

MIGRATION POLICY AND POLITICS

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Class hours: TBA
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People move from one place to another—and always have. Migration might be voluntary and economic—in search of a better life—or forced and political—simply to save one’s life. Whatever the nature of the migration, it always has consequences that go far beyond the simple increases and decreases in population—for example, the current migrant crisis in Europe has strengthened far-right populism and isolationism, seen most dramatically in Britain’s decision to withdraw from the EU. It should come as no surprise, then, that migration is perpetually at the center of our political discourse. In this course, we will investigate migration and its consequences from a number of different perspectives.

WEBPAGE AND FACEBOOK GROUP: I have created a webpage and a Facebook group for the class. You can find the link to the Facebook group on the homepage: <http://sites.google.com/a/swedishprogram.org/tspmigration/>. On the webpage you will also find the readings, assignments, and lecture notes, as well as links to upload your assignments, and to useful resources for further study. The group is intended primarily as a discussion forum outside of class, although you are also encouraged to participate in extending class discussions by posting questions and links throughout the semester. I will use the group to post links to articles and books that are relevant to the class, as well as reminders of deadlines and questions I have for you as a group outside of class. The real purpose of the group, however, is for you to post your own thoughts and questions and to have further discussions.

READINGS: Many of the readings for the course will be available to download on the course website. There are also two required books, which we will read throughout the semester:

Stephen Castles, Hein de Haas, and Mark J. Miller, *The Age of Migration (Fifth Edition)*
Paul Scheffer, *Immigrant Nations*

LAPTOPS IN THE CLASSROOM: You are welcome to use a laptop to take notes during lecture. However, please refrain from using the internet while in class: it distracts you and those around you from the classroom discussion, and current research shows that focusing on several tasks at once negatively impacts learning.

GRADING: Your grade will be calculated according to the following breakdown:

<i>Attendance and participation:</i>	10%
<i>Briefings:</i>	20%
<i>Research project:</i>	70%

ATTENDANCE AND PARTICIPATION (10%): Attendance is mandatory; you have to come to lecture to pass this course. One unexcused absence is permitted; any unexcused absence after that will lower your grade one step (e.g., from A to A-). Participation is also an essential component of this course. You are expected to participate in a number of ways: e.g., you can be involved in class discussions and ask questions during lecture, you can be active on the Facebook group, and you can be engaged during in-class activities.

BRIEFINGS (2 x 10%): You will do **two** joint in-class briefings during the semester. Each briefing should introduce the rest of the class to a specific case study—either a country or

cluster of countries, a particular migratory flow, or some other topic related to migration. The briefings should be about 20 minutes in length.

RESEARCH PROJECT (70%): All of the assignments outside of class time will be part of a semester-long individual research project on a topic of your choosing. You are **required** to come talk to me about the research project during the first two weeks of the course. This project should be an in-depth investigation of some aspect of migration that we do not cover in class. The research project should use and incorporate what you have learned in lecture and through the class readings. To help structure your research, you will have a written research task every other week. Guidelines for all of the research tasks will be available on the course website. The research tasks are as follows:

- Week 3: *Initial research questions (5%)*. This is a 1–2-page report stating the questions that will guide your research, as well as a brief introduction to why you want to research this topic. The questions should define your topic and provide a road map for your research.
- Week 5: *Sources and resources (5%)*. There are two parts to this assignment: 1) You will produce a tentative bibliography, with a one or two sentence summary for each of the major texts. 2) You will identify the resources you will rely on gather your data, as well as provide short descriptions about the type of evidence available through the different resources.
- Week 7: *Research proposal (10%)*. The research proposal is a brief (5–7 pages) statement describing your intended research project. It includes not only a more developed research question, but also a description of your methodology and expected findings. You will be given a detailed list of what to include, to help guide you when writing your prospectus.
- Week 9: *Literature review (5%)*. The literature review is an updated and expanded version of the sources and resources task. Here you will outline the existing research on your topic by giving short summaries of the your important sources as well as explaining how those sources have contributed to and advanced our understanding of your topic.
- Week 11: *Outline of findings (5%)*. At this point, you should have preliminary results for your project—enough to turn in a 1–2 page outline of your final product, focused on presenting your results to date.
- Exam week: *Final project (40%)*. Your final research report should be 15–20 pages in length. I will give you a set of guidelines for structuring and formatting your paper, as well as an explanation of the criteria I will use to evaluate your final report.

SCHEDULE:

Week 1 *Introduction: cosmopolitanism and alienation*

Week 2 *How open should borders be?*

Reading: Castles, de Haas, & Miller, chapters 1-2
Carens, "Aliens and Citizens: The Case for Open Borders"
Zolberg, "Why Not the Whole World?"
Miller, "Immigrants, Nations, and Citizenship"

Week 3 *Immigration and social change*

Reading: Castles, de Haas, & Miller, chapter 3
Scheffer, chapters 1-2
Sassen, "Global Cities and Diasporic Networks"

Research task: Initial research questions

Week 4 *A brief history of migration*

Reading: Castles, de Haas, & Miller, chapters 4-5
McKeown, "Global Migration, 1846-1940"

Week 5 *Strategies of integration*

Reading: Castles, de Haas, & Miller, chapter 10
Scheffer, chapter 6
Joppke, *The Role of the State in Cultural Integration*
Zolberg & Woon, "Why Islam Is Like Spanish"

Research task: Sources and resources

Week 6 *Immigrants and the labor market*

Reading: Castles, de Haas, & Miller, chapter 11
Barrett & McCarthy, "Immigrants and Welfare Programs"

Week 7 *Case study: immigration in the U.S.*

Reading: Castles, de Haas, & Miller, chapter 6
Scheffer, chapter 7
Massey, "America's Immigration Policy Fiasco"
Riosmena & Massey, "Pathways to El Norte"
Huntington, "The Hispanic Challenge"

Research task: Research proposal

Week 8 *Irregular migration and trafficking*

Reading: TBA

Week 9 *Forced migration: refugees and asylum seekers*

Reading: UNHCR, *Global Report 2016*
Hatton, "The Rise and Fall of Asylum"
Adelman, "Can Hannah Arendt Help Us Rethink Our Global Refugee Crisis?"
Carens, "The Case for Amnesty"

Research task: Literature review

Week 10 *Segregation, exclusion, and terrorism*

Reading: Scheffer, chapters 6 + 8
Packer, "The Other France"

Week 11 *Case study: immigration in Europe*
Reading: Scheffer, chapters 4-5
Eakin on Denmark and Norway

Research task: Outline of findings

Week 12 *The European migrant crisis and its consequences*
Reading: TBA

Week 13 **Exam week: Final project due!**