

INTL 4630 Population, Immigration, and Politics
Spring 2024

11:30 – 12:20 Sanford Hall 212

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Open Lab Hours: Monday, 11:30 -12:20 am, and by appointment

Meeting link: <https://zoom.us/my/gsglam>

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 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 60-70 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 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.

COURSE FORMAT

Each of you learns differently. That matters to me. We will use a discussion-based course format to give you flexibility and autonomy in the learning process. *You will engage with the required readings and videos before coming to class. We will dedicate class time to applying 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 complete the required readings alone or in small groups and work on the module assignments.
- **On Wednesdays and Fridays**, we will have mini-lectures going over important concepts, address the module discussion question, and apply the module content to various case studies in class.

This course comprises six modules, including a Welcome Module, each covering various topics and learning materials. Each week we will cover a new topic, which will include the following:

1. A course reader
2. Reading reflections (Perusall Assignments)
3. A collection of supplementary materials and video links for further exploration (including lecture slides for note-taking and review).

At the end of each module, students will submit the following:

1. A module homework
2. A module quiz

To ensure a well-structured and organized learning experience, each module will adhere to a specific schedule. Each topic within a module opens on Tuesday at 10:00 am and closes the following Tuesday at 9:00 am. Typically, module assignments and quizzes will be due on the Thursday following the end of the last topic of a module. Please refer to the Course Schedule for individual module availability and assignment due dates.

Your active engagement with the course material (both online and in class) is crucial for your success in this class. It is essential to participate in the lectures and complete the assigned readings. Moreover, regular attendance in class meetings is vital. Following these guidelines will enhance your learning experience and make the most of this course.

GRADING

Your course grade is calculated from the following components:

- 20% - Perusall Assignments - Due every Tuesday at 9:00 am (EST)
- 30% - Six module quizzes (one for each module)
 - Module 1 Quiz (Syllabus Quiz) – Due by Jan 18th at 9 am
 - Module 2 Quiz – Due by Feb 8th at 9 am
 - Module 3 Quiz – Due by Feb 22nd at 9 am
 - Module 4 Quiz – Due by March 28th at 9 am
 - Module 5 Quiz – Due by April 11th at 9 am
 - Module 6 Quiz – Due by May 2nd at 9 am
- 25% - Six module homework (one for each module) - Due by Thursday at 9:00 am (EST) on the week it is assigned.
 - Module 1 HW (Getting to Know You Discussion) – Due by Jan 18th at 9 am
 - Module 2 HW – Due by Feb 8th at 9 am
 - Module 3 HW – Due by Feb 22nd at 9 am

- Module 4 HW – Due by March 28th at 9 am
- Module 5 HW – Due by April 11th at 9 am
- Module 6 HW – Due by April May 2nd at 9 am
- 25% - Op-ed: 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:
 - 2.5% - Op-ed Proposal – Due by Feb 15 at 9:00 am
 - 7% - 1st Draft – Due by March 21 at 9:00 am
 - 3% - Editor Feedback – Due by April 4th at 9:00 am
 - 12.5%- Final Draft – Due by April 29th at 9:00 am.

~ Perusall Assignments (20%) ~

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. I compute your overall score using your **3 highest-quality annotations** for each assignment, so be sure to write at least this number to ensure the best score.

You have access to your Perusall page via the eLC course page.

Detailed guidelines and grading rubric are available under the Welcome Module on the course eLC page.

~ Module Quizzes (30%) ~

At the end of each module, there will be a short (around 10 questions) multiple-choice quiz for you to complete. These quizzes will be graded automatically within eLC. Reading the required readings, attending the class lectures and activities, watching the short videos, and reviewing the longer set of slides for each module's topics should prepare you for each quiz. The quizzes are open notes and open books.

These quizzes will allow **two attempts** to give students the opportunity to learn from and improve their comprehension of the material. After the final quiz attempt is submitted, the **average attempt score** will be counted toward that student's quiz score. Thus, for example, if a student gets 95% and 85%, the student's quiz score for that quiz will be 90 percent. Please note that if a student chooses to take the quiz only one time, that score will be their final score. Be aware that quiz questions for each attempt are randomly drawn from a large question pool, which means there is a high probability that you will get a completely different set of 10 questions for each quiz attempt. Please also note 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.

~ *Module HW (25%)* -

There will be a discussion board for each module. I will start off the discussion board with some questions about the topics for that week. For each module, you will contribute at least one thoughtful response (a minimum of 300 words) to the discussion board question that references the course materials and one response to another student's post. Your response is to be grounded in the assigned materials. To ensure that everyone has the opportunity to engage with colleagues and consider alternative perspectives, students must also respond to another student's post (so, for each module discussion, you will need to post one original response to the discussion question and one response to a classmate). 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.
- **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.
- 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.
- A rubric can be found on eLC.

~ *Op-ed (25%)* ~

You will write a 1500-word opinion post that takes a stance on a relevant topic of your choosing about the country of your expertise directed to the 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 to publish your post anonymously. The goal of the assignment is to make an argument regarding development 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 in a newspaper/student journal.

A more detailed rubric can be found under the Welcome Module on the eLC course page.

~ *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	94 – 100 points		C	73 – 76.99 points
A-	90 – 93.99 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!
- Sign your name as you are enrolled in the course – sometimes UGA email header does not include your name.
- 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>
- During the workweek, I generally respond to emails in a timely manner (usually within 24-48 hours). On weekends, I do not check emails regularly. Please do not expect a response before the beginning of the workweek.

~ Accessing Course ~

Course materials will be hosted primarily on eLC, though I may make use of other online tools for the purpose of communicating with you. If you are traveling, ensure sufficient internet access time and unfettered access to the course site hosted on eLC and relevant services.

Please note that 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.

~ The Use of Technology ~

All phones should be **shut off** or set to **silent** (not vibrate) before arriving at class. The use or interruption of these devices during regular class time will result in a reduction of your final grade, and during test periods will be treated as cheating.

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 expect 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 arise. In the case of a rare technical problem, please notify me about the technical issue within 15 minutes of a deadline.

~ Life tokens ~

Sometimes, things get in the way of your best intentions to complete an assignment on time. To account for the unexpected situations in a caring and flexible way, I am implementing a “**life token**” policy, which means **you may miss one Perusall assignment, module quiz, and module homework without a grade penalty. In other words, I will drop the lowest Perusall assignment, module quiz, and module homework grade.** You can use this as you like (e.g., illness, sports travel, interviews, sleep, conferences). Please get in touch with me or Student Care and Outreach immediately if there are extenuating circumstances that may lead you to miss more than one of these assignments.

~ Extensions & Late Assignments ~

Our due dates in this class are not arbitrary. The course's pacing is designed to help you make steady and productive progress toward the learning objectives. 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 module assignments will automatically lock after the time at which they are due, and no late submission will be accepted. Submissions that are not received because of unapproved absence, technical problems, etc., will be a part of the “life token” or one freebie that is not counted towards your final grade.

The Op-ed Proposal may be accepted up to four days late, with a 10% penalty 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 90 (an A-) would instead receive an 80 (a B-) and so forth. Since it directly affects the performance and grades of other students, late submission of the 1st Drafts and Editor Reviews (Peer reviews) will not be accepted. Due to the time constraint at the end of the semester, late submission of the Op-ed Final Essay will also not be accepted or reviewed.

Beyond the one life token, extensions and make-ups are subject to the UGA class attendance policy, proper documentation, and my discretion.

~ 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](#).” A 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.

~ AI Tools Usage Policy ~

Incorporating AI Tools in Assignments

As part of this course, you are allowed to use AI tools for editing and refining your assignments. However, it is essential to remember that AI tools can carry inherent biases and inaccuracies due to various factors, including biased training data, algorithmic limitations, and potentially outdated information. Therefore, the primary focus of your assignments should be your original ideas and critical thinking.

Understanding AI Tool Biases:

Data Bias: AI tools learn from datasets that might not be fully representative. Biases present in historical data can influence the content generated by AI.

Cultural and Linguistic Bias: AI tools may reflect specific cultural or linguistic norms, potentially leading to content that is not universally accurate.

Societal and Political Bias: Biases present in society and politics can find their way into AI-generated content, potentially influencing objectivity.

Confirmation Bias: Some AI tools learn from existing data, which could result in content that aligns with pre-existing beliefs.

Misinterpretation of Nuances: AI tools might struggle with understanding complex nuances, emotions, or sarcasm in language.

Outdated Information: Additionally, please note that the information AI tools are trained on might not be up to date. For example, the knowledge ChatGBT has been trained on is current only up until September 2021. Therefore, any developments or changes that have occurred after that date might not be accurately reflected in AI-generated content.

Mitigating Biases:

To address biases and outdated information in your assignments:

Critical Evaluation: Cross-reference AI-generated content with reliable sources to verify accuracy, identify potential biases, and ensure information is current.

Diverse Sources: Seek information from various trusted sources to counteract potential bias from a single source, human or AI-generated.

Contextual Analysis: Consider the broader context and multiple perspectives to identify and address bias and outdated information.

Awareness and Education: Stay informed about AI tool biases and the limitations of outdated information to make informed content decisions.

Guidelines for this course:

Independent Thought: Your assignments should reflect your independent ideas and analysis. AI tools can aid in refining your work, but solutions and arguments should originate from your understanding.

Bias and Fact-Checking: Critically evaluate AI-generated content, cross-reference with reliable sources, fact-check for accuracy, and verify the currency of information.

Citations and References: Properly cite and reference all sources, including AI-generated content. Relying solely on AI-generated citations is not acceptable as AI tools are known to generate fake citations.

Fake Citations: Verify all citations manually to ensure accuracy and legitimacy.

Academic Integrity: Uphold academic integrity; AI tools should complement, not replace, your own understanding and analysis.

By considering these guidelines, understanding AI tool biases and potentially outdated information, you will ensure the integrity and reliability of your assignments. Your independent thinking and critical analysis remain vital to your academic success.

~ 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 a 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.

~ 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

MODULE 1: WELCOME MODULE (JAN 8 -JAN 15)

Topic 1: Course Introduction

- Lectures
 - Course Introduction Video
- Readings
 - Syllabus
 - 'Migrants'? 'Refugees'? Terminology Is Contested, Powerful, and Evolving
<https://www.migrationpolicy.org/article/terminology-migrants-refugees-illegal-undocumented-evolving>

Module 1 Assignments – Due Thursday, Jan 18, at 9:00 am

- Getting to Know You Discussion Post
- Syllabus Quiz

MODULE 2: PERSPECTIVES AND APPROACHES TO THE STUDY OF INTERNATIONAL MIGRATION

Topic 2: Concepts and Trends (Jan 15 – 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?

- Topic 2 Perusall Assignments are due on Tuesday, Jan 16th, at 9:00 am
- Lectures
 - Current migration trends
 - Historical Migration Trends

- For migrants, labels matter
- 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)
 - Read one of the regional analysis from IOM World Migration Report based on your last name:
 - * Group 1 (A through D): Migration in Africa. IOM World Migration Report 2020 (pages 60-73)
 - * Group 2 (D through L): Migration in Asia. IOM World Migration Report 2020 (pages 73-87)
 - * Group 3 (M through P): Migration in Europe. IOM World Migration Report 2020 (pages 87-98)
 - * Group 4 (R through Z): Migration in Latin America and Caribbean. IOM World Migration Report 2020 (pages 98-116)
- Additional Material – Lecture slides

Topic 3: Theories of Migration I (Jan 22 – 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?

- Topic 3 Perusall Assignments are due on Tuesday, Jan 23rd, at 9:00 am
- Lectures
 - Macro Theories
 - Meso Theories
 - Micro Theories
- Readings
 - Massey et al. 1993. “Theories of International Migration: A Review and Appraisal” (eLC)
- Additional Material – Lecture slides

Topic 4: Theories of Migration II (Jan 29 – Feb 5)

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

- Topic 4 Perusall Assignments are due on Tuesday, Jan 30th, at 9:00 am
- Lectures
 - Causes of Migration
- Readings
 - 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*
- Additional Material – Lecture slides

Module 2 Assignments – Due Thursday, Feb 8th at 9:00 am

- Module 2 Discussion
- Module 2 Quiz

MODULE 3: GOVERNANCE OF INTERNATIONAL MIGRATION

Topic 5: Global Migration Governance (Feb 5 – Feb 12)

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?

- Topic 5 Perusall Assignments are due on Tuesday, Feb 6th at 9:00 am
- Lectures
 - Addressing Root Causes
 - Low skilled labor migration
 - High-skilled labor migration
 - Irregular migration
 - Diasporas
- Readings
 - 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
- Additional Material – Lecture slides

Topic 6: Global Forced Migration Governance (Feb 12 – Feb 19)

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?

- Topic 3 Perusall Assignments are due on Tuesday, Feb 13th at 9:00 am
- Lectures
 - UNHCR and International Refugee Protection Regime
- Readings
 - 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)
- Additional Material – Lecture slides

Module 3 Assignments – Due Thursday Feb 22nd at 9:00 am

- Module 3 Discussion
- Module 3 Quiz

MODULE 4: MIGRATION AND THE COUNTRY OF DESTINATION

Topic 7: Migration and Citizenship – and semi citizenship (Feb 19 – Feb 26)

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 over time? Should democracies have partial memberships? Should citizenship be earned? Can it be bought?

- Topic 7 Perusall Assignments are due on Tuesday, Feb 20th at 9:00 am
- Lectures
 - Migration-citizenship nexus
 - Denizenship
 - Passports on sale
- Readings
 - 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)
- Additional Material – Lecture slides

Topic 8: Immigrants, Society, and Politics of Resentment (Feb 26 – March 11)

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?

- Topic 8 Perusall Assignments are due on Tuesday, Feb 27th at 9:00 am
- Lectures
 - Integration policies: A controversial issue
 - Nativism, racism, and minority formation
 - Linguistic and cultural rights
 - Political rights of immigrants
- Readings
 - 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.
- Additional Material – Lecture slides

Topic 9: Economic Effects of Immigration on Destination Countries (March 11 – March 18)

- Topic 9 Perusall Assignments are due on Tuesday, March 12th at 9:00 am
- Lectures
 - Labor market effects
 - Wages
 - Employment and Unemployment
 - Poverty and Inequality
 - Macroeconomic effects
 - Wendy Zukerman, “Immigration,” Science Vs, Gimlet Media, March 9, 2017.
- Readings
 - Card – Mariel Impact (eLC)
 - Borjas – The Wage Impact of the Marielitos a Reappraisal
 - Anderson – A Very Private Business
- Additional Material – Lecture slides

Topic 10: Migration Policies (March 18 – March 25)

March 21 - Withdrawal Deadline

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?

- Topic 10 Perusall Assignments are due on Tuesday, March 19th at 9:00 am
- Lectures
 - Border control policies
 - Entry and stay policies
 - Exit policies
 - Is the EU complicit in migrant abuse in Libya?
- Readings
 - A Guide to Title 42 Expulsions at the Border
 - De Haas et al. International Migration Trends, Determinants, and Policy Effects
- Additional Material – Lecture slides

Module 4 Assignments – Due Thursday March 28th at 9:00 am

- Module 4 Discussion
- Module 4 Quiz

MODULE 5: MIGRATION AND THE COUNTRY OF ORIGIN

Topic 11: Transnational Migrant and the Country of Origin (March 25 – Apr 1)

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?

- Topic 11 Perusal Assignments are due on Tuesday, March 26th at 9:00 am
- Lectures
 - Transnational migration
 - The nation outside the nation
- Readings
 - 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
- Additional Material – Lecture slides

Topic 12: Economic Effects of Emigration on Origin Countries (Apr 1 – Apr 8)

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?

- Topic 12 Perusal Assignments are due on Tuesday, April 2nd at 9:00 am
- Lectures
 - Remittances
 - Brain drain, brain gain, or brain waste?
- Readings
 - De Haas – Remittances, Migration, and Social Development
 - Parrenas – Long Distance Intimacy: class, gender, and intergenerational relations
- Additional Material – Lecture slides

Module 5 Assignments – Due on Thursday Apr 11th at 9:00 am

- Module 5 Discussion
- Module 5 Quiz

Module 6: MORAL AND CONTEMPORARY CONCERNS

Topic 13: Securitization of Migration (Apr 8 – Apr 15)

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"?

- Topic 13 Perusal Assignments are due on Tuesday, April 9th at 9:00 am
- Lectures
 - Securitization of migration
 - The role of media and constructing the migrants as the enemy "from within"
 - Frontline: Separated
- Readings

- 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
- Additional Material – Lecture slides

Topic 14: Ethics of Borders (Apr 15 – Apr 22)

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?

- Topic 14 Perusall Assignments are due on Tuesday, April 16th at 9:00 am
- Lectures
 - Is migration a basic human right?
- Readings
 - 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.
- Additional Material – Lecture slides

Topic 15: Contemporary Issues (Apr 22 – Apr 29)

How will climate change impact migration? What are the effects 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?

- Topic 15 Perusall Assignments are due on Tuesday, April 23rd at 9:00 am
- Lecture
 - Is there a link between climate change and migration?
 - Who is responsible for climate migrants?
 - Case Studies: Senegal and Philippines
- Readings
 - 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
- Additional Material – Lecture slides

Module 6 Assignments – Due on Thursday May 2nd at 9:00 am

- Module 6 Discussion
- Module 6 Quiz

Op-ed Final Paper – Due on April 29th at 9 am both on Tremr and the Dropbox on the eLC course page.