

MIGRATION POLICY AND POLITICS

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Class hours: Monday & Wednesday 10.30–12.00

Office hours: Monday & Wednesday 12.15–13.15

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.

GOOGLE CLASSROOM: The Swedish Program uses the Google Classroom platform for all its courses. On the course Classroom page, you will find the readings, assignments, and lecture notes, as well as links to useful resources for further study. The course platform is also where you will submit your assignments. It also functions as a discussion forum outside of class: you are highly encouraged to participate in extending class discussions by posting questions and links throughout the semester. I will use the course platform 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.

READINGS: Many of the readings for the course will be available to download on the course platform. 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:

Attendance and participation: 10%

Briefings: 20%

Research project: 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:

9/11: *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.

9/25: *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.

10/9: *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.

10/23: *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.

11/20: *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.

12/4: *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:

8/28	<i>Introduction</i>	348
8/30	<i>Cosmopolitanism and alienation</i> Reading: Nussbaum, "Patriotism and Cosmopolitanism" Kymlicka, "Multicultural Citizenship within Multicultural States" Aviv, "The Trauma of Facing Deportation" Singer, <i>Practical Ethics</i> , chapter 9	133
9/4	<i>Theories of Migration</i> Reading: Castles, de Haas, & Miller, chapters 1–2 Scheffer, chapter 3 <i>International Migration Report 2015: Highlights</i>	348
9/6	<i>How open should borders be?</i> Reading: Carens, "Aliens and Citizens: The Case for Open Borders" Zolberg, "Why Not the Whole World?" Miller, "Immigrants, Nations, and Citizenship" Pevnick, "Social Trust and the Ethics of Immigration Policy"	538
9/11	<i>Immigration and social change</i> Reading: Castles, de Haas, & Miller, chapters 3 + 12 Research task: Initial research questions	348
9/13	<i>Migration, globalization, and urbanization</i> Reading: Scheffer, chapters 1–2 Sassen, "Global Cities and Diasporic Networks"	133
9/18	<i>A brief history of migration</i> Reading: Castles, de Haas, & Miller, chapters 4–5 McKeown, "Global Migration, 1846-1940"	350
9/20	<i>Controlling immigration</i> Reading: Castles, de Haas, & Miller, chapter 10 Czaika & de Haas, "The Effectiveness of Immigration Policies" Joppke, "Why Liberal States Accept Unwanted Immigration"	133
9/25	<i>Strategies of integration I</i> Reading: Scheffer, chapter 6 Zolberg & Woon, "Why Islam Is Like Spanish" Research task: Sources and resources	350
9/27	<i>Strategies of integration II</i> Reading: Joppke, <i>The Role of the State in Cultural Integration</i> Papademetriou & Benton, <i>Towards a Whole-of-Society Approach</i>	133
10/2	<i>Immigrants and the labor market</i> Reading: Castles, de Haas, & Miller, chapter 11 <i>Is Migration Good for the Economy?</i> Barrett & McCarthy, "Immigrants and Welfare Programs" Desiderio, <i>Integrating Refugees into Host Country Labor Markets</i>	348
10/4	<i>Migration and climate change</i> Reading: Castles, de Haas, & Miller, chapter 9 <i>Migration and Global Environmental Change</i> , Executive Summary + chapter 7 Video: <i>Changing Climate, Moving People</i>	133

10/9	<i>Immigration in North America I: The U.S.</i>	348
	Reading: Castles, de Haas, & Miller, chapter 6 Scheffer, chapter 7 Huntington, “The Hispanic Challenge” Meissner et. al., <i>Immigration Enforcement in the United States</i> , chapters 1–2, 7 Massey, “America’s Immigration Policy Fiasco” Riosmena & Massey, “Pathways to El Norte”	
	Research task: Research proposal	
10/11	<i>Immigration in North America II: Canada</i>	133
	Reading: Bloemraad, <i>Understanding “Canadian Exceptionalism”</i> Wilkinson & Garcea, <i>The Economic Integration of Refugees in Canada</i> Hiebert, <i>What’s So Special about Canada?</i> Massey et. al., “An Evaluation of International Migration Theory”	
10/16	<i>Irregular migration</i>	348
	Reading: Czaika & Hobolth, “Do Restrictive Asylum and Visa Policies Increase Irregular Migration into Europe?” Cheliotis, “Punitive Inclusion” Carens, “The Rights of Irregular Migrants”	
10/18	<i>Human trafficking</i>	133
	Reading: Salazar Parreñas et. al., “What Is Human Trafficking?” Taub, “The Desperate Journey of a Trafficked Girl” Vance, “Twelve Ways to Do Nothing about Trafficking”	
10/23	<i>Forced migration: refugees and asylum seekers I</i>	350
	Reading: UNHCR, <i>Global Report 2016</i> Newland: “New Approaches to Refugee Crises in the 21 st Century” Turner, “What Is a Refugee Camp?” Adelman, “Can Hannah Arendt Help Us Rethink Our Global Refugee Crisis?”	
	Research task: Literature review	
10/25	<i>Forced migration: refugees and asylum seekers II</i>	133
	Reading: Hatton, “The Rise and Fall of Asylum” Strang & Ager, “Refugee Integration” Carens, “The Case for Amnesty”	
10/30 –11/12	Break: no class!	
11/13	<i>Segregation, exclusion, and terrorism</i>	348
	Reading: Scheffer, chapter 8 Kaufmann, “Ethnic Change and Opposition to Immigration” Huysmans, <i>The Politics of Insecurity</i> , chapters 1–2, 4 Packer, “The Other France”	
11/15	<i>Immigrant identity and racism</i>	536
	Reading: Wren, “Cultural Racism: Something Rotten in the State of Denmark?” Ben-Eliezer, “Becoming a Black Jew” Mudde, <i>Immigration and Nativism in Europe and North America</i>	

11/20	<i>Immigration in Europe I: Germany and the Netherlands</i>	350
	Reading: Scheffer, chapters 4–5 Rieting, <i>Germany’s New Approaches to Integrating Refugees into the Labor Market</i>	
	Research task: Outline of findings	
11/22	<i>Immigration in Europe II: Scandinavia</i>	538
	Reading: Eakin on Denmark and Norway Bevelander & Isastorza, <i>Catching Up</i> Emilsson, <i>No Quick Fix</i>	
11/27	<i>The European migrant crisis and its consequences</i>	536
	Reading: Greenhill, “Open Arms behind Barred Doors” <i>Europe’s Refugee Crisis: An Agenda for Action</i> Gabiam, “Humanitarianism, Development, and Security in the 21 st Century”	
11/29	<i>Choice topic</i>	536
	Reading: TBA	
12/4	Exam week: Final project due!	