

Instructor: Dr. Gulcan Saglam

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Office Hours: Office Hours: Monday 3:00 pm – 4:30 pm and by Appointment

<https://calendly.com/gulcansaglam/office-hours> (Fifteen-minute appointment times 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 two slots (max). If these times do not work for you, please email me and I would be happy to schedule another time.)

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 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-MV3AC**
- 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 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.
- I will share articles, news, events etc. about migration on Twitter using the #INTL4630 hashtag.

SUSTAINING A HEALTHY COMMUNITY ~ Covid-19 is not over. There are now several variants of the virus circulating that are extremely contagious and dangerous. Therefore, individual and public health must be a top priority for all of us. Preventing yourself from getting Covid is a huge win; it’s linked to all

kinds of nasty stuff, including cognitive decline¹ and various long-term health problems². Preventing Covid from transmitting to others protects them from suffering and possible death and helps keep us all safe by reducing the likelihood that new, more dangerous variants will arise.

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider. Additionally, everyone is **strongly encouraged** to wear a mask or face covering while inside campus facilities.

For these reasons, I **STRONGLY URGE** you to do your part to keep yourself and others safe by practicing healthy behavior recommended by public health agencies like:

- getting vaccinated
- wearing a mask when indoors
- staying home when sick – **if you are sick, test positive for Covid-19, or are quarantining, do not come to class. THERE IS NO GRADE FOR ATTENDANCE.**

Let's all do our part to keep ourselves and others safe and healthy. And, let's be in communication about needs and constraints that may arise during the semester and do our best to make this an interesting and useful course.

COURSE FORMAT ~ This semester, there are several priorities I am attempting to balance. First and foremost is the health and 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. Each of you learns differently. That matters to me. To give you flexibility and autonomy in the learning process while balancing all these priorities, we will be using a **discussion-based** course format. You will engage with required readings and videos before coming to class and we will dedicate class time to application of the material through case studies, discussions, and hands-on activities. The discussion-based format allows us to spend class time engaging in activities that enhance your understanding of concepts rather than lecturing. When conducting hands-on case-studies and practicing new skills in class, you will be able to explore new concepts in your own way, at your own pace, in a controlled and supportive environment. **Research and my own teaching show a dramatic increase in student learning in a discussion-based setting compared to traditional methods.**

- **Mondays** will be open lab days, where you are expected to watch the bulk of the lecture videos for the module, complete the required readings alone or in small groups, and work on the module assignments.
- **Wednesdays and Friday**, we will have mini lectures going over important concepts, address the module discussion question and required readings, and apply the module content to current events in class.

¹ https://www.alz.org/aaic/releases_2021/covid-19-cognitive-impact.asp

² <https://www.mayoclinic.org/diseases-conditions/coronavirus/in-depth/coronavirus-long-term-effects/art-20490351>

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 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.
- **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 Discussion		40%	Saturday at 11:59 pm (EST) each week
Module Perusall Assignment		15%	Saturday at 11:59 pm (EST) each week
Op-ed Assignment (25% of your final grade)	<i>Op-ed Proposal</i>	5%	February 26 th 11:59 pm (EST) due to eLC Dropbox
	<i>Op-ed 1st Draft</i>	7%	March 19 th 11:59 pm (EST) due to Editor Discussion Board
	<i>Editor Feedback</i>	3%	March 26 th 11:59 pm (EST) Due to Editor Discussion Board
	<i>Final Op-ed</i>	10%	April 30 th 11:59 pm (EST) due to course Tremr page AND eLC Dopbox
Final Exam		20%	

*** 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 discussion and Perusall assignment grade**, which allows you to miss **one**

module discussion and Perusall assignment without any grade 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 Discussion (40% 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 1000 to 1500-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 – 5% of your final grade

- 1st Draft – 7% of your final grade
- Editor Review – 3% of your final grade
- Final Paper – 10% of your final grade

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

Final Exam (20% 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, I have created one major exam that encourages students to answer questions about the material presented in the Modules and begin practicing using this material to answer both hypothetical and real-world problems. Final exam will draw on all materials from module content such as lecture videos, assigned readings/podcasts, and any additional materials assigned for the module’s discussion question. It may be composed of multiple choice, true/false, fill-in, short-answer, or matching questions.

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 – 76.99 points
A-	90 – 92.99 points		C-	70 – 72.99 points
B+	87 – 89.99 points		D+	67 – 69.99 points
B	83 – 86.99 points		D	63 – 66.99 points
B-	80 – 82.99 points		D-	60 – 62.99 points
C+	77 – 79.99 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/Email-a-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

<u>Welcome Module:</u> Course Introduction (Jan 10-Jan 15)
<u>Lectures:</u> <ul style="list-style-type: none">• Course Introduction Video
<u>Readings:</u> <ul style="list-style-type: none">• 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 15th 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 16 – Jan 22)**

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:

- 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 22nd 11:59 pm (EST):

- 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 23 – Jan 29)

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)
- Myron Weiner. 1996. "Bad Neighbors, Bad Neighborhoods: An Inquiry into the Causes of Refugee Flows." International Security.
- Dilip Ratha and William Shaw. 2007. Causes of South-South Migration and Its Socioeconomic Effects

What is due Jan 29th 11:59 pm (EST):

- **Module 2 Discussion:** In this discussion post you will analyze The Other Side of Immigration documentary from this module's "Lectures" in light of what you have learned about the theories of international migration.

Identify three separate factors at the macro, micro, and meso-level to demonstrate your ability to apply what you learned from the readings and lecture videos in this module to understand the initiation and continuation of migration from rural Mexican towns shown in the documentary to the United States of America.

Your post should be about 300 words. Be sure to include proper in text citations and a reference list with full bibliographic citations at the end of your post.

Respond to another student's post and compare and contrast the theories or factors you have identified for explaining the documentary.

Module 3: Global Migration Governance **(Jan 30 – Feb 5)**

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 and Lena Kainz. 2017. The History of Global Migration Governance (eLC)
- Guild and Grant. 2017. Global Compact for Safe, Orderly, and Regular Migration (eLC)
- Newland. 2020. Global Migration Governance and Covid-19

What is due Feb 5th 11:59 pm (EST):

- **Module 3 Discussion:** Read Global Migration Governance and COVID-19. Write a 300-word proposal for a new global migration governance system that can address some of the challenges the Covid-19 pandemic presented for international migration in addition to the existing obstacles for cooperation. The proposal should answer the following questions:
 - Which criterion or criteria is the basis for your proposed institutional structure? (See Global Migration Governance 4 and pick one or mix and match between efficiency, legitimacy, rights-based, equity based institution building)
 - How are the members for this institution chosen? Should there be certain requirements or limitations, for example for regional balance?
 - Should any countries have a veto? If so, which ones? Why?
 - How many votes should be required to take action? ? (Unanimous decision-making? Simple majority? 2/3 majority? etc.)
 - What should the subject matter jurisdiction of this institution be? Should the institution focus on breadth and cover any issue related to any migrant group or have a more in depth jurisdiction about a specific migrant group or issue?

- Should there be other limitations or requirements?
- Don't forget to respond to your classmate's post and discuss why their plan might or might not work.

Module 4: Global Forced Migration Governance (Feb 6 – Feb 12)

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.
- 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)
- Elisabeth Olivius. 2016. Constructing Humanitarian Selves and Refugee Others, *International Feminist Journal of Politics*, 18:2, 270-290 (eLC)

What is due Feb 12th 11:59 pm (EST):

- 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 their 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 13 – Feb 19)

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
- Denizenship
- 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
- Lucka. Between Alien and Citizen: Denizenship in the "Old" and "New" Europe (eLC)
- How India's Changing Citizenship Law and a National Registry Could Target Muslims (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)

What is due Feb 19th 11:59 pm (EST):

- 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 20 – Feb 26)

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)

Recommended Reading:

- Castles et. al. [The Migratory Process: A Comparison of Australia and Germany](#), 1-35.

What is due: Feb 26th 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 7: Economic Effects of Immigration on Destination Countries
(Feb 27 – March 5)

Lectures:

- Labor market effects
- Wages
- Employment and Unemployment
- Poverty and Inequality
- Macroeconomic effects
- Wendy Zukerman, "[Immigration](#)," *Science Vs*, Gimlet Media, March 9, 2017.

Reading:

- Card – Mariel Impact (eLC)
- Borjas – The Wage Impact of the Marielitos a Reappraisal
- Anderson – A Very Private Business

What is due March 5th 11:59 pm (EST):

- Module 7 Discussion: "Rather than a *need*, it is more appropriate to speak of a *demand* for migrant labor, although it may be cast as an objective need by powerful economic and political interests. The subjective nature of such needs does not mean that the resulting labor demand is not real. The fact that natives are no longer willing or available to do certain jobs does create a real demand for foreign workers."

Do you agree with the statement above? Does the "need" for migrant workers socially constructed in destination countries? Support your position with specific references to the readings and lectures.

Don't forget to respond to a classmate in a substantive manner to get the full credit for this discussion post.

March 6 - March 12: Spring Break

Module 8: Migration Policies (March 13 – March 19)

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

- The Migration Policy Toolbox
- De Haas et al. International Migration Trends, Determinants, and Policy Effects
- The US Citizenship Act of 2021

What is due on March 19th 11:59 pm (EST):
Op-ed 1st Draft Due on eLC Dropbox

Module 9: Migration, Security, and Borders (March 20 – March 26)

March 24th – Withdrawal Deadline

March 26th 11:59 pm (EST) – Editor Feedback is due on eLC Editor Discussion Board

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.
- Ferreira – From Narratives to Perceptions in the Securitization of Migratory Crisis in Europe

- Moya – Words of (Un)Welcome: Securitization and Migration in Ecuador

What is due on March 26th 11:59 pm (EST):

- Module 9 Discussion: Write a 300-500 word essay in which you compare and contrast the coverage of a single migration news event by two different news media (might be national or international). Include a link to the news articles or videos. (Videos should not be longer than 5 minutes. if the clip is longer, only focus on a 5-minute segment and identify the timing of it in your essay)
 - How are images, words, sounds arranged to get the audience's attention? How similar or different is the presentation of the information?
 - What frame(s) do they use to discuss the issue? Analyze the frame(s) used to discuss the migrant or migration considering the Moya reading. Does it use frames that Moya identifies on page 20 at Table 1? Are there other frames used? Explain.
 - Do these stories designed to arouse a certain feeling or impression in their audience?
 - Can you identify any priming effect?
 - In your opinion, do these news stories in particular and mass media in general have a significant effect on the securitization of migration? Or would you agree with Boswell in that policy makers and bureaucratic organizations play a bigger role in securitizing or de-securitizing migration regardless of what the media says/does? (Please refer to specific words or images from the news source.)

Module 10: Transnational Migrant and the Origin State

(March 27 – Apr 2)

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
- The nation outside the nation

Required 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.
- Liu & Dongen – China's Diaspora Policies as a New Mode of Transnational Governance
- Arkilic – The Evolution of Turkey's Diaspora Engagement Policy

What is due on Apr 2nd 11:59 pm (EST):

- Module 10 Discussion: Watch the Philippines case study lectures below:
 1. The Philippines Migration History
 2. The Philippines Migration Policy

3. The Effect of Emigration from the Philippines

Answer the following questions:

1. How would you describe the overall migration policy of the Philippines?
2. How does the Philippines reach out to its nationals abroad?
3. What type of diaspora engagement policy are they using? (Please refer to the Gamlen article for typology of diaspora engagement policies and give specific examples from the videos above.)
4. What is the goal of the diaspora engagement? Are these diaspora engagement policies effective? Why? Why not?
5. What are the consequences or implications of their diaspora engagement policies?
6. Do not forget to respond to a friend to get the full credit.

Module 11: Transnational Migrants and Development in the Origin State **(Apr 3 – Apr 9)**

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:

- Transnational Migration
- Brain drain, brain gain, or brain waste?

Reading:

- De Haas – Remittances, Migration, and Social Development
- Parrenas – Long Distance Intimacy: class, gender, and intergenerational relations

What is due on Apr 9th 11:59 pm (EST):

- Module 11 Discussion: Some scholars believe that transnationalism raises questions about allegiance and loyalty to the nation-state. Do transnational migrants who maintain ties in their sending and receiving country feel the same sense of societal obligation in both countries? Do transnational economic, social, political, or cultural ties migrants maintain with their countries of origin hinder or deepen their integration in destination countries? Develop **two separate points** to demonstrate your ability to apply what you learned from the readings and lecture videos in this module to answer these questions. Your post should be about 300 words. {Be sure to include proper in text citations and a reference list with full bibliographic citations at the end of your post when you use outside sources.]

Module 12: Ethics of Borders **(Apr 10 – Apr 16)**

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:

- Is migration a basic human right?

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 16th 11:59 pm (EST)

- Module 12 Discussion: Is it morally legitimate for origin and destination countries to restrict who can enter and leave their borders? While answering this question, you might want to think about the following questions:
 - Are individual's human rights in tension with the right of a democratic state (and its people) to control its borders?
 - Do countries have a greater moral duty to admit refugees fleeing war and persecution than immigrants fleeing dire poverty?
 - Is it morally legitimate for rich countries to restrict immigration to preserve their standard of living or distinctive national identity?
 - Is it legitimate for developing countries to restrict emigration of highly skilled citizens in an effort to mitigate the negative effects of migration on the economic development of the country?
 - Are states creating a global class system through their migration control policies?
 - Your response should be approximately 300-500 words and **reference to at least three readings** (or video/audio) from the semester thus far to make your argument. Do not forget to respond to a classmate to get the full credit.

Module 13: Contemporary Issues

(Apr 17 – Apr 23)

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:

- Is there a link between climate change and migration?
- Who is responsible for climate migrants?
- Case Studies: Senegal and Philippines

Reading:

- Joseph Chamie. "[International Migration Amid World in a Crisis](#)." Journal on Migration and Human Security (eLC)
- Schain. Radical Right Populism and Immigration Policy in Europe and the United States
- UN Human Rights Committee Report on Climate Refugees

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

- Module 13 Assignment: Read this UNHCR paper on legal considerations for the international protection of people displaced from their homes by climate change and disasters.

The year 2022 marks both the 71st anniversary of the Refugee Convention – the cornerstone of the international refugee regime – and the 60th anniversary of the Convention on the Reduction of Statelessness. By making references to specific readings and lectures, discuss whether UNHCR and IOM can spur renewed interest in norm-development in member states to address the ongoing and emerging mobility and protection concerns. When necessary, please use the readings and lectures in other modules as references.

*** I am looking for a discussion of whether there can be a renewed interest from nation-states to revise/renew/expand the refugee definition to provide protection and support for those who are affected by new challenges, such as the climate or pandemic as well as other factors not covered by the 1951 Refugee Convention.

If your answer is yes, the international community will come together sooner or later and address these issues, what factors will contribute to this renewed interest?

If your answer is no, the international community will have no incentive to expand the current refugee definition, what factors will contribute to this inaction or exclusionary policy?

How do you see the future of international migration and asylum? Are we going to see more managed, organized migration with a renewed institutional setting or are we going to experience more border closures, even more exclusionary interpretations of the current refugee protection regime? Why?

Module 14: In-class Op-Ed Workshop **(Apr 24 – April 30)**

What is due April 30th 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).

May 6th 9:30 - Major Exam II