

Migration Policy and Politics (BE926)

Spring 2024

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Class hours: Monday 13.15–16.15

Office hours: Tuesday & Thursday 9.00–10.00, A987

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*, Sixth Edition

Laptops & phones: I *strongly discourage* the use of laptops in the classroom, even for note-taking. [Current research](#) indicates that we are better able to pay attention and retain what we learn if we take notes by hand rather than typing. If you have an accommodation that allows you to take notes on your laptop, you are of course excepted: you should be able to use the note-taking method that best helps you learn.

I will post all graphs and tables I put up on the board during class to Classroom so that you will have access to them. However, phone use is *strictly prohibited* during class time (unless I explicitly state otherwise). *If I see you using a phone during class, I will mark you as absent.*

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 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:

2/5: 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.

2/26: 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.

3/18: *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.

4/22: *Outline (5%)*. At this point, you should have preliminary results for your project—enough to turn in an outline of your final product, focused on presenting your results to date.

4/29: *Final project (35%)*. Your final research report should be 10–15 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:

1/22 *Introduction: 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

1/29 *Theories of migration*

Reading: Castles, de Haas, & Miller, chapters 1–2
[World Migration Report 2022](#): chapter 2

2/5 *How open should borders be? + Immigration and social change*

Reading: Carens, "[Aliens and Citizens: The Case for Open Borders](#)"
Zolberg, "[Why Not the Whole World?](#)"
Blake, "[What Exactly Is the Point of the Border?](#)"
Miller, "[Immigrants, Nations, and Citizenship](#)"
Pevnick, "[Social Trust and the Ethics of Immigration Policy](#)"
Castles, de Haas, & Miller, chapters 3 + 12
Crush et. al., [South Africa Case Study: The Double Crisis](#),
Executive Summary + chapters 1, 3-6
Bolt, "[The Precarious Road Zimbabweans Travel to Seek a New Life in South Africa](#)"

Research task: Research questions

2/12 *Controlling immigration*

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

2/19 *21st century challenges: globalization, urbanization, climate change*

Reading: Sassen, "[Global Cities and Diasporic Networks](#)"
Wu, "[Decentralization and Hukou Reforms in China](#)"
PRI, "[China's Hukou System Puts Migrant Workers at Severe Economic Disadvantage](#)"
Branigan, "[Millions of Chinese Rural Migrants Denied Education for Their Children](#)"
Castles, de Haas, & Miller, chapter 9
[Migration and Global Environmental Change](#), Executive Summary + chapter 7
[Groundswell: Preparing for Internal Climate Migration](#), chapters 2 + 5
McLeman & Hunter, "[Migration in the Context of Vulnerability and Adaptation to Climate Change](#)"
Kartiki, "[Climate Change and Migration: A Case Study from Rural Bangladesh](#)"
Vidal, "[Bangladesh's Climate Refugees - Photo Essay](#)"

2/26 *Strategies of integration: the cultural approach*

Reading: Zolberg & Woon, "[Why Islam Is Like Spanish](#)"
Joppke, [The Role of the State in Cultural Integration](#)
Eakin, "[Liberal, Harsh Denmark](#)"
Barry & Selsoe Sorensen, "[In Denmark, Harsh New Laws for Immigrant 'Ghettos'](#)"
Van Selm, "[Migration in the Netherlands](#)"
Kremer, [The Netherlands: From National Identity to Plural Identifications](#)

Research task: Prospectus

3/4 *Strategies of integration: the economic reality*

Reading: Castles, de Haas, & Miller, chapter 11

Papademetriou & Benton, [*Towards a Whole-of-Society Approach*](#)

[*Country Profile: Sweden*](#)

Bevelander & Isastorza, [*Catching Up*](#)

Emilsson, [*No Quick Fix*](#)

Rieting, [*Germany's New Approaches to Integrating Refugees into the Labor Market*](#)

[*Country Profile: Germany*](#)

3/11 *What are the economic consequences of migration?*

Reading: Castles, de Haas, & Miller, chapter 11

[*Is Migration Good for the Economy?*](#)

Desiderio, [*Integrating Refugees into Host Country Labor Markets*](#)

Barrett & McCarthy, [*"Immigrants and Welfare Programs"*](#)

Ruist, [*"The Fiscal Aspect of the Refugee Crisis"*](#)

Van Doorn et. al., [*"Migration and Migrant Labour in the Gig Economy"*](#)

3/18 *Immigrant identity, exclusion, and racism*

Reading: Kaufmann, [*"Ethnic Change and Opposition to Immigration"*](#)

Huysmans, [*The Politics of Insecurity*](#), chapters 4–5

Packer, [*"The Other France"*](#)

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*](#)

Research task: Literature review

3/25 Break: no class!

-4/7

4/8 *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](#)"
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](#)"
Solon et. al., "[3,121 Desperate Journeys](#)"
Salazar Parreñas et. al., "[What Is Human Trafficking?](#)"
Vance, "[Twelve Ways to Do Nothing about Trafficking](#)"

4/15 *Forced migration: refugees and asylum seekers*

Reading: 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?](#)"
Hatton, "[The Rise and Fall of Asylum](#)"
Strang & Ager, "[Refugee Integration](#)"
Carens, "[The Case for Amnesty](#)" (+selected responses)
Singer, "[The Migration Dilemma](#)"

4/22 *The present and future of migration*

Reading: Greenhill, "[Open Arms Behind Barred Doors](#)"
[Europe's Refugee Crisis: An Agenda for Action](#)
Gabiam, "[Humanitarianism, Development, and Security in the 21st Century](#)"
Duszczek et. al., "[War Refugees from Ukraine in Poland—One Year after the Russian Aggression](#)"
[Tomorrow's World of Migration and Mobility](#)
[The Future of Migration and Integration](#)
Hauer et. al., "[Sea-Level Rise and Human Migration](#)"

Selod & Shilpi, "[Rural-Urban Migration in Developing Countries](#)"

Research task: Outline

4/29 Exam week: Final project due!