Instructor Information

Professor Jeffrey Pugh
Jpugh9@jhu.edu
Office Location: Rome Building #104 (just behind the security desk at the Rome bldg. entrance)
Office Hours: Tuesdays 11 am-12 noon, Wednesdays 1-2 p.m., or by appointment

Course Information

Johns Hopkins University School of Advanced International Studies (SAIS)
Spring 2019, Tuesdays, 6-8:30 p.m., Classroom: Nitze #507

Credits: 4
Course Description: This course examines the sources of conflict and insecurity for migrants and their receiving countries in the Americas and surveys a variety of policy and programmatic responses that states and non-state actors have taken to increase peace and security. Migration can lead to political resistance and social conflict in both sending and receiving countries, and flows of illicit goods, drugs, and transnational criminal activity across borders remain a vexing challenge. Through a policy memo, public engagement project, and research paper, students analyze the complexities of integration, security, and coexistence in border spaces, tracing the connections among migration policy, transnational organized crime, and regional integration.

Course Objectives: By fully participating in this course, you should:
1. Become fully conversant in concepts and theories related to migration, borders, and security, and develop an understanding of borders as complex sites in which geographies, political systems, and identity meet, overlap and are negotiated.
2. Be able to analyze conflicts and types of insecurity arising from migration and border issues, identify proximate and root causes for such conflict, and understand how they relate to individuals' freedom from foreseeable harm—including people on all sides of the political, geographic, and identity borders.
3. Have a detailed understanding of several empirical cases from the Americas, and be able to articulate the ways in which the flow of people across borders has contributed to (or in some cases undermined) the security of people and countries in the Hemisphere.
4. Demonstrate a more nuanced and sophisticated understanding of migration and border security beyond the dominant political/partisan framings, analyzing costs and benefits of competing policy proposals, political incentives and interests, the gap between policy and implementation, between discourse and underlying interests, and the power with which identity, race, class, gender, and other hierarchies within society structure policies and dominant narratives about migration.

Required Text(s):

All other readings will be made available on the course Blackboard site, or links will be provided to online sources. Books are also available on reserve at the library. 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) Active participation in class discussions: Please be prepared to discuss in class the readings assigned for that meeting. **Each class member should prepare at least two 'discussion questions' for each class.** These may be questions, critiques, comments, etc. that are designed to stimulate discussion around the readings. Think about what you would like the rest of us to discuss and invite us to do so through your questions! These questions should be posted to the Blackboard forum prior to class (**no later than 12 noon on the day of class,** but earlier posting is welcome). You are also encouraged to respond to each other’s questions on the Blackboard forum itself, extending class discussion beyond the classroom while your insights and thoughts are fresh. All class members are expected to be active participants in class discussions and activities. Class participation (including discussion question posts and active participation/engagement during class) is a significant part of your grade (25%).

**As you do the readings for each week, you may want to think about some or all of the following:**

1) What is the author’s explanatory objective (or dependent variable)? (Pay special attention to how security is defined and operationalized.)
2) What is the author’s argument (or independent variables)?
3) What is the logic connecting a) and b)?
4) What are the intellectual roots of the argument?
5) Does the author exhibit an implicit (or explicit) normative agenda? Or is the argument relatively objective in the explanatory social scientific sense?
6) Is the research design and methodology appropriate for the questions being asked?
7) What type of evidence, if any, is provided for the argument? What type of evidence would strengthen or weaken the argument?

**You should also think about the readings collectively each week. Specifically,**

8) Are all the authors trying to explain the same phenomenon?
9) Are they having a direct dialogue with one another? If not, how do you imagine that they might react to one another's arguments (in a conference or symposium)?
10) What is the intellectual contribution of the week’s literature to our understanding of security, borders, and migration?
11) What is the value of this research agenda?¹

2. Op ed/Public engagement writing assignment: Write a short article (600-1000 words) on a topic related to migration, borders, and security in the Americas. It should be a persuasive/advocacy article in the style of an op ed or a blog post, intended for a

¹ Thanks to Kellee Tsai, the creator of this helpful set of prompts.
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 6 (March 12). You are encouraged to submit it to a newspaper, blog, or other publication to try to get it published. This assignment is worth 15% of your overall grade.

2. Policy memo and briefing: Each student will prepare a policy memo (2-3 pp single spaced with subheadings) in which you will present 3 alternative policy responses to a problem related to the topic of your assigned ‘subcommittee’, addressed to a specific policymaker or decisionmaker. You will provide a brief background with the roots of the problem, lay out the three alternatives, make a clear recommendation, and justify/support your recommendation with supporting evidence. These should be concrete, supported by facts and references, with footnotes providing references for specific information cited in the memo. We will have an in-class simulated Congressional ‘committee hearing’ in week 9 (4/2) in which subcommittees of students working on related issues will provide 5-minute briefings that summarize their policy memo and recommendation, provided by brief periods of Q&A. Your Policy Memo is worth 20% of your grade, and your oral briefing is worth 5%.

5. Final research paper (15-20 pp. double spaced) in which you advance a central argument related to migration, borders, and security/conflict, and test your claims with empirical evidence (either a single case or comparative case study, or quantitative evidence) from Latin America and the Caribbean. You will need to select a compelling research question that is manageable for this length of a paper. Please attribute all sources properly and write the paper using Chicago style (parenthetical citation with a works cited page, and footnotes for any non-reference notations). The topic, research question, and empirical focus must be submitted and approved by the instructor no later than week 6. The final paper is due by e-mail before the beginning of class on the last class day (4/30). This assignment is worth 35% of your final grade.

Course Rubric:

<table>
<thead>
<tr>
<th>Assignment/Deliverable</th>
<th>Grade %</th>
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<tbody>
<tr>
<td>Public engagement/op-ed assignment</td>
<td>15%</td>
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<tr>
<td>Policy Memo and Briefing</td>
<td>25%</td>
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<tr>
<td>Final Research Paper</td>
<td>35%</td>
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<tr>
<td>Participation (as defined above and 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 accepted only with permission from the instructor, and will generally have half a letter grade deducted per 24-hour period or portion thereof 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”.
Please see the Graduate Catalog for more detailed information on the University’s grading policy.

<table>
<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>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
<td>3.75</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.25</td>
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<tr>
<td>B</td>
<td>83-86%</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
<td>2.75</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
<td>2.25</td>
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<tr>
<td>C</td>
<td>73-76%</td>
<td>2.00</td>
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<tr>
<td>F</td>
<td>0-72%</td>
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<tr>
<td>INC</td>
<td>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</td>
<td>N/A</td>
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<td>IF</td>
<td>Received for failure to comply with contracted completion terms.</td>
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<td>W</td>
<td>Received if withdrawal occurs before the withdrawal deadline.</td>
<td>N/A</td>
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<tr>
<td>AU</td>
<td>Audit (only permitted on space-available basis)</td>
<td>N/A</td>
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<tr>
<td>NA</td>
<td>Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)</td>
<td>N/A</td>
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Course Schedule

Class Sessions and Readings

1. Global/Regional trends and drivers of migration, basic concepts – Tuesday, January 29
1. IOM Global trends report

   b. Matthew Longo book (Intro & ch. 1, 1-45)

   c. Reese Jones, Violent Borders: Refugees and the Right to Move (introduction, ch. 1)

   b. Adam Isaacson (Jaskoski et al book, ch. 7, 130-152)
   c. Reese Jones, Violent Borders (ch. 2)
   d. Matthew Longo book ch. 2 (49-75)

5. Distinguishing violent actors, humanitarian refugees, and other migrants – 3/5/2019
6. Immigration integration, advocacy, and political participation in host states – 3/12/2019
   c. Pugh, “Political invisibility and migrants' networked governance strategies in Ecuador,” Ch. 6 in The Invisibility Bargain: Governance Networks and Migrant Human Security in Ecuador.

7. SPRING BREAK – 3/19/2019

   a. Foote and Goebel, eds. Immigration and National Identities in Latin America (University of Florida Press, 2014), intro, ch. 7, ch. 8

9. Case Study: Haiti-DR – 4/2/2019

10. Structural violence, migration, and borders – 4/9/2019
    a. Saskia Sassen, Expulsions, Introduction & ch. 1


e. Recommended: Reese Jones, *ViolentBorders* (ch. 4)

11. Violent non-state actors and governance in border regions – 4/16/2019


c. Anna Arjona, *Rebelocracy: Social Order in the Colombian Civil War*, introduction, ch. 3


c. Peter Andreas, (Jaskoski et al book, ch. 8)


13. Linked fates: Civil war, migration, and transnational gangs (MS-13 in El Salvador) – 4/30/2019


SA.810.732- Syllabus
Borders, Migration, and Security in the Americas

Updated: January 22, 2019


Additional Resources for Exploration


Methods of Instruction

This course is structured primarily as an interactive seminar, with a primary focus on in-depth discussion, complemented by occasional lectures and practical exercises and simulations. 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.

Accommodations

SAIS collaborates with students, faculty and staff to provide accessible, equitable and inclusive learning environments that promote academic success for all. Students with documented disabilities who require an academic adjustment or other accommodation should submit the Student Request form and supporting documentation to the Director of Student Life at least three weeks before the accommodations are needed; late requests are also considered. For more information, visit the Disabilities Services section of the SAIS Web site.

Academic Integrity and Honor Code

Enrollment at SAIS obligates each student to conduct all activities in accordance with the rules and spirit of the school’s Honor Code. The Honor Code governs student conduct at SAIS. It covers all activities in which students present information as their own, including written papers, examinations, oral presentations and materials submitted to potential employers or other educational institutions. It requires that students be truthful and exercise integrity and honesty in their dealings with others, both inside SAIS and in the larger community. While the Honor code goes well beyond plagiarism, it is important that each student understand what is and is not plagiarism. Plagiarism will definitely result in failure of the paper or exam and may result in failing the course depending on the judgment of the professor.