

PSC 758 – Spring 2019
Wednesdays 12:45pm – 3:30pm in Maxwell 309A

Global Migration

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Office Hours: Tuesdays & Thursdays 2:00-3:30pm in Eggers 330
(Sign-up via Orange Success or email to make an appointment.)

Course Objectives

Why do people move across international borders, and where do they go? How should local communities, national governments and international institutions respond? What are the goals of their policies and procedures? How effective are they? To answer these questions, we will compare classic settler societies with newer destination countries and examine the distinctive global dimensions of migration governance. Blurring the lines between “voluntary” and “forced” migration will also highlight frequent tensions between ethical and analytical perspectives in these debates.

Each of us brings to the course distinctive knowledge, from personal experience and from academic training. Each of us also brings distinctive aspirations. Therefore, you will have the choice to follow a “research” track or a “policy” track. Research and policy certainly intersect, but each stresses distinctive aims, skills, and perspectives. These tracks need not correspond to your degree program: while PhD students typically pursue a research project, they may opt for the policy track, and vice versa for MA or JD students.

Regardless of track, through this course, you should gain a firmer historical foundation and broader geographical perspective on the political dynamics of migration. Along the way, we will hone your analytical and communication skills.

Requirements & Policies

We will rely on one textbook, Adam McKeown’s *Melancholy Order: Asian Migration and the Globalization of Borders* (Columbia 2008), available at Schine bookstore and on reserve at Bird Library. You will find the other required readings (listed below) posted on [Blackboard](#) (BB), either directly as pdfs or via the library’s e-journal links.

Since we cannot cover the whole world in one course, you will complete written assignments that apply some of the analytical tools from class to a topic of your choice. Grades will be based on: **participation** 40%; **book review or policy memo** 20%; and **final paper** 40%.

A brief mid-term **book review or policy memo** will provide an opportunity to select a focus for your paper and to identify some relevant literature. Expanding on insights from this initial foray, you will submit a **final paper** that concentrates on either a policy-oriented issue or some component of an academically-oriented project. A presentation based on the penultimate draft of this paper will give you an opportunity to get feedback.

Participation presumes regular attendance. Arrive prepared to discuss the assigned readings (see schedule below). Please silence and stow cellphones. Since many readings are digitally sourced, I do allow the use of laptops or tablets. However, for better comprehension, I encourage handwritten notes, on the readings and in class. Also, devices can undermine the flow of a conversation, which relies on eye contact and other non-verbal communication that we miss while looking at screens.

Not everyone will learn the same things from each reading assignment or subsequent discussion. Some terms or theories may be new, and at some point during the semester, we will likely cover in detail an unfamiliar part of the world. Regardless of your baseline, read sufficiently to find the author's overall argument. Writing up a brief summary or outline helps. Then begin to probe whether you find the argument convincing. Critiques often dispute the logic of the argument or propose alternative explanations which stress factors that the author ignores or downplays. Thinking comparatively can help. Do you know about a place where something similar, or strikingly different, happened? Also, consider how one week's readings complement or challenge previous readings.

Keep in mind that participation involves more than offering opinions. All of us can take simple steps that improve discussions. Strive to depersonalize disagreements by concentrating on the logic of an argument or the accuracy of an empirical claim. Also, be attuned to the possibility of confirmation bias in your own thinking, for instance by seeking out information sources beyond the algorithms of social media feeds. If you are naturally talkative, consider whether you are sincerely listening to others before offering any response. Shy people may prefer to ask a question or make a comment early as a strategy to influence the direction of discussion rather than having to jump into the middle of debate, which many people find more difficult. Or provide me with some of your reactions to the readings before class, so I can draw you into the conversation at appropriate points.

Each class member will lead discussion at least once. Discussion leaders are responsible for kicking off the session but are certainly not required to guide the whole session. You can adopt any techniques that you find most useful to raise key issues and engage members of the class. Consult with me at least a day in advance.

If you anticipate being absent for officially-sanctioned reasons, let me know in advance, with supporting documentation when appropriate. We can then confirm alternative deadlines for any missed assignments. SU's religious observances policy provides students an opportunity to make up any examination, study, or work requirements if you notify me before the end of the second week of classes using MySlice. If you are ill, send me an email when possible, and for extended absences, provide a note from your doctor when you return to class.

Hopefully anyone who has reached graduate school knows not to cut-and-paste material from websites. However, problems with plagiarism continue, and penalties for graduate students can be severe (see <http://academicintegrity.syr.edu> for details). Therefore, everyone will submit written work through TurnItIn via Blackboard, with settings that will allow you to vet drafts for sufficient paraphrasing and proper citations. If you have any questions, please see me before submitting your final version.

If you might need accommodations for a disability, first contact the Office of Disability Services ([ODS](#)) for an appointment to discuss your needs and the process for requesting accommodations. After they provide you with an Accommodation Authorization Letter, we can make suitable arrangements. Should you seek others sorts of accommodation, see me to discuss individual circumstances.

SU provides a wide range of support services. Particularly in this course, some of the topics can be emotionally jarring. If you feel anxious for any reason, consider making an appointment at the [Counseling Center](#), 315-443-4715 (any time).

Part 1: The Politics of Migration

1/16: Course Overview

We will survey topics and assignments, tentatively select discussion leaders, identify the differences between analytical and ideological perspectives, and discuss a few controversies currently in the news.

1/23: Theoretical Lenses

We will compare and contrast some of the standard (political science) frameworks employed in migration analysis.

- Gary Freeman, "Modes of Immigration Politics in Liberal Democratic States," *International Migration Review* 29 (4), 1995: 881-902.
- Myron Weiner, "Security, Stability, and International Migration," *International Security* 17 (3), 1992/93: 91-126.
- Joseph Carens, "Who Should Get In? The Ethics of Immigration Admissions," *Ethics & International Affairs* 17 (1), 2003: 95-110.
- Emily Copeland, "A Rare Opening in the Wall: The Growing Recognition of Gender-Based Persecution," in *Problems of Protection: The UNHCR, Refugees, and Human Rights*, ed. N. Steiner, *et al* (Routledge 2003), pp. 101-15.

1/30: Analytical Tools

We will delve into some of the limitations of standard political science frameworks, which prioritize Europe and North America, and discuss some potential remedies.

- Andreas Wimmer and Nina Glick Schiller, "Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology," *International Migration Review* 37 (3), 2003: 576-610.
- McKeown, *Melancholy Order*, Introduction and Conclusion.
- Symposium on Ayelet Shachar, *The Birthright Lottery: Citizenship and Global Inequality* (Harvard 2009, available online through the library), in *Perspectives on Politics* 9 (3), 2011: 621-37.

Part 2: Historical Trends in Mobility

In this section, we will concentrate geographically on the Anglosphere settler states, which span North America, Australasia, and Southern Africa, supplemented with some attention to South America. We will discuss how the issues covered matter for other parts of the world not featured in the readings.

2/6: Emigrations

- McKeown, *Melancholy Order*, Part 1.
- Evelyn Hu-DeHart, “*La Trata Amarilla: The ‘Yellow Trade’ and the Middle Passage, 1847-1884*,” in *Many Middle Passages: Forced Migration and the Making of the Modern World*, ed. E. Christopher, C. Pybus, and M. Rediker (California 2007), pp. 166-83.

2/13: Restrictions

- McKeown, *Melancholy Order*, Part 2.
- Edward Bemis, “Restriction of Immigration,” *Andover Review*, March 1888.
- Jeremy Martens, “A Transnational History of Immigration Restriction: Natal and New South Wales, 1896-97,” *Journal of Imperial and Commonwealth History* 34 (3), 2006: 323-344.

2/20: Rights

- McKeown, *Melancholy Order*, Part 3.
- Anna Law, “The Ninth Circuit's Internal Adjudicative Procedures and Their Effect on Pro Se and Asylum Appeals,” *Georgetown Immigration Law Journal* 25 (3), 2011, 647-679.

2/27: Back to the Future?

- McKeown, *Melancholy Order*, Part 4.

3/6: Book Review or Policy Memo Due

This brief initial paper serves three purposes: topic selection for the final paper; initial foray into relevant debates; and a diagnostic of your writing. Submit via BB. No class today.

For the **Book Review**, pick a recent volume related to your topic. You can find sample reviews in journals such as the *American Political Science Review*, *International Studies Review*, *Ethnic and Racial Studies*, and *Migration Studies*. Reviews typically are very short—aim for 500 words and make each sentence count. Highlight both strengths and weaknesses. Keep in mind that all books have faults, but the best ones have productive limitations: their weaknesses point to directions for further research.

For the **Policy Memo**, make a brief “pitch” for a current controversy that needs a response from a salient organization (e.g., your hypothetical employer or internship supervisor). Bosses are busy! Be clear, concise, and compelling. Why should your organization put resources into this issue? What are the key dimensions that you will cover in the proposed report or campaign? Aim for 500 words and make each sentence count. For examples, look at the websites of similar institutional actors working on migration (non-governmental organizations, national agencies or international organizations).

3/13: Spring Break—No Class

Part 3: Contemporary Politics and Policies

In this section, we expand geographical scope while we narrow thematic focus. Again, we cannot cover everything; use the readings as a gateway to issues or ideas as you continue working on your research projects.

3/20: Controlling Borders

- Benjamin Muller, “Unsafe at Any Speed? Borders, Mobility and ‘Safe Citizenship’,” *Citizenship Studies* 14 (1), 2010: 75-88.
- Sara Wallace Goodman, “Controlling Immigration through Language and Country Knowledge Requirements,” *West European Politics* 34 (2), 2011: 235-255.
- Darshan Vigneswaran, “Enduring Territoriality: South African Immigration Control,” *Political Geography* 27 (7), 2008: 783-801.

3/27: Circumscribing Citizenship

- Constantino Xavier, “Experimenting with Diasporic Incorporation: The Overseas Citizenship of India,” *Nationalism & Ethnic Politics* 17 (1), 2011: 34-53.
- Michael Sharpe, “What Does Blood Membership Mean in Political Terms? The Political Incorporation of Latin American Nikkeijin (Japanese Descendants) (LAN) in Japan 1990–2004,” *Japanese Journal of Political Science* 12 (1): 113-142.
- Gerasimos Tsourapas, “Why Do States Develop Multi-tier Emigrant Policies? Evidence from Egypt,” *Journal of Migration and Ethnic Studies* 41 (13), 2015: 2192–2214

4/3: Regulating Labor

- Anna Boucher, “Skill, Migration and Gender in Australia and Canada: The Case of Gender-based Analysis,” *Australian Journal of Political Science* 42 (3): 383-401.
- Xiang Biao, “Emigration from China, a Sending Country Perspective,” *International Migration* 41 (3), 2003: 21-46.
- Ana Margheritis, “Piecemeal Regional Integration in the Post-Neoliberal Era: Negotiating Migration Policies within Mercosur,” *Review of International Political Economy* 29 (3), 2013: 541-575.

4/10: Redefining Refugees

- Roberta Cohen, “Developing an International System for Internally Displaced Persons,” *International Studies Perspectives* 7 (2), 2006: 87-101.
- Frank Biermann and Ingrid Boas, “Preparing for a Warmer World: Towards a Global Governance System to Protect Climate Refugees,” *Global Environmental Politics* 10 (1), 2010: 60-88.
- Celia Medrano, “Securing Protection for De Facto Refugees: The Case of Central America's Northern Triangle,” *Ethics & International Affairs* 31 (2), 2017: 129-142.

4/17 & 4/24: Presentations

Presentations provide an opportunity to hone your argument before submitting the final paper. The format will be determined after topic selections (e.g., a few conference-style panels). Use this opportunity to practice clarity and professionalism in communication.

5/1: Final Paper due via Blackboard

Papers should be in the 15-20 page range, depending on the topic as well as your writing style. Make sure that you have a clear claim (analytical thesis or project goal) at the start and that the overall organization of the paper supports a coherent argument or agenda. For research papers, I accept any standard citation format (footnotes or parentheses)—be consistent. For policy papers, use the appropriate format (e.g., executive summary for a policy proposal)—if that format does not include references, add a bibliography at the end.

Additional Resources:

Oxford Handbook of the Politics of International Migration, ed. Marc Rosenblum and Daniel Tichenor (Oxford 2012)—caveat: more focused on the US than the title implies.

Oxford Bibliographies Online provide succinct summaries and annotated references (available via Databases in the SU library). You can do a subject search for “migration” or check out this sampling—

“Voluntary International Migration,” by Jeannette Money and Timothy Taylor (February 2016)
<http://www.oxfordbibliographies.com/view/document/obo-9780199743292/obo-9780199743292-0167.xml?rskey=7bYsRc&result=1&q=migration#firstMatch>

“Immigration Politics and Policy in the United States,” by Heather Silbur Mohamed and Emily Farris (July 2017)
<http://www.oxfordbibliographies.com/view/document/obo-9780199756223/obo-9780199756223-0223.xml>

Journals with a migration focus (peruse or do a keyword search):

Citizenship Studies
 European Journal of Migration and Law
 Forced Migration Review
 International Journal of Refugee Law
 International Migration

International Migration Review
 Journal of Ethnic and Migration Studies
 Journal of Refugee Studies
 Migration Studies
 ... and many others!