Outline

The focus of this course will be an in-depth analysis of global migration through the lens of international relations. Students will read classic theories about immigration drawing on economics, psychology, sociology and political science. Other topics include the United Nations Convention and Protocol on Refugees; globalization and women; the politics and policies of refugee resettlement; global anti-immigration and nativist movements; transnationalism and immigrant political activism; and borders and borderlands.

Required Texts


Assessment

Seminar Engagement (50 points): This course will be a combination of lecture and discussion:

- **Deep Thoughts (2 x 15 = 30 points):** Students will be required to turn in 15 index cards containing a “Deep Thought” at the beginning of class throughout the semester [and a maximum of two per week.] This might be a response to an assigned reading, or analysis of a specific topic, or just a question inspired by debate in class.

- **General Participation (20 points):** I want as much debate as possible, so we may not finish topics on time. Expect spillover and plan accordingly 😊. I expect everyone to do the assigned reading before class and be prepared with intelligent comments and questions.

Midterm Exam (25 points): Will consist of 10 short-essay or identification questions that will draw on the readings, lectures, and class discussions.

Oral History (50 points): Working on your own, you will do an oral history with someone who migrated to the United States before 2009. This person may be a relative, an acquaintance, or a

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1 You can learn more about me [here](#).
stranger. You will construct a well-conceived interview questionnaire, worth 20 points, that probes migration, integration and membership experiences. The questionnaire must be cleared by the instructor BEFORE conducting the interview. The questionnaire is due at the start of lecture on March 25th. The remaining 25 points of your grade will be based on your transcription of the interview and an essay of at least 750 words that draws on one or major themes from the oral history that connect to class material.

**Short Essays (25 points):** I prefer short, micro-essays of 200 to 300 words each. Essay will be worth five points each and assigned a week in advance.

**Final Exam (50 points):** Will be a cumulative assessment of the entire semester’s worth of material through a combination of multiple choice, short IDs, and one long essay.

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**Course Schedule**

**January 9th (W):** First Day/ Expectations

**January 14th (M):** IR Theories/ Read Betts (2009) – Chapter 1/ Essay #1 Assigned

**January 16th (W):** IR Theories/ Read Betts (2009) – Chapter 4 and Snyder (2009)

**January 21st (M):** MLK Day – NO CLASS/ Essay #1 Due via Email

**January 23rd (W):** Forced vs. Voluntary Migration/ Read Betts (2009) – Introduction

**January 28th (M):** Who Gets to Migrate? International Demographics and Trends

**January 30th (W):** Why Do People Migrate? Economic and Social Networks

**February 4th (M):** The Deleterious Effects of Globalization on Women/ Essay #2 Assigned

**February 6th (W):** States, Nations, and Nation-States

**February 11th (M):** Sovereignty Debates/ Essay #2 Due in Class

**February 13th (W):** Borders and Borderlands/ Read Graziano (2018): “The Return of Borders” and “The Power of Place” (OAKS)

**February 18th (M):** A Primer on U.S. Refugee Policy

**February 20th (W):** Refugee Policy: Origins/ Read Betts and Collier (2017) – Chapters 2 & 3

**February 25th (M):** Refugee Policy: Intl. Law/ Read Betts and Collier (2017) – Chapters 4 & 5
February 27th (W): Refugee Policy: Integration/ Midterm Review/ Listen to NPR (2018)

March 4th (M): MIDTERM EXAM

March 6th (W): Refugee Policy: Focus on Syria/ Read Pearlman (2017) – Chapters 3 and 4


March 13th (W): Refugee Policy: Lessons for the Future

March 18th and March 20th: SPRING BREAK – NO CLASSES

March 25th (M): Nationalism and Immigration – Europe/ Essay #3 and Questionnaire Due

March 27th (W): Nationalism and Immigration – USA/ Read Friedman (2017)

April 1st (M): The Dilemma of IDPs/ Read Betts and Collier (2017) – Chapter 1

April 3rd (W): The Effects of Globalization/ Read Betts (2009) – Chapter 7/ Essay #4 Assigned

April 8th (M): International Political Economy/ Read Betts (2009) – Chapter 6/ Essay #4 Due

April 10th (W): Transnationalism vs. Assimilation

April 15th (M): Remittance Payments/ Essay #5 Assigned

April 17th (W): Muslims: Read Khosravi (2011), Adida et al. (2016), and the Economist (2017)

April 19th (F): Special campus event/ panel discussion with “Amazing Muslim Women” [Attendance is mandatory since Dr. Sriram is the organizer 😊😊]

April 22nd (M): LAST DAY/ Final Exam Review/ Essay #5 Due

April 23rd (T): Oral History Projects due in my office by 2 p.m.

April 26th (F): FINAL EXAM from 2 to 5 p.m.
Course Policies

1. I will gladly honor your request to address you by the name and gender **pronouns** of your choice. Please advise me of this early via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

2. **Attendance:** Absence from more than fifteen percent of the scheduled class sessions, whether excused or unexcused, is excessive. Students missing more than five class sessions will lose one full letter grade from the participation portion of their total average for each additional absence. Another incentive to come to class: I will not be posting lecture notes to OAKS.

3. **Late Work** will be severely penalized. Work is considered late (and the clock begins ticking) if it is not handed in at the time requested. You will lose one point for every hour the assignment is late.

4. When you enrolled in the College of Charleston, you were bound by an **Honor Code.** I expect you to abide by that code. If you are found to have cheated on a quiz or plagiarized any of your written work, you will fail this course and be turned over to the Honor Board for further disciplinary action. If you have any doubts about what constitutes cheating or plagiarism, ask before you act.

5. I have built-up a reputation over the last 15 years as a **professor who values students** and their personal experiences. If you are going through anything that hinders your ability to do your best, please come and talk to me. I can also refer you to other college resources. I am known to grant extensions for reasonable requests.

6. One underutilized student resource is the **Center for Student Learning (CSL)**, which offers academic support services for assistance in study strategies, writing, tutoring, supplemental instruction, study skills consultations and workshops. For more information on what help is available to you for free as students, visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu), call (843) 953-5635 or visit the office on the library’s ground floor.

7. **Extra Credit:** CofC offers a dynamic selection of lectures, film screenings, and other globally-conscious events. From time to time, I will offer extra-credit opportunities that will be predicated on attending an event and submitting a short reflection.

8. Only students with pre-acknowledged disabilities can use **laptops** in class; however, since we are using Kahoot! this semester, phones are permitted in class.