

**POL380H1S- Topics in International Politics:
Migration Politics and Policy in a Global World**

Session: Summer 2020

Instructors: Gözde Böcü & Busra Hacıoglu

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Gözde Böcü Office Hours	Busra Hacıoglu Office Hours
Via Zoom Wednesdays 12PM-1PM	Via Zoom Mondays 9AM-10AM

Course Description:

In a globalized world, the movement of populations has become a crucial political phenomenon requiring imminent attention by policy-makers and researchers alike. The United Nations projects that by 2050 over two million immigrants will arrive in the Global North every year. This course is designed to offer students an in-depth introduction to the politics and policies related to mobility and migration in the global world. The first part of this course provides an introduction into the key concepts and theories on immigration. The second part of the course introduces the role of state policies in governing migrants. By focusing on important contemporary issues in migration like gender, impact of crises, and labour migration, the last part of the course discusses key cases to apply the theories learned in the former parts of the course. Throughout the course, we will focus on issues in both the Global North and the Global South to engage broadly with topics in migration.

Some of the issues that will be covered will be:

- Politics of Migration and Migration Control
- Concepts such as Refugees, Labour Migration, Forced Migration, Irregular Migration
- Policies of Migration, Regional Policies, Diaspora Policies
- Case Studies from the Global North and Global South
- Emerging issues such as Gender, Climate Change and unanticipated crisis

Course Requirements:

This course does not require previous education or experience in the field of migration. The lectures and readings will inform students of theoretical debates and concepts relating to International Politics. Furthermore, students are also encouraged to keep up with current events to supplement their theoretical knowledge. The instructors have aimed to assign a fair course load in terms of readings. However, some weeks may have a larger number of assigned readings. Students will have to keep up with these readings, and are encouraged to manage their time effectively when doing so. The assignments will probe at student understanding and

engagement with course material and concepts. This is why it is imperative to keep-up with the assigned readings throughout the term. All assignments will be submitted through Quercus in Word/PDF format to allow for comments (except for podcast submission). Written work should be 12 point, Times New Roman and double spaced, unless stated otherwise. Title pages are not necessary. Students should clearly write their name (first, last) and student number on the first page of the assignment. Please ensure to thoroughly edit your papers and any written assignment before submitting. Substantial errors in spelling, grammar and structure will result in damage to your assignment grades.

Attending lectures and interacting with your peers is an integral component of learning. As such, it is **imperative** that you attend the synchronous online lectures to participate in the class discussion. Lecture slides will be posted for your review on the course website. To accommodate any students that may experience connectivity issues during lecture time, the lectures will also be recorded and made available for a period of one week. However, students should note that watching online lectures is **not** a substitute for attendance to synchronous lectures.

Grade Breakdown:

Assignment	Grade Percentage	Due Date
Participation (Class Participation 10% and Weekly Reading Questions 10%)	20%	Cumulative
Topic Memo	20%	Ongoing/Rolling Submissions
Essay Proposal	10%	July 19
Critical Media Analysis	20%	July 28
Final Essay	30%	August 16

1. Critical Media Analysis (20%)

Finding and understanding migration in the news: This course will give you the tools to understand migration politics and policy from an academic perspective, this does not mean that the concepts we learn cannot be applied to headlines and current events. In this assignment you will engage with a media source of your choosing (news article, opinion, YouTube, magazine article etc.). You can either write a critical media analysis or prepare a podcast (audio recording) to complete the assignment. You will choose a topic from the syllabus (must be from Week 8-12) and discuss the news item in relation to concepts, theories and topics from the syllabus. Cite 3-5 academic sources (can be from the syllabus). When you submit your assignment to Quercus please include a screenshot or PDF of the article you engaged with.

Make sure to use an article from a reputable source (i.e., CBC, The Economist, The Globe and Mail, The Toronto Star, New York Times, The Atlantic etc.).

Follow these steps in completing your media analysis:

- *Introduce* the item and summarize the news story briefly
- *Explain* how this article relates to the topic of your choice
- *Analyze* the main arguments of the news item and support or criticize arguments by using academic sources
- *Add* a Bibliography of the literature you used (submit separately for podcast)
- *Length:* 1000 words (for written assignments) and max. 7-10 minutes (for podcast)

Learning objectives: Critical evaluation of media sources, and applying theoretical concepts to real-life events.

2. Topic Memo (20%)

Students are expected to write a two page single-spaced memo (approx. 1000 words, excluding bibliography) on a module of their choosing (must be from Modules 2-7). This memo should be a critical overview of the topic covered in that module. In doing so, students must highlight the larger issues/debates surrounding the topic, draw linkages among the readings, and between the readings and the topic, and highlight how the topic fits within the larger issues covered in the course. Students must only refer to the assigned readings. The information within the memo should be cited (using a style of your choosing) and bibliography should be added at the end.

Learning objectives: Art of succinct writing/summarizing large and complex ideas in a coherent manner.

2. Participation (10% In-Class, 10% Online Discussion)

For every class, the instructors will prepare a lecture for the class. Lecture attendance is an imperative aspect of learning, and as such, students will be graded on their attendance, as well as their participation in class (eg. asking and questions, as well as engaging in class discussion). In addition, students are expected to submit a reading question or a discussion post before the beginning of each class as part of their participation grade. This question/post can be about a specific aspect of a reading, can draw linkages between the readings, or question how the readings relate to the larger topic covered in a specific module.

***If there are acceptable and extenuating circumstances that prevent you from attending any of the synchronous lectures, please let us know by July 7 before 4PM.*

Learning objectives: Public speaking and critical engagement with literature.

3. Proposal (10%) –

Proposals serve the purpose of selecting a research question and formulating a thesis statement, and are supposed to prepare each student for the final paper. A list of paper research questions will be distributed in class. The proposal will not only include your introduction and thesis

statements, but it will also include a succinct overview of the paper (how you would break-down your arguments). Finally you must include a bibliography of minimum 5 academic sources with annotations of how the source will be useful to your final paper. Overall, you should heavily consult academic articles and book chapters, and in addition, may also utilize grey literature (reports/briefings etc) and news articles.

Learning objectives: Formulating an outline, narrowing down a thesis statement, selecting appropriate evidence.

4. Final Essay (30%) –

The final essay will be due on the last day of class and should be 10-12 pages. Through the final essay students will learn and demonstrate important academic skills like responding to a research question, coming up with a thorough and specific thesis statement, and using available sources and material to substantiate your thesis. The instructors will discuss requirements and details on how to approach a research paper. Moreover, a proposal will be submitted ahead of time, and students will receive feedback on their proposal. This will help students in writing an intriguing final research essay. While 10 pages is the minimum, and students should have conducted substantial research to fulfill this page count, it is also important to be pithy and succinct in your writing. As such, your grade can be deducted marks if it falls below the minimum standard, or if it also goes over the maximum page count.

Students should also seek to expand on their initial bibliography by adding additional relevant sources (minimum 8 reputable sources, with at least 6 being academic sources).

Learning objectives: Critically engage with a research question, build arguments, provide evidence for your argument and use proper citation style.

Course Rules and Policies:

Please find a description of important course policies below. It is important that students thoroughly read and review these policies and discuss any questions/concerns with the course instructors.

Use of Quercus:

This course uses the University's learning management system, Quercus, to post information about the course. This information includes the syllabus, any announcements, materials regarding assignments, discussion posts, lecture slides and other tools to help in your learning. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>.

Academic Integrity:

The University of Toronto places a high importance on academic integrity and takes academic misconduct very seriously. It is important that students view the University's Code of Behavior on Academic Matters to understand what may constitute as academic misconduct, the processes for addressing such misconduct and the penalties that may be levied.

All of the suspected cases of academic misconduct will be investigated using the procedures highlighted in the University's Code of Behavior on Academic Matters. If you have questions about what constitutes academic misconduct, please contact us during office hours. For further clarification on academic misconduct and plagiarism, please see Writing at the University of Toronto <http://www.writing.utoronto.ca/advice/using-sources>

Code of Behavior on Academic Matters:

<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>

Turnitin Policy:

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site

Your use of Turnitin is voluntary. If you have any questions or concerns regarding the course use of Turnitin, please discuss this with the course instructors.

Late Policy

Any late assignments will be levied a 2.5% penalty per day (including weekends). The only exception to this policy is the weekly reading/discussion question. If students do not submit a question by 4 PM prior to the class, this will result in a grade of "0" for that week.

If there are extenuating circumstances which require consideration, please contact the course instructors well before the due date of the assignment.

Email Policy

We will make an effort to respond to your emails in a timely manner. However, please keep in mind that responses can typically take up to two business days. Please be cognizant of this when writing emails. Messages written during week days before 5 PM are likely to receive a more prompt response. Larger discussions and more substantive questions should be reserved for office hours.

Also, it is important to keep in mind good email etiquette. Please keep the following in mind:

- 1) Commence with an appropriate salutation/greeting (eg. Good afternoon, Dear...)
- 2) Use courteous language

- 3) Be specific about the questions you ask (specifying the assignment/nature of question etc)
- 4) Ensure to check the syllabus to make sure your question is not covered in this material

Accessibility Services:

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Course Outline:

**** All assigned course readings are journal articles that are accessible through the University of Toronto Library website. Please ensure to complete all readings prior to each lecture.**

Module 1 – Introduction: Migration and States

- Hollifield, James F. 2004. “The Emerging Migration State,” *International Migration Review*, 38(3): 885-912.
- Boswell, C. (2007). Theorizing migration policy: Is there a third way?. *International Migration Review*, 41(1), 75-100.

Recommended Readings:

- Levitt, P., DeWind, J., & Vertovec, S. (2003). International perspectives on transnational migration: An introduction. *International Migration Review*, 37(3), 565-575.
- [Video]: <https://www.youtube.com/watch?v=7C25uq3smxg&feature=youtu.be>

Module 2 – Citizenship and Integration Policies

- Triadafilopoulos, T. (2011). Illiberal means to liberal ends? Understanding recent immigrant integration policies in Europe. *Journal of Ethnic and Migration Studies*, 37(6), 861-880.
- Bloemraad, I., Korteweg, A., & Yurdakul, G. (2008). Citizenship and immigration: Multiculturalism, assimilation, and challenges to the nation-state. *Annual review of sociology*, 34.

- Banting, K., & Kymlicka, W. (2013). Is there really a retreat from multiculturalism policies? New evidence from the multiculturalism policy index. *Comparative European Politics*, 11(5), 577-598.

Recommended Readings:

- Rogers Brubaker, *Citizenship and Nationhood in France and Germany* (Cambridge: Harvard University Press, 1992): pp. 1-34, 179-190. 9
- Crul, M. (2016). Super-diversity vs. assimilation: how complex diversity in majority–minority cities challenges the assumptions of assimilation. *Journal of Ethnic and Migration Studies*, 42(1), 54-68.
- Stephen Castles, “How Nation-States Respond to Immigration and Ethnic Diversity,” *Journal of Ethnic and Migration Studies* VOL. 21, No. 3 (1995): pp. 293-308.
- [Video]: <https://www.youtube.com/watch?v=xzn09qS-iCM>

Module 3 – The Politics of Migration Control

- Joppke, Christian. 1998. “Why Liberal States Accept Unwanted Immigration.” *World Politics*, 50(2), 266-293
- Ellermann, Antje. 2014. "When Can Liberal States Avoid Unwanted Immigration? Self-Limited Sovereignty and Guestworker Recruitment in Switzerland and Germany." *World Politics*, 65(3), 491-538

Recommended Readings:

- Boswell, C. (2007). Migration control in Europe after 9/11: Explaining the absence of securitization. *JCMS: Journal of Common Market Studies*, 45(3), 589-610.
- [Video]: <https://www.youtube.com/watch?v=WSLnci8BXi0>

Module 4 – Refugees and Forced Migration

- Barnett, L. (2002). Global governance and the evolution of the international refugee regime. *International Journal of Refugee Law*, 14(2_and_3), 238-262.
- Ostrand, N. (2015). The Syrian refugee crisis: A comparison of responses by Germany, Sweden, the United Kingdom, and the United States. *Journal on Migration and Human Security*, 3(3), 255-279.

Recommended Readings:

- Rahman, U. (2010). The Rohingya refugee: A security dilemma for Bangladesh. *Journal of Immigrant & Refugee Studies*, 8(2), 233-239.
- [Video]: <https://www.youtube.com/watch?v=txdKyT2tscU>

Module 5- Subnational Politics and Policies

- Ellermann, A. (2006). Street-level democracy: How immigration bureaucrats manage public opposition. *West European Politics*, 29(2), 293-309.

- Van der Leun, J. (2006). Excluding illegal migrants in the Netherlands: Between national policies and local implementation. *West European Politics*, 29(2), 310-326.
- Paquet, M. (2020). Subnational migration states and the new politics of immigration. *International Migration*, 58(6), 61-76.

Recommended Readings:

- Bhuyan, R., & Smith-Carrier, T. (2012). Constructions of migrant rights in Canada: is subnational citizenship possible?. *Citizenship Studies*, 16(2), 203-221.
- [Video]: <https://www.youtube.com/watch?v=JNQMMDUQ8g>

Module 6 – Transnationalism: Diaspora and Kinship Policies

- Délano, A., & Gamlen, A. (2014). Comparing and theorizing state–diaspora relations. *Political Geography*, 41, 43-53.
- Waterbury, M. A. (2014). Making Citizens Beyond the Borders: nonresident ethnic citizenship in post-communist Europe. *Problems of Post-Communism*, 61(4), 36-49.
- Adamson, F. B. (2019). Sending states and the making of intra-diasporic politics: Turkey and its diaspora (s). *International Migration Review*, 53(1), 210-236.

Recommended Readings:

- Levitt, P. & R. de la Dehesa. 2003. ‘Transnational Migration and the Redefinition of the State: Variations and explanations,’ *Ethnic and Racial Studies*, 26(4): 587-611
- [Video]: <https://www.youtube.com/watch?v=awPKGBzCcXY>

Module 7 – Migration and the Global South

- Natter, K. (2018). Rethinking immigration policy theory beyond ‘Western liberal democracies’. *Comparative Migration Studies*, 6(1), 1-21.
- Adamson, F. B., & Tsourapas, G. (2020). The Migration State in the Global South: Nationalizing, Developmental, and Neoliberal Models of Migration Management. *International Migration Review*, 54(3), 853-882.
- Hujo, K., & Piper, N. (2007). South–South migration: Challenges for development and social policy. *Development*, 50(4), 19-25.

Recommended Readings:

- [Video]: <https://www.youtube.com/watch?v=NU0RqwwuWY>
- De Haas, H. (2012). The migration and development pendulum: A critical view on research and policy. *International migration*, 50(3), 8-25

Module 8 – Case Study I: Labour Migration

- Hennebry, J. L., & Preibisch, K. (2012). A model for managed migration? Re-examining best practices in Canada’s seasonal agricultural worker program. *International Migration*, 50, e19-e40.

- Dauvergne, C., & Marsden, S. (2014). Beyond numbers versus rights: Shifting the parameters of debate on temporary labour migration. *Journal of International Migration and Integration*, 15(3), 525-545.

Recommended Readings:

- Walton-Roberts, M. (2012). Contextualizing the global nursing care chain: international migration and the status of nursing in Kerala, India. *Global Networks*, 12(2), 175-194.
- [Video]: <https://www.youtube.com/watch?v=zw9NNORII3Q>
- [Video]: <https://www.youtube.com/watch?v=waeMkka60po>

Module 9 – Case Study II : Migration and the Refugee Crisis in the Middle East

- Rygiel, K., Baban, F., & Ilcan, S. (2016). The Syrian refugee crisis: The EU-Turkey ‘deal’ and temporary protection. *Global Social Policy*, 16(3), 315-320.
- Mourad, L. (2017). “Standoffish” Policy-Making: Inaction and Change in the Lebanese Response to the Syrian Displacement Crisis. *Middle East Law and Governance*, 9(3), 249-266.
- Tsourapas, G. (2019). The Syrian refugee crisis and foreign policy decision-making in Jordan, Lebanon, and Turkey. *Journal of Global Security Studies*, 4(4), 464-481.

Recommended Readings:

- [Video]: <https://www.youtube.com/watch?v=rdI7I2U-86U>

Module 10- Case Study III: Examining Gender and Migration

- Brickner, R. K., & Straehle, C. (2010). The missing link: Gender, immigration policy and the Live-in Caregiver Program in Canada. *Policy and Society*, 29(4), 309-320.
- Roggeband, C., & Verloo, M. (2007). Dutch women are liberated, migrant women are a problem: The evolution of policy frames on gender and migration in the Netherlands, 1995–2005. *Social policy & administration*, 41(3), 271-288.

Recommended Readings:

- Kofman, E., & Raghuram, P. (2010). The implications of migration for gender and care regimes in the South. In *South-South Migration* (pp. 46-83). Palgrave Macmillan, London.
- [Video]: <https://www.youtube.com/watch?v=0iG72aK55C8>

Module 11 – Case Study IV: Pandemic, “Wicked Problems” and Migration

- Betts, A., 2010. Survival migration: A new protection framework. *Global Governance: A Review of Multilateralism and International Organizations*, 16(3), pp.361-382.
- Afifi, T. (2011). Economic or environmental migration? The push factors in Niger. *International Migration*, 49, e95-e124.
- Sirkeci, I., & Yucesahin, M. M. (2020). Coronavirus and Migration: Analysis of Human Mobility and the Spread of COVID-19. *Migration Letters*, 17(2), 379-398.

Recommended Readings:

- [Video]: <https://www.youtube.com/watch?v=ahBGXdnlReM>
- [Video]: <https://www.youtube.com/watch?v=KkGD0GsoBAQ>

Module 12 – The Future of Migration: Security and Conflict

- *Planned Guestlecture* - Dr. Marie-Eve Loiselle (Munk School of Global Affairs & Public Policy)
- Piguet, Etienne, Antoine Pecoud, and Paul de Guchteneire. 2011. “Migration and Climate Change: An Overview,” *Refugee Survey Quarterly* 30 (3): 1–23.
- Greenhill, Kelly M. 2008. “Strategic Engineered Migration as a Weapon of War.” *Civil Wars* 10 (1): 6–21.

Recommended Readings:

- McAdam, Jane. 2012. “‘Disappearing States’, Statelessness, and Relocation,” in McAdam, Jane *Climate Change, Forced Migration, and International Law*. Oxford: Oxford University Press.
- Huysmans, Jef & Vicki Squire. 2010. “Migration and Security,” in Dunn Cavelti, Myriam & Victor Mauer eds. *Handbook of Security Studies*. London: Routledge.
- [Video]: <https://www.youtube.com/watch?v=iBKKpZNHp-E>