

GLBL 703: GLOBAL MIGRATION

SPRING 2017

WED 12:20-3:20

GLOBAL CENTER 3033

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Office Hours: Mondays 10:00-12:00
and by appointment

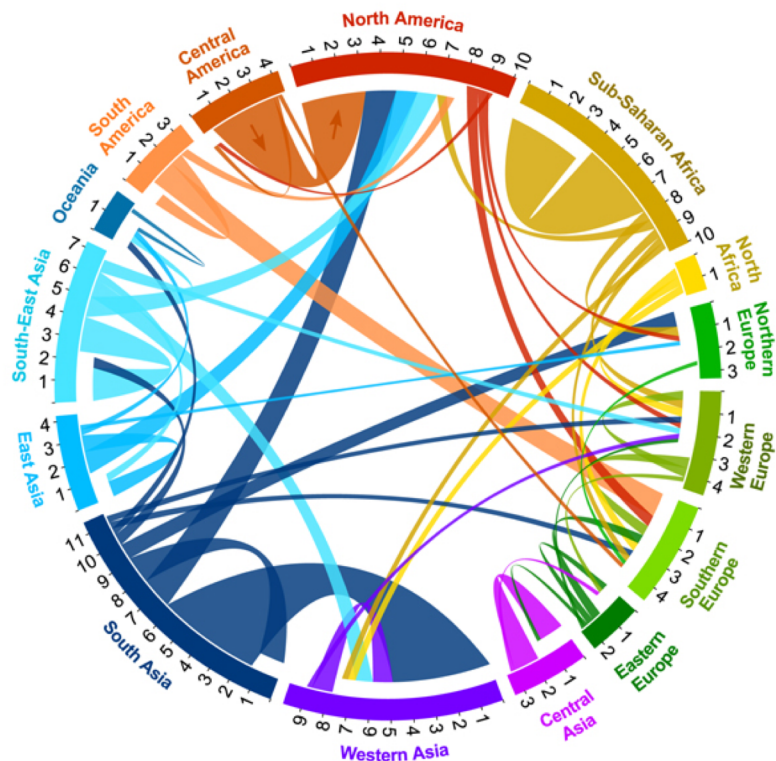
WELCOME!

What factors shape migration flows worldwide? How are processes of human mobility regulated in a globalized era? Who qualifies as a refugee? How does international migration transform both sending and receiving societies? And what does immigration policy tell us about citizenship and belonging?

By focusing on the political, economic, social and security determinants of migration flows, and with the help of several ethnographies that focus in on particular problems and/or regions of the world, in this course students will learn to analyze the causes, consequences, and experiences of modern population movement.

The field of global migration studies is, perhaps, unique in its interdisciplinary and methodologically pluralist nature: stretching from the demography and economics of migration, through law and political science, geographical sociological approaches, to the anthropology and oral history of migrants. We will therefore take an interdisciplinary approach to the topic.

The goal of this course is to enable you to contribute thoughtfully, in oral and written form, to discussions about the primary economic, humanitarian, and political forces that are driving, sustaining, and governing the phenomenon of contemporary global migration.



<https://blogs.scientificamerican.com/observations/global-migrant-flows-an-interactive-map/>

COURSE STRUCTURE

This seminar is a space for our group to come together, discuss issues and work on problems. For this format to work we all must make a commitment to come to class prepared—with questions, reactions, and ideas to contribute. Let’s work together to create a horizontal classroom environment in which we all feel both supported and challenged.

COURSE MATERIALS

The following books are required and will be put on Course Reserves at the Undergraduate Library. Be sure to bring relevant readings and notes to every class in hardcopy or tablet form.

Textbooks

- Brettell, Caroline, and James Frank Hollifield. 2015. *Migration Theory: Talking across Disciplines*. Third edition. ed. New York: Routledge. (Chapters to be assigned in class on January 11.)
- Goldin, Ian, Geoffrey Cameron, and Meera Balarajan. 2011. *Exceptional People: How Migration Shaped our World and Will Define our Future*. Princeton: Princeton University Press.
- Hoerder, Dirk. 2002. *Cultures in Contact: World Migrations in the Second Millennium*. Durham: Duke University Press.

Ethnographies

- Andersson, Ruben. 2014. *Illegality, Inc.: Clandestine Migration and the Business of Bordering Europe*. Berkeley: University of California Press.
- Besteman, Catherine Lowe. 2016. *Making Refuge: Somali Bantu Refugees and Lewiston, Maine*. Durham: Duke University Press.
- De León, Jason. 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Berkeley: University of California Press.
- Tang, Eric. 2015. *Unsettled: Cambodian Refugees in the New York City Hyperghetto*. Philadelphia: Temple University Press.

COURSE REQUIREMENTS & GRADING

Below is the point system I will use for evaluating students’ performance:

1. Participation	20
2. Thought Pieces (7 x 2 points)	14
3. Class Presentations (2 x 10 points)	20
4. <u>Final Project (Proposal – 6, Paper – 25, Presentation – 15)</u>	<u>46</u>
TOTAL	100

Grading Scale

Final grades will be assigned according to the following scale, and decimals of .50 or greater will be rounded up. Students will be able to track their academic progress using Sakai.

H	High Pass	Clear Excellence	>89
P	Pass	Entirely Satisfactory Graduate Work	80-89
L	Low Pass	Inadequate Graduate Work	70-79
F	Fail		<70

1. Participation

20 points

To do well in this seminar you must come to class regularly and participate in class discussion. I expect you to be active in discussion, to help shape the course with your own interests, and to be proactive learners. You should bring assigned readings to class, be prepared to discuss key points from the text as well as your own evaluation of these, and respond to other students' comments in discussion. Participation will be monitored, and regular, engaged and informed participation will figure into my assessment of your performance in the course.

2. Thought Pieces (7 x 2 points)

14 points

Reading is integral to this course. I expect you to read the assigned material and be prepared to use it as a basis for contributing to the class discussion each week. In preparation for seminar participation, you will be required to submit a Thought Piece in advance of class on eight occasions. In weeks 4-14 of the semester you will have nine opportunities to submit Thought Pieces; therefore, you will be able to skip your Thought Piece submission on two weeks of your choosing. The Thought Piece will consist of one paragraph discussing an analytical issue or concern provoked by the week's readings, framed to spark class discussion. It is not sufficient to simply identify something you deem problematic or promising—start there, but remember you must critique! Draw connections! Analyze! Respond! Opine! End your Thought Piece by drafting a discussion question for class that will allow us to get into the issue or concern you've raised. Submit each Thought Piece via Sakai by 10am on the Wednesday it is due. Thought pieces submitted after 10am but before class are worth a maximum of 1 point. Thought pieces will not be accepted after the start of class on the day they are due.

3. Class Presentations (2 x 10 points)

20 points

In weeks 2 and 3 we will review vast bodies of literature on the different disciplinary approaches to the study of migration and on the history of global migration. In order to quickly obtain a working knowledge on these subjects, students will divide up and take responsibility for different reading assignments. Each student will prepare a ~15 minute class presentation based on their area of specialization. By sharing what we've learned, we will be able to cover much more ground in a shorter amount of time, providing everyone with the necessary background in key aspects of global migration studies. Multimedia presentations encouraged.

4. Final Project (Proposal – 6, Paper – 25, Presentation – 15)

46 points

This course is designed to give you a broad overview of global issues, but there are many topics we are unable to cover in one semester. Moreover, in a professional context, regional expertise and knowledge of case studies is very helpful. The objective of the final project is for you to develop specific expertise about a migratory community and its connection to specific region(s) of the world. Specifically, you will identify and research a key issue, community, or sector related to global migration and write a paper that illustrates your knowledge of the chosen topic (including relevant background on history and region if applicable) and critically engages in relevant debates. If applicable, you could make policy recommendations or design an intervention based on your findings. A one-page project proposal outlining your research question, the scope and focus of your project, and a preliminary bibliography is due via Sakai before class in Week 8. On the last day of class, each student will give a 15-minute multimedia presentation based on the final paper. Final papers (15-20 pages) are due at that time. Additional details forthcoming.

POLICIES

This syllabus is a preliminary outline for the course and is subject to revision. The current version can always be found on Sakai.

Communication

I will use Sakai to organize course materials and communicate with students in this class. You are responsible for learning to use Sakai and monitoring it for updates. It is suggested that you use Firefox for best results. If you need help learning to use Sakai, please consult tutorials at [http://sakaitutorials.unc.edu/?How to ...|Students](http://sakaitutorials.unc.edu/?How+to+...|Students) or UNC's Help Desk (919-962-HELP).

Make sure you have a current email address registered with the university to ensure you receive messages, announcements, etc. You will not be excused for missing an assignment or announcement because you did not check your UNC email.

If you need to contact me outside of class, you may visit me during office hours or send an email. Emails should always be professional and courteous. For guidance on writing a professional academic email, [wikihow.com/Email-a-Professor](http://www.wikihow.com/Email-a-Professor) can be helpful. I check email daily and will do my best to respond to messages within 24 hours.

Class Notes

UNC's Copyright Policy clearly prohibits students from making commercial use of notes taken in class or labs; you may not sell or otherwise acquire financial or commercial gain from notes you take in this class. Students found to have violated this prohibition are in violation of the Honor Code and are subject to Honor Court proceedings. That said, students are encouraged to share notes and study with one another. Students who miss class should feel free to ask classmates for copies of their notes. The instructor does not provide copies of notes or other materials used in class.

Technology in the Classroom

All technology must be silenced during class meetings. Mobile phones should be stored out of sight. Internet browsers may not be open, and using email, instant messaging systems, Facebook, Twitter, texting, etc., is not permitted at any time. Students violating these rules will be asked to no longer bring their technology into the classroom and may be asked to leave so as to not disrupt the learning environment.

If you choose to do your reading for this course on a screen instead of in hardcopy, you may bring a tablet with readings on it to class. I prefer you bring readings in hardcopy if possible.

I discourage the use of laptops in the classroom because doing so can distract you, distract me, disturb others, and inhibit participation. Moreover, research suggests that many people learn better when taking notes by hand.* If you cannot adapt to note-taking by hand and need your laptop, you must seek approval by meeting with me during office hours. *See, for example, www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away

Audio or video recording class meetings is not permitted unless approved in writing by the instructor.

Accessibility Resources

The University is committed to providing reasonable accommodations for students with chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through Accessibility Resources & Service (<http://accessibility.unc.edu>). Any student needing accommodations is encouraged to meet with the instructor privately during the first week of class and should contact ARS as early as possible.

References, Citations, and Formatting in Written Work

In this course you are expected to follow the *Chicago Manual of Style* (Author-Date) format for references and citations (www.chicagomanualofstyle.org/home.html). All references must be complete and all papers proofread in their entirety prior to submission. Papers should be typed double-spaced in 12 point Times New Roman font with one-inch margins. All pages should be numbered and have the name of the assignment and the student's name in the upper right header.

Writing Center

The Writing Center at UNC is a free resource for UNC students. A trained writing coach will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. For more information or to make an appointment, visit the website at <http://writingcenter.unc.edu/>, stop by the office in SASB North Suite 0127, or call 919-962-7710.

Plagiarism

I take academic integrity seriously and will not tolerate plagiarism (<http://writingcenter.unc.edu/handouts/plagiarism/>). All written work is expected to be your own and all sources of data or information must be appropriately cited and recognized. Moreover, your submission of any graded academic work constitutes your certification that no unauthorized assistance has been received or given in the completion of the work. For consequences of plagiarism, see Academic Integrity and The Honor Code, below.

Academic Integrity and The Honor Code

It is your responsibility to read and understand the University's Honor Code: <http://catalog.unc.edu/policies-procedures/honor-code/>. The instructor's determination that a violation of the Honor Code has occurred on any assignment will result in a zero on the work in question and a report of the infraction to the Office of Student Conduct at a minimum. At the instructor's discretion, you may also receive a failing grade for the course.

Attendance

According to the UNC University Catalog, regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any class meetings except for excused absences for authorized University activities or religious observances required by the student's faith. If a student misses three consecutive class meetings, or misses more classes than the course instructor deems advisable, the course instructor may report the facts to the student's academic dean.

Observance of Religious Holidays

In accordance with the University policy on excused absences for religious reasons, students are responsible for providing a written notice for an excused absence for a religious observance two weeks in advance of the date requested or as soon as possible if the date occurs within the first

two weeks of the semester. Students will be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance (up to two each academic year). Make-up tests may entail an alternative examination, or other accommodation which allows the student not to be penalized for an excused absence for a religious observance.

Other Excused Absences

Beyond the above policy on religious holidays, I will only excuse absences from class due to severe illness or family emergency. Per the University Catalog, a student should present his or her explanation for any absences in writing to the course instructor in advance if the reason for the absence could be foreseen, or as soon as possible thereafter if the reason for the absence could not be foreseen. In this class, because you are being graded on your class participation, it is vital that you attend class. You cannot earn participation points if you are not in class, regardless of whether the absence was excused or unexcused.

“Incomplete” Grades

An incomplete grade (IN) will only be given under very rare circumstances, in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. To qualify for an incomplete, the student must have completed all but a very small portion of the course and must have earned a passing grade up to that point. If the student qualifies for an incomplete grade, the student and instructor will sign a contract ensuring the missing work will be completed, preferably no later than the start of the following semester. Students should note that failure to complete any assignment will not be sufficient justification for an incomplete grade in the course. For further information on the UNC policy on incomplete grades, consult the University Catalog.

COURSE SCHEDULE

NOTE: All readings must be completed prior to week in which they are listed in the syllabus, with the exception of week 1, which we will read in class.

WEEK 1: INTRODUCTIONS

January 11

United Nations, Department of Economic and Social Affairs, Population Division. 2016.
International Migration Report 2015: Highlights (ST/ESA/SERA/375).

WEEK 2: MIGRATION THEORY: TALKING ACROSS DISCIPLINES

January 18

Class presentations on disciplinary approaches to migration studies

Brettell, Caroline, and James Frank Hollifield. 2015. “Introduction,” pp. 1-36 in *Migration Theory: Talking across Disciplines*. Third edition. ed. New York: Routledge.

****Additional chapters/readings to be assigned in class on January 11***

WEEK 3: EXCEPTIONAL PEOPLE: HOW MIGRATION SHAPED OUR WORLD

January 25

Class presentations on histories of global migration

Goldin, Ian, Geoffrey Cameron, and Meera Balarajan. 2011. "Part I: Past," pp. 8-93 in *Exceptional People: How Migration Shaped our World and Will Define our Future*. Princeton: Princeton University Press.

Hoerder, Dirk. 2002. *Cultures in Contact: World Migrations in the Second Millennium*. Durham: Duke University Press.

***Chapters to be assigned in class on January 11**

WEEK 4: STATES, SECURITIZATION, AND BORDERING

February 1

Chebel d'Appollonia, Ariane. 2012. "Introduction: The Immigration-Security Nexus" and "1. Newcomers, Old Threats, and Current Concerns," pp. 1-48 in *Frontiers of Fear: Immigration and insecurity in the United States and Europe*. Ithaca: Cornell University Press.

Wellman, Christopher. 2011. "In Defense of the Right to Exclude," pp. 13-55 in C. Wellman and P. Cole, *Debating the Ethics of Immigration*. Oxford: Oxford University Press.

Walzer, Michael. 1983. "Membership," pp. 31-63 in *Spheres of Justice: A Defense of Pluralism and Equality*. New York: Basic Books.

Carens, Joseph. 2015. "The Case for Open Borders." *openDemocracy*
<https://www.opendemocracy.net/beyondslavery/joseph-h-carens/case-for-open-borders>.

WEEK 5: ILLEGALITY, INC.

February 8

Andersson, Ruben. 2014. *Illegality, Inc.: Clandestine Migration and the Business of Bordering Europe*. Berkeley: University of California Press.

WEEK 6: THE LAND OF OPEN GRAVES

February 15

De León, Jason. 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Berkeley: University of California Press

OF INTEREST

Immigration and Refugee Policy in Crisis: Reflections for a New President

Organized by the Curriculum in Global Studies

Saturday, February 18 at the Fed Ex Global Education Center

WEEK 7: LABOR EXPLOITATION: NEOLIBERALISM, RECRUITMENT, AND PRECARIETY

February 22

Castles, Stephen, and Mark J. Miller. 2009. "Migrants and Minorities in the Labor Force," pp. 240-263 in *The Age of Migration: International Population Movements in the Modern World*. 4th ed. New York: Guilford Press.

Stuesse, Angela, and Laura E. Helton. 2013. "Low-wage Legacies, Race, and the Golden Chicken in Mississippi: Where Contemporary Immigration Meets African American Labor History." *Southern Spaces* <http://southernspaces.org/2013/low-wage-legacies-race-and-golden-chicken-mississippi>.

Stuesse, Angela. 2010. "What's 'Justice and Dignity' Got to Do with It? Migrant Vulnerability, Corporate Complicity, and the State." *Human Organization* 69 (1):19-30.

Preston, Julia. 2008. "Workers on Hunger Strike Say They Were Mised on Visas." *National Guestworker Alliance* www.guestworkeralliance.org/2008/11/workers-on-hunger-strike-say-they-were-mised-on-visas-nyt-6-7-08/.

Ruhs, Martin, and Philip Martin. 2008. "Numbers vs. Rights: Trade-Offs and Guest Worker Programs." *International Migration Review* 42(1):249-265.

Castles, Stephen. 2006. "Guestworkers in Europe: A resurrection?" *International Migration Review* 40(4):741-766.

Mares, Peter. 2009. "The Permanent Shift to Temporary Migration." Inside Story, June 17 <http://inside.org.au/the-permanent-shift-to-temporary-migration/>.

WEEK 8: LABOR OF LIVING AS A MIGRANT IN SAHARATOWN

March 1

Final Project Proposal due via Sakai by start of class

No Thought Piece this week

Bredeloup, Sylvie. 2012. "Sahara Transit: Times, Spaces, People." *Population, Space and Place* 18:457-467.

Ampson Hagan talk at UNC Migration Working Group: "Labor of Living as Migrant in Saharatown" 1:00-2:30, Hamilton Hall, Room 207

WEEK 9: LABOR EXPLOITATION: GENDER, AGENCY, AND THE STATE

March 8

Piper, Nicola. 2006. "Gendering the Politics of Migration." *International Migration Review* 40(1):133-164.

Lee, Sang E. 2010. "Unpacking the Packing Plant: Nicaraguan Migrant Women's Work in Costa Rica's Evolving Export Agriculture Sector." *Signs: Journal of Women in Culture and Society* 35 (2):317-342.

Varia, Nisha. 2008. "As If I Am Not Human": Abuses against Asian Domestic Workers in Saudi Arabia. Human Rights Watch
www.hrw.org/sites/default/files/reports/saudiArabia0708_1.pdf
[Read closely: TOC, Summary, Detailed Recommendations; Skim the rest]

Nurchayati. 2011. "Bringing Agency Back In: Indonesian Migrant Domestic Workers in Saudi Arabia." *Asian and Pacific Migration Journal* 20 (3-4):479-502.

Basa, Charito, Wendy Harcourt, and Angela Zarro. 2011. "Remittances and Transnational Families in Italy and the Philippines: Breaking the Global Care Chain." *Gender & Development* 19 (1):11-22.

Wiltberger, Joseph. 2014. "Beyond Remittances: Contesting El Salvador's Developmentalist Migration Politics." *The Journal of Latin American and Caribbean Anthropology* 19 (1):41-62.

No Class during Spring Break (March 11-19)

WEEK 10: CRITICAL REFUGEE STUDIES AND IMMIGRANT INTEGRATION

March 22

Martin, Susan F. 2000. "Forced Migration and the Evolving Humanitarian Regime." *UNHCR New Issues in Refugee Research, Working Paper No. 20*.

Piper, Margaret, Paul Power, and Graham Thom. 2013. "Refugee Resettlement: 2012 and Beyond." *UNHCR New Issues in Refugee Research, Working Paper No. 253*.

Espiritu, Yên Lê. 2006. "Toward a Critical Refugee Study: The Vietnamese Refugee Subject in U.S. Scholarship." *Journal of Vietnamese Studies* 1 (1-2):410-433.

Brown, Susan K., and Frank Bean. 2006. "Assimilation Models, Old and New: Explaining a Long-Term Process." *Migration Policy Institute*
<http://www.migrationinformation.org/Feature/display.cfm?ID=442>.

Portes, Alejandro, Patricia Fernández-Kelly, and William Haller. 2009. "The Adaptation of the Immigrant Second Generation in America: A Theoretical Overview and Recent Evidence." *Journal of Ethnic & Migration Studies* 35 (7):1077-1104.

OF INTEREST

Southeastern Council of Latin American Studies (SECOLAS) Annual Meeting
March 23-26 (Thursday-Sunday) at the Carolina Inn
http://secolas.org/en_US/conferences/

WEEK 11: NO CLASS (*Society for Applied Anthropology Annual Meeting*)
March 29
Take advantage of the time off to work on your final projects!

WEEK 12: MAKING REFUGE
April 5

Besteman, Catherine Lowe. 2016. *Making Refuge: Somali Bantu Refugees and Lewiston, Maine*.
Durham: Duke University Press.

OF INTEREST

Black Feminist Futures: Re-Envisioning Gender and Sexuality in Global Black Communities
Organized by the Department of African, African American, and Diasporic Studies
April 6-7 at UNC

WEEK 13: UNSETTLED
April 12

Tang, Eric. 2015. *Unsettled: Cambodian Refugees in the New York City Hyperghetto*. Philadelphia:
Temple University Press.

WEEK 14: THE FUTURE OF GLOBAL MIGRATION
April 19

Goldin, Ian, Geoffrey Cameron, and Meera Balarajan. 2011. "Part III: Future," pp. 211-285 in
Exceptional People: How Migration Shaped our World and Will Define our Future. Princeton:
Princeton University Press.

Additional Readings TBD

WEEK 15: PRESENTATIONS
April 26
Final Project Presentations, Papers due in class

ENJOY THE SUMMER!