Apr 10)

Why do migrants become transnational? How does transnationalism affect home states, host states, and migrants? What are diaspora engagement policies and which states use them? Why do states develop them? How and why do different countries in the Middle East, Latin America, and Asia reach out to their nationals abroad? What are the consequences of diaspora engagement policies?

Lectures:

- Transnational Migration

Reading:

- Alan Gamlen. 2006. “Diaspora Engagement Policies: what are they and what kind of states use them?” Centre on Migration, Policy and Society. Working Paper: 32.

What is due on Apr 10th 11:59 pm (EST):

- Op-ed 1st Draft due to Editor Group Discussion Board
- Module 11 Quiz
- Module 11 Discussion: Read the assigned reading corresponding to your group.
 - **Group 1:** Ayca Arkilic. 2020. "[Explaining the evolution of Turkey's diaspora engagement policy: a holistic approach](#)" *Diaspora Studies*
 - **Group 2:** Hong Liu & Els van Dongen. 2016. [China's Diaspora Policies as a New Mode of Transnational Governance](#), *Journal of Contemporary China*.
 - **Group 3:** Gerasimos Tsourapas. 2015. "[Why Do States Develop Multi-Tier Emigrant Policies? Evidence from Egypt](#)," *Journal of Ethnic and Migration Studies*
 - **Group 4:** Alexandra Délano. 2014. "[The diffusion of diaspora engagement policies: A Latin American agenda](#)," *Political Geography*, Vol. 41
- Answer the question below:
 - How does this country reach out to their nationals abroad?
 - What type of diaspora engagement policy are they using?
 - Are these government engagement policies effective? Why? Why not?
 - What are the consequences of their diaspora engagement policies?
- Compare your case to another classmate's response who wrote on a different case.

Module 12: Diaspora, Development, and Human Rights

(Apr 11 – Apr 17)

When migrants seek work abroad, what does their country of origin gain? And what does it lose? Can long-term goals of global poverty reduction be achieved if short-term migration policy interests are to be met? How does unequal development affect the human rights of migrants?

Lectures:

- Brain drain, brain gain, or brain waste?

Reading:

- Hein de Haas. 2007. "[Remittances, Migration, and Social Development](#)." Social Policy and Development Programme Paper Number 34
- Valentina Mazzucato. 2011. [Reverse Remittances in the Migration– Development Nexus: Two-Way Flows between Ghana and the Netherlands](#). *Popul. Space Place* 17, 454–466.
- Wise et al. 2013. [Reframing the Debate on Migration, Development and Human Rights](#). *Popul. Space Place* 19, 430–443.

What is due on Apr 17th 11:59 pm (EST)

- Editor Feedback to Op-ed Papers in your Editor Group due to the Discussion Board.
- Module 12 Quiz:
- Module 12 Discussion:

Module 13: Contemporary Issues

(Apr 18 – Apr 24)

How will climate change impact migration? What are the affects of state migration and border policies on the security of migrants? Are migrants disposable in the global economy? What are the effects of Covid-19 on international migration trends?

Lectures:

- Climate and migration
- Human smuggling
- Human trafficking and modern slavery

Reading:

- Joseph Chamie. “International Migration Amid World in a Crisis.” Journal on Migration and Human Security (eLC)

What is due Apr 24th 11:59 pm (EST):

- Module 13 Quiz
- Module 13 Assignment:

Module 14: Op-Ed Intensive
(Apr 25 – May 1)

What is due May 1st 11:59 pm (EST):

Op-ed Final Paper due to Tremr and add a thread to your original proposal thread under the assignments folder on eLC (this is some of you may choose to make your op-eds anonymous).