

# Global Migration

PSC 469, Spring 2017

Tu/Th 2:00--3:20 in HoL 107

## Professor Audie Klotz

Office Hours: Tu 3:30-4:30, Th 12:30-1:30 in Eggers 330  
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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 aims of restrictive policies, and are they effective? When are border controls justified? We will explore these and related questions through historical and contemporary perspectives on economic migration, family reunification, human trafficking and refugee crises.

Since we cannot cover the whole world in class, you will have opportunities to delve into detail about particular populations and policies. International Relations majors, especially Capstone students, should concentrate on their geographic and thematic specializations.

By the end of the semester, you should have gained a deeper knowledge of the migration networks most prevalent in your chosen region of the world, a greater understanding of the causes and consequences of migration, and sharper critical insights into the rhetoric that frequently fuels policy debates. To improve the quality of papers and presentations, we will regularly review the building blocks of the research process.

Course grades are based on four equally weighted components: i) participation, ii) research paper, iii) essay exam or Capstone proposal, and iv) group presentation or Capstone paper. Further details for each of these components will be distributed. Capstone proposals and papers must also comply with the International Relations program requirements for major credit and therefore will be submitted simultaneously to the IR Capstone advisor for approval.

### i. Participation (25%)

Come to each session prepared to discuss the assigned readings, as listed in the daily schedule below. Remember to bring any assigned memos or homework, which 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.

Most required readings are available in three textbooks available for purchase at Schine, or another vendor of your choice, with one copy of each also on reserve at Bird Library:

- o Donna Gabaccia, *Foreign Relations: American Immigration in Global Perspective* (Princeton 2012);
- o Leo Lucassen, *The Immigration Threat: The Integration of Old and New Migrants in Western Europe since 1850* (Illinois 2005);
- o Jacqueline Bhabha, *Child Migration & Human Rights in a Global Age* (Princeton 2014).

Additional required readings and 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.

Silence and put away cellphones, tablets and laptops. Surfing the web or texting distracts you *and* people around you, including me. Plus, studies demonstrate that taking handwritten notes bolsters comprehension. That said, you may request an exemption by making an appointment with me to discuss your unique circumstances. Unconvinced? Read about some of those studies:

<http://m.chronicle.com/article/The-Benefits-of-No-Tech-Note/228089/>  
<https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

Be accountable for any absences. Success in this course requires regular attendance, yet I understand that sometimes life is beyond our 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 (25%)

During Module 1, we focus on the causes of migration, especially how networks develop and their subsequent effects. You will select an immigrant community in the United States and trace its evolution, from initial arrivals to the present day. As we read for class about broad patterns, you will map similarities and differences with your community, culminating in a (5-8 page) research paper. To avoid penalties for late assignments, always talk to me before the due date. Usually I am generous with extensions for papers, because I prefer to read your best work.

In addition to creating distractions, technology facilitates the unintentional kind of plagiarism that results from easy cutting and pasting from websites. Therefore, we will repeatedly review how to paraphrase, properly acknowledge sources, and otherwise maintain academic writing standards. Our main resource will be Lisa Baglione's guidebook, *Writing a Research Paper in Political Science* (any edition, available for purchase and on reserve at the library).

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 newly-revised academic integrity policies, see <http://academicintegrity.syr.edu/>.

Students needing any 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 <http://disabilityservices.syr.edu/> for additional details about policies and resources.

**iii. Essay Exam / Capstone Proposal (25%)**

During Module 2, we explore contemporary political concerns that result from migration, especially varying approaches to “immigrant incorporation” (i.e., integration), using a comparative historical perspective. In class, we will sample from countries around the world.

Students taking the exam will draw on the course readings to select a subset of countries to compare and contrast. Intermediate steps will hone your skills in case selection. Although these essays do not require additional research, the same guidelines as for the research paper apply.

For Capstone students, you will submit a project proposal, which will include a draft literature review, per IR program requirements. This document also needs to be submitted to the IR program for approval. Topics are not required to draw upon a theme or policy introduced in Module 2, although they might. Detailed guidelines will be distributed.

**iv. Presentation / Capstone Paper (25%)**

For Module 3 on global governance, small groups will research a current transnational issue and present a policy proposal to the class. The group as a whole will receive a baseline grade, but individuals may earn higher or lower grades depending upon engagement with the other presentations (e.g., show up and ask questions). Although not making presentations, Capstone students should be active audience members (as part of your general class participation grade).

Capstone papers are due **by 10am on Tuesday, May 9<sup>th</sup>** (the scheduled day for a final exam) via Blackboard. Also submit to the IR program (via their separate BB link) for their approval.

The remainder of this syllabus includes:

- Schedule of readings and assignment due dates;
- Guidelines for effective class participation;
- Overview of the Capstone process;
- Memo 1 to be completed in class.

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

## SCHEDULE

### Tu 1/17: Introduction

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

- Memo 1 to be completed in class.

### Th 1/19: Defining Migration

- Read: Unni Wikan, "Citizenship on Trial: Nadia's Case," *Daedalus* 129 (4), Fall 2000, 55-76 [posted on BB → Assignments → Readings].
- Read: Bhabha, *Child Migration*, Introduction, pp. 1-15.

## Module 1: Migration Networks

### Tu 1/24: Causes of Migration

- Read: Stephen Castles and Mark Miller, *Age of Migration: International Population Movements in the Modern World*, 3<sup>rd</sup> ed. (Guilford 2003), ch.2, pp. 20-32 [BB].
- Read: Gabaccia, *Foreign Relations*, Introduction.
- Guidelines for Research Paper distributed.

### Th 1/26: Settler Societies

- Read: Gabaccia, *Foreign Relations*, ch.1.

### Tu 1/31: Mass Migration

- Read: Gabaccia, *Foreign Relations*, ch.2.
- Topic selection for Research Paper due in class.

### Th 2/2: Restrictions

- Read: Gabaccia, *Foreign Relations*, ch.3.

### Tu 2/7: Expansion

- Read: Gabaccia, *Foreign Relations*, ch.4.
- Submit Annotated Bibliography in class or via BB.

[University Lecture: Jhumpa Lahiri, author of *The Namesake*, 7:30 in Hendricks Chapel.]

### Th 2/9: Regional Dynamics

- Read: Bruno Ramirez, *Crossing the 49<sup>th</sup> Parallel: Migration from Canada to the United States, 1900-1930* (Cornell 2001), ch.2, pp. 35-65 [BB].

### Tu 2/14: Alternative Destinations

- Read: Robert Huttenback, "The British Empire as a 'White Man's Country' – Racial Attitudes and Immigration Legislation in the Colonies of White Settlement," *Journal of British Studies* 13 (1), November 1972, 108-137 [BB].
- Read: David FitzGerald and David Cook-Martín, "Argentina," in *Culling the Masses: The Democratic Origins of Racist Immigration Policy in the Americas* (Harvard 2014), ch.8 [BB].

Th 2/16: Thesis Day

- Draft Thesis Statement due in class.

Tu 2/21: Research Day – No Class

- Optional: appointments with TA and/or Writing Center

Th 2/23: Papers due – No Class

- Submit papers via BB [→ Assignments → Paper] by midnight.

**Module 2: Integration Policies**

Tu 2/28: Consequences of Migration

- Read: Castles and Miller, *Age of Migration*, ch.2, pp. 32-48 [BB].
- Read: Lucassen, *Immigrant Threat*, Introduction.
- Memo 2 distributed.

Th 3/2: Britain

- Read: Lucassen, *Immigration Threat*, chs.1&5.
- Memo 2 due in class.

Tu 3/7: France

- Read: Lucassen, *Immigration Threat*, chs.3&7.

Th 3/9: Germany

- Read: Lucassen, *Immigration Threat*, chs.2&6.

Tu 3/14 & Th 3/16: Spring Break – No Classes

Tu 3/21: Hypotheses for Comparative Analysis

- Read: Lucassen, *Immigration Threat*, ch.7.
- Tiffany Joseph, *Race on the Move: Brazilian Migrants and the Global Reconstruction of Race* (Stanford 2015), ch.2.
- Essay question(s) distributed in class.
- Capstone proposals due in class.

Th 3/23: Brazil

- Read: Jeffrey Lesser, *Negotiating National Identity: Immigrants, Minorities, and the Struggle for Ethnicity in Brazil* (Duke 1999), ch.4.

Tu 3/28: South Africa

- Read: Asli Ilgit and Audie Klotz, "How Far Does 'Societal Security' Travel? Securitization in South African Immigration Policy," *Security Dialogue* 45 (2), April 2014, 137-155 [BB].

Th 3/30: Japan

- Read: Apichai Shipper, "Criminals or Victims? The Politics of Illegal Foreigners in Japan," *Society for Japanese Studies* 31 (2), Summer 2005, 299-327.

Tu 4/4: Review (no additional readings)

- Group Presentation guidelines distributed in class.
- Capstone Research Day = class optional depending on topic

Th 4/6: Exams Due – No Class

- Submit papers via BB by midnight
- Capstone Research Day – no class

**Module 3: Global Governance**

Tu 4/11: Do Migrants Have Rights?

- Read: Bhabha, *Child Migration*, chs.1&2.
- Topic preferences due in class.

Th 4/13: Human Trafficking

- Read: Bhabha, *Child Migration*, ch.4.
- Group assignments distributed in class.

Tu 4/18: War & Refugees

- Read: Bhabha, *Child Migration*, chs.5&6.

Th 4/20: Labor & Development

- Read: Bhabha, *Child Migration*, ch.7.

Tu 4/25: Presentation Planning Day

Th 4/27: Presentations

Tu 5/2: Presentations

**Tu 5/9 (the scheduled day for a final exam) – Presentations TBD**

Whether we meet depends on how many students/groups are making presentations.  
Do not make travel plans until presentation schedule confirmed.

### **Guidelines for Class Participation**

Participation involves more than talking – it entails constructive and respectful contributions to discussion. Quantity isn't quality. Some people who voice their opinions freely may actually contribute less than those who say insightful things less frequently. I do take into account personalities when I give participation grades but as a prerequisite, your physical presence in the classroom is essential. And regardless of personality differences, all of us can take steps that improve discussion.

If you're naturally talkative, be diligent about listening and responding to others, rather than simply stating your own views. You might wait to offer a second comment until you've seen that most of the others have said something. If you're a shy person, challenge yourself to contribute more often. One way is to offer a question or comment early on; this strategy enables you to influence the direction of discussion rather than having to jump into the middle of debate, which many people find more difficult. Or if even that is a big step, give me some of your questions or reactions to the readings in writing before class. I can then voice them or create an opening for you to speak.

Your contributions will be most relevant if you come to class having done the reading – and a bit more. Think of a few questions or reactions. Prepare by identifying the author's main point. Most articles and books are written to expedite this process: read the introduction and conclusion first; then look for how the subsections substantiate the overall argument. (Think of these also as models for organizing your own written work.) Writing up a brief summary or outline will help. Once you understand what the author is claiming, you can consider whether you are convinced.

In general, there are two types of critiques. Those that dispute the internal logic of the argument question whether the author is being consistent or supplies sufficient evidence to support his/her claims. Those that propose an alternative explanation stress factors that the author presumably ignores. Thinking comparatively also helps. 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.

Grades for participation are based primarily on individual contributions but also include a collective component, in recognition that creating a positive dynamic between individuals makes a crucial difference. The size of the class also matters; my expectations are scaled up or down accordingly.

## Guidelines for International Relations Capstone

Capstone projects need to comply with requirements set by the International Relations program. Therefore, completing a research paper for this course does not automatically guarantee approval by the IR program. However, if you follow the steps required for this course, you should produce a paper of sufficient quality. These steps include writing two documents:

1. Proposal by “midterm” to be discussed with the IRP Capstone advisor = Proposal due for PSC469 the week after spring break (Tuesday, March 21<sup>st</sup>). Plan ahead – make your IRP appointment *now* for a day/time that suits your schedule approximately a week after submission.
  - a. This proposal should engage a topic that combines your geographic and thematic specialties.
  - b. This proposal will explain the significance of your main question and an initial survey of existing scholarly claims that seek to answer your question (i.e., a “literature review”). See related chapters in the Baglione guidebook.
  - c. This proposal will indicate some of the sources (“data”) and techniques (“methods”) you intend to use for answering your question. Again, make use of the Baglione guidebook.
  - d. See the IRP proposal guidelines for optional additional components (e.g., annotated bibliography). Since different theoretical schools and disciplines take distinctive approaches to methodology, you are not *required* to test hypotheses.
  
2. Paper that demonstrates original research, with a minimum 4000 words (~ 12-15 pages depending on font and such), excluding bibliography and any illustrations.
  - a. Think of the proposal as a road map, rather than a plan from which you cannot deviate. Research may lead you down unexpected paths. Evidence may undermine key assumptions or force you to hone hypotheses.
  - b. Take advantage of both the Professor and the TA for guidance during the research process. We will set individualized deadlines for reviewing draft installments of your paper.
  - c. Polished final papers are due no later than 10am on Tuesday, May 9<sup>th</sup> (the scheduled final exam day). If the class meets that day for presentations, your presence is required. Any requests for extension should be made no later than noon on May 8<sup>th</sup>.

**Memo #1**

**Name that you prefer to be called in class:**

Briefly answer the following questions. Relax, there are neither right nor wrong answers; you are not being graded. We will use your responses in discussion and in Memo #2.

Part 1: If you were to emigrate / If you have emigrated to the U.S. ...

i) Where would you most like to go? / Is there somewhere else you would prefer?

ii) Why?

iii) Would you like stay for a few years or permanently?

iv) What are some of the barriers that might prevent you from getting there?

Part 2: Create a profile of a migrant (e.g., your avatar or what you think is a typical migrant):

i) age range

ii) gender and family status

iii) education

iv) work experience or training

v) language proficiency

vi) other relevant information