The Politics of Immigration Control

MINT094- Autumn- 6 ECTS

Course Description

This class seeks to examine issues of and rationales for immigration policy from a comparative perspective, privileging questions on how countries can manage (or fail to manage) migration. By doing so, this class brings together insights from a variety of social science disciplines including political science, sociology, economics, and law. The first part of the class explores the sources and processes of policy-making. The second part expands on this by discussing specific types of migration streams in detail. Finally, the third part focuses on critical examinations of contemporary issues. In all of these parts the role of policy instruments, institutions and actors will receive particular attention. This seminar also features many empirical research articles, making prior knowledge and/or interest in empirical research a desirable (but not necessary) precondition for taking this class.

Syllabus

The course will meet each Tuesday from 16:15 – 18:00 in Room S2, unless otherwise stated in the syllabus. All required articles and book chapters are provided in electronic format on Moodle. Readings that are recommended will be available over the library reserve. I may occasionally send you additional readings.

Course Objectives

The primary goal of this course is to provide students with the conceptual background of different issues related to the politics and practices of immigration control, and prepare them for their Master’s thesis. Furthermore, the course is designed to give a broad theoretical architecture for thinking about the following main questions that will pervade all substantive topics:

1. What are important actors, processes, discourses, and institutions shaping immigration control policy?
2. To what extent is state policy effective in controlling and regulating migration?
3. What issues are the most pressing and what would likely policy responses have to address?
In addition, the course is supposed to help students improve their critical reading and writing of academic work, to bring them up to the present on some of the important intellectual work being done, and equip them to understand and critically evaluate new developments in immigration control relevant to their future policy or academic careers. Upon completion of this course, students should be able to:

- Have a solid understanding of basic immigration patterns, legal structures, and academic debates.
- Identify what core concepts, relationships, and issues are involved in immigration policy making.
- Apply new won insights on cases encountered outside of class.
- Analyze approaches and articles, and identify weaknesses, using their own insights or those of other approaches.
- Criticize and evaluate political outcomes related to immigration policy.

**How to Maximize Your Learning Experience**

1. Be prepared to read, think and discuss… A LOT.
2. Know that I have very high expectations of your work and that you should as well.
3. Schedule appointments to meet with the TA or me to discuss your progress and understanding of course material. **We are always willing to help.**
4. Plan to come to class every day, and remember: “To be ‘early’ is to be on time, to be ‘on time’ is to be late, and to be ‘late’ is unacceptable.”

**Course Format**

*Interactive Lecture*

A major feature of this class will be class participation in form of discussing the assigned articles, critically reflecting on theoretical approaches, and actively engaging with your peers. Thus, it will be essential that you carefully read the assigned required readings prior to class. I will lecture only to convey general theoretical and topical overviews, as well as key terms and principles that are covered in the readings. You are expected to complete all required readings by the date listed, which will help you contribute to class discussion.

To read efficiently, avoid a careful, one-time, word-by-word reading of the text. Instead, skim the introduction and conclusion, where available, to identify the author’s main argument(s). Then scan section headings (or the first sentence in each paragraph) to see how the author develops and supports their argument. Finally, reserve detailed reading for those sections that clarify the argument or provide supporting evidence. If you are spending more than three hours on a set of readings, you are reading too closely.

Furthermore, spend some time thinking about the reading:

- What is the author’s main argument?
- What evidence is used to support the argument?
- Is the argument and evidence compelling? Are there alternative explanations?
- How does the reading relate to previous ones covered in the course?
- Why are we reading this?

**Participation**

Participation is an essential and mandatory component of this course. You are expected to (1) come to class having read the assigned material and contribute meaningfully to class discussions, (2) follow news pertinent to our topics, and (3) critically reflect on concepts and articles we encounter. Turning any class from a ‘dry’ lecture into an exciting, but insightful seminar requires collective and interactive participation of each student. Thus, the quality of your learning experience is determined by lively and polite exchange of thoughts and criticisms.
The grade you earn will reflect the amount and quality of your participation, as well as your attendance. It should be common sense that you cannot earn a great participation grade if you are not attending class. Below I defined what reflects different qualities of comments.

Comment Quality:
- “High”: Comments show reflection about the reading or the discussion at hand, contribution through strong points and/or adding value to the discussion by stating their opinion based on factual knowledge.
- “Satisfying”: Comments show engagement in class discussion, willingness to “take a guess”, and ability to link previous lecture material to discussions at hand, as well as expressing opinions.
- “Low”: Comments show engagement in class discussion, but student never contributes to the added value or demonstrates knowledge from the readings – they are just working for that tick mark

Assessments
1. Weekly Response Papers
Each student is required to submit 8 weekly short response papers (starting from session 2 on) based on the assigned required readings, due the day before each class by 6 PM (i.e. Monday by 6 PM) via Moodle. Every week 2-3 core questions are posed per unit that should be addressed in composing the response paper. The goal is to demonstrate that you did the readings, can synthesize key information and are prepared for the class discussion based on the outlined core questions. The response paper should be between 2 and 3 pages but not shorter. The paper will be evaluated based on its quality and number of readings incorporated. Response papers cannot be handed in retrospectively, but additional response papers can replace earlier (weaker) ones. Sessions where no papers are due are Session 1 and Session 14.

2. Case Study Report
Students are asked to work in a small group of 3-4 and present a current case of immigration policy issue that falls within the provided topics outlined below. The case study should present key facts and issues and be followed by 2-3 discussion questions. Details on how to structure the report will be provided in class. All groups are required to meet with the instructor and discuss their ideas prior to their respective presentation. There are 6 different broad topics available:
- Labor migration in the Middle East;
- The ‘refugee crisis’ in Europe;
- Forced migration in Asia;
- Irregular migration in North Africa;
- The ‘Global Compact on Migration’;
- The securitization of migration in Europe;
- The migration industrial-complex in the Americas.

3. Policy Briefs
Students are asked to turn in a collection of policy briefs outlining what they consider to be the most pressing issues in regard to managing migration from different regional perspectives. Students should write two, 4-6 page long briefs on two different regions (students are welcome to choose the regions themselves). Details on how to structure the briefs will be provided in class. This assignment is due December 14, by 6:00 pm on Moodle, because the policy briefs will be distributed in small groups of 3-4 students to facilitate discussion in class on December 18.
The breakdown of your grade will be as follows:

20% = attendance and class participation  
25% = weekly response papers  
15% = case study report  
40% = policy briefs

To help you research, please find below a very brief list of useful websites for policy and current events-related migration news, research, and data:

- Migration Policy Institute: http://www.migrationpolicy.org/
- Refugee Studies Center (Oxford): http://www.rsc.ox.ac.uk/
- International Migration Institute (Oxford): http://www.imi.ox.ac.uk/
- Centre on Migration, Policy and Society (COMPAS): http://www.compas.ox.ac.uk/
- Migration Policy Center: http://www.migrationpolicycentre.eu/
- CARIM-East (focusing on the post-Soviet world): http://www.carimeast.eu/
- Center for Immigration Studies: http://www.cis.org/

Classroom Policies

Use of Laptops & Other Electronic Devices
All class material will be provided electronically, so extensive use of laptops to take notes is theoretically not necessary and can be done by hand. However, for the purpose of opening and following class readings/notes on readings, the use of laptops is permitted. I reserve the RIGHT TO BAN ALL LAPTOP USE (except for medical needs) if class participation is low and the distraction level through other laptop uses is high (checking emails, surfing the web, chatting, etc.).

In addition, students caught consistently not following lecture will receive a 0.25 grade points lower attendance and participation grade for each offense. Lastly, smart/cell phones should be set to silent, not vibrate.

Attendance and Absences
You are allowed two absences for whatever reason during the semester. Beyond that you must provide proper documentation addressing the absence. If you plan to/know you will miss class and have a valid official excuse (e.g., medical, academic) or case of hardship (e.g., eviction from your place of residence or attendance at a funeral), please contact me ahead of time and provide me with proper documentation in each and every case. If you plan on observing religious holidays, please talk to me after our first session. Undocumented absences, as well as repeated tardiness (i.e. being more than 10 minutes late) will result in a 0.25 grade points lowered participation grade for every offense. If you chose to take one of your ‘free’ absences, please keep in mind that you are responsible for all lecture material, handouts, announcements, explanations of assignments, and other relevant details that you missed. Furthermore, if you come more than 20 minutes late to class, I will ask you to leave the room and you will be counted as absent.

Deadlines
The above outlined deadlines are absolute – NO EXTENSIONS ARE GIVEN. Failure to turn in any of the assignments by the due date will result in a grade of 1.0 for that particular assignment. In order to avoid a penalty for late submission of a paper or assignment, you must have evidence of extenuating circumstances (e.g., a doctor’s note for illness). This must be submitted to the professor prior to the time of the deadline.

Grade Appeal
If you feel that an assessment was graded incorrectly, submit a written appeal to me within three days after the assessment in question was returned. Appeals or complaints submitted later cannot be
accommodated. The instructor will take your comments into consideration and re-read your assignments. However, be aware that a new grade could not be the same as you originally received; it could be higher, but it could also be lower. Students should keep copies of the assignments they turn in and retain graded papers until they receive their final course grade.

Moodle Use
Assignments, articles, announcements, and grades can be accessed via the Moodle course page. Assignments should be submitted via Moodle, unless otherwise specified.

Academic Honesty
As a student of the Graduate Institute of International and Development Studies you have agreed to abide by the Institute’s academic honesty policy. All academic work must meet the standards described in "Institute’s Internal Guidelines Governing Citation of Sources and Plagiarism.” Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Final assignments, in this case policy briefs, will be analyzed via Turnitin. Please contact me any time you have questions related to course assignments and the academic honesty policy.

Bilingual Policy
Although the class will be held in English, students are welcome to ask questions and submit their written assessments in French.

Tentative Schedule and Reading Assignments

September 18: Session 1 Introduction

September 25: No session

October 2: Session 2 The Emergence of Immigration Control
Central Questions: Why is there a need to ‘manage’ migration? Has the state always been in control of migration?

Required:


Recommended:
October 3: Session 3 (8:15 in S4) The Making of Immigration Policies: Theories and Models

Central Questions: What are the dominant approaches to migration policy-making, and what are their advantages and disadvantages? What considerations determine preferences towards migration policy?

Required:


Recommended:


October 9: Session 4 The Making of Immigration Policies: Policy Gaps and Their Causes

Central Questions: What explains differences between policy intentions and outcomes (aka policy gaps)? What complications do actors on different political levels introduce to the policy process?

Required:


Recommended:


October 16: Session 5 Labor Migration Policy in Europe

Central Questions: What has been Europe’s past experience with labor migration and what has changed?

Required:


Recommended:


October 23: Session 6 Labor Migration Policy in Comparative Perspective

Central Questions: How has immigration policy changed over time and across regions? How is labor migration regulated (or not regulated) outside of the Western democratic context?

**CASE STUDY 1: LABOR MIGRATION IN THE MIDDLE EAST**

Required:


**Recommended:**

**October 30: Session 7 Forced Migration Policy in Europe**
*Central Questions: What factors have shaped asylum policy-making and regional cooperation in Europe before and after the refugee crisis?*

**CASE STUDY 2: THE ‘REFUGEE CRISIS’ IN EUROPE**

**Required:**


**Recommended:**

**November 6: Session 8 Forced Migration Policy: New Frontiers**
*Central Questions: What new challenges and differing contexts inform or complicate forced migration policy and politics?*

**CASE STUDY 3: FORCED MIGRATION IN ASIA**
Required:


Recommended:


November 13: Session 9 Irregular Migration

Central Questions: What makes irregular migration a tricky issue to deal with? Do deterrence strategies abet illegal immigration?

**CASE STUDY 4: IRREGULAR MIGRATION IN NORTH AFRICA**

Required:


Recommended:


November 20: Session 10 Interdependence and Immigration Control
Central Questions: What factors add greater complexity (read: constraints) to national immigration control policy? How does foreign policy and trade policy interact with immigration control?

Required:


Recommended:

(!) November 28: Session 11 (8:15 in S4) Issues in European and International Governance
Central Questions: How and to what extent is (or isn’t) migration globally governed?

CASE STUDY 5: THE GLOBAL COMPACT ON MIGRATION

Required:


Recommended:

December 4: Session 12 Securitization of Migration

**Core Questions:** How are migration and security linked? What are the consequences of securitizing discourses for immigration policy?

**CASE STUDY 6: THE SECURITIZATION OF MIGRATION IN EUROPE**

**Required:**


**Recommended:**

December 11: Session 13 **Migration as a Business**

**Core Questions:** What factors influence the development of migration as a “business”? In how far do intermediary private actors challenge or affirm the state as a sovereign power controlling migration?

**CASE STUDY 7: THE MIGRATION-INDUSTRIAL COMPLEX IN THE AMERICAS**

**Required:**


**Recommended:**

December 18: Session 14 **Conclusion**

Discussion of policy briefs and wrap-up