

Migration Policy and Politics

Fall 2018

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Class hours: Tuesday & Thursday 10.30–12.00
Office hours: TBA

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 is also one required book, which we will read throughout the semester: Stephen Castles, Hein de Haas, and Mark J. Miller, *The Age of Migration (Fifth Edition)*

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%

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 Google Classroom stream, 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 few weeks. Guidelines for all of the research tasks will be available on the course website. The research tasks are as follows:

9/11: *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.

10/2: *Prospectus (15%).* The prospectus 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, in addition to a tentative bibliography. You will be given a detailed list of what to include to help guide you when writing your prospectus.

10/23: *Literature review (10%).* Here you will outline the existing research on your topic by giving short summaries of your most 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 (35%)*. 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.

Course learning outcomes: At the end of this course, students should be able to:

- Demonstrate in-depth knowledge about both general theories and specific case studies of migration
- Understand the process of research, from initial idea to final research report
- Prepare a clear and concise collaborative presentation
- Produce a long, rigorous, empirically based research paper

Schedule:

8/28 *Introduction*

8/30 *Cosmopolitanism and alienation*

Reading: Nussbaum, “Patriotism and Cosmopolitanism”
Kymlicka, “Multicultural Citizenship within Multicultural States”
Aviv, “The Trauma of Facing Deportation”
Singer, *Practical Ethics*, chapter 9

9/4 *Theories of Migration*

Reading: Castles, de Haas, & Miller, chapters 1–2
International Migration Report 2015: Highlights

9/6 *How open should borders be?*

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”

9/11 *Immigration and social change*

Reading: Castles, de Haas, & Miller, chapters 3 + 12

Research task: Research questions

9/13 *Migration, globalization, and urbanization*

Reading: Sassen, "Global Cities and Diasporic Networks"

9/18 *A brief history of migration*

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

9/20 *Controlling immigration*

Reading: Castles, de Haas, & Miller, chapter 10
Czaika & de Haas, "The Effectiveness of Immigration Policies"
Joppke, "Why Liberal States Accept Unwanted Immigration"

9/25 *Strategies of integration I*

Reading: Zolberg & Woon, "Why Islam Is Like Spanish"

9/27 *Strategies of integration II*

Reading: Joppke, *The Role of the State in Cultural Integration*
Papademetriou & Benton, *Towards a Whole-of-Society Approach*

10/2 *Immigrants and the labor market*

Reading: Castles, de Haas, & Miller, chapter 11
Is Migration Good for the Economy?
Barrett & McCarthy, "Immigrants and Welfare Programs"
Desiderio, *Integrating Refugees into Host Country Labor Markets*

Research task: Prospectus

10/4 *Migration and climate change*

Reading: Castles, de Haas, & Miller, chapter 9
Migration and Global Environmental Change, Executive Summary +

chapter 7

Video: *Changing Climate, Moving People*

10/9 *Immigration in North America I: The U.S.*

Reading: Castles, de Haas, & Miller, chapter 6

Huntington, "The Hispanic Challenge"

Meissner et. al., *Immigration Enforcement in the United States*,
chapters 1–2, 7

Massey, "America's Immigration Policy Fiasco"

Riosmena & Massey, "Pathways to El Norte"

10/11 *Immigration in North America II: Canada*

Reading: Bloemraad, *Understanding "Canadian Exceptionalism"*

Wilkinson & Garcea, *The Economic Integration of Refugees in
Canada*

Hiebert, *What's So Special about Canada?*

Massey et. al., "An Evaluation of International Migration Theory"

10/16 *Irregular migration*

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 *Human trafficking*

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 *Forced migration: refugees and asylum seekers I*

Reading: UNHCR, *Global Report 2016*

Newland: "New Approaches to Refugee Crises in the 21st Century"

Turner, "What Is a Refugee Camp?"

Adelman, "Can Hannah Arendt Help Us Rethink Our Global
Refugee Crisis?"

Research task: Literature review

10/25 *Forced migration: refugees and asylum seekers II*

Reading: Hatton, "The Rise and Fall of Asylum"

Strang & Ager, "Refugee Integration"

Carens, "The Case for Amnesty" (+selected responses)

10/29

Break: no class!

-11/9

11/13 *Segregation, exclusion, and terrorism*

Reading: Kaufmann, "Ethnic Change and Opposition to Immigration"

Huysmans, *The Politics of Insecurity*, chapters 4–5

Packer, "The Other France"

11/15 *Immigrant identity and racism*

Reading: Wren, "Cultural Racism: Something Rotten in the State of
Denmark?"

Ben-Eliezer, "Becoming a Black Jew"

Mudde, *Immigration and Nativism in Europe and North America*

11/20 *Immigration in Europe I: Germany and the Netherlands*

Reading: Rieting, *Germany's New Approaches to Integrating Refugees into the
Labor Market*

Country Profile: Netherlands

Kremer, *The Netherlands: From National Identity to Plural
Identifications*

Research task: Outline of findings

11/22 *Immigration in Europe II: Scandinavia*

Reading: Eakin on Denmark and Norway

Bevelander & Isastorza, *Catching Up*
Emilsson, *No Quick Fix*

11/27 *The European migrant crisis and its consequences*

Reading: Greenhill, "Open Arms Behind Barred Doors"

Europe's Refugee Crisis: An Agenda for Action

Gabiam, "Humanitarianism, Development, and Security in the 21st
Century"

11/29 *Choice topic*

Reading: TBA

12/4 **Exam week: Final project due!**