

Global Migration

Professor Audie Klotz

M & W 12:45 – 2:05pm in Eggers 225B or Zoom

Course Logistics

We start this academic year hopeful to function mostly in person. Even if the university later relaxes the requirement, please wear a mask, for community safety and to protect health privacy. Since a few people cannot be in Syracuse, we will integrate hybrid elements, including a Zoom room. We will decide, together, whether to record classes.

Also, people always need to miss a class here or there, due to a wide range of legitimate reasons. As a complementary way to demonstrate engagement, I use a variety of asynchronous Blackboard functions, including discussion boards, surveys, quizzes, and journals. We will adapt further if necessary.

I will offer virtual office hours on Mondays after class, 2:30-4:30pm, and other times by appointment. You can sign up in advance on Orange Success or drop into the Zoom waiting room. Also, you can [email me](#) to schedule another time (virtual or in person).

Course Objectives

We will explore the dynamics of global migration, through historical and contemporary perspectives. We start by asking why people (sometimes) move across international borders, and where they (want to) go. Since we cannot cover the whole world in class, you will have opportunities to delve into greater detail about particular populations and geographical areas.

While ‘migration studies’ is an interdisciplinary field, in this course we will stress a political science lens, which highlights policies and institutions. For example, what are the aims of restrictive policies, and are they (ever) effective? On what basis are border controls (ever) justified? This framework makes assumptions about “the state” and “sovereignty” that we need to unpack.

To develop a shared vocabulary and common reference points, in Module 1, we analyze the United States in comparative perspective, especially Brazil and Canada. Along the way, we challenge simple distinctions between voluntary and forced migration. Instead,

we explore four themes: labor mobility, family reunification, human trafficking, and refugee crises. These are not rigid categories; other themes may emerge, often due to overlaps or intersections.

During Module 2, you will have more flexibility to explore themes and regions through independent research. Through tasks and “skill” sessions, we will break down the research process into multiple components. Many International Relations majors use these papers for capstone credit, which must satisfy specific criteria for theme and region; with a bit of flexibility, we will figure it out.

Overall, I keep the reading load light to provide time for independent research, but that also means that I expect everyone to arrive in class prepared to delve into the required materials. Occasionally I might ask you to share work with other members of the class. Enrollment serves as your acceptance of this policy. Enrollment also serves as your agreement not to share recordings, from Zoom or devices, on social media.

By the end of the course, you should have gained substantive knowledge and improved transferable skills, including:

- ✓ Expanded understanding about politics and policies
- ✓ Experience applying analytical tools of analysis
- ✓ Exemplary writing sample to share elsewhere

Assignments & Grades

You will find all required readings or other materials, guidelines and submission links for assignments, research resources, and much more on Blackboard (BB). For each week, I provide a “Daily Details” table, listing activities with their due dates. If a link does not work; please email to let me know so I can fix it promptly.

I will calculate grades for the course based approximately on three weighted components: participation, homework, and research project. Especially in borderline cases, I will also consider significant improvement and other non-graded aspects of engagement in the course.

- Participation (30% total) broadly defined comprises a wide variety of activities, inside and outside the classroom. I expect you to attend consistently and engage respectfully. Regardless of personality, everyone can bring questions. Typically, I will ask you to complete at least one asynchronous task per week. You will receive a benchmark midterm assessment at the end of Module 1 and have an opportunity to provide a self-assessment before I finalize grades.

- Homework (20% total) comprises short assignments that are designed to practice analytical tools that you will need for individual research or prepare you for discussion. Topics include identifying claims in academic writing, making comparisons, and assessing the credibility of sources. Typically, I score homework on completion, with partial credit for cursory work or significantly late submission. Scores are not grades. At the end of the semester, I look holistically to determine grades. Timely completion of the homework will also keep you on track in your research.
- Research Project (50% total) builds through a series of steps, from proposal to paper. I will provide detailed guidelines for each step. The overview schedule provides due dates, but given an unpredictable pandemic, I might adjust.
 - topic proposal, with region and theme (1 page, 5%)
 - preliminary literature review, with key questions (3 pages, 10%)
 - annotated bibliography (variable length, 15%)
 - final paper (15-20 pages, 20%).

Policies & Resources

This course follows innumerable policies established by the university to comply with a plethora of legal requirements and to align with educational best practices. You can find a wide array of related support services across campus. This list merely highlights rules and resources most directly relevant to the content or procedures of our course. Ask if you need additional information or assistance.

Accountability

I always expect you to be honest and to submit your own work, with modifications for any group assignments. One of the main drivers of plagiarism is panic, rather than intent to deceive. Therefore, I prefer a proactive rather than punitive approach, which includes instruction about proper paraphrasing and reminders to avoid bad habits. If necessary, we will discuss any concerns. I calibrate penalties based on the severity of infractions. You can find details of SU policies and procedures, including potential penalties, on the Center for Learning and Student Success website (class.syr.edu). If in doubt, ask before submitting.

You will submit most writing via TurnItIn on Blackboard. Enrollment serves as your agreement that papers you submit for this class will become part of the Turnitin.com reference database solely for the purpose of detecting plagiarism. Turnitin compares your submitted file against documents on the Internet and against other student papers submitted to Turnitin (at SU and elsewhere). You will see an “originality report” and the sources of any text matches. Keep in mind that benign matches can merely be bibliographic information or common phrases.

Another common concern that leads people to copy is insecurity about their own writing. My assignment guidelines and rubrics stress clarity and logic rather than grammar. While some of you enter this course with a stronger writing base than others, we all benefit from feedback. As you work on the components of your research, considering signing up for a tutoring session at the Writing Center.

Accommodations

Materials and assignments in this course aim to preempt the need for accommodations. However, I continue to learn about how specific technologies or requirements may create unintended barriers. Whether or not you request a formal letter from the Center for Disability Resources (<https://disabilityresources.syr.edu>), please let me know of any concerns, oversights, or suggestions for modifications. Especially if you will be requesting transcription or other services that require time to organize, please let us know as soon as possible.

Even without a pandemic, people juggled schedules and responsibilities, including childcare or jobs, which sometimes adversely affected participation in their courses. These types of considerations may be exacerbated by ongoing disruptions, including additional financial pressures and hybrid local school schedules.

Absences

Since I operate on the honor system, you never need to provide documentation for absences. Still, you should communicate with me about any significant illnesses or other circumstances that prevent synchronous participation or may delay submission of assignments. Please continue to provide routine notifications, including Religious Observances (registered on MySlice at the beginning of the semester) and any teams that intend to travel. Also let me know of other major commitments, such as reporting for the *Daily Orange*, which may not generate official documentation.

Regardless of how much the ongoing pandemic impacts the semester, we still juggle restrictions and disruptions. Such pervasive stress undermines our brain functions, as well as our immune systems. Mental health matters too. Anxiety and grief may deserve extra attention, especially when your typical ways of coping with stress may not be available. You can find alternative wellness activities and multiple formats of assistance through the Barnes Center (315-443-8000 or <https://ese.syr.edu/bewell/staysafe/>).

Even without stresses of a pandemic, topics that we cover in this course, especially causes of displacement, can be emotionally jarring. Also, both in and beyond the content of this course, every day we encounter references to sexual violence. While I purposely avoid materials (especially videos) that may be disturbing, I cannot always anticipate reactions. Please consider making a counseling appointment if you feel anxious, for whatever reason. Veterans may also find help via the VA hospital (on

Irving Street, directly across from campus, 315-425-4400). Vera House, a local community organization, provides 24/7 support services (315-425-0818, verahouse.org).

Weekly Schedule

This overview gives you a sense of the topics and pace for the semester. Refer to detailed information about each session on Blackboard, where you will find materials and links. We will read articles and book chapters instead of using a textbook. To develop your research skills, we will rely on Lisa Baglione, *Writing a Research Paper in Political Science* (on reserve at the library or buy any edition). The publisher, Sage, also provides downloadable worksheets on their [website](#).

Module 1: Explaining Migration

The United States has played a unique role in the historical evolution of global migration, because its policies have also indirectly influenced population movements around the world. However, its portrayal as exceptional overlooks similarities with other settler states. Therefore, in this first half of this course, we will develop tools of analysis using the U.S., Brazil, and Canada as key examples.

Each week, we will concentrate on one theoretical perspective and its analytical tools, with illustrations from select populations. Overall, you will gain a holistic perspective on migration movements over the past two centuries, which provides the macro-historical context for your research project, regardless of region.

Week 1 (Aug 30/Sept 1): Migration as a Concept

We will explore conventional distinctions between voluntary and forced migration, as well as the alternative thematic categorizations that we will use in this course (labor mobility, family reunification, human trafficking, and refugee crises).

- Joseph Carens, "Who Should Get In? The Ethics of Immigration Admissions," *Ethics & International Affairs* 17 (1), 2003, 95-110 (BB link)

Week 2 (Sept 8): Theoretical Lenses

Reminder: no class on Monday = Labor Day

We will discuss the uses of theory and practice finding theoretical assumptions used in research articles or policy reports.

- Kamal Sadiq and Gerasimos Tsourpas, "The Postcolonial Migration State," *European Journal of International Relations*, Online First, April 2021 (BB; open access)

Week 3 (Sept 13/Sept 15): Push-Pull Model

I will provide an overview of the Push-Pull Model, using Irish and Italian migration for illustrations. We will discuss modifications to remedy limitations of using individuals as the building block for analysis.

- Jacqueline Bhabha, *Child Migration & Human Rights in the Global Age* (Princeton 2014), ch. 1 (BB; Google Books).
- *Region selection due on Monday*

Week 4 (Sept 20/Sept 22): Global Inequality Model

I will provide an overview of the Global Inequality Model, using slavery and servitude as illustrations. We will discuss modifications to remedy limitations of using economic structures as the building blocks for analysis.

- Craig Robertson, "Bureaucracy," *The Passport in America: The History of a Document* (Oxford 2012), ch.7 (BB; e-book)
- *Topic Proposal due on Monday*

Week 5 (Sept 27/Sept 29): Network Model

I will provide an overview of the Networking Model, using current U.S. debates as illustrations. We will discuss how network analysis integrates factors in the other models but also provides distinctive insights about diaspora community diplomacy.

- Katrina Burgess, "States or Parties? Emigrant Outreach and Transnational Engagement," *International Political Science Review* 39 (3), 2018, 369-383
- *Journal article assessment due on Wednesday*

Week 6 (Oct 4/Oct 6): Analytical Tools Review

We will concentrate on converting a general theme into key questions and claims. Recommended: Baglione, *Writing a Research Paper*, chs2&4.

Research Question (RQ): we will workshop examples shared in class on Monday
No class on Wednesday – I will be available for individual appointments

- *Submit any missing work by Monday evening for partial credit in your midterm benchmark for Participation.*
- *RQ/LR due by Wednesday evening*

Capstone: also submit RQ/LR for IRP approval.

Module 2: Research Projects

Readings and tasks for this part of the course will be tailored towards your research topics. Everyone should attend “skill” sessions. Otherwise, at minimum, attend any sessions relevant to your research (everyone is welcome at additional sessions). Always check BB for finalized assignments and daily schedule.

Week 7 (Oct 11/Oct 13): Making Comparisons

We will review multiple logics for making comparisons. To illustrate, we will look at census forms and sample research using them as data. *Everyone should attend both sessions.*

- Reading(s) to be posted for Monday
- We will workshop draft Thesis statements on Wednesday

Weeks 8 – 9 (Oct 18/Oct 20/Oct 25/Oct 27): Regions (Groups)

We will allocate three sessions to geographical areas based on research topics, with assigned readings (check BB). We may have multiple sessions on one region, subdivided, and omit other parts of the world. Some topics might not fit within standard categories. Attend all sessions relevant to your project.

- Skill Session on Annotating a Bibliography (Monday 10/18)
- Region 1 (Wednesday 10/20)
- Region 2 (Monday 10/25)
- Region 3 (Wednesday 10/27)

➤ *Preliminary annotated bibliography (region) due by Wednesday evening (10/27)*

Weeks 10 – 11 (Nov 1/Nov 3/Nov 8/Nov 10): Themes (Groups)

We will allocate four sessions to themes, based on your research topics. Expect at least one reading per session (check BB). Some topics might not fit within standard thematic categories. Attend all sessions relevant to your project.

- Theme 1 (Monday 11/1)
- Theme 2 (Wednesday 11/3)
- Theme 3 (Monday 11/8)
- Theme 4 (Wednesday 11/10)

➤ *Annotated bibliography (theme + region) due by Wednesday evening (11/10)*

Week 12 (Nov 15/Nov 17): Individual Appointments

In lieu of classes this week, each of you will schedule a meeting with me to discuss your research project.

➤ *Submit any missing work by Monday evening, November 15, for partial credit in your Participation grade. (Withdrawal deadline is November 19.)*

Thanksgiving Break: no classes on Nov 22 & Nov 24

Week 13 (Nov 29/Dec 1): Presentations

We will decide on format(s). Presentations are a great way to get feedback – and forces you to figure out the main goal of your project. Every will also have some type of assigned discussant role.

Week 14 (Dec 6/Dec 8): Lessons Learned

We will have a wrap-up discussion on Monday.

In lieu of class on Wednesday, I will be available for last-minute meetings.

- *Papers due by Wednesday evening, December 8 (via TurnItIn).* If you anticipate difficulty meeting this deadline, you can request a modest extension or a formal incomplete.