

GOVT43X—Professor Peter Mandaville

GLOBAL MIGRATION: Borders, Economies, Identities

Course Summary & Objectives

Peoples and communities have moved across borders for many centuries, but globalization processes have given rise to a new political economy of migration and a new politics of identity in terms of how people understand their sometimes multiple national (or sub-national...perhaps now even *post-national*?) affiliations. This course will introduce students to the recent history of global migration and related issues such as refugees and diaspora communities. The focus will be on the changing nature of the international state system and the various ways in which governments seek today to regulate the inflows (and outflows!) of bodies across their borders. We will consider these questions from the perspectives of international law and institutional politics, but will also engage insights from sociology, anthropology and cultural studies. A series of case studies of “communities on the move” will be used to provide tangible illustrations of the various ways in which world politics can prompt people to move their lives and livelihoods from one place to another, or to structure them across multiple settings. How will these challenges and our ability to meet them in terms of institutional and regulatory arrangements evolve in the coming years? What kinds of new identities are emerging through increased people flows? By the end of this course, you will have a thorough understanding of the theoretical and empirical issues involved in transnational migration (concepts, key issues, institutions, cases) and the ability to critically analyze and evaluate arguments related to the same.

Assignments & grading

Your grade for the class will be determined by the following evaluated components:

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|-------------------------|---------|
| 1. Theory paper | 15% |
| 2. Policy analysis | 15% |
| 3. Research paper | 20% |
| 4. Four reading quizzes | 5% each |
| 5. Final exam | 20% |
| 6. Class participation | 10% |

Each assignment will be explained in detail in class.

Textbooks

Students are **required** to purchase the following textbooks:

1. Stephen Castles & Mark J. Miller, *The Age of Migration: International Population Movements in the Modern World*, New York: Guilford Press, 3rd edition, 2003.

Readings:

1. *TAOM*, Chapter 3
2. Wang Gungwu, "Migration History: Some Patterns Revisited" in Wang Gungwu (ed.), *Global History and Migrations*, Boulder: Westview Press, 1997. [CRP]

Week 3	Theorizing Migration Readings: <ol style="list-style-type: none"> 1. Douglas S. Massey et al., <i>Worlds in Motion</i> (hereafter <i>WIM</i>), New York: Oxford University Press, 2005, Chapters 1 & 2 2. Caroline Brettell, “Theorizing Migration in Anthropology: The Social Construction of Networks, Identities, Communities & Globalscapes” in Caroline Brettell & James F. Hollifield (eds.), <i>Migration Theory: Talking Across the Disciplines</i>, London: Routledge, 2000. [CRP]
Week 4	Migration to the North Since WWII Readings: <ol style="list-style-type: none"> 1. <i>TAOM</i>, Chapter 4 2. <i>WIM</i>, Chapters 3 & 4
Week 5	Globalizing Migration: Trends in the South & the Developing World Readings: <ol style="list-style-type: none"> 1. <i>TAOM</i>, Chapter 6 2. <i>WIM</i>, Chapters 5 & 7
Week 6	Global Migration Key Issue 1: From Regulation & State Control... Readings: <ol style="list-style-type: none"> 1. <i>TAOM</i>, Chapter 5 2. Saskia Sassen, <i>Guests & Aliens</i>, Chapters 5 & 7 [CRP]
Week 7	Global Migration Key Issue 2: ...to Regional & Global Governance of Migration Readings: <ol style="list-style-type: none"> Douglas S. Massey & J. Edward Taylor, <i>International Migration: Prospects and Policies in a Global Market</i>, New York: Oxford University Press, 2004, Chapters 15 & 16. [CRP]
Week 8	Global Migration Key Issue 3: Migration, Labor and the World Economy Readings: <ol style="list-style-type: none"> 1. Peter Stalker, <i>Workers Without Frontiers</i> [CRP] 2. Zimmerman & Bauer (eds.), <i>The Economics of Migration</i> [CRP]
Week 9	Global Migration Key Issue 4: Brain Drain & National Development Readings: <ol style="list-style-type: none"> 1. <i>WIM</i>, Chapter 8 2. Ozden & Schiff (eds.), <i>International Migration, Remittances & Brain Drain</i> [CRP]
Week 10	Global Migration Key Issue 5: Human Trafficking & Human Rights Readings: <ol style="list-style-type: none"> 1. Noleen Heyzer (ed.), <i>The Trade in Domestic Workers</i>. [CRP]

2. David Kyle & Rey Koslowski (ed.), *Global Human Smuggling*, Baltimore: Johns Hopkins University Press, 2001. [CRP]
3. *TAOM*, Chapter 8

Week 11	Migration Case Study 1: Filipina Domestic Workers in the Arab Gulf Reading: Ehrenreich et al., <i>Global Woman: Nannies, Maids, and Sex Workers in the New Economy</i> [CRP]
Week 12	Migration Case Study 2: Displaced Persons in Central Africa Reading: Catherine Phuong, <i>The International Protection of Internally Displaced Persons</i> [CRP]
Week 13	Migration Case Study 3: New Eastern European Diasporas Reading: <ol style="list-style-type: none"> 1. Claire Wallace, "Opening and Closing Borders: Migration & Mobility in East-Central Europe" [CRP] 2. Elmar Hönekopp, "The New Labor Migration From Eastern Europe" [CRP]
Week 14	Identity, Citizenship & Belonging Readings: <ol style="list-style-type: none"> 1. Stephen Castles: <i>Citizenship & Migration: Globalization and the Politics of Belonging</i>, London: Routledge, 2000, Chapters 1 & 4. [CRP] 2. Aihwa Ong, "Flexible Citizenship Among Chinese Cosmopolitans" in Pheng Cheah & Bruce Robbins (eds.), <i>Cosmopolitics: Thinking and Feeling Beyond the Nation</i>, Minneapolis: University of Minnesota Press, 1998. [CRP]
Week 15	Toward Post-National Affiliation? Readings: <ol style="list-style-type: none"> 1. Yasemin Soysal, "Toward a Postnational Model of Membership" in Gershon Shafir (ed.), <i>The Citizenship Debates</i>, Minneapolis: University of Minnesota Press, 1998. [CRP] 2. Kwame Anthony Appiah, "Cosmopolitan Patriots" in Pheng Cheah & Bruce Robbins (eds.), <i>Cosmopolitics: Thinking and Feeling Beyond the Nation</i>, Minneapolis: University of Minnesota Press, 1998. [CRP] 3. Arjun Appadurai, "Patriotism and its Futures" in <i>Modernity at Large: Cultural Dimensions of Globalization</i>, Minneapolis: University of Minnesota Press, 1996. [CRP]

Grading scale

When it comes to converting number grades to letter grades, I use the following scale:

98+ = A+	93-97 = A	90-92 = A-		
88-89 = B+	83-87 = B	80-82 = B-		
78-79 = C+	73-77 = C	70-72 = C-	60-69 = D	Below 60 = F

Please note that the grades of A+ and C- are relatively new at GMU. It is the official policy of the Department that Government & International Politics (GVIP) majors must obtain a minimum grade of C in this course in order for it to count towards their degree.

Writing Guidelines

Your written assignments for this class will be graded according to the following criteria. The relative weight given to each of these categories will vary depending on the nature of the assignment.

1. Clear and sound content, including a well-stated thesis, related points to support that thesis, and applicable, logically presented, and specific evidence; clarity of argument.
2. Depth of engagement with ideas; originality; seriousness of thought; conceptual complexity.
3. Well-organized structure; text “flows” with coherent and effective transition between and among ideas; appropriate voice, tone, and style for audience and purpose (e.g. no slang); accurate word choice.
4. Sufficiently and consistently cited and documented; one style of citation used throughout the paper; references adequate number and appropriate type of sources; uses quotations and reference marks appropriately.
5. Correct mechanics including grammar, syntax, spelling, and punctuation.

All papers should be proofread before being handed in, and will be marked down for excessive typographical errors. Students often ask if the quality of their writing will affect the grade they receive. My answer to this question is an unequivocal “yes”! This does not mean that I employ a standard grade deduction for bad grammar. Rather, how well you write has an enormous impact on criteria 1, 3 and 5 specified above. In short, if the writing is poor, then you are likely to be unable to clearly communicate a well-stated thesis.

References and citation

Unless otherwise specified, it is expected that your written work will make proper use of references and citations. Your ability to learn from, integrate, and synthesize other sources in the context of your own arguments is a large part of what you will be graded on. In particular, any time you use the words or ideas of another author, you must provide a reference. Whenever another author’s exact words are used, they must be set apart from your text “in quotes,” with a proper foot/endnote or parenthetical citation included.

Learning to make proper use of referencing and citation systems is a part of your overall education at college. For this class, I **require** you to use American Psychological Association (APA) style for all references and in-text citations. APA style guidelines are available at:

<http://www.unc.edu/depts/wcweb/handouts/apa.html>

For guidelines on citing electronic media (such as Internet sources) see:

<http://www.apastyle.org/electmedia.html>

Papers that do not make proper use of the APA system will be marked down or returned to students for revision prior to being accepted as complete. *In short, your paper cannot and should not be regarded as finished until you have finalized and formatted all citations in APA style.*

** Our Department makes available to you an online guide to '**Writing in Public and International Affairs**,' and you are encouraged to familiarize yourself with its content and follow its suggestions. You can find this guide at:

<http://classweb.gmu.edu/piaguide/>

Required Sources

For the most part, it is up to you to determine how much supporting material you need to make your argument effectively. Suffice it to say that it will be obvious if your topic is poorly or narrowly researched, or if the exact same book gets referenced over and over again! Evidence of wide and diverse reading always comes through and, inevitably, has a positive impact on your grade.

As a general guideline, I require you to use at least four sources. Of these, at least one should be an online source, and another two should be academic/scholarly books or journal articles found in the library or accessed via the electronic journal service. Your textbooks and assigned readings do not count, nor do encyclopedias. In fact, at this level you should move away from using encyclopedias and dictionaries for anything other than the most basic of factual information.

Bibliography

Please include a full bibliography at the end of your term paper—again, formatted according to one of the standard bibliographic styles. Do not simply list authors and book titles or make up your own system of listing sources.

Other technical requirements

- All term papers **MUST** be typed with 1.5 or double line spacing.
- You are free (and, indeed, encouraged) to include supporting materials such as graphs, charts, illustrations, etc. These do not, however, count towards the overall word count unless they include significant original analytical text.
- Make sure your name, assignment title, paper title and course/section number are all on the paper!

- You must hand in a hard copy (i.e. printed) of your assignments in class on the day they are due. Unless I expressly give you permission, *e-mail submissions are not acceptable*.

If you want to show me an outline of your paper before you start writing (and I would encourage you to write an outline; it helps to keep you on track), I am always happy to provide feedback. It's best to e-mail it to me (along, of course, with a note of your title/topic). *I do not, however, read paper drafts.*

Late work policy

Late work will have one letter grade deducted for each day it is overdue. This turns into an F very quickly, so make sure you meet your assignment deadlines! Unless an exemption has been granted by the instructor on an individual basis, a final grade for the class will not be issued unless all assigned work has been completed. This means you cannot just skip an assignment if you calculate that you can still pass the class by not handing it in.