

INTL 4630 Population, Immigration, and Politics
Spring 2026

1:15 – 2:35 Peabody Hall 220

Instructor: Dr. Gulcan Saglam

E-mail: gsaglam@uga.edu

Office Hours: Wednesday, 11:45 -12:45 pm and by appointment

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

COURSE DESCRIPTION AND OBJECTIVES

In this course, we will explore questions about international migration and membership in the contemporary world by drawing on theoretical, empirical, and normative perspectives. Theoretically, 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 you to 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 the people who hold them. 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 successful completion of this course, you should be able to:

- Compare and contrast key micro-level (individual), meso-level (community or regional), and macro-level (national or global) factors that contribute to the initiation and continuation of international migration.
- Assess the effectiveness of the current international migration governance regime, considering factors such as legality, human rights protection, inclusivity of migrant voices, responsiveness to migrant needs, and the challenges associated with enforcement mechanisms.
- Analyze the political, economic, and social interactions between the destination country, the origin country, and the migrant, considering the influence of social perceptions, cultural norms, and power dynamics.
- Critically evaluate the effectiveness of migration policies in achieving their stated objectives.
- Articulate a well-supported position on the complex interplay between the human rights of migrants and the sovereignty rights of states within the ethical framework of national borders.

You will also develop a set of soft 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 reading annotations, module assignments, actively engaging with the readings and ideas of your peers, participating in class activities, and taking the final exam at the end of the semester.

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.

- **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 for free through the eLC course page or the Perusall course page.** The readings for this course encompass a range of competing theories and conflicting interpretations of historical and contemporary case studies. Your job is to read critically, identify, and then compare and evaluate contending arguments.
- 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 interested in immigration and/or refugee issues may wish to consult the following resources: the Center for Immigration Studies (www.cis.org) and 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. To provide you with flexibility and autonomy in the learning process, we will utilize a **discussion-based course format**.

The focus of this course is active learning, which encourages deep engagement with the material to help you understand and connect it to other courses or aspects of your life. Instead of simply listening to lectures, class time will be dedicated to activities that foster curiosity, initiative, reflection, and meaningful connections.

Before each class, you will engage with assigned readings and videos to prepare for in-class application of the material. Class sessions will involve case studies, discussions, and hands-on activities designed to enhance your understanding and provide opportunities to explore concepts at your own pace in a supportive environment.

The discussion-based format enables us to allocate class time to engaging activities that enhance your active learning of the material, rather than relying solely on lecturing. When conducting hands-on case studies and practicing new skills in class, you will have the opportunity to explore new concepts at your own pace in a controlled and supportive environment. *Research and my own teaching demonstrate a significant increase in student learning in active learning settings compared to traditional methods.*

- **Mondays will be structured content days.** These sessions are designed for you to actively engage with the key concepts from the module, with the guidance and support of the instructor. You will have the opportunity to work individually or in small groups, exchange reflections, and engage in discussions based on the provided guiding questions. This is your chance to deepen your understanding through collaborative learning and focused exploration of the material.
- **Wednesdays will be dedicated to the application of the course material.** These days will focus on hands-on, active learning where we'll apply the concepts from the module to historical and current case studies. We'll begin with brief mini lectures that may cover important concepts from the module, address any misconceptions, or introduce relevant topics not included in the module. Following this, we'll engage in in-depth discussions around the module's discussion question and participate in practical exercises that allow you to explore and apply the material in real-world contexts.

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 (lectures and readings)
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 discussion
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 Monday at 12:00 am and closes the following Sunday at 11:59 pm. Typically, module assignments and quizzes are due on Thursday at 9:00 a.m., following the end of the last topic in 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:

<i>Target Learning Areas</i>	<i>Weight</i>	<i>Assignment Types</i>	<i>Due Dates</i>
<p>Responsible for own learning: Fully independent</p>	15%	Perusall Annotations (Reading reflections)	Due by Sunday at 11:59 pm (EST) on the week they are assigned
<p>Process skills: Work completed by students while being exposed to content, potentially with instructor support</p>	15%	<p>Class presence and participation (Classwork, eLC assignments, polls, written papers, group discussions, individual reflection papers, and both announced and unannounced quizzes, etc.)</p> <p>Going over the module content (lectures and readings) before coming to class</p>	By the end of the class period, unless otherwise announced
<p>Conceptual Understanding: Any type of assignment completed after extensive exposure</p>	25% (Module Quizzes)	<p>Six Module Assignments</p> <ul style="list-style-type: none"> Module 1 Quiz and Discussion Module 2 Quiz and Discussion 	<ul style="list-style-type: none"> Jan 29, 9:00 am Feb 12, 9:00 am

to content and/or skills to evaluate students' learning and progress.	20% (Module Discussions)	<ul style="list-style-type: none"> • Module 3 Quiz and Discussion • Module 4 Quiz and Discussion • Module 5 Quiz and Discussion • Module 6 Quiz and Discussion 	<ul style="list-style-type: none"> • Feb 26, 9:00 am • March 26, 9:00 am • April 9, 9:00 am • April 26, 11:59 pm
<p><i>Application of Knowledge:</i></p> <p>End-of-semester cumulative assessment or project completed by students after being exposed to the whole class content</p>	25%	Final Exam	April 29, 12:00 pm

~ Perusall Assignments (15%) ~

Perusall is a collaborative annotation tool designed to enhance your learning by allowing you to engage directly with course readings and your classmates. It helps clarify complex ideas, promotes active learning, and fosters a supportive environment for deeper understanding. You can access Perusall through the course eLC page.

- You are expected to annotate the assigned readings by starting or joining threads with questions, comments, or insights; respond promptly to classmates' questions to support peer learning; and notify the instructor of any widespread confusion that may need to be addressed in class.
- Your grade is based on your **3 highest-quality annotations per assignment** (minimum of three annotations per reading). This encourages thoughtful contributions without penalizing brief responses to simple questions. Annotations are scored as follows:
 - 3 points: Thoughtful reading and insightful interpretation
 - 2 points: Indicates reading but lacks depth
 - 1 point: Minimal effort or engagement

Examples are provided on eLC to guide your work.
- Annotations are due every **Sunday at 11:59 pm**. Late submissions will not receive credit, as timely engagement is key to integrating your input into class activities.
- Annotations should be distributed across the entire assigned text. Focusing only on one section or skipping large portions will negatively affect your score.

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

~ *Class Presence and Participation (15%)* ~

Participation is a core component of this course and supports your development as a critical thinker, communicator, and globally aware student. In-class participation is designed to help you build core conceptual and analytical skills through interactive, collaborative learning. Activities include group discussions, simulations, quick writes, polls, and other structured exercises that reinforce course content.

- Be present and prepared to engage with both material and peers.
- Complete all in-class tasks on time with your name clearly indicated. These papers are due at the end of each class period.
- Contribute meaningfully by offering relevant insights, building on others' ideas, and referencing course concepts.
- Listen actively and respectfully.
- All sessions are essential—each class is designed to build your skills and deepen your understanding of global politics.

~ *Module Quizzes (25%)* ~

Module quizzes assess your comprehension of course material and reinforce your learning. At the end of each module, you will complete a 10-question multiple-choice quiz on eLC. Quizzes are open-note and open-book, but questions are randomly drawn from a large question pool, meaning each attempt will likely feature different questions. Use the quizzes as practice — not just for points, but to build your analytical skills and prepare for the cumulative assessment.

- You are allowed **two attempts** per quiz. Your **highest score** will be recorded as your final grade.
- Review all required readings, videos, and slide sets before attempting the quiz to maximize your success. Use feedback from your first attempt to identify areas for improvement and refine your study strategy for the second attempt, if necessary.
- Complete quizzes by the deadlines specified in the course schedule. Late submissions will **NOT** be accepted, so plan ahead.
- **Questions on the final exam will be drawn from and build on these quizzes.** Students who neglect to take the quizzes seriously often struggle significantly in the final.

~ *Module Discussions (20%)* -

The discussion board is designed to foster engagement with course topics, encourage dialogue, and explore diverse perspectives. By contributing thoughtful responses and interacting with peers, students deepen their understanding and strengthen their critical thinking skills. For each module discussion:

1. Submit one **thoughtful response** (minimum **400 words**) to the discussion board question provided by the instructor.
 - Responses must reference course materials, including readings, lecture videos, or other required content.
2. Respond to **at least one classmate's post** to promote meaningful interaction and discussion (minimum **150 words**).
 - Responses must be typed directly into the discussion board dialogue box (attachments are not accepted).
 - Cite sources accurately and consistently (lecture videos excluded). Use any citation style you are familiar with.

A detailed grading rubric is available on eLC for reference.

~ Final Exam (25%) ~

The final exam, which accounts for 20% of your final grade, is designed to assess your understanding of the key concepts, theories, and topics covered throughout the course. This in-person, cumulative exam will assess your ability to synthesize material and apply your knowledge to critically analyze global issues. The exam may consist of a mix of multiple-choice, short-answer, and essay questions to assess both your recall of important information and your ability to think critically about course topics. The exam will include questions that span all modules, readings, lecture videos, and in-class activities. Be prepared to engage with key concepts, major case studies, and important theories discussed throughout the semester

Date & Time: April 29, 12:00 pm

~ Life tokens ~

Sometimes things happen that 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 module quiz, one module discussion, one Perusall annotation, and three in-class participation activities without a grade penalty**. In other words, I will drop the lowest scores for one module quiz, one module discussion, and one Perusall annotation, as well as your three lowest participation scores.

You may utilize these tokens for any reason—be it illness, competitions, travel for sports or interviews, personal rest, transportation issues, doctor appointments, or attending conferences. It's important to note that this policy is designed to cover typical unforeseen circumstances, and no additional individual exceptions will be granted beyond these tokens. If you encounter severe or extenuating circumstances that may cause further absences, please contact Student Care and Outreach promptly to discuss your situation. This proactive communication helps ensure that we manage your course commitments effectively while addressing your personal challenges.

~ 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 ELC site announcements page to ensure 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 work week, 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 until the next workday.

~ Accessing Course ~

Course materials will be primarily hosted on eLC, although I may use other online tools to communicate with you. If you are traveling, ensure you have sufficient internet access time and unfettered access to the course site hosted on eLC and relevant services.

~ The Use of Technology ~

All phones must be turned off or set to silent mode (not vibrate) before class and put away during class. Laptops are not permitted unless otherwise announced by the instructor. Research in cognitive psychology indicates that longhand note-taking facilitates deeper processing and conceptual learning compared to laptop note-taking (Mueller & Oppenheimer, 2014)¹. Students with approved accommodation through the Disability Resource Center (DRC) may use laptops or other assistive technologies as needed. You should still bring a device capable of accessing the course page when instructed.

¹ Mueller, P. A., & Oppenheimer, D. M. (2014). *The pen is mightier than the keyboard: Advantages of longhand over laptop note taking*. *Psychological Science*, 25(6), 1159–1168.
<https://doi.org/10.1177/0956797614524581>

Use of electronic devices during regular class time may result in a reduction of your participation grade. The use of devices during exams will be considered academic dishonesty.

Students are responsible for maintaining reliable internet access and access to a computer that supports audiovisual content, as some assignments are time sensitive. For technical issues, contact the EITS Help Desk at helpdesk@uga.edu, and notify me immediately if you anticipate ongoing access problems. Students are also responsible for monitoring scheduled eLC maintenance and submitting all work by posted deadlines. To avoid issues, submit assignments well in advance of deadlines.

In the event of a rare technical problem, you must notify me within **15 minutes** of the deadline, include documentation of the issue, and—if the assignment is written, attach the completed work you were attempting to submit.

~ Assignment Deadlines & Late Work Policy ~

The due dates in this class are intentional and designed to ensure steady and productive progress toward achieving the course's learning objectives. To succeed, it is important to be aware of all deadlines for assignments and work ahead of deadlines to account for unexpected challenges.

- All module assignments will automatically lock at their designated due date. **No late submissions will be accepted.**
- Submissions not received due to unapproved absences, technical issues, or other unforeseen circumstances may fall under the *life token policy*.
- Beyond the life token policy, extensions and make-ups will only be granted in accordance with the UGA class attendance policy and require proper documentation, and my discretion based on the situation.
- Due to the interactive nature of in-class participation activities, there will be no make-ups for the missed in-class participation activities.

Please plan ahead, stay on top of deadlines, and communicate proactively if you encounter any issues.

~ 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 regrade 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 throughout the semester. To make this a successful class, it is essential that we create an environment where everyone has the opportunity to learn. To facilitate this goal, I expect students to treat one another with respect, listen to conflicting opinions, and seek to discredit arguments rather than individuals. (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 other students or me.)

~ *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](#)". 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 the Judicial Affairs office, as required by university policy. Make sure that you understand how to avoid charges of academic dishonesty.

~ *AI Tools Usage Policy* ~

The use of Generative AI (GAI) tools is generally **not permitted** in this course, but may be allowed for **editing and refining your assignments**. The central focus of your work must be your **original ideas** and **critical thinking**.

Key Guidelines:

1. **Original Work:** You may not present GAI-generated output as your own work. Your assignments must reflect your personal analysis, interpretation, and understanding.
2. **Proper Citation:** Any use of GAI output must be appropriately cited or disclosed. Direct quotes require quotation marks and in-line citations. Uncited or misrepresented GAI-generated content will be treated as academic misconduct and reported to the Office of Academic Honesty in line with UGA's "*A Culture of Honesty*".
 - For proper citation guidelines, refer to the APA Style article: *How to Cite ChatGPT*.
3. **Best Practices for Using GAI:**
 - Do not have both your assignment and the GAI tool open at the same time.
 - Take notes in your own words while interacting with the tool, then use those notes to inform your assignment.

- Never copy and paste GAI output directly into your work. Treat it as a learning tool to deepen your understanding.
4. Accuracy and Bias: GAI tools are highly prone to errors and bias. Assume GAI output is incorrect unless you can verify it through a reliable source. It is your responsibility to critically assess the validity and relevance of any GAI content you engage with.
 5. AI-Integrated Tools: The advice above applies equally to AI assistants integrated into grammar, composition, or other writing tools.

Final Note:

If you are uncertain about whether a particular use of GAI is appropriate, err on the side of caution and ask for clarification. This course prioritizes your critical thinking and original contributions. **Any uncited use of AI will be considered plagiarism.**

~ Prohibition on Recording Lectures ~

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

~ 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 students with confidentiality.

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

COURSE SCHEDULE

MODULE 1: WELCOME MODULE

1.1. Course Introduction (JAN 12 - JAN 19)

- 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>

1.2. How to read an academic article in Political Science (Jan 19 – Jan 26)

- Topic 1.2 Perusall Assignments are due on Sunday, Jan 18 at 11:59 pm
- Course Reader
 - Amelia Hoover Green – How to read Political Science: A guide in four steps
How to Read and Understand a Social Science Journal

Module 1 Assignments – Due Thursday, Jan 29, at 9:00 am

- Getting to Know You Discussion Post
- Syllabus Quiz

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

2.1. Concepts and Trends (Jan 26 – Feb 2)

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 2.1 Perusall Assignments are due on Sunday, Jan 25 at 11:59 pm
- 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

2.2. Theories of Migration I (Feb 2 – Feb 9)

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

- Topic 2.2 Perusal Assignments are due on Sunday, Feb 1st at 11:59 pm
- Lectures
 - Macro Theories
 - Meso Theories
 - Micro Theories
- Readings
 - 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*
- Additional Material – Lecture slides

Module 2 Assignments – Due Thursday, Feb 12th at 9:00 am

- Module 2 Discussion
- Module 2 Quiz

MODULE 3: GOVERNANCE OF INTERNATIONAL MIGRATION

3.1. Global Migration Governance (Feb 9 – Feb 16)

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 3.1 Perusal Assignments are due on Sunday, Feb 8th at 11:59 pm

- 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

3.2. Global Forced Migration Governance (Feb 16 – February 23)

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? 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 3.2 Perusal Assignments are due on Sunday, Feb 15, at 11:59 pm
- 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, February 26th at 9:00 am

- Module 3 Discussion
- Module 3 Quiz

MODULE 4: MIGRATION AND THE COUNTRY OF DESTINATION

4.1. Migration and Citizenship – and semi-citizenship (February 23 – March 2)

How are nationality, citizenship, and immigration connected? Why do states monopolize individual's means of movement? How do states and politics 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 4.1 Perusall Assignments are due on Sunday, Feb 22, at 11:59 pm
- 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

4.2. Immigrants, Society, and Politics of Resentment (March 2 – March 9)

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 4.2 Perusall Assignments are due on Sunday, March 1, at 11:59 pm
- 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

MARCH 9 – MARCH 16 SPRING BREAK

4.3. Economic Effects of Immigration on Destination Countries (March 16 – March 23)

- Topic 4.3 Perusall Assignments are due on Sunday, March 15, at 11:59 pm
- 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

Module 4 Assignments – Due Thursday March 26th at 9:00 am

- Module 4 Discussion
- Module 4 Quiz

MODULE 5: MIGRATION AND THE COUNTRY OF ORIGIN

5.1. Transnational Migrant and the Country of Origin (March 23 – March 30)

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 5.1 Perusall Assignments are due on Sunday, March 22, at 11:59 pm
- 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

5.2. Economic Effects of Emigration on Origin Countries (March 30 – April 6)

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 5.2 Perusall Assignments are due on Sunday, March 29, at 11:59 pm
- 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 9th at 9:00 am

- Module 5 Discussion
- Module 5 Quiz

Module 6: MIGRATION, POLICY, AND BORDERS

6.1. Migration Policies (Apr 6 – Apr 13)

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 6.1 Perusall Assignments are due on Sunday, April 5th at 11:59 pm
- 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

6.2. Securitization of Migration (Apr 13 – Apr 20)

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”?

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 6.2 Perusall Assignments are due on Sunday, April 12th at 11:59 pm
- Lectures
 - Securitization of migration
 - The role of media and constructing the migrants as the enemy “from within”
 - Is migration a basic human right?
- Readings
 - Ferreira – From Narratives to Perceptions in the Securitization of Migratory Crisis in Europe
 - Moya – Words of (Un)Welcome: Securitization and Migration in Ecuador
 - 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

6.3 Contemporary Issues (April 20 – April 27)

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 Perusal Assignments are due on Sunday, April 19 at 11:59 pm
- 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 Sunday, April 26th at 11:59 pm

- Module 6 Discussion
- Module 6 Quiz

Final Exam – April 29, 12:00 pm