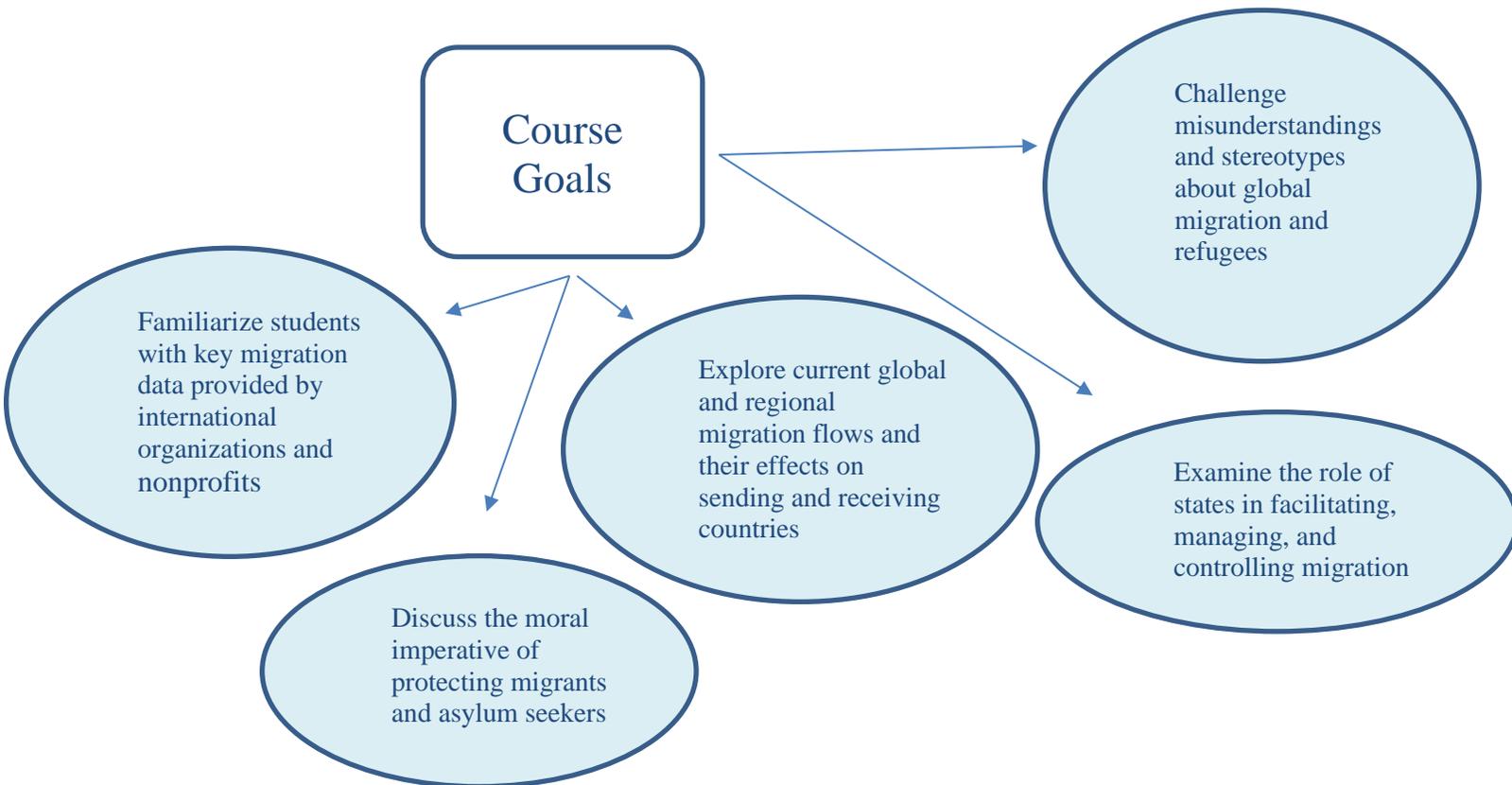


Vanessa Ruget,  
Professor, Political Science Department  
Meier Hall, 333  
[vruget@salemstate.edu](mailto:vruget@salemstate.edu)

Office hours  
Mondays: 8-11  
Thursday: 9-12

## POL 386: Global Migration & Refugees

Global migration is arguably the most pressing political issue of our time. This course explores the drivers, dimensions, and consequences of global mobility with a focus on current migrant and refugee crises. Why do people move across borders? Where are global migration flows occurring today and how is global climate change accelerating them? What is the difference between migrants and refugees? How is migration affecting politics in both sending and receiving countries? The course also discusses the political, ethical, and moral challenges of migration governance.



## Course Outcomes (Objectives)

Upon successful completion of the course, a student will be able to

1. Apply migration concepts and theories to specific case studies in a variety of assignments;
2. Locate and interpret migration data from international and nonprofit organizations;
3. Explore the human dimension of migration by completing an oral history project;
4. Participate in a COIL (Collaborative Online International Learning) project.

## Readings

De Haas, H. S. Castles and M. Miller. 2020. *The Age of Migration. International Population Movements in the Modern World*. Guilford Press. 6th edition.

All other readings are posted on Canvas.

## Evaluation

	Percentage of final grade	Meets course objectives
<b>Informed participation and class activities</b>	20%	1
<b>4 assignments</b>	60%	1, 2, 4
<b>Oral history of a migrant</b>	20%	1, 2, 3

### Informed participation

You are required to come to Zoom sessions prepared and to take an active role in class discussion.

**Assignments:** see Canvas.

### Interview project/COIL

This class is part of a COIL (“Collaborative Online International Learning”) project. For a week and a half in March, we will be exchanging with students in Kyrgyzstan enrolled in an international relations course at Ala-Too University (Bishkek). Specifically, you will be exchanging with at least one Kyrgyz student by email (or on WhatsApp) about what migration means from their perspectives (and vice versa). The final deliverable for this assignment is a short, written assignment reflecting on the process (see Canvas).

## Oral History of a migrant (see Canvas)

### Attendance policy

You are allowed to miss two class sessions with no penalty. Other unjustified absences will affect the participation grade.

### Grading Policy

A (4.0) 93-100	A- (3.7) 90-92		
B+ (3.3) 87-89	B (3.0) 83-86	B- (2.7) 80-82	
C+ (2.3) 77-79	C (2.0) 73-76	C- (1.7) 70-72	
D+ (1.3) 67-69	D (1.0) 63-66	D- (0.7) 60-62	F (0.0) -59

### Reliable websites on migration

International Organization for Migration –Global Migration Portal: <https://gmdac.iom.int/global-migration-data-portal>

International Organization for Migration: <https://www.iom.int/>

UNHCR (UN Refugee Agency): <https://www.unhcr.org/en-us/>

Center on Migration, Policy and Society (Compass): <https://www.compas.ox.ac.uk/>

Migration Policy Institute: <https://www.migrationpolicy.org/>

Migrant integration Policy Index: <http://www.mipex.eu/>

Migration Policy Center: <https://migrationpolicycentre.eu/>

Dynamic Data Hub on migration and demography:

Pew Research Center /Migration: <https://www.pewresearch.org/topics/migration/>

The Center for Migration Studies of New York (CMS) –*not to be confused with the Center for Immigration Studies which is an anti-immigrant think tank!*

### Honor code

Students are expected to respect the University academic integrity rules. Plagiarism or cheating will be sanctioned with an F and formal charge of academic dishonesty will be filed. See the University catalog for more information.

### Equal Access Statement

Salem State University is committed to providing equal access to the educational experience for all students in compliance with Section 504 of The Rehabilitation Act and The Americans with

Disabilities Act and to providing all reasonable academic accommodations, aids and adjustments. Any student who has a documented disability requiring an accommodation, aid or adjustment should speak with the instructor immediately. Students with Disabilities who have not previously done so should provide documentation to and schedule an appointment with Disability Services and obtain appropriate services.

### **Critical Emergency Statement**

In the event of a University-declared critical emergency, Salem State University reserves the right to alter this course's plan. Students should refer to [www.salemstate.edu](http://www.salemstate.edu) for further information and updates. The course attendance policy stays in effect until there is a college-declared critical emergency.

In the event of an emergency, please refer to alternative educational plans for this course that will be posted on the course's Canvas page. Students should be prepared for a campus emergency by keeping all course materials with him/her at home so that they are accessible in the case of an emergency.

### **Covid-19 pandemic statement**

Students must comply with the Covid-19 Health and Safety Protocols for the 2020-2021 Academic Year. This includes wearing masks in class and on campus in public spaces, practicing physical distancing where possible, including in class, engaging in a daily symptom check, notifying Counseling and Health Services at 978-542-6413 if they have any symptoms associated with COVID-19, and not coming to campus or to an in-person class if they have any of the symptoms related to COVID-19, until cleared by the Student Life Wellness Area. Students who have documented disabilities that may prevent them from complying with these policies are required to contact the Disability Services office.

## **COURSE SCHEDULE**

### **Understanding Migration**

#### **Friday January 22. Introduction**

Caritas Myths about Migration

UNESCO: correcting media myth about refugees and migrants

#### **Wednesday January 27. Overview**

World Migration Report **2020**: Chapter 2 – “Migration and migrants: A global overview”

*The Age of Migration*: Introduction

#### **Friday January 29. Why people move & theories of migration**

*The Age of Migration*: chapters 2 and 3

#### **Wednesday February 3. Refugees**

Readings (Canvas):

The Refugee Project

United Nations. What is a Refugee?

Migration Policy Institute. Refugees and Asylees in the United States.

Vox. 9 maps and charts that explain the global refugee crisis

Jacqueline Bhabha, 2016. "When Water is Safer than Land." Harvard Magazine

Class simulation (<https://brothersacrossborders.com/>)

### **Friday February 5. Refugees**

Achilli, L (2018). The "Good" Smuggler: The Ethics and Morals of Human Smuggling among Syrians, The ANNALS of the American Academy of Political and Social Science 676(1): 77-96.

 [https://www.nfb.ca/film/19\\_days/](https://www.nfb.ca/film/19_days/)

## **Assignment 1: Key lessons so far**

### **Migration, Politics and Policies**

### **Wednesday February 10. Migration and the state**

*The Age of Migration*: chapter 10

World Migration Report **2018**: chapter 7- Understanding Migration Journeys from Migrants' Perspectives

### **Friday February 12. Migration Policies**

*The Age of Migration*: chapter 11

Castles, S. (2004). "Why migration policies fail." *Ethnic and Racial Studies*. 27(2): 205-227 → read page 1-13.

### **Wednesday February 17. Migration and receiving countries (inclusion)**

*The Age of Migration*: chapter 13

World Migration Report **2020**: chapter 6 – Migration, inclusion and social cohesion

[MIPEX Main finding](#) (map)

[Video](#): The Muslim Headscarf in France

### **Friday February 19. Migration and sending countries (migration and development)**

- *The Age of Migration*: chapter 14

(watch in class) Ted Talk: The Hidden Force in Global Economics: Sending Money home

### **Wednesday February 24. Data on migration**

(no reading, class activity)

## **Assignment 2: data on migration**

### **Friday February 26. COIL project (Understanding Migration in Central Asia)**

### **Wednesday March 3. COIL project (Cross Cultural Communication + discuss interviews)**

Lost in Translation: How to Communicate Across Cultures (video)

Effective Cross-Cultural Communication 101 (video)

### **Friday March 5. Interview project/ COIL**

**Wednesday March 10. [Assignment 3: COIL reflection](#)**

**Friday March 12. Doing research on migration**

World Migration report 2020. [Chapter 4](#) – Migration research and analysis: Growth, reach and recent contribution

*Wednesday March 17 Spring break*

*Friday March 19 Spring break*

**Wednesday March 24. Migration and Public opinion**

Banulescu-Bogdan, Natalia. 2018. "When Facts Don't Matter. How to Communicate more Effectively about Immigration's Cost and Benefits." Migration Policy Institute.

Pew Research Center: Around the World, More Say Immigrants Are a Strength Than a Burden.

Pew Research Center: Shifting Public Views on Legal Immigration into the U.S.

**Friday March 26. Migration and the media**

World Migration Report [2018](#): "Media Reporting on Migrants and Migration."

**Wednesday March 31. Migration to the United States**

Review the "BIMI Migration Slide Deck" posted on Canvas

**Friday April 2. The Debate about Open Borders**

Joseph H. Carens. 2015. [The case for open borders](#). Open Democracy.

**Wednesday April 7. Work on Policy Brief**

[Assignment 4: policy brief](#)

**Friday April 9. Right-wing nationalism in Europe**

BBC [Europe and right-wing nationalism: A country-by-country guide](#)

Videos (in class)

[Hungary's extremism may be harbinger of Europe's political future](#)

**Wednesday April 14. Working on final project (drafting interview questions & how to conduct interviews)**

**Friday April 16. Working on final project**

**Wednesday April 21. Working on final project**

**Friday April 23. Working on final project → First draft due April 30**

**Wednesday April 28. Presentations**

**Friday April 30. Presentations**

**Wednesday May 5. Presentations → final draft due May 8**

# Policy brief

Write a **3-page policy brief on migration**. Your brief should analyze a specific issue faced by migrants and refugees (in any country) and discuss a policy proposal that could help address this issue.

Examples of policy briefs can be found [here](#). (I do not expect your assignment to be as polished!!) For examples of migration policies, see our class book (The Age of Migration), pp. 271-274.

## Purpose

By completing this assignment, you will apply lessons learned in class to a specific case study.

## Knowledge

By working on this project, you will gain a better understanding of:

- A contemporary issue in global migration;
- innovative approaches in migration policy;
- how complex migration policy is.

## Skills

By completing this assignment, you gain skills in:

- Using secondary sources on a specific topic;
- Using data from reputable databases to illustrate your argument;
- Writing concisely and using visuals to support your argument;
- Presenting your findings in the form of a policy brief.

## Task

The final product is a policy brief of about three pages (including tables, graphs, images...) that:

1) Describe (about 2 pages) a specific issue faced by migrants and/or refugees in any country (the US is fine too!). Your issue *can* (does not have to!) relate to public opinion (e.g. "rising anti-immigrant sentiment in X country").

Utilizes **data from the databases** that we used in class to illustrate as much as possible

2) Discuss (about 1 pages) a potential policy change that would address this issue. In the case of the US, examples include: improving conditions at migrant detention centers, revising the citizenship test, fixing DACA, assisting sanctuary cities, amnesty for undocumented migrants, adopting dual citizenship, language courses (or any other type of assistance such as access to housing, healthcare...) for refugees and migrants, reforming the diversity visa program, creating a point system to encourage skilled migration, anti-trafficking policies, improving the asylum process, etc.

Again, feel free to pick an example outside of the US

There is also a table with examples of migration policies in our book --end of chapter 11.

3) Use illustrations throughout, including **charts, tables, pictures, and maps** (feel free to make your own visuals using the data you collected);

4) Citations: use both a reference page and **in-text citations** --**every time you borrow specific evidence from a source**: Author's last name + date in parentheses--like this (Smith 2020). Citations at the end should be in full (not just weblinks). Use any citation style but be consistent.

#### Criteria for Success

- Be concise--this is a policy memo not a full research paper;
- **Use relevant data throughout, using the databases we discussed in class as well as lessons from course readings;**
- *Everything should be cited* --including images. Any specific information you borrow from a source should be cited *\*both\** on the slide and at the end;
- Use evidence to substantiate your claims --and make sure it's cited both in text and at the end

# Final assignment

For this assignment, you should interview a first-generation migrant and write a report that analyzes their story.

Use technology (Zoom, WhatsApp, phone...) to conduct a safe interview.

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## Purpose

By completing this assignment, you will explore the extent to which material learned in class applies to a specific individual. You will also reflect on the complexity of each migrant's story.

## Knowledge

By working on this project, you will gain a better understanding of:

- The complexity of a migrant's journey—from their own perspective;
- The drivers of migration;
- Challenges and opportunities faced by migrants in the host country;
- Migrants' relations with their home and host country, including their understanding and practices of citizenship;
- Diaspora practices.

## Skills

By completing this assignment, you gain skills in:

- Drafting and revising interview questions;
- Finding a respondent and obtaining consent;
- Conducting a semi-structured interview;
- Synthesizing lessons from the interview (supporting your findings with sources from our course material) and writing a concise report.

## Tasks

- **Finding a respondent**

The interviewee can be a family member, friend, colleague, fellow student etc. I can help find interviewees if needed!

- **Obtaining consent**

Consent should be obtained before the interview takes place. Reassure the respondent that their identity will be protected and that the information they provide will only be used for this assignment. Allow respondents to comment on your assignment before you submit it.

- **Drafting questions**

We will discuss interview questions in class. Potential questions include (these are just examples):

- Describe your life in your country of origin. What do you miss most about it? Do you still have family members there?
- Tell me your migration story: why did you leave? Why the US? When did you come here?
- What was the immigration process like?
- If naturalized: what was the process like? Are you a dual citizen?
- What have been your challenges as a migrant?
- What traditions from your home country (including language) have you kept? If you have children, how much do they know about this culture?
- How often do you visit your country of origin? Do you have a plan of returning there for good?
- Are you involved in your immigrant community?
- Immigration has been in the news a lot in recent years. What are your thoughts about current debates on immigration?

- **Conducting the interview**

The interview should last approximately an hour, **be conducted on Zoom, WhatsApp or by phone (or in manner that respects social distancing and masking guidelines)**, and you should take notes and/or record it.

During the entire process, make sure to respect the person and their story, and how much they want to share. It's okay not to have some of your questions answered and to have other topics discussed. Be ready to be flexible with how and where the interview goes. Silences and non-verbal expressions are part of an interview and worth noting as well.

- **Writing the report**

The final product should be a ~4-page report informed by the interview. Rather than simply restating what the interviewee said in your report, you should **organize and analyze their answers in light of what we**

**discussed this semester.** As you summarize your respondent's answers, cite course readings, documentary films, data, discussions. You can include pictures (or video attachments), as long as you obtained consent from your respondent.

Format:

This is not a traditional paper, so you do **\*\*not\*\*** have the follow a "classic" format.

In introduction, explain whom you interview, when and how. Feel free to describe the setting, atmosphere, and context of the interview.

Organize the rest of the report along the main themes of the interviews. You do not need to include all the information you collected from your respondent. Instead, highlight what you think is noteworthy in the context of our class. Illustrate with pictures, tables, graphs, maps as appropriate (remember to cite **both** in text and at the end).

- **Citations**

- Any style can be used as long as you are consistent;
- Use **in-text citations—every time you borrow specific evidence from a source** Author's last name + date in parentheses;
- Citations at the end should be in full (not just weblinks).

## Tips for Success

- Start early. This project is dependent on another person's schedule!
- Use technology (Zoom, WhatsApp....) to conduct the interview safely;
- Respect the interviewee and their story;
- Go beyond merely transcribing the interviews. Use lessons from our course (including theories, data, case studies, concepts...) to explain. You do **\*\*not\*\*** need to use sources beyond course material;
- Use evidence to substantiate your claims;
- Make sure everything is cited both in the paper and at the end.

## Presentations

You will also do a short, informal, ungraded presentation. It will allow you to share your findings and to receive feedback from class so you can improve your project.