Instructor Information

Professor Jeffrey Pugh
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Office Location: Wheatley 04-128 (2 doors down from the CR department office)
Office Hours: Tuesday 4-5:30 p.m., Wednesday 4-5:30 p.m.

Note: The following link will assist you in forwarding your UMB email account to your personal account: http://www.umb.edu/it/getting_services/email/office365/o365_forward. Throughout the semester, I will communicate with you via your UMB email account. You may have e-mail redirected from your official UMass Boston address to another e-mail address at your own risk. The University will not be responsible for the handling of e-mail by outside vendors or by departmental servers.

Course Information

Fall 2016: Tuesdays 5:30 - 8:15 p.m., McCormack 02-0205

Credits: 3
Course Description:
This course explores the conflicts that emerge as a result of intergroup encounters when people move to a new host country, whether they are migrating in search of economic opportunity or fleeing violence and oppression. Using an interdisciplinary approach, the course examines the push and pull factors driving migration, as well as the economic and identity factors that explain host-country receptivity or exclusion. It delves into psychological theories of intergroup prejudice, identity formation, and ethnocentrism; sociological theories of networks, assimilation, and group threat, and political explanations of citizenship, political discourse, power, and international institutions to influence migration and refugee policy. The course examines different approaches to addressing conflict between immigrants and the host population, including interpersonal approaches like dialogue, training, trauma awareness, and cross-cultural mediation, as well as system-level approaches like advocacy, human rights accompaniment, networked peacebuilding, public policy, and strategic nonviolent tactics. Drawing concrete case studies from a range of contexts, the course will especially examine anti-immigrant political discourse in the 2016 U.S. presidential elections. It will also study examples including; the 2006 pro-immigration marches in LA and elsewhere; the Minutemen and the Arizona immigration law; the struggle between 'welcome refugees' movements vs. nationalism in Germany; xenophobic violence in South Africa; and relatively progressive policies toward Colombian refugees in Ecuador, among others.

Course Objectives: By fully participating in this course, you should:
1. understand the different types of migration, and the reasons for varying responses to migration on the part of the host community
2. be able to analyze psychological, economic, cultural, political, and social factors that drive host-migrant conflict, and compare them to other types of intergroup relations
3. know the theories of change behind different conflict resolution intervention approaches, and understand how to adapt them to the context of host-migrant conflict
4. distinguish between direct and structural violence, as well as latent conflict, and understand how all of these are produced by and serve to reinforce host-migrant conflict

Required Text(s):
No textbooks are required for purchase.
All readings will be made available on the course Blackboard site (https://umb.umassonline.net/webapps/login/), or links will be provided to online sources. The course Blackboard site is used for posting readings, for posting class assignments, and updated versions of the syllabus, and you should monitor it regularly.

Required Assignments:

1. **Short response assignments**: There will be two short response assignments throughout the class, including:
   i. a migration factual quiz in class at the beginning of the second session [based entirely on the ‘Global Migration Trends’ report listed for Week I];
   ii. a 1-2 paragraph reflection post on Blackboard in which you pick out one way in which Donald Trump’s Arizona immigration speech either confirms or challenges one or more of the theories or concepts that we have learned in class; provide evidence in the form of direct quotes and/or video clips, an explanation of the theory/concept, and a brief paragraph explaining how this quote/clip illustrates or challenges the theory. This is due BEFORE class on October 25

2. **Public engagement writing assignment**: Write a short article (600-1000 words) on a topic related to immigration and conflict. It should be a persuasive/advocacy article in the style of an op ed or a blog post, intended for a broad audience. You should include at least five references to external sources (of which at least three should be scholarly works), which is generally done in this type of piece by linking to the online version of that source (op eds do not generally use footnotes or works cited). This assignment is due in Week 10 (November 8).

3. **Group presentation**: Each session will begin with a short (less than 5 minutes) presentation by a group of students who will present a news story or specific example of a case involving migrant-related conflict somewhere in the world. They will explain briefly what happened, and draw any ties they can identify with concepts and theories learned in the readings for class during the week in which they are presenting. They will then propose an open-ended discussion question that arose from their case for the class to consider and respond to. Groups may be composed of 2-3 people.

4. **Consultancy Memo**: You will select an actual case of host-migrant conflict occurring in an organization or community (in the U.S. or another country). Imagine that you have been asked by the leaders of the organization or community to advise them on the situation. In
order to do so, you will prepare a 5-6 page single-spaced memo (with subheadings) in which you:

i. briefly describe the **background of the problem**, explaining what has happened

ii. **analyze/diagnose the problem**: clearly explain the most important underlying cause(s) of the conflict, drawing on the theories you have learned in class, and any relevant other cases as examples

iii. **provide recommended strateg(ies)** to address the problem, explaining specifically what you recommend be done, and how it should be done

iv. give a convincing **rationale**, including underlying theories and evidence from the literature, to back up why you think your recommended strategies will work, and what outcomes you expect to see

v. specify the needed **resources and timeline** for carrying out the strategy.

vi. provide a **reference list** with full citation information for all sources you have referred to.

This memo will be due on December 6, Week 14, and should be submitted electronically on Blackboard before class as well as turned in via hard copy in class.

**Course Rubric:**

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<thead>
<tr>
<th>Assignment/Deliverable</th>
<th>Grade %</th>
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<tbody>
<tr>
<td>1. Short response assignments</td>
<td>10%</td>
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<tr>
<td>2. Public engagement assignment/op ed</td>
<td>25%</td>
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<tr>
<td>3. Group presentations</td>
<td>10%</td>
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<tr>
<td>4. Consultancy memo</td>
<td>30%</td>
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<tr>
<td>5. Participation (as defined below)</td>
<td>25%</td>
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**Course Policies:**

**Participation -**

Participation includes completing all required reading and writing assignments prior to class, thoughtfully participating in discussions, and taking responsibility for helping create a positive learning environment by arriving promptly, listening respectfully, and participating constructively.

- **Attendance** is expected in all class meetings. If for some reason you cannot attend a class, prior notice to the instructor is expected.
- **Group Work** – Consultation with classmates is encouraged, but all written work must be individual unless otherwise noted.
- **Late Work** – Late submissions are not accepted except with prior permission from the instructor, and when granted will generally have half a letter grade deducted per 24-hour period after the specified due date and time (the beginning of class on the date indicated).

**Grading**

**Grading:** Grade type for the course is a whole or partial letter grade. (Please see table below)

Note: the lowest passing grade for a graduate student is a “C”. Grades lower than a “C” that are submitted by faculty will automatically be recorded as an “F”. As a
reminder, grad students must maintain at least a 3.0 GPA to remain in good standing in the program. Please see the Graduate Catalog for more detailed information on the University’s grading policy.

### Grading Policy

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<td>C+</td>
<td>77-79%</td>
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<td>C</td>
<td>73-76%</td>
<td>2.00</td>
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<td>F</td>
<td>0-72%</td>
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A grade of Incomplete (INC) is not automatically awarded when a student fails to complete a course. Incompletes are given at the discretion of the instructor. They are awarded when satisfactory work has been accomplished in the majority of the course work, but the student is unable to complete course requirements as a result of circumstances beyond his/her control. The student must negotiate with and receive the approval of the course instructor in order to receive a grade of incomplete.

### Course Schedule

1. Overview and Migration types - September 6
   - Global Migration Trends

2. Causes of Host-Migrant Conflict I: Economic conflict, group threat, and political power - September 13

[**in-class quiz on migration, based on last week’s ‘Global Migration Trends’ report**]

3. Causes of Host-Migrant Conflict II: Cultural difference and threat - September 20

• John Skrentny, "Why does immigration arouse deep feelings and conflicts?"

4. Psychological bases of prejudice and host-migrant conflict - September 27

• Lotte Thomsen, Eva G.T. Green, & Jim Sidanius. "We will hunt them down: How social dominance orientation and right-wing authoritarianism fuel ethnic persecution of immigrants in fundamentally different ways." Journal of Experimental Social Psychology. 44, no. 6 (2008): 1455-1464.

5. Contact Theory - October 4

6. Forced Migrants, Refugees, and Conflict in Receiving Countries - October 11


- Complete Against All Odds video game: http://www.playagainstallodds.ca/game_us.html

Come prepared to discuss your experience in class.

7. Migration and structural violence - October 18


8. Contemporary U.S. Politics as Laboratory for Anti-Immigrant Conflict: Explaining the Tea Party & Trump - October 25


9. How to build host-migrant peace I: Macro approaches - November 1


10. How to build host-migrant peace II: Micro approaches - November 8


Helma Lutz. "In Between or Bridging Cultural Gaps: Migrant Women from Turkey as Cultural Mediators." New Community 19, no. 3 (1993): 485-492.


[**public engagement writing assignment due at the beginning of class. Should be submitted electronically on Blackboard before class AND turned in via hard copy**]

11. Social integration and negotiating identities - November 15


• Jeffrey D. Pugh, "Negotiating Identity and Belonging through the Invisibility Bargain: Colombian Forced Migrants in Ecuador."


12. Political participation and strategies in a context of power imbalance - November 22


13. Framing Immigration: Media, discourse, & language in host-migrant peace and conflict - November 29


14. The power of connection: Building strong networks for social resilience - December 6


[**Consultancy memo due at the beginning of class**]

15. Forum/guest speaker/topic TBD by class - December 13

**Note that the Conflict Resolution Colloquium will take place today from 5:30-7 p.m., and will be a panel on Immigration & Political Discourse. Everyone is expected to attend, since it will take place during the first part of class time. It will take place in Campus Center 3545, and we will all come back to our classroom together afterward for the remainder of class.**

### Additional Resources for Exploration

**Sources for data and research**—several key hubs for high quality original research and data on migration-related topics are:

Migration Policy Institute-[www.migrationpolicy.org](http://www.migrationpolicy.org)
Pew Hispanic Center-[http://pewhispanic.org/](http://pewhispanic.org/)


### Methods of Instruction

This course is structured primarily as an interactive seminar, with a primary focus on in-depth discussion, complemented by lectures and occasional practical exercises. Attendance is expected in all classes. If you need for some reason to miss a class, please inform me in advance. Please come to class prepared by having read the listed readings for that class from the syllabus, as well as preparing any assignments ahead of time.
Accommodations

The University of Massachusetts Boston is committed to providing reasonable academic accommodations for all students with disabilities. This syllabus is available in alternate format upon request. If you have a disability and feel you will need accommodations in this course, please contact the Ross Center for Disability Services, Campus Center, Upper Level, Room 211 at 617.287.7430. [http://www.umb.edu/academics/vpass/disability/](http://www.umb.edu/academics/vpass/disability/) After registration with the Ross Center, a student should present and discuss the accommodations with the professor. Although a student can request accommodations at any time, we recommend that students inform the professor of the need for accommodations by the end of the Drop/Add period to ensure that accommodations are available for the entirety of the course.

Academic Integrity and the Code of Student Conduct

**Code of Conduct and Academic Integrity**

It is the expressed policy of the University that every aspect of academic life—not only formal coursework situations, but all relationships and interactions connected to the educational process—shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit is the student’s own and is in compliance with University policies, including its policies on appropriate citation and plagiarism. These policies are spelled out in the Code of Student Conduct. Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, as delineated in the University of Massachusetts Boston Graduate Catalogue and relevant program student handbook(s). [UMBC Code of Student Conduct](http://www.umb.edu/academics/vpass/disability/)

You are encouraged to visit and review the UMass website on Correct Citation and Avoiding Plagiarism: [http://umb.libguides.com/citations](http://umb.libguides.com/citations)