POLITICS OF MIGRATION AND MEMBERSHIP

Preliminary syllabus

The UN estimates that there are 232 million migrants in the world and projects that the level of net migration to the world’s more developed regions will remain at over 2 million per year though 2050. As the foreign-born population of the United States has reached 40 million (13% of the country’s population), political candidates increasingly compete for votes in immigrant communities while other politicians call for more restrictive immigration policies, tougher border controls and reject compromise comprehensive immigration reform legislation. Increasing migration within and to the European Union prompted cooperation to lift border controls among signatories of the Schengen convention controls and free movement provisions of European Citizenship as well as tightened asylum policies and increasing policing along the external EU border. However, rapidly increasing numbers of asylum seekers and growing numbers of intra-EU migrants have prompted the establishment of anti-immigration political parties and challenged EU cooperation on migration and asylum policies. Moreover, after the September 11, 2001 attacks on the US and the attacks in Madrid and London, international migration has been increasingly considered a security issue. As millions of refugees flee Bosnia, Iraq, Afghanistan and Syria, safe havens and no-fly zones are declared, economic sanctions are tightened, invasions are staged and international relief efforts are mounted.

International migration presents policy makers (and the citizens that vote for them in democracies) with difficult policy dilemmas. Immigration can address labor and human capital shortages as well as shore up public pension coffers of rapidly aging populations but liberalizing immigration policies can also trigger political backlashes driven by public concerns about economic competition and concerns over social and cultural integration of newcomers. Likewise, policymakers from states experiencing net emigration may appreciate the economic remittances that contribute to their countries’ economic development (and to government revenues) but they may remain concerned about the “brain drain” of some of their most able citizens as well as “political remittances” in the form of opposition émigré political movements that can lead to violent revolution or less effective, but just as deadly, terrorist attacks.

This graduate seminar examines the domestic and international politics of migration and considers the dilemmas faced by local, national and international policymaking bodies addressing population movement. After examining the historical context and theories of international migration, we will consider comparative political analysis of labor migration to advanced industrial states, the question of state control over migratory flows, including increasing human smuggling and trafficking. We will then examine the impact of migration on international politics with particular emphasis on international security, the influence of emigrants on political change in home countries, refugee policies and the potential for international cooperation on migration. We will then shift from politics of control and security to comparative analysis of political incorporation, naturalization and citizenship rights. At the end of the course, we apply the comparative perspectives gained to an examination of the politics of U.S. immigration policy, recent efforts to enact comprehensive immigration reform and the implementation of executive actions on immigration.

Prerequisites: There are no prerequisites for the course.

Texts:


Recommended:


**Additional required readings:** The bulk of the readings not in the above books will be journal articles and policy reports that will be posted on Blackboard. Unless noted, all required articles can also be accessed on-line at a under “e-journals” or through Lexis/Nexis. Readings that are not available in the UAlbany e-journal collection and are marked with an asterisk (*) will be made available on Blackboard. The instructor will assign several additional readings after the course begins – refer to the syllabus posted on Blackboard for all assignments and required for each session.

**Guest speakers:** The instructor is arranging to have guest speakers join the class throughout the semester – mostly by skype but possibly in person. Especially given that some guests will be connecting from different time zones (e.g. Finland, the Netherlands, India) or may only be able to come for the day, we may not be able to arrange some of their visits to coincide with our Monday evening classes. Students will be asked to come to meetings with guests outside of class periods and in order for these visits to be worthwhile most students will need to commit to out-of-class-times (that will be scheduled at the most convenient times for speakers and students). For in-person visits, interested faculty and other graduate students will be invited to join as well.

**Description of requirements:**

1. **Class participation:** All students are expected to attend all classes, complete all assigned readings in advance of class and be prepared to discuss them, including cold calls. The base line grade for class participation is a D. Routine attendance with minimal participation will earn a C. Regular contributions to class discussion that are appropriate and draw on readings will earn a B. Students who are consistently well prepared to discuss the assigned readings nearly every class and actively participate in discussions will receive an A for class participation.

2. **Personal statement:** All students are asked to submit a 250-word statement describing their background, academic interests and research objectives as they relate to this course. These should be posted on the discussion forum on Blackboard. Although mandatory, the assignment will not be graded; its purpose is for students (and the instructor) to get to know one another better.

3. **Reaction memos:** Students will submit four brief memos (of approx. 700 words) in which student react to required weekly readings of four selected class sessions. Students need not cover each and every reading for the week in these memos. The point is to focus on and analyze what you see as important, interesting issues in the reading. The memo should be analytical, not just a summary. These reaction memos are intended generate informed class discussion, so they must be written and submitted before class. It is best for students to hand in a hard copy but they may also email a memo (must arrive in the instructor’s mailbox before class). Each reaction memo is worth 5% of the course grade. Excellent papers will receive 5 points, good 4 points, failing 3 points. A total of four reaction memos must be submitted for full credit. Students may choose which week’s readings to review, however, reaction memos chosen must be distributed in the following manner:

   - One on or before 2/16
   - One on or before 3/9
   - One on or before 4/6
   - One on or before 4/27

If students do not hand in the required reaction memo by the date specified above, the overdue memo will be considered a failed assignment. They will **not receive credit for the missing reaction memo.**

4. **Questions for discussion:** All students should formulate one or two thoughtful questions about the required common readings for each week of class (aside from the first class). These questions should be formulated with the audience of the entire class in mind and with the objective of generating discussion. Students must post the questions on the Blackboard discussion board by 9 AM on the day of class. Students should paste the questions
on a word document that lists by date all of the students’ questions (A schedule of class session dates and titles will be posted and can be used for organization). This inventory of questions must be submitted to the instructor via email by the last day of class.

5. Team Project: The class will collectively analyze executive actions on immigration issued by President Obama on November 20, 2014 to consider the consequences that these actions will have on state government in various areas such as education, employment, transportation, housing, healthcare, etc. Students will break up into teams and choose which executive actions to analyze: “Strengthen Border Security,” “Revise Removal Priorities,” “Expand Deferred Action for Childhood Arrivals (DACA) Program,” “Extend Deferred Action to Parents of U.S. Citizens and Lawful Permanent Residents,” “Promote the Naturalization Process,” etc. The instructor will analyze the executive actions to “Support High-skilled Business and Workers.” Students and instructor will review how the range of policies of the 50 U.S. states are related to the aspect of the executive action on immigration chosen by consulting the National Conference of State Legislatures databases on state legislation on immigration and other information at: http://www.ncsl.org/research/immigration.aspx and also consider broader international comparisons drawing from readings on the syllabus, if applicable. For example, a team of students may consider how expansion of Deferred Action for Childhood Arrivals affects state higher education policies on in-state tuition and financial aid. Student teams and the instructor will produce short reports and present their findings to New York state officials from the NYS Office for New Americans at a workshop at the Rockefeller Institute of Government.

6. Term paper: PhD Students are expected to write a paper of about 6,000 words (double-paced, 12 pt, one inch margins). PhD student papers should demonstrate a command of the theoretical literature relevant to the topic selected and develop an analytical argument related to debates in that literature. Students may do any one of the following: 1) a paper that is based on secondary sources; 2) a paper based mostly on primary sources or 3) a paper based on the analysis of existing data sets or data that the student has collected. Masters students are expected to write a paper of about 4,000 words. Masters students may opt to model their papers on policy reports published by the Migration Policy Institute, Brookings Institution, Center for Immigration Studies, etc. or articles found policy-oriented journals such as Foreign Affairs, Washington Quarterly, etc. All students are expected to draw on material from the syllabus but students should also incorporate significant additional research on the topic chosen (which would be reflected in a majority of references to material not listed as required reading on the syllabus). All students may select a topic of their own choosing as long as it is within the confines of the course and approved by the instructor. For those students having difficulty selecting a topic, a good approach would be to consider a paper topic that delves into the details of one aspect of one of the session topics. At the very beginning of the course, students should carefully review the entire syllabus and scan readings for possible topics. Students are expected to submit a paper topic by Feb 16. Students are expected to submit a full paper proposal comprised of a 100-150 word abstract, outline and bibliography by March 2. If students miss this deadline, a half letter grade will be subtracted from the final grade for the paper. Students will give a brief presentation (15 minutes max) of their paper project to the class. Seminar papers are due on the last day of class, May 4.

Grading:

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<th>Component</th>
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<tr>
<td>Reaction memos</td>
<td>about 20%</td>
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<td>Discussion questions</td>
<td>about 5%</td>
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<td>Team project</td>
<td>about 15%</td>
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<td>Term paper</td>
<td>about 40%</td>
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<td>Class participation</td>
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Late assignments will be penalized.

Policy on academic integrity: Students must properly reference all sources, including assigned readings. Plagiarism and cheating will not be tolerated. Students must properly reference all sources, including assigned readings, in all written assignments. References to all sources must be clearly indicated. Direct quotations must be marked with double quotation marks (e.g. "...") and the source cited. Indirect quotations must have source cited. Sources require citation each time they are referred to. Students should refer to the academic integrity policies in the Graduate Catalogue for details on examples violations and corresponding penalties.
Class Schedule:

1/26 Introduction

Required:

Watch: “The President Speaks on Fixing America's Broken Immigration System”
https://www.youtube.com/watch?v=6Q_Xk66gsRU

Read: Fixing Our Broken Immigration System Through Executive Action - Key Facts

Read following executive memos posted on this webpage (others if you wish):
- Strengthen Border Security
- Revise Removal Priorities
- Expand Deferred Action for Childhood Arrivals (DACA) Program
- Extend Deferred Action to Parents of U.S. Citizens and Lawful Permanent Residents
- Promote the Naturalization Process
- Support High-skilled Business and Workers


“As Many as 3.7 Million Unauthorized Immigrants Could Get Relief from Deportation under Anticipated New Deferred Action Program,” Migration Policy Institute, Nov. 20, 2014

Skim UN Population Division, “The International Migration Report 2013”


2/2 Migration in World History

Required:


Recommended:


2/9 Disciplinary Perspectives on Migration Theory

Required:

Frank Bean and Susan Brown, “Demographic Analyses of Immigration”
Philip Martin, “Economic Aspects of Migration,”
David Scott Fitzgerald, “The Sociology of International Migration,”
James Hollifield and Tom Wong, “The Politics of International Migration,”
David Abraham, “Law and Migration,”
(Chs. 2,3,4,7,8 of Migration Theory: Talking Across Disciplines)

Recommended:


Castles, De Haas and Miller, The Age of Migration, Ch 2.

2/16 Migration Control and the Politics of Immigration Policymaking

Required:


Recommended:


2/23 Labor Migration
**Required:**

*Castles, De Haas and Miller, The Age of Migration, 220-21.


Susan Martin, “U.S. Employment-Based Admissions: Permanent and Temporary,” Migration Policy Institute, January 2006 


Look at: European Migration Network 

**Recommended:**


**3/2 Forced Migration, Asylum-seekers and Refugees**

**Required:**

*Castles, De Haas and Miller, The Age of Migration, pp. 221-230.


Populations of Concern to UNHCR [http://www.unhcr.org/5461e5ec3c.html](http://www.unhcr.org/5461e5ec3c.html)


**3/9 The Failure of Migration Control: Unauthorized Migration**

**Required:**


Jeffrey S. Passel and D’Vera Cohn, *Unauthorized Immigrant Totals Rise in 7 States, Fall in 14: Decline in Those From Mexico Fuels Most State Decreases*, Pew Hispanic Center Nov. 18, 2014


Peter Brownell, “The Declining Enforcement of Employer Sanctions” Migration Policy Institute, September, 2005 http://www.migrationpolicy.org/article/declining-enforcement-employer-sanctions

*Practical Measures to Reduce Irregular Migration*, European Migration Network, October 2012, read Executive Summary, skim Sections 1-7 (pp. 7-64)


**Recommended:**

*REGINE - Regularisations in Europe: Study on practices in the area of regularisation of illegally staying third-country nationals in the Member States of the EU*, Final Report, Vienna, January 2009

(read 7 pp. cover letter; skim appendices)

**3/16 Spring Break**

**3/23 Citizenship, Naturalization and Dual Nationality**

**Required:**


Highly recommended, especially for PhD students considering dissertation research on migration and citizenship:


Recommended:


3/30 Immigrant Policies and Political Integration vs. Homeland Political Participation

Required:


Recommended:


4/6 “South-South” Migration

Required:

*Castles, De Haas and Miller, The Age of Migration, chs. 7-8 (pp.147-196)
http://migration.oxfordjournals.org/content/early/2014/08/22/migration.mnu035.abstract


Recommended:


4/13 Migration, Mobility and Security

Required:


Watch: Jihad, Syria and social media: how foreign fighters have documented their war – video http://www.theguardian.com/uk-news/video/2014/apr/15/jihad-syria-social-media-video

“Up to 11,000 foreign fighters in Syria; steep rise among Western Europeans,” International Centre for the Study of Radicalisation and Political Violence (ICSR) Department of War Studies, King’s College London, posted at: http://icsr.info/projects/western-foreign-fighters-syria/ (Browse other documents on the webpage)


4/20 Regional and Global Cooperation on International Migration and Border Control

Required:

*Castles, De Haas and Miller, The Age of Migration, pp. 230-35.


Read: About Frontex: “who we are “mission and task” take a look at rest of website

Take a look at: Global Forum on Migration and Development [http://www.gfmd.org](http://www.gfmd.org)
Take a look at: Global Migration Group [http://www.globalmigrationgroup.org](http://www.globalmigrationgroup.org)

Recommended:


Read statements or watch: High-Level Dialogue on International Migration and Development, UN General Assembly - 68th Session, New York October 3-4, 2013

Civil Society at UN High Level Dialogue [http://hldcivilsociety.org](http://hldcivilsociety.org)


**4/27 The Politics of Reforming US immigration Polices**

**Required:**


*Refugees and Asylees: 2013* September 2014
Nonimmigrant Admissions to the United States: 2013, August 2014
U.S. Lawful Permanent Residents: 2013, June 2014
U.S. Naturalization: 2013, May 2014
All at DHS Immigration Statistics http://www.dhs.gov/immigration-statistics-publications

*Rey Koslowski, “The American Way of Border Control and Immigration Reform Politics,” manuscript.

Recommended:


5/4 US Immigration Politics and Policies at the State Level

Readings: TBA