

Global Migration

PSC 469, Spring 2018
Tu/Th 2:00--3:20 in HoL 107

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Office hours: Tu/W/Th 3:30-4:30 in Eggers 330
(weekly updates and sign up on Orange Success)

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Office hours and location will vary
(or email for an appointment)

Questions? You can always ask quick questions immediately after class or via email.
Otherwise, please take advantage of office hours or make an appointment.

Objectives: This course explores questions about the causes of migration through historical and contemporary perspectives on labor mobility, family reunification, human trafficking and refugee crises. Why do people (sometimes) move across international borders, and where do they (want to) go? What are the aims of restrictive policies, and are they (ever) effective? On what basis are border controls (ever) justified? Although we will also discuss some of the consequences of migration, especially in light of current controversies in the United States and Europe, issues surrounding immigrant integration will not be the focus of this course.

Since we cannot cover the whole world in class, you will have opportunities to delve into detail about particular populations and policies. International Relations Capstone majors should concentrate on their geographic and thematic specializations. By the end of the semester, you should have a deeper knowledge of the migration networks most prevalent in your chosen region of the world, a greater understanding of the causes of migration, and sharper critical insights into the rhetoric that frequently fuels policy debates. Furthermore, to improve the quality of papers and presentations, we will regularly review the building blocks of the research process. By the end of the course, you should have a polished paper to share proudly with potential employers or to submit as part of applications for advanced degrees.

Assignments: The two required textbooks are available for purchase at Schine, or another vendor of your choice, with one copy of each also [on reserve at Bird Library](#):

- o Ian Goldin, Geoffrey Cameron, and Meera Balarajan, *Exceptional People: How Migration Shaped our World and Will Define Our Future* (Princeton 2011); and
- o Lisa Baglione, *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods* (Sage 2016, or other edition).

Additional required readings and any audio-visual materials will be posted on [Blackboard](#) (BB) <blackboard.syr.edu>. BB will also contain guidelines and submission links for assignments, provide additional research resources, and allow you to view grades. In addition, I routinely use it for updates on office hours, announcements of events on campus, and useful links.

Course grades are based on four equally weighted components: i) participation, which includes homework, in-class writing, and presentations; ii) a research paper on migration patterns into the US, iii) a proposal for the final paper, along with annotated bibliography, and iv) a final

research paper that expands (and revises) the US paper into a comparative analysis. Details for each of these components will be distributed. **To avoid penalties for late assignments, always talk to me before the due date.** Note: Capstone topics must comply with the International Relations program requirements for theme and region, as determined by your IRP advisor.

Following university rules, anyone needing disability-related academic accommodations must register with the [Office of Disability Services](#) (804 University Avenue, Room 309, 315-443-4498). Once you provide me with an Accommodation Authorization Letter, we can make appropriate arrangements. Since these accommodations cannot be retroactive, be sure to contact ODS early in the term. See their website <<http://disabilityservices.syr.edu/>> for additional details about policies and resources.

i. Participation (25%)

Come to each session prepared to discuss the required readings, as listed in the schedule below. Bring any assigned memo or other homework, which will factor into participation. Typically, I only give partial credit for late homework, because these short assignments are designed to foster discussion, but it is always better to turn in something rather than nothing. Occasionally, I may use in-class quizzes to assess reading comprehension. You will also present at least once.

Silence and put away cellphones, tablets and laptops. Surfing the web or texting distracts you and people around you, including me. Also, devices undermine the flow of conversation, which relies on eye contact and other non-verbal communication, which we miss while looking at screens. Plus, studies demonstrate that taking handwritten notes bolsters comprehension. Unconvinced? Read about some of those studies in the Chronicle of Higher Education ([here](#)), Scientific American ([here](#)), Vox ([here](#)), or NPR ([here](#)). On the cognitive underpinnings, and suggested adaptations, read *The Distracted Mind* (MIT 2016), by Adam Gazzely (a neuroscientist) and Larry Rosen (a psychologist). That said, you may request an exemption by making an appointment with me to discuss your unique circumstances (which can be unrelated to formal accommodations, e.g., an injured a finger).

Be accountable for any absences. Success in this course requires regular attendance, yet I understand that sometimes life is beyond your control. If ill, send me an email whenever possible. For extended absences, please provide a note from your doctor or clinic once you have recovered. If you anticipate being absent for officially-sanctioned activities, including team events or religious holidays, let me know in advance, with supporting documentation. For religious holidays, notify me (per university policy) via MySlice during the first two weeks of the semester. Then see me to arrange any alternative deadlines.

ii. Research Paper on US (25%)

During Module 1, we focus on three theories about the causes of migration, applied to the United States, both as a major destination for people from around the world and as a factor influencing migration beyond its borders. To delve more deeply into the theories and how they help us analyze migration patterns, you will select an immigrant community in the United States and trace its evolution, from initial arrivals to the present day. As we cover in class the

major waves of migration, you will map similarities and differences with your community, culminating in a (5-8 page) research paper. Detailed guidelines will be distributed.

iii. **Proposal with Annotated Bibliography (25%)**

Module 2 expands our geographic scope. Comparisons across countries help us to understand better regional and/or global dimensions of the migration networks you identified in the US paper. This broader perspective will be the focus of your final (expanded and revised) paper. In class, we will sample from destination countries around the world. Your research can either delve into or extend beyond these countries (or both). You will submit a (1-2 page) proposal and (2-3 page) annotated bibliography, outlining how you will extend the US paper into a comparative analysis. Intermediate steps will hone your research design. Detailed guidelines will be distributed.

iv. **Revised Final Paper (25%)**

In Module 3, we will incorporate global governance into our comparative perspective. The salience of international institutions will vary by type of migration. To help you sort out which aspects of global governance may matter most for your research topic, we will survey four main issue-areas: labor mobility; refugee protection; migrant rights; and human trafficking. We will conclude this section of the course with panel-style presentations, where you will share some insights from your research. These presentations also provide an opportunity to get feedback before submitting your paper. Detailed guidelines for the final paper and the presentations will be distributed.

Final papers are due no later than **10am on Tuesday, May 8th** (the scheduled day for a final exam) via Blackboard. For Capstone credit, also submit to the IR program (via their separate BB link) for their approval.

Integrity: Since technology facilitates the unintentional kind of plagiarism that results from easy cutting and pasting from websites, we will repeatedly review how to paraphrase, properly acknowledge sources, and otherwise maintain academic writing standards. Primarily to protect your work from being copied by anyone else, you will submit papers for this class through Turnitin.com via Blackboard, whereupon they become part of the site's reference database for the sole purpose of detecting plagiarism. I also like TurnItIn for the automated feedback you receive on paraphrasing skills ("authenticity score"). For details of SU's academic integrity policies, see <http://academicintegrity.syr.edu/>.

Resources: SU provides a wide range of support services, including these two.

Some of you will enter this course with a stronger writing base than others, but we all benefit from feedback. As you work on assignments, consider signing up for a tutoring session at the [Writing Center](#).

Some topics that we cover can be emotionally jarring. If you feel anxious or stressed, for whatever reason, consider making an appointment at the [Counseling Center](#), 315-443-4715 (any time).

SCHEDULE

Tu 1/16: Introduction

No reading: we will review the course agenda and requirements.

Memo 1 to be completed in class.

Th 1/18: Defining Migration

- Read: Joseph Carens, "Who Should Get In? The Ethics of Immigration Admissions," *Ethics and International Affairs* 17 (1), 2003, 95-110.
- Read: *Exceptional People*, Introduction, and skim ch.1.

Module 1: Causes of Migration

Tu 1/23: Theoretical Lenses

- Read: Stephen Castles and Mark Miller, *Age of Migration: International Population Movements in the Modern World*, 3rd ed. (Guilford 2003), ch.2, pp. 20-32 [BB].
- Read: *Exceptional People*, ch.4.

Guidelines for paper to be distributed. Skim Baglione, *Writing*, ch.2, but keep in mind that the paper guidelines provide the core questions.

Th 1/25: Global Inequality

- Read: *Exceptional People*, pp. 39-57.
- Read: Immanuel Wallerstein, "World-Systems Analysis," *The Essential Wallerstein* (New Press 2000), ch.8, pp. 129-148 [BB].

Tu 1/30: British & Africans

- Read: Dirk Hoerder, "Africa and the Slave Migration Systems," *Cultures in Contact: World Migrations in the Second Millennium* (Duke 2002), ch.6, pp. 139-162 [BB].

Topic selection for research paper due in class (per guidelines distributed).

Th 2/1: Push-Pull

- Read: *Exceptional People*, pp. 57-68.
- Read: Jacqueline Bhabha, *Child Migration & Human Rights in a Global Age* (Princeton 2014), ch.1, pp. 19-59 [BB].

Tu 2/6: Irish & Italians

- Read: *Exceptional People*, pp. 69-85.
- Dirk Hoerder, "The Proletarian Mass Migrations in the Atlantic Economies," *Cultures in Contact: World Migrations in the Second Millennium* (Duke 2002), ch.14, pp. 331-365 [BB].

Review guidance on annotated bibliographies in Baglione, *Writing* (ch.3). Submit (two page) annotated bibliography via BB (including proper citation format, per guidelines distributed).

Th 2/8: Networks

- Read: *Exceptional People*, pp. 85-93.
- Read: Dirk Hoerder, "Historians and Their Data: The Complex Shift from Nation-State Approaches to the Study of People's Transcultural Lives," *Journal of American Ethnic History* 25 (4), Summer 2006, 85-95.

Review guidance in Baglione, *Writing* (ch.5). Draft Thesis Statement due in class.

Tu 2/13: Mexicans & Chinese

- Read: Mai Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton 2004), Introduction, pp. 1-14.

Th 2/15: Paper due by midnight – No Class

Submit via BB → Assignments → US Paper link.

Module 2: Migration Networks

The readings for this module will be tailored to the regions that students choose to research. The sequence may also shift. For each session, check Blackboard for updates and links.

Tu 2/20: Making Comparisons

- Read: Baglione, *Writing*, (ch.4) on how to read.
- Tiffany Joseph, *Race on the Move: Brazilian Migrants and the Global Reconstruction of Race* (Stanford 2015), ch.2.

Memo 2 distributed.

Th 2/22: Anglosphere & South America

Memo 2 due in class. (No additional readings.)

Tu 2/27: East Asia and Eurasia

- Readings to be determined.

Th 3/1: South Asia and South East Asia

- Readings to be determined.

Tu 3/6: Middle East and Africa

- Readings to be determined.

Th 3/8: Draft proposals and preliminary bibliographies in class and via BB

Follow guidance in Baglione, *Writing* (ch.7).

Spring Break - No Class on Tu 3/13 & Th 3/15

Tu 3/20: Assessing Hypotheses

- Read: Leo Lucassen, *The Immigrant Threat: The Integration of Old and New Migrants in Western Europe* (Illinois 2005), Introduction, pp. 1-24 [BB].
- Read: Baglione, *Writing*, ch.8.

Presentation guidelines distributed in class.

Th 3/22: Borders

- Read: *Exceptional People*, ch.5.

Tu 3/27: Citizenship

- Read: *Exceptional People*, pp. 162-178.

Th 3/29: Families

- Read: *Exceptional People*, pp. 178-210.

Tu 4/3: No Class – Research Day

Review Baglione, *Writing* (ch.6) on revision as part of the writing process.

Th 4/5: No Class--Proposal with Annotated Bibliography due via BB by midnight

Module 3: Global Governance

For each issue-area, we will start with the foundational conventions (links to be posted on BB), with additional readings selected for relevance to your regions and research. For background on global governance, read: *Exceptional People*, chs.7-8, but keep in mind that their prognoses (written in 2010) may be somewhat dated (for better or worse).

Tu 4/10: Labor Mobility

(Additional reading to be determined.)

Th 4/12: Refugee Protections

(Additional reading to be determined.)

Tu 4/17: Migrant Rights

(Additional reading to be determined.)

Th 4/19: Human Trafficking

(Additional reading to be determined.)

Tu 4/24: Presentations

Th 4/26: Presentations

Tu 5/1: Presentations

Tu 5/8: Final paper due on BB by noon