POLITICS OF MIGRATION AND MEMBERSHIP  
Spring 2021  

Preliminary draft syllabus

The UN estimates that there are 272 million migrants in the world and the foreign-born population of the United States has reached 40 million (13% of the country’s population). Political candidates in migration destination countries increasingly compete for votes in immigrant communities while other politicians call for more restrictive immigration policies and tougher border controls. While increasing migration within the European Union prompted cooperation on asylum and external border control policies in order to lift border controls among signatories of the Schengen convention, rapidly increasing numbers of asylum seekers and growing numbers of intra-EU migrants have prompted the establishment of anti-immigration political parties in EU member states and challenged EU cooperation on migration and asylum policies. As percentage of the world’s migratory flows shift from South-North flows from developing countries in Asia, Africa and Latin America to North America and Europe to South-South flows within Asia and Africa, many countries that previously had little immigration are increasingly experiencing the politics of migration destination countries of North America and Europe. 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 Iraq, Afghanistan, Syria and the Democratic Republic of the Congo, safe havens and no-fly zones are declared, economic sanctions are tightened, invasions are staged and international relief efforts are mounted. After the novel coronavirus that causes COVID-19 rapidly spread around the world in early 2020 through international air travel, all of the world’s states imposed travel restrictions or completely closed their borders with major economic consequences for countries that depend on international tourism and migrant worker remittances.

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 combined undergraduate/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 history and demographics of migration, we will consider comparative political analysis of labor migration, the question of state control over migratory flows as well as political incorporation, naturalization and citizenship. We will examine the impact of migration on international politics with particular emphasis on the politics of asylum, the influence of emigrants on political change in home countries, human smuggling, border control and international security as well as international cooperation on migration and refugees. At the end of the course, we apply the comparative perspectives gained to an examination of the politics of US immigration policy and efforts to enact comprehensive immigration reform.

Shared Resource Course

This shared resource course combines graduate students enrolled in RPOS 605 or RINT 605 with undergraduate students enrolled in RPOS 474Z, a writing intensive course designed for political science majors, primarily in the Global Politics concentration, normally in their senior year. Although political science majors in other concentrations are welcome, the overwhelming majority of course material deals with migration to and from countries other than the US. As the country with the world’s largest foreign-born population, the US is often a central case in
comparative analyses but it is one case among many. This is not a course on US immigration politics -- only two class sessions at the end of the course are exclusively devoted to the US and, until then, US politics will only be occasionally discussed within broader comparative debates. While this is a political science course, international migration is a very interdisciplinary subject and political science students will need to be willing to engage work in demography, history, economics, sociology and law in addition to comparative politics, international relations and public policy. Likewise, graduate students from outside of the discipline of political science are welcome but those who have not studied political science as undergraduates may benefit from reviewing introductory comparative politics and international relations textbooks. The course will be taught as a graduate seminar, with expectations of student participation in class discussions befitting a seminar. All students will have a common set of assigned readings but graduate students will have some additional readings and undergraduates will have required documentary films to watch (and review). Political Science PhD students will have a few additional required readings listed at the end of the course schedule. PhD students from other disciplines should consult the instructor regarding alternative additional required readings.

Prerequisites:
A background of RPOS 101 Introduction to American Politics and RPOS 102 Introduction to Comparative and International Politics, or their equivalent, is assumed, however, these courses are not strict prerequisites. Students who have successfully completed general undergraduate courses in comparative politics and international relations will be better prepared for this course than those who have not. Hence, those who have not previously studied comparative politics and international relations as an undergraduate should review introductory undergraduate comparative politics and international relations textbooks either before the course begins or during the first few weeks.

Course Objectives:
By the end of the course, all students should:
- Understand the historical evolution of human mobility
- Be familiar with theories from various disciplines that explain international migration
- Be able to differentiate the different kinds of international migration
- Be able to compare and contrast immigration and citizenship policies of major migrant origin and host countries
- Understand the implications of international migration and mobility for international relations
- Identify key concepts in readings and describe the steps of an argument
- Critically evaluate common readings in discussions with instructor and fellow students
- Ask incisive questions of texts as well as of fellow seminar participants
- Be able to speak and write effectively about course topics in formats appropriate to career goals

Required texts:

Patrick Manning, Migration in World History 3rd edition (Routledge, 2020)


Anna Boucher and Justin Gest, Crossroads: Comparative Immigration Regimes in a World of Demographic Change (Cambridge: Cambridge University Press, 2018)

Additional required readings
The bulk of the readings not in the above required books will be government documents and policy reports posted online as well as journal articles that, unless noted, can be accessed on-line at through the UAlbany library 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 reading for each class session.
Knowledge of current events related to international migration
All students should keep abreast of recent developments with respect to international migration by reading a high-quality daily news source with good international coverage (e.g., New York Times; Wall Street Journal; Financial Times, Washington Post) supplemented by a weekly newsmagazine, such as the Economist. Additional online world news sources include: BBC World News https://www.bbc.com/news/world; Reuters World News https://www.reuters.com/news/world/world; NPR World https://www.npr.org/sections/world/

Guest speakers
We may have guest speakers join the class throughout the semester via Zoom. Although most guest speakers will probably be able to join our Wednesday evening classes, some guests may be connecting from different time zones or may only be able to come during the day and we may not be able to arrange some visits to coincide with our 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).

Description of requirements:

For all Students:

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, program, major, concentration, 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. Questions for discussion: All students should formulate one thoughtful question about the required common readings for each week of class (aside from the first class, i.e., 12 weeks worth). Each question should explicitly reference one (possibly more) of the assigned readings, other than the readings referred to in your online discussion statement (below). Each question should be no more than 50 words long, be formulated with the audience of the entire class in mind and with the objective of generating discussion. Questions that do not demonstrate engagement with one or more of the required readings will not receive full credit. Students must post the questions on the appropriate question section of the Blackboard discussion board by 12:00 noon on the day of class. Over the course of the semester, students should paste the questions in 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). Send this inventory of questions to the instructor on the last day of class.

4. Statements on required readings: All students should formulate one thoughtful statement about the required readings for each week of class (aside from the first class, i.e., 12 weeks worth). Each statement should explicitly reference one (possibly more) of the assigned readings. Each statement should be concise and direct, about 50 – 100 words long but under no circumstances over 200 words. Statements can explicitly criticize the position of an author, agree with an author or describe how the reading led you to think about or view matters differently. Students must post the statements on the appropriate class session forum of the Blackboard discussion board by 12:00 noon on the day of class. Over the course of the semester, students should paste their statements in a word document that lists by date all of the students’ statements (A schedule of class session dates and titles will be posted and can be used for organization). Send this inventory of statements to the instructor on the last day of class.

5. Research paper:

Undergraduate students are expected to write a research paper of about 3,500-4,000 words. The paper should utilize primary as well as secondary sources to make an analytical argument. The paper may focus on the politics of migration to or from one or more countries or on an aspect of how migration is shaped by international politics or has an effect on international politics. The paper may focus on some aspect of the politics of US immigration
policymaking but should be tightly focused on that one aspect and it should be supported with primary source material and accurate statistical data.

**Masters students** are expected to write a paper of about 4,500-5,000 words. Masters students in professional programs, such as the MIA and MPA, should model their papers on policy reports published by the Migration Policy Institute, Brookings Institution, Center for Migration Studies, etc. or articles found in policy-oriented journals, such as *Washington Quarterly*, etc. Political Science masters students with an academic vocation should write a paper similar to that outlined below for PhD Students.

**PhD Students** are expected to write a paper of about 6,000 – 7,000 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 write any one of the following: 1) a paper that is based on secondary sources focusing on a theoretical or historical topic; 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. PhD students should model their papers on articles found in migration journals (e.g., *International Migration Review* or *International Migration*) or political science journals (*Comparative Politics*, *World Politics*, *International Studies Quarterly*).

All students may select a topic of their own choosing as long as it is within the confines of the subject of the course and approved by the instructor. All students are expected to draw on material from the required readings on the syllabus for the paper 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). 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 February 17. Students are expected to submit a full paper proposal, comprised of a 100-150 word abstract, outline and preliminary bibliography, by March 3. Masters and PhD students should submit a rough draft of their paper (at least half the total length) by March 31. If students miss the deadline for the proposal or the rough draft, a half letter grade will be subtracted from the final grade for the paper. Graduate students should arrange a time to discuss the rough draft with the instructor for feedback. Undergraduates should submit a complete first draft by April 14. Undergraduate submissions will receive written comments from the instructor within a week and then students will have two weeks for final revisions. Seminar papers are due by the last day of class, May 5.

**For Undergraduates and Professional Masters Students:**

6. **Country briefing memo (due 2/24):** Masters and undergraduate students will write a briefing memo of 1,000-1,250 words analyzing the migration policy of a particular country (other than the US) that should focus on one particular kind of immigration (e.g., family reunification, temporary farm workers; unauthorized migration, high-skilled migration) or emigration. Due February 24.

7. **Team project (due 4/7):** Masters and undergraduate students working in teams will produce a group presentation (15 minutes) and report (1,750-2,000 words) analyzing a specific topic addressed in the course. Students will be assigned to groups and the instructor will distribute topics. The presentations will take place by 4/7 (Groups may opt to present project earlier). Groups should use Zoom to meet outside of class to work together on the project.

8. **Op-Ed (due 4/28):** Masters and undergraduate students will write an Opinion Editorial (OpEd) essay of 600 to 750 words (max.) on a topic of their own choosing that is relevant to the subject matter of the course. They can be submitted to the instructor anytime during the semester but must be submitted by April 28. Students should write the OpEd to fit the guidelines of a specific newspaper or online platform that publishes opinion pieces (and note that in the essay submitted to the instructor). If the essay is good, the student should consider submitting it for publication. The OpEd Project offers a guide to effective essay writing [https://www.theopedproject.org/oped-basics](https://www.theopedproject.org/oped-basics) and a list of publications open to receiving OpEd submissions with information on word limits and about how to submit [https://www.theopedproject.org/submission-information](https://www.theopedproject.org/submission-information)

**For Undergraduates:**

9. **Documentary film reviews:**
Undergraduate students should watch and write a review of three of the documentaries listed on the syllabus (and on a supplementary list of documentaries). The review (500-600 words) should briefly describe the main theme of the documentary, relate information presented in the documentary to relevant required readings on the syllabus and evaluate the overall effectiveness of the documentary. Students will be able to choose which three documentaries they wish to review and when to watch them, however, the first review is due March 17, the second review March 31 and the third review is due April 21.

For Professional Masters Students:

9. Demographic data analysis report (due 3/10):
Masters students will select an area of migration, assess the data available in this area and provide a descriptive analysis of the data in a word document (1,000-1250 words) that includes data tables and data visualizations (graphs) derived from excel spread sheets (also submitted) and a set of powerpoint slides that presents the highlights of the analysis, the data and visualizations. Students should use this exercise to explore the data available in an area of interest (e.g., migrant workers from South Asia in Gulf Cooperation Council (GCC) member states, asylum seekers in the EU, high-skilled migrants from East Asia in Australia and New Zealand, refugees from Africa resettled in the US, changes in the percentage of women migrants worldwide). The report should provide comparative (two or more countries), regional or global descriptive statistics including time series data, if available, and the report should critically examine any data availability and quality issues. This data analysis report may follow-up on the country briefing memo that the student completed but should substantially increase the scope of data analyzed. The data analysis report may also be utilized as a preliminary exploration of data that may subsequently be further analyzed in the student's seminar research paper.

For PhD Students (and MA students with an academic vocation):

6. Reaction memos: PhD students will submit four brief memos (of approx. 1,000 words) in which students react to required weekly readings of four selected class sessions, one class session from each part of the course. Students need not cover each and every reading for the week selected but they should include at least one of the readings for graduate students and additional PhD readings. 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. 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 2/17
   One on or before 3/24
   One on or before 4/21
   One on or before 5/5
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.

Grading

For Undergraduate Students:
Class participation about 10%
Questions for discussion about 5%
Statements about 5%
Country briefing memo about 10%
Op-Ed about 10%
Team project about 10%
Documentary film reviews about 15%
Seminar research paper about 35%

For Professional Masters Students
Class participation about 20%
Questions for discussion about 5%
Statements about 5%
Country briefing memo about 10%
Data analysis report about 10%
Op-Ed about 10%
Team project about 10%
Seminar research paper about 30%

For PhD Students:
Class participation about 20%
Questions for discussion about 5%
Statements about 5%
Reaction memos about 20%
Seminar research paper about 50%

Grade Scale:
A 90 and above
A- 88-89
B+ 85-87
B 80-84
B- 78-79
C+ 75-77
C 70-74
C- 68-69
D+ 65-67
D 60-64
E Below 60

Late paper policy
Late papers will be accepted in the case of illness, death in the family, etc. provided that documentation of illness, death in family is provided to the instructor. Students should ask the instructor for an extension as soon as possible and must do so no later than 24 hours after the paper is due. In the case of unexcused late submissions, a penalty of one half letter grade will be assessed per day.

Academic integrity
All students are responsible for understanding and following the university’s rules on academic integrity (see http://www.albany.edu/elll/academic_integrity.php.) 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 sources cited. Sources require citation each time they are referred to.

Class Sessions:
Part I: Historical and demographic background
2/3 Introduction
2/10 Migration in World History
2/17 The Scope and Scale of Contemporary Migration
Part II: Immigration Politics in Comparative Perspective
2/24 The Politics of Immigration Policymaking
3/10 Labor Recruitment and "Wanted Migration"
3/17 Challenges of Policy Implementation and "Unwanted Migration"
3/24 Citizenship and Political Integration
Part III Migration and International Politics
3/31 Forced Migration, Asylum-seekers and Refugees
4/7 Homeland Political Participation, Transnationalism and Dual Nationality
4/14 Human Smuggling, Border Control and Security
4/21 International Cooperation on International Migration and Refugees
Part IV: US Immigration Politics
4/28 The Politics of Unauthorized Migration
5/5 Reforming US Immigration Policies
Class Schedule:

Part I: Historical and demographic background

2/3 Introduction
Required:
Castles, De Haas and Miller, The Age of Migration, Chs. 1-3, pp. 1-74.
(108 pages total)

2/10 Migration in World History
Required:
Patrick Manning, Migration in World History 2nd ed. (Routledge, 2013), chs 2-8, pp. 16-162.
(180 pages total)

Recommended:

2/17 The Scope and Scale of Contemporary Migration
(Research paper topic due)
Required:
Castles, De Haas and Miller, The Age of Migration, Chs. 6-9, pp. 117-224.
World Migration Report 2020, International Organization for Migration, pp. 19-32, at:
UNHCR’s Global Report 2019 (pp. 4-7) at https://reporting.unhcr.org/publications
UNWTO World Tourism Barometer, Vol.18, No. 6, October 2020 (11 pp.) https://www.e-unwto.org/toc/wtobarometereng/18/6
Browse the IOM’s Migration Data Portal https://migrationdataportal.org/
Browse DHS Office of Immigration Statistics publications, including Yearbook of Immigration Statistics at:
https://www.dhs.gov/immigration-statistics
(156 pages total)

Recommended:
Part II: Immigration Politics in Comparative Perspective

2/24 The Politics of Immigration Policymaking
(Country Briefing memo due)

Required:
Castles, De Haas and Miller, The Age of Migration, pp. 225-237; Ch 11, pp. 248-274.

Why the arguments against immigration are so popular,” Economist, Nov. 14, 2019.

Required for undergrads:

Documentary Film: Farmingville http://archive.pov.org/farmingville/film-description/ (Available at UAlbany Library)
(139 pages total for undergrads)

Required for Graduate Students:
Boucher and Gest, Crossroads, Chs. 1-2, pp. 1-38.
(160 pages total for Masters students)

Recommended:


3/3 No Class
(Research paper proposal due)

3/10 Labor Recruitment and “Wanted Migration”
(Masters student demographic data analysis report due)

Required:
Castles, De Haas and Miller, The Age of Migration, Ch 12, pp. 275-296.


(69 pages total for undergrads)

**Required for Graduate Students:**


(132 pages total for Masters students)

**Recommended:**


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**3/17 Challenges of Policy Implementation and “Unwanted Migration”**

(First undergraduate documentary film review due)

**Required:**


"Irregular migration" Migration Data Portal (10 pp.) at: [https://migrationdataportal.org/themes/irregular-migration](https://migrationdataportal.org/themes/irregular-migration)


(67 pages total for undergrads)

**Required for undergrads:**


**Required for Graduate Students:**


(144 pages total for Masters students)

**Recommended:**

3/24 Citizenship and Political Integration

Required:
- Castles, De Haas and Miller, The Age of Migration, Ch. 4 (pp. 75-92), Ch.13 (pp. 248-274).

Recommended:

Part III Migration and International Politics

3/31 Forced Migration, Asylum-seekers and Refugees
(Masters and PhD students’ rough draft/50 percent of paper due)
(Second undergraduate documentary film review due)

Required:


UNHCR's Global Report 2019 (pp. 9-69) at https://reporting.unhcr.org/publications

Required for undergrads:
*Human Flow,* Documentary film by Ai Weiwei, 2017, available online via UAlbany Library at: https://search-alexanderstreet-com.libproxy.albany.edu/view/work/bibliographic_entity%7Cvideo_work%7C4744783
(120 pages total)

Recommended:

4/7 Homeland Political Participation, Transnationalism and Dual Nationality
(Team Project presentations due)


Castles, De Haas and Miller, *The Age of Migration*, Ch. 14 (pp. 331-352).
"Migration and Remittances: Recent Developments and Outlook" No. 29, World Bank, April 2018, pp. 1-9 at: https://openknowledge.worldbank.org/handle/10986/29777
"Why voting with your feet is more effective than a ballot," *Economist,* Nov. 14, 2019.


(123 pages total)

Recommended:

4/14 Human Smuggling, Border Control and Security
(first draft of undergraduate research paper due)

Required:
"Risk Analysis for 2020," Frontex, pp. 3-38, 44-45, 50-51, 54-55 (lots of pictures) download at: 
(142 pages total)

Recommended:

Protocol against the Smuggling of Migrants by Land, Sea and Air, supplementing the United Nations Convention against Transnational Organized Crime (pp. 53-67)

Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime (pp. 41-51)


2018 Global Slavery Index, “overview” of findings (about 10 pp.) at: https://www.globalslaveryindex.org/2018/findings/global


Documentary Film: Dying to Leave https://www.pbs.org/wnet/wideangle/episodes/dying-to-leave-introduction/924/(Available at UAlbany Library)

4/21 International Cooperation on International Migration and Refugees
(Third undergraduate documentary film review due)

Required:
Castles, De Haas and Miller, The Age of Migration, pp. 237-247; Ch. 15 (pp. 353-369).


Global Compact for Safe, Orderly and Regular Migration, Final Draft July 13, 2018 (34 pp.)
https://refugeesmigrants.un.org/sites/default/files/180711_final_draft_0.pdf


Take a look at: Global Forum on Migration and Development http://www.gfmd.org

Recommended:
Part IV: US Immigration Politics

4/28 The Politics of Unauthorized Migration, (OpEd due)

Required:


“Immigration policy mismatches and counterproductive outcomes: unauthorized migration to the U.S. in two eras,” Comparative Migration Studies Vol. 8 (2020), Issue 1, Article 21, pp. 1-27.


US public opinion surveys on immigration by Gallup at: https://news.gallup.com/poll/1660/Immigration.aspx


(133 pages total)

Recommended:


5/5 Reforming US immigration Policies

Required:
Barack Obama, “Your Weekly Address,” June 8, 2013, available online via UAlbany Library at: https://search-alexanderstreet-com.libproxy.albany.edu/view/work/bibliographic_entity%7Cvideo_work%7C2860188

Immigration Battle: Reasons to Believe, Documentary film by Michael Camerini and Shari Robertson (The Epidavros Project, 2015) available online via UAlbany Library at: https://search-alexanderstreet-com.libproxy.albany.edu/view/work/bibliographic_entity%7Cvideo_work%7C3244431


The Biden Plan for Securing our Values as a Nation of Immigrants https://joebiden.com/immigration/

Doris Meissner and Michelle Mittelstadt, “At the Starting Gate: The Incoming Biden Administration’s Immigration Plans,” Policy Brief, Migration Policy Institute, November 2020 (10 pp.) https://www.migrationpolicy.org/research/starting-gate-biden-administration-immigration-plans (108 pages total)

Recommended:


Additional readings for PhD students:

Part I: Historical and demographic background

2/3 Introduction

2/10 Migration in World History

2/17 The Scope and Scale of Contemporary Migration

Part II: Immigration Politics in Comparative Perspective
2/24 The Politics of Immigration Policymaking

3/10 Labor Recruitment and “Wanted Migration”

3/17 Challenges of Policy Implementation and “Unwanted Migration”

3/24 Citizenship and Political Integration

Part III Migration and International Politics

3/31 Forced Migration, Asylum-seekers and Refugees

4/7 Homeland Political Participation, Transnationalism and Dual Nationality

4/14 Human Smuggling, Border Control and Security

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