GLOBAL MIGRATION
Tuesdays 9:30am – 12:15pm in Maxwell 309A

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Office Hours: Tuesdays afternoons in Eggers 330
(see sign-up sheet on my door or email to make an appointment)

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 then 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.

Since we cannot cover the whole world in one semester, you will write two 5-10 page research papers that apply some of the analytical tools from class to a particular geographical area. The first paper will map the historical mobility patterns of a particular population group. The second paper will assess the effectiveness of contemporary policies in one country, somehow linked to this population group. You will also write a 2 page book review, selected from the recommended readings, which relates to your research. Based on insights from your research, at the end of the semester you will submit a 3-5 page policy memo which proposes one key reform at the global or local level. Additional guidelines for these assignments will be provided in 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 have recently increased in severity (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 your drafts for sufficient paraphrasing and proper citations. If you have any questions, please see me before submitting your final version.

Participation is premised on regular attendance. Come to class prepared to discuss the assigned readings for each session, listed in the schedule below. Not everyone will learn the same things from each assignment or discussion. Some of the readings may use unfamiliar terminology or theories; others may cover in detail a part of the world that is unfamiliar to you. Read sufficiently to find the author’s overall argument. Writing up a brief summary or outline helps. Then begin to probe whether the argument is 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 something about a place where something similar – or strikingly different – happened? Also consider how one week's readings fit with previous assignments.

Keep in mind that participation involves more than talking. All of us can take simple steps that improve class discussions. Consider whether you are listening and responding...
to others before offering your views. Perhaps offer a question early on; this strategy enables you to influence the direction of discussion rather than having to jump into the middle of vociferous debate, which many people find more difficult. Shy people may provide me with some of your reactions to the readings before class, so I can draw on these at appropriate points. However, this should not completely replace speaking.

The textbook, *Exceptional People: How Migration Shaped Our World and Will Define Our Future*, by Ian Goldin, Geoffrey Cameron, and Meera Balarajan (Princeton 2011), is available at Schine bookstore and on Library Reserve. Other assignments are posted on Blackboard (blackboard.syr.edu) either directly as pdfs or via e-journal links. To foster greater participation, all class members 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 (go to Student Services/Enrollment/My Religious Observances). 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. Otherwise, excessive absences will reduce your participation grade.

Grades will be based on: general participation 20%; discussion leader 10%; book review 10%; two research papers 20% each, policy presentation 10%; and policy memo 10%.

If you believe that you 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: <http://disabilityservices.syr.edu>; 804 University Avenue Room 309; (315) 443-4498. ODS is responsible for coordinating disability-related accommodations and will issue a students with documented disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, contact ODS as soon as possible. After they provide you with an Accommodation Authorization Letter, we can make suitable arrangements.

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PART 1: INTRODUCTION

8/27: Course Overview
Survey topics and assignments; tentatively select discussion leaders; identify the differences between analytical and ideological perspectives currently in the news.
9/3: Theoretical Lenses


**PART 2: HISTORICAL TRENDS IN GLOBAL MOBILITY**

9/10: Emigration


9/17: Restrictions


9/24: Rights
  o Joseph Carens, “Who Should Get In? The Ethics of Immigration Admissions,” *Ethics and*

**10/1: Research Paper #1 due in class.**
Be prepared to discuss your research.

**PART 3: CONTEMPORARY NATIONAL RESPONSES**

**10/8: Border Control**

**10/15: Political Impacts**

**10/22: Rights**

**Book Review Due: be prepared to provide an overview in class.**

Select from any of the recommendations in Part 2 that will be useful in your research. If you know of another work that you would like to review instead, I am open to requests. You can find sample reviews in journals such as the *American Political Science Review* or *International Studies Review*, but resist the temptation to read about the book before writing your own assessment. Reviews typically are very short, so aim for 500 words and make each sentence count. Be sure to highlight both strengths and weaknesses (see participation guidelines above for ways to identify these). Keep in mind that all books have faults, but the best ones have productive limitations: their weaknesses point to fruitful directions for further research.
PART 4: TOWARD GLOBAL – OR LOCAL – SOLUTIONS?

10/29: Political Economy

11/5: Human Security

11/12: Regional Integration
  o Bruno Ramirez, Crossing the 49th Parallel: Migration from Canada to the United States, 1900-1930 (Cornell 2001), ch. 1.

11/19: Research Paper #2 due in class.
Be prepared to discuss your research.

11/26 – No Class, Thanksgiving Break

12/3: Policy Presentations

Presentations provide an opportunity to hone your argument prior to submitting the written version. The format will be determined after you select topics. For instance, if a few people select “refugees” as their theme, then a conference-style panel may be most useful.

12/10: Policy Memo due via Blackboard