

# Global Migration

IGS 130A

## Instructor

Instructor Name: Dr. Selene Campion

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## Course Description

Currently, an estimated 281 million people currently live outside their countries of origin. This course is interested in thinking critically about global migration, one of the most polarizing and relevant issues of our time. It provides an introduction to key scholarly debates in the study of migration in political science and related disciplines. Throughout the course, we will investigate the causes and consequences of modern population movements from a comparative perspective by asking: what are the social, economic, and political outcomes of migration across sending and receiving countries?

The course is organized into three sections. Section I begins with an overview of the origins of current migration patterns. Section II examines the political, economic, and social impacts of migration on the receiving countries and countries of origin. Section III concludes with an examination of refugee crises and the future of global migration. Case studies are drawn from a variety of world regions, including Europe, the United States, Africa, and Asia.

## Course Outcomes

After taking this course, each student will be able to:

- Identify key theoretical frameworks of international migration, understand multiple motivations for migration, as well as think critically about and assess the politics of refugee crises
- Apply theories of migration to historical and contemporary case studies
- Understand different national models of migrant integration in a comparative context
- Evaluate media coverage and political speeches that address topics on migration
- Acquire skills focused on collecting, analyzing, and evaluating different types of empirical data

## Grading Criteria

Component	Description	% of Final Grade
Weekly assignments	Quizzes (closed-notes) and response papers	20%
Midterm (open-notes)	End of Week 5	30%
Final Paper (open-notes)	End of Week 10	30%
Participation	LATTE Discussions Initial posts due Fridays and replies to classmates due Mondays, unless noted	20%

## Prerequisites

There are no prerequisites for the class.

## Required Texts

There are no required texts for this course. All readings are available on the course website.

## Required Software and Hardware

There is no required hardware for this course. Any software we use will be provided via LATTE. Instructions will be included.

## Online Course Content

This course will be conducted entirely online using Brandeis' LATTE site, available at <https://moodle2.brandeis.edu>. The site contains the course syllabus, assignments, discussion forums, and learning materials. The course will run from Monday through Sunday for 10 weeks.

## Course Schedule

Week 1:	Moving Across Borders I
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Objectives	<ul style="list-style-type: none"> <li>● Introduce students, teacher, and materials</li> <li>● Begin to explore the topic of global migration and key theoretical concepts and terms</li> <li>● Learn about the pull and push factors that drove migration in historical perspective and be able to distinguish different types of migrants</li> </ul>
Learning Materials	<ul style="list-style-type: none"> <li>● Anthony Messina and Gallya Lahav (eds.). 2006. <i>The Migration Reader: Exploring Politics and Policies</i>. Boulder: Lynne Rienner Publishers, ch. 2.1 and 2.2, pp. 9-23 (hereafter referred to as MR).</li> <li>● Stephen Castles and Mark J. Miller. 2014. <i>The Age of Migration: International Population Movements in the Modern World</i>, NY: The Guilford Press. Chapters 5-7 (covering global movements since 1945), pp. 96-179.</li> <li>● Migration Policy Institute, <i>Top Ten Migration Issues of 2021</i>.</li> </ul>
Participation Activity	<ul style="list-style-type: none"> <li>● Course introductions</li> <li>● LATTE discussion</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>● Complete introduction sheet</li> <li>● Personal migration narrative</li> </ul>

Week 2: Moving Across Borders II	
Objectives	<ul style="list-style-type: none"> <li>● Explore theories of international migration</li> <li>● Compare and contrast economic and political explanations for migration</li> </ul>
Learning Materials	<ul style="list-style-type: none"> <li>● “Approaches to the Study of International Migration: Introduction.” Ch. 3.1, pp. 31-33 in MR.</li> <li>● Douglas Massey et al. “Theories of International Migration.” Ch. 3.2, pp. 34-62 in MR.</li> <li>● Myron Weiner. “On International Migration and International Relations.” Ch. 3.4, pp. 89-104 in MR.</li> <li>● Christian Joppke. “Why Liberal States Accept Unwanted Immigration.” Ch. 12.2, pp. 526-548 in MR.</li> <li>● Watch: <i>Becky’s Journey</i> (Dir: Plambeck, Sine, 2014, 24 minutes)</li> </ul>
Participation Activity	<ul style="list-style-type: none"> <li>● LATTE discussion</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>● Quiz on weeks 1 and 2</li> </ul>

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Week 3: Migrants as Participants	
Objectives	<ul style="list-style-type: none"> <li>• Examine how migrants contribute to the economic and political spheres of their host countries</li> <li>• Compare and contrast outcomes across Western and non-Western cases</li> </ul>
Learning Materials	<p><u>Economic participation</u></p> <ul style="list-style-type: none"> <li>• “Introduction.” Ch. 8.1, pp. 315-317 in MR.</li> <li>• George J. Borjas, “The New Economics of Immigration: Affluent Americans Gain, Poor Americans Lose.” Ch. 8.2, pp. 318-328 in MR.</li> <li>• Stephen Moore. “Give Us Your Best, Your Brightest.” Ch. 8.3, pp. 329-333 in MR.</li> <li>• The Economist. “A Modest Contribution.” Ch. 8.4, pp. 334-339 in MR.</li> <li>• Watch: “Italy: Exploiting Migrant Workers” (5 mins) and “Washington Farmers Safeguard Migrant Workers” (6.5 minutes).</li> </ul> <p><u>Electoral participation</u></p> <ul style="list-style-type: none"> <li>• Rafaela Dancygier. 2017. Dilemmas of Inclusion. Princeton: Princeton University Press. Ch.1: Introduction, pp. 1-20.</li> <li>• Elizabeth Iams Wellman. 2020. Emigrant Inclusion in Home Country Elections: Theory and Evidence from sub-Saharan Africa. <i>American Political Science Review</i> 15(1): 82-96. <i>Skip “Analysis” and “Results” sections.</i></li> </ul>
Participation Activity	<ul style="list-style-type: none"> <li>• LATTE discussion</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• Response paper</li> </ul>

Week 4: Responses to Migration	
Objectives	<ul style="list-style-type: none"> <li>• Analyze public attitudes towards migration across Western and non-Western cases</li> <li>• Compare and contrast political responses to migration in Europe, the United States, and Africa</li> </ul>

Learning Materials	<ul style="list-style-type: none"> <li>● “Introduction: The Politics of Resentment.” Ch. 10.1, pp. 373-74 in MR.</li> <li>● John Higham. “Patterns in the Making.” Ch. 10.2, pp. 375-83 in MR.</li> <li>● Hans-Georg Betz. “The New Politics of Resentment: Radical Right-Wing Populist Parties in Western Europe.” Ch. 10.3, pp. 384-401 in MR.</li> <li>● Claire Adida. 2010. “Too Close for Comfort? Immigrant Exclusion in Africa.” <i>Comparative Political Studies</i> 40(10): 1370-1396.</li> <li>● Hein de Haas. 2008. “The Myth of Invasion: The Inconvenient Realities of African Migration to Europe.” <i>Third World Quarterly</i>, 29(7): 1305-1322.</li> <li>● Aidan White ed. 2015. <i>Moving Stories: International Review of how media cover migration</i>. London: Ethical Journalism Network. <i>Read: pp. 1-18, United States Case Study (pp. 101-106) and three additional case studies of your choosing.</i></li> <li>● Condor et al. 2013. “Political Rhetoric.” <i>The Oxford Handbook of Political Psychology</i>.</li> <li>● Watch: Kamala Harris first senate speech (February 16 2017)</li> <li>● Watch: Donald Trump remarks on immigration system (May 16 2019)</li> </ul>
Participation Activity	<ul style="list-style-type: none"> <li>● LATTE discussion</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>● Quiz</li> </ul>

<b>Week 5: Migration and Sending Countries</b>	
Objectives	<ul style="list-style-type: none"> <li>● Understand how migration affects the social, economic, and political spheres of the sending countries</li> <li>● Think critically about the benefits and drawbacks of migration for the sending countries</li> </ul>
Learning Materials	<ul style="list-style-type: none"> <li>● Hein de Haas, Stephen Castles, Mark J. Miller. 2020. <i>The Age of Migration: Population Movements in the Modern World</i>. NY: The Guilford Press. “Migration and Development in Origin Societies,” pp. 331-352.</li> <li>● World Bank Group. 2016. <i>Migration and Remittances Factbook. Read Forward and Highlights, pp. vii-viii and xi-xii.</i></li> <li>● Vanda Felbab-Brown. 2017. “The Wall: The Real Costs of a</li> </ul>

	<p>Barrier Between the United States and Mexico.” The Brookings Institute.</p> <ul style="list-style-type: none"> <li>• Clarisa Pérez-Armendáriz and David Crow. 2010. “Do Migrants Remit Democracy? International Migration, Political Beliefs, and Behavior in Mexico.” <i>Comparative Political Studies</i> 43(1):119-148.</li> <li>• Ivan Krastev. “Britain’s Gain is Eastern Europe’s Brain Drain.” <i>The Guardian</i>, March 24, 2015.</li> </ul>
Participation Activity	<ul style="list-style-type: none"> <li>• No discussion this week - prepare for midterm</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• Midterm Exam</li> </ul>

<b>Week 6: Migrant Integration in Europe</b>	
Objectives	<ul style="list-style-type: none"> <li>• Compare and contrast different national models of migrant reception and integration in Europe</li> <li>• Apply the theoretical concepts of the previous weeks to understand how migration theory works in practice</li> </ul>
Learning Materials	<ul style="list-style-type: none"> <li>• Review Chapter 5 from Week 1 (overview of post-war immigration in Europe), paying special attention to the ethno-religious origins of Europe’s migrants</li> <li>• Matthias Koenig. “Incorporating Muslim Migrants in Western Nation States - A comparison of the United Kingdom, France, and Germany.” <i>International Migration &amp; Integration.</i>” Vol. 1, pp. 219-234.</li> <li>• Adrian Favell. 1998. <i>Philosophies of Integration: Immigration and the Idea of Citizenship in Britain and France.</i> NY: St. Martin’s Press. Excerpt from ch. 5, pp. 173-199 (on France) and excerpt from chapter 6, pp. 200-225 (on Britain).</li> <li>• Kim Wilsher. “France’s Burqa Ban Upheld by Human Rights Court.” <i>The Guardian</i>, July 1, 2014.</li> <li>• Peter Walker. “Judge Allows Muslim Woman to Wear Niqab in London Court.” <i>The Guardian</i>, September 12, 2013.</li> </ul>
Participation Activity	<ul style="list-style-type: none"> <li>• LATTE discussion</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>

Week 7: Labor Migration in the Middle East	
Objectives	<ul style="list-style-type: none"> <li>Analyze migration motives and host country reception in a non-Western context</li> <li>Compare and contrast Western and non-Western modes of migrant reception</li> <li>Think critically about the benefits and drawbacks of guest worker policies in the Middle East</li> </ul>
Learning Materials	<ul style="list-style-type: none"> <li>Hein de Haas, Stephen Castles, Mark J. Miller. 2020. <i>The Age of Migration: Population Movements in the Modern World</i>. NY: The Guilford Press. Excerpt from Ch. 8 “Migration in Africa and the Middle East,” pp.172-189. <i>Pay special attention to the discussion of the kafala system.</i></li> <li>International Labour Organization. <i>Labour Migration (Arab States)</i>. Read “<i>facts and figures</i>” section.</li> <li>Elizabeth Frantz. 2013. “Jordan’s Unfree Workforce: State-Sponsored Bonded Labour in the Arab Region.” <i>Journal of Development Studies</i> 49(8): 1072-1087.</li> <li>Martin Shulov and Michael Safi. “‘We’re Poor People’: Middle East’s Migrant Workers Look for Way Home Amid Pandemic.” <i>The Guardian</i>, June 9, 2020.</li> <li>David Wood and Jacob Boswall. “Why Lebanon Can’t Kick Its Addiction to Indentured Labor.” <i>Foreign Policy</i>, March 23, 2021.</li> <li>Watch: <i>Champ of the Camp</i> (Dir: Kaabour, Mahmood, 2014, 75 minutes)</li> </ul>
Participation Activity	<ul style="list-style-type: none"> <li>LATTE discussion</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>Quiz</li> </ul>

Week 8: Forced Migration	
Objectives	<ul style="list-style-type: none"> <li>Analyze definitions of refugees and how they fit within our broader migrant categorizations</li> <li>Explore the causes of refugee crises and the role of international institutions in shaping refugee policy</li> </ul>
Learning Materials	<ul style="list-style-type: none"> <li>UNHCR Handbook on Procedures and Criteria for Determining Refugee Status (UNHCR 1979, 1992). Read <i>Introduction - International Instruments Defining the Term</i></li> </ul>

	<p><i>'Refugee' pp. 13-16.</i></p> <ul style="list-style-type: none"> <li>● "Introduction." Ch. 6.1, pp. 199-201 in MR.</li> <li>● Rosemarie Rogers and Emily Copeland. "The Evolution of the International Refugee Regime." Ch. 6.2, pp. 202-215 in MR.</li> <li>● Jeremy Hein. 1993. "Refugees, Immigrants, and the State." <i>Annual Review of Sociology</i> 19(1): 43-59.</li> <li>● Megan Specia. "The Five Conflicts Driving the Bulk of the World's Refugee Crisis." <i>New York Times</i>, June 19, 2020.</li> <li>● Jake Silverstein. "The Displaced: Introduction." <i>New York Times Sunday Magazine</i>, November 5, 2015. <i>Be sure to also read the stories of the children featured in the piece.</i></li> <li>● Watch: The Inside Story-Ukraine's Refugee Crisis</li> </ul>
Participation Activity	<ul style="list-style-type: none"> <li>● Discussion on Ukraine Refugee Crisis Documentary</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>● Quiz</li> </ul>

<p><b>Week 9: The Syrian Refugee Crisis</b></p>	
Objectives	<ul style="list-style-type: none"> <li>● Apply theoretical concepts from the previous week to the Syrian refugee crisis case study</li> <li>● Understand how coordination problems and institutional imperatives shaped responses to the crisis</li> </ul>
Learning Materials	<ul style="list-style-type: none"> <li>● Patrick Kingsley. "What Caused the Refugee Crisis?." <i>The Guardian</i>, December 9, 2015.</li> <li>● Walter Russell Mead. "The Roots of the Migration Crisis." <i>Wall Street Journal</i>, September 11, 2015.</li> <li>● Eliza Griswold. "Why Is It So Difficult for Syrian Refugees to Get Into the U.S.?" <i>The New York Times Magazine</i>, January 20, 2016.</li> <li>● Anemona Hartocollis. "A Family Swept Up in the Migrant Tide." <i>New York Times</i>, October 22, 2015.</li> <li>● Rawan Arar, Lisel Hintz and Kelsey P. Norman. "The Real Refugee Crisis is in the Middle East, Not Europe." <i>The Monkey Cage Blog for The Washington Post</i>, May 14, 2016.</li> <li>● Paolo Verme et al. 2016. <i>The Welfare of Syrian Refugees: Evidence from Jordan and Lebanon</i>. Washington, DC: World Bank. <i>Read the foreword, executive summary, overview and pages 123-129 on policies.</i></li> </ul>



Participation Activity	<ul style="list-style-type: none"> <li>● Refugee crisis simulation</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>● Short Response Paper</li> </ul>

<b>Week 10: Solving Refugee Crises and the Future of Migration</b>	
Objectives	<ul style="list-style-type: none"> <li>● Assess divergent responses to refugee crises across national contexts</li> <li>● Analyze proposed solutions to refugee crises and think critically about their efficacy</li> <li>● Explore the future of migration and understand how climate change will shape future migratory movements</li> </ul>
Learning Materials	<ul style="list-style-type: none"> <li>● James Milner. 2014. "Protracted Refugee Situations." In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), <i>The Oxford Handbook of Refugee and Forced Migration Studies</i>, Oxford: Oxford University Press, pp. 151-162.</li> <li>● Katy Long. 2014. "Rethinking Durable Solutions." In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), <i>The Oxford Handbook of Refugee and Forced Migration Studies</i>, Oxford: Oxford University Press, pp. 475-487.</li> <li>● Patricia Fagen. 2011. "Refugees and IDPs after Conflict, Why They Do Not Go Home." Special Report, United States Institute of Peace.</li> <li>● "How the Pandemic Reversed Old Migration Patterns in Europe." <i>The Economist</i>, January 31, 2021.</li> <li>● John Podesta. 2019. "The Climate Crisis, Migration, and Refugees." Brookings Institute, July 25, 2019.</li> </ul>
Participation Activity	<ul style="list-style-type: none"> <li>● LATTE discussion</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>● Final paper</li> </ul>

## Grading Standards

All work will be graded based on Brandeis University's A-E scale.

A High Distinction

B Distinction

C Satisfactory



D Passing, but Unsatisfactory

E Failure

## Course Policies and Procedures

### Late Work

Late work is deducted one grade for every 12 hours that it is late (e.g. from a B+ to a B). Extensions will only be granted for justifiable reasons and I must be notified well in advance of the due date. Last-minute extension requests will not be granted.

### Academic Integrity

Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. Infringement of academic honesty by a student subjects that student to serious penalties, which may include failure on the assignment, failure in the course, suspension from the University or other sanctions (see section 20 of R&R). Please consult Brandeis University Rights and Responsibilities for all policies and procedures related to academic integrity. A student who is in doubt regarding standards of academic honesty as they apply to a specific course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. Allegations of alleged academic dishonesty will be forwarded to the Department of Student Rights and Community Standards. Citation and research assistance can be found at [Brandeis Library Guides - Citing Sources](#).

## Student Support

### Accommodations

Brandeis seeks to welcome and include all students. If you are a student who needs accommodations as outlined in an accommodations letter, I want to support you. In order to provide test accommodations, I need the letter more than 48 hours in advance. I want to provide your accommodations, but cannot do so retroactively. If you have questions about documenting a disability of requesting accommodations, please contact [Student Accessibility Support \(SAS\)](#) at 781.736.3470 or [access@brandeis.edu](mailto:access@brandeis.edu).

### Financial Barriers

If you are having difficulty purchasing course materials, please make an appointment with your Student Financial Services or Academic Services advisor to discuss possible funding options and/or textbook alternatives.



## Research and Software Help

[The Brandeis Library](#) collections and staff offer resources and services to support Brandeis students, faculty and staff. These include workshops, consultations, collaboration, materials and instruction on emerging trends in technologies such as machine learning, emerging trends in research such as data visualization, and emerging trends in scholarship such as open access. Librarians at the Circulation Desk, Research Help Desk, Archives & Special Collections, Sound & Image Media Studios, MakerLab, AutomationLab, and Digital Scholarship Lab are available to help you.

## Other Campus Resources

Brandeis University is committed to supporting all our students so they can thrive. The following resources are available to help with the many academic and non-academic factors that contribute to student success (finances, health, food supply, housing, mental health counseling, academic advising, physical and social activities, etc.). Please explore the many links on this [Support at Brandeis](#) page to find out more about the resources that Brandeis provides to help you and your classmates to achieve success.