

MIGRATION AND HUMAN DEVELOPMENT

(Fall 2019)

Course Title:	Migration and Human Development
Course number:	INAF U6173
Meeting date:	Tuesday, 4:10pm - 6:00pm
Location:	404 IAB
Instructor:	Daniel Naujoks
Office hours:	Tuesday, 11am-1pm. Room 901C IAB
Columbia email address:	daniel.naujoks@columbia.edu
Credits:	3 credits
Prerequisites:	There are no course-specific requirements. Prior knowledge of conceptions of 'development', public policy, and international law is encouraged.

Course Overview

International migration's substantial economic and social effects are at the forefront of today's academic discussion, international debate, as well as national policy strategies. This course introduces students to the key notions, norms, and narratives of international migration from economic, sociological, legal, policy, international relations, and normative perspectives. Students learn about transnational livelihood strategies and channels through which migration and migrants can enhance human development especially in their countries of origin, while creating better opportunities for themselves and contributing to their communities of destination. This includes in-depth discussions of the determinants, flows, and effects of emigration, immigration, return, financial and social remittances, and diaspora investments. While the course emphasizes economic migration, it also elaborates on the human development impact in specific forced migration and refugee scenarios. Highlighting migration phenomena in different scenarios in the global North, as well as in the global South, the course emphasizes the agency of migrants and gender differences in the experiences and effects, as well as the role their legal status plays. It addresses the root causes of migration and the protection of migrants' human, social and labor rights. The course also furthers participants' understanding of the policy responses in both, the international and the domestic spheres. To this end, it introduces students to key policies and governance schemes and diaspora engagement institutions, including the role of United Nations agencies and processes.

Key learning goals

At the end of the course, students will

- Have acquired understanding of:
 - Key definitions and conceptual differences of various forms of human mobility.
 - The impacts of human mobility on the development of migrants, their communities of origin and destination.
 - The social worlds of migrants in different scenarios in the global North and South.
 - The role of migrants' agency and gender differences when assessing the human development impact of migration.
 - Policy responses to migration in the global North and South, and the role of UN agencies.
 - Representation of migration issues and securitization of human mobility.
- Be able to apply frameworks and approaches to a variety of forced migration scenarios and differentiate between the needs and capabilities of different groups.
- Have enhanced analytical writing and research capabilities.

Course Assessment

The final grade for this course will be made of the following components:

1) Class attendance:	5 %	4) Group research:	30 %
2) Class participation:	20 %	5) Presentation of group research:	10 %
3) Framing and reflecting:	20 %	6) Briefing for simulation	15 %

Class Attendance: Discussions of the reading material in class are critical for this course. Hence, your attendance is too. If you cannot make a class for important reasons please inform me at least one hour before the class begins that you'll be unable to attend. If you are unable to make it it is your responsibility to get informed about our discussion and the learning progress. Two unexcused absences automatic lower the final grade by one unit (e.g., A becomes A-).

Class Participation: I expect students to actively participate in class discussions. Active participation requires sufficient reading in advance of the seminar to enable clear arguments and informed opinions related to the topic under discussion. In addition to having read the course readings I expect that you have taken notes and that you have reflected on key aspects before we meet. This way, our discussions will be meaningful and we can all benefit from each other's insights. I will evaluate how prepared you come to class, how much of original critically thinking you bring to the discussion and how you discuss competing concepts and theories with other students.

I understand that not everyone has the same ease of contributing to class discussions. While I expect everyone to share their views and reflections on the course material in our weekly meetings, I offer everyone to supplement their class participation grade by a response paper. This is *not a mandatory assignment* but a possibility to substitute 8 percentage points of your participation grade with a response paper. These papers of not less than 600 and not more than 800 words (excluding references) have to be submitted to me via email before the day of the respective class. Response papers should substantially discuss a specific issue that attracts students' interest in the assigned reading material by either comparing how the different texts relate to the chosen issue or by using additional literature to discuss the issue. This should consider the six guiding principles below and the *separate guidelines for response papers* (please consult the guidelines that are uploaded on CourseWorks and follow the instructions).

Framing and Reflecting: For all substantive classes (all classes except weeks 1, 5 and 12), half of the class will help us to frame discussions while the other half will help the rest to reflect on key takeaway points. Through a lottery, in week 1, we divide the class and after week 7 the groups switch.

Framers provide short reflections on the readings before we meet in class: Two thirds of the reflections should focus on → What concepts and facts surprised you? → What questions arising from the readings should our in-class discussion consider and why? And about a third of the submission should highlight → What links do you see to previous classes/discussions? Framers have the opportunity to shape our discussion in class. Thus, don't focus on summarizing the readings that everyone else read too. Your critical reflections on the readings and your key ideas have the potential to influence the questions we ask and discuss in class.

Reflectors share what their main take-away points from each class discussions were: Two thirds of the reflections should focus on → What surprised you from the presentation and our discussion? → What was interesting? → What should be remembered for the future? And about a third of the submission should highlight → What links do you see to previous classes/discussions? There is no way you can summarize all important points we made in our discussions in a short reflection. Thus, your role is to act as a filter and a highlighter. From your perspective, what are key points and why?

This enhances your own learning experience and it helps to connect the different aspects we cover throughout the semester. Instead of the futile attempt to cover all issues raised in the readings/class, I recommend that you choose 1-2 issues for which you can add to the collective learning.

To share your reflections, you either post a written comment or short video message in the forum under the 'discussion board' tab on CourseWorks. Written reflections need to start with "reflection [no] (that is, 1, 2, 3 etc. to indicate if this is your first, second or third reflection of the half term) and be between 200-300 words (strict word limits) and video messages 40-60 seconds. You do not need to stick to one format and are free to switch between written and video reflections, as you see fit.

You have to submit at least three reflections for each half of the semester, i.e., three as framers and three as reflectors (i.e., a total of six). It will count as a *bonus* if you submit at least 8 reflections.

The deadline for framers is Sunday 11.59pm before our Tuesday class to give the rest of the class (and me) time to absorb your thoughts. Reflectors have to upload their key take-away points on Wednesdays, 9pm, following the respective Tuesday class.

Group Research Project:

In groups of 3-4 students, students will engage in actual analysis of debates or policies. Group research projects can fall in one of three categories:

- Policy regimes that govern migration and human development. In addition to the analysis of legal and policy documents this should involve more in-depth primary research, i.e. through expert interviews (interviews with refugees and migrants generally require approval by the university's Institutional Review Board (IRB), which makes them impractical for short projects).
- Substantive and systematic content analysis of media portrayals and narratives (newspaper coverage, video reporting, images, etc.).
- Substantive content analysis parliamentary debates or official discussions at the United Nations General Assembly on issues related to migration.

The concrete topic will be discussed with the course instructor and approved in advance. To this end, after an initial discussion in week 5 (October 1), student teams will elaborate a proposal of the project that spells out the key questions, their relevance, the state-of-the art and the research methodology. A two-page research proposal for the research project is due to be submitted by email by October 9. On October 16, you need to submit the final methodology for the research project (since for many of you this will be the first substantive research project, I want to make sure your efforts go into the right

direction). In week 12, student groups will present their findings to a panel of experts and each other. Final research reports (4,000-5,000 words, not counting the bibliography) have to be submitted by email by December 10, 2018.

Presentation of group research: As indicated above, in week 12, groups will present their proposals to a panel of experts and to the entire class. I will evaluate the visual aids used (slide deck or other), structure, and clarity of the presentation. While I will assess how well rehearsed the presentation is, non-native speakers and students with limited public speaking experience are encouraged to present.

Briefing for simulation: In preparation of the simulation in week 11, you will submit a briefing note that spells out reflections about key policy ideas for your role, their theory of change, and political and implementation considerations during the discussion. Please submit this of 500-700 words (strict word limits) via email by Nov 18 (23.59pm). Please see the specific guidelines on CourseWorks for more details.

Current item: Each day, media outlets report important stories on refugees and migrants. This ranges from news on political statement and debates to calamities, from reports about new studies, new policies or technologies used by or for mobile populations to achievements by refugees and migrants. I want you to pay attention to current news that are connected to this course. For this reason, 5-10 min of each class are dedicated to current events. You can suggest topics that you see on the news, blog posts or other information sources. While news items need to be in English, you can suggest short publications from around the world. These items don't have to be connected to the main topic of the weekly session (but they can). They do not have to be from the week in which we discuss them but they should be fairly recent. Please post new ideas to the discussion board on CourseWorks by **Thursday 11.59pm** before our class and provide brief key questions. I will then choose an item from your list that we will discuss.

Guiding Principles

Throughout the course, students are encouraged to scrutinize the reading material by critically considering the following six guiding principles.

- 1. Policy responses and their legitimacy:** What legal and policy responses have been adopted by what institutions and at what levels (international, regional, national, sub-national, local)? What issues do these responses address and what are their shortcomings? What can you say about the commonalities and differences between groups and categories that are treated differently (or lumped together)? What role does time play in the responses and their legitimacy (i.e., some measures may be legitimate for short-term solutions but their legitimacy and appropriateness may decrease over time)?
- 2. Assessing the impact:** What is the impact of different forms of migration and mobility on individuals, their families, communities of origin, transit and destination? How does the movement and mobility of people affect our understanding of political community, social membership, and citizenship?
- 3. Migrants' agency:** Where do we find agency on the part of migrants and refugees and how do people make use of their choices? In what ways do migrants engage in transnational activities? What are the key determinants for migrant women and men to exercise more or less power over their situation? How do policies and narratives reflect or neglect agency?
- 4. Gender-sensitive analysis:** In what way play gender differences a role when analyzing the phenomenon at hand, especially, regarding the determinants and the impacts? Are there gender-specific potentials, vulnerabilities, or needs that should be considered? Is the representation of the migration phenomena under scrutiny skewed toward specific narratives of men, women or gender roles in general? What policy options exist?
- 5. Specific versus generalizable knowledge:** To what extent are the described concepts, processes, and effects generalizable and where are they determined by, and limited to, specific framing conditions and situation-specific parameters?
- 6. Adopting a researcher's mindset:** In an era of 'fake news' and 'alternative facts,' what are the empirical questions we have to explore to adequately discuss the claims made in the political sphere or by scholars? What are the underlying (often not explicitly stated) assumptions about migrants, refugees, asylum seekers and displaced persons? What language, research, and narratives would be appropriate to address these issues head-on?

Course Overview

Week 1: Trends and Notions of International Migration	Sept 3
Week 2: Drivers and Root causes: explaining migration and human mobility	Sept 10
Week 3: Migration, the State, and the M&HD framework	Sept 17
Week 4: Gender, Human Rights and Transnational Perspectives on Migration	Sept 24
Week 5: Session on Group Projects	Oct 1
Week 6: The Securitization of Migration	Oct 8
<i>Outlines for group research project due</i>	<i>Oct 9</i>
Week 7: Emigration and Human Development	Oct 15
<i>Switch framers and reflectors</i>	
<i>Submit final methodology for group research</i>	<i>Oct 16</i>
<i>Complete mid-term feedback and suggestions</i>	<i>Oct 20</i>
Week 8: Immigration and Human Development	Oct 22
Week 9: Remittances: Determinants, effects, and policies	Oct 29
<i>No class (University holiday for Election Day)</i>	Nov 5
Week 10: Diaspora Policies and Engagement	Nov 12
<i>Submit briefing note for simulation</i>	<i>Nov 18</i>
Week 11: Simulation: Migration and Development Policy	Nov 19
<i>Submit one-page summary of draft research paper</i>	<i>Nov 24</i>
Week 12: Group Presentations on Research Projects	Nov 26
<i>Complete official course evaluations and separate feedback form</i>	<i>Dec 2</i>
Week 13: The Future of Migration and Human Development	Dec 3
<i>Final research reports due</i>	<i>Dec 10</i>

Course Plan

Week 1: Trends and Notions of International Migration

What are important definitions of and differences in key notions of migration (statistical vs. other definitions (migrant, diaspora, mobility, refugee, IDP))? What are major flows and stocks of international migration? What are the key questions, analytical categories, and disciplinary tools of migration studies? What are key disciplinary perspectives on migration (e.g. sociology, economics, political science, etc.)?

- Naujoks, Daniel. (forthcoming, Fall 2019) “Trends, Drivers and Dynamics of Flight and Migration.” In Dirk Messner, Christoph Beier, and Hans-Joachim Preuß (eds), *Global Migration Movements. The Way Ahead - Lessons from Theory and Implementation*, Milton Park and New York: Routledge.
- UNHCR. 2019. Global Trends 2018 (pp. 2-22).
- Carling, Jørgen. 2019. The Meaning of Migrants. Watch video <https://meaningofmigrants.org/video/> (1:22min) and read through <https://meaningofmigrants.org>. What are arguments for and against the inclusivist and the residualist view?
- UN Global Compact for Safe, Orderly and Regular Migration.

Supplementary reading:

- Czaika, Mathias, and Hein de Haas. 2014. “The Globalization of Migration: Has the World Really become more Migratory?” *International Migration Review* 48(2): 283-323.
- Castles, Stephen, Hein de Haas, Mark J. Miller. 2014. *The Age of Migration* (5th Edition), Palgrave (Introduction).

Week 2: Roots and Routes: Root causes of migration and deterrence policies

What are key theories of migration and determinants of migration flows? What are shortcomings of many theories and why does it matter? What are the links between environmental factors and human mobility? What are key obstacles for legal and political recognition of the involved phenomena? What other factors do environmental aspects interact with and with what results? What policy options exist to prevent and address the negative impact?

With what policies do states deter asylum-seekers from claiming asylum? How do deterrence policies affect the safety of migrants and refugees? What legal and moral obligations limit deterrence policies? What is the role of human smuggling and what can be done to make migration routes safer?

Prepare to discuss the following questions:

- ❖ In November 2015, the European Union announced to increase official development aid (ODA) to Africa in order to decrease emigration. What are the assumptions this is based on and how do you assess them?
- ❖ In the Rawlence (2016) reading, Isha eventually leaves her home. Why does she? How is this connected to conflict? How would you describe the causes of her displacement?
- ❖ From the previous week: how are the drivers of migration included in the UN Global Compact for Migration?

- Stephen Castles, Hein de Haas, Mark J. Miller. 2014. “Theories of Migration.” In: *The Age of Migration* (5th Edition), Palgrave.
- U.K. Government Office for Science. 2011. *Foresight: Migration and Global Environmental Change*. London (Executive Summary).
- Gammeltoft-Hansen, Thomas. 2014. “International Refugee Law and Refugee Policy: The Case of Deterrence Policies” *Journal of Refugee Studies* 27 (4): 574-595.
- Rawlence, Ben. 2016. *City of Thorns: Nine Lives in the World's Largest Refugee Camp*. New York: Picador (pp. 57-61).

Supplementary reading:

- Video: *Changing Climate, Moving People*, The Energy Resource Institute (TERI) for UNESCO (35 min, April 2015): www.youtube.com/watch?v=MSVUJQd9W5g
- Video: *Climate change and migration—Living on the Go*, Climate and Development Knowledge Network (in Bangladesh, June 2014, 20min): www.youtube.com/watch?v=-Gz_EnVwRIw.
- Zetter, Roger, and James Morrissey. 2014. The Environment-mobility Nexus. In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies* (Chapter 27), pp. 342-354.
- Browse the website <https://missingmigrants.iom.int>

Week 3: Migration, the State, and the M&HD framework

What are key notions, concepts and metrics of human development and what are key channels how migration and human development are linked? How are different dimensions of the Sustainable Development Goals (SDGs) linked to human mobility? To what extent do state policies matter with regard to immigration, emigration, and diaspora engagement?

For class, you need a good understanding of the *Mobility Mandala framework* elaborated in Naujoks (2019) that explains the four domains linking migration, displacement, and sustainable development. You have to select one target from each of the select targets for Sustainable Development Goals 4, 8, and 16 and fill out one worksheet that you find on CourseWorks for each of the targets you chose. Thus, in the end, you will have three sets of worksheets. These worksheets will not be submitted to the instructor but they help you to structure your preparation for an exercise we will do in class.

Required readings:

- Naujoks, Daniel. 2019. “The Mobility Mandala: Conceptualizing Human Mobility in the Sustainable Development Framework.” Paper presented at the Annual Meeting of the International Studies Association (ISA), Toronto, Mar 27, 2019.
- Fukuda-Parr, Sakiko. 2016. From the Millennium Development Goals to the Sustainable Development Goals: shifts in purpose, concept, and politics of global goal setting for development.” *Gender & Development* 24(1): 43-52.
- Select SDG targets.

Supplementary reading:

- Foresti, Marta and Jessica Hagen-Zanker. 2017. *Migration and the 2030 Agenda for Sustainable Development*. London: Overseas Development Institute (ODI).
- de Haas, Hein. 2010. "Migration and development: a theoretical perspective." *International Migration Review* 44(1): 227-64.
- Naujoks, Daniel. 2018. "Achieving the Migration-Related Sustainable Development Goals." In: United Nations and International Organization for Migration, *2017 Situation Report on International Migration. Migration in the Arab Region and the 2030 Agenda for Sustainable Development*, Beirut: UN Economic and Social Commission for Western Asia, pp. 73-122.

Week 4: Gender, Human Rights and Transnational Perspectives on Migration

Why are a gender-sensitive lens, a 'human-rights based approach,' a focus on individuals' agency and a transnational perspective important for understanding human mobility? How is this neglected in many accounts of the involved phenomena? What protection exists under international law and with what scope and impact? What is the connection between migrants' rights and human development?

- Fiddian-Qasmiyeh, Elena. 2014. "Gender and Forced Migration," in: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 394-408.
- Levitt, Peggy and Nina Glick Schiller. 2004. "Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society." *International Migration Review* 38 (3): 1002-39.
- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (*please focus on the structure and broad idea of the convention, rather than on individual rights. Why may some countries be reluctant to ratify it?*)

Supplementary reading:

- Pessar, Patricia R. and Sarah J. Mahler. 2003. "Transnational Migration: Bringing Gender." *International Migration Review* 37 (3): 812-846.
- Donato, Katharine M. and Donna Gabaccia. 2015. *Gender and international migration: from the slavery era to the global age*. New York: Russell Sage Foundation (Introduction).
- Petrozziello, Allison J. 2013. *Gender on the Move: Working on the Migration-Development Nexus from a Gender Perspective*. Santo Domingo, DR: UN Women (Chapter 4).

Week 5: Session on Group Projects

To prepare for this session, each student should think about interesting research projects. You can look at the list of topics and research ideas and develop your own ideas about what to focus on (needless to say, you are not limited by the list). This involves content analysis of debates in news media or other fora anywhere in the world (but consider the language implications of the research), or migration policy analysis. This session will focus on the importance of narratives and on possible methodologies to conduct such analysis. You can have formed groups to work on group research projects before this

session but often groups are formed based on the discussion of topics and interests in class. The better prepared you come the more you can shape your research projects.

If you plan to conduct a media analysis as a group project, have a brief look at the *methodology* of the following publications. What are their key research questions? How are they collecting information? How are they sampling publications and from publications?

- Bleich, Erik, Irene Bloemraad, and Els de Graauw. 2015. “Migrants, Minorities and the Media: Information, Representations and Participation in the Public Sphere” *Journal of Ethnic and Migration Studies* 41 (6): 857–873.
- Koopmans, Ruud and Paul Statham. How national citizenship shapes transnationalism: A comparative analysis of migrant claims-making in Germany, Great Britain and the Netherlands WPTC-01-10 (particularly focus on pp. 21-23).
- Bleich, Eric, Hannah Stonebraker, Hasher Nisar, and Rana Abdelhamid. 2015. “Media Portrayals of Minorities: Muslims in British Newspaper Headlines, 2001-2012.” *Journal of Ethnic and Migration Studies* 41 (6): 942-62.
- Bloemraad, Irene, Els de Graauw, and Rebecca Hamlin. 2015. “Immigrants in the Media: Civic Visibility in the USA and Canada.” *Journal of Ethnic and Migration Studies* 41 (6): 874-896.

Week 6: The Securitization of Migration

When do we speak of ‘securitization’ of an issue? What is the ‘widening debate’? To what extent are migration issues viewed as threats to security and what actors promote such perspectives? What approaches exist to de-securitize forced migration topics? What changes when we consider ‘human security’?

- ❖ I would like you to consider: Are *potatoes* dangerous (yes, I mean the root vegetable)? Why could it be a security risk and for what (think about different ‘referent objects’)? This may sound silly but please spend a few minutes thinking about the potato as a security risk.
- ❖ Then put yourself into the shoes of a securitizing actor: what would you do to securitize the potato (you can take strategies mentioned in the readings and apply them – or, of course, invent your own approach).
 - Buzan, Barry, Ole Wæver, and Jaap de Wilde. 1998. *Security: A New Framework for Analysis*. Boulder: Lynne Rienner Publishers (Chapter 2).
 - Huysmans, Jef. 2006. *The Politics of Insecurity: Fear, Migration and Asylum in the EU*. London: Routledge (Chapter 1).
 - Nowrasteh, Alex. 2016. Terrorism and Immigration. A Risk Analysis. Policy Analysis 798, Cato Institute.

Supplementary reading:

- Chebel d’Appollonia, Ariane. 2015. *Migrant Mobilization and Securitization in the United States and Europe*. New York: Palgrave Macmillan (Chapter 1: The Securitization of Immigration and Integration Governance).
- Huysmans, Jef. 2006. *The Politics of Insecurity: Fear, Migration and Asylum in the EU*. London: Routledge (Chapter 2).
- Naujoks, Daniel. 2015. “The securitization of dual citizenship. National security concerns and the making of the Overseas Citizenship of India.” *Diaspora Studies* 8 (1), pp. 18–36.

- Faist, Thomas. 2005. “The Migration-Security Nexus: International Migration and Security.” In: *Migration, Citizenship and Ethnos: Incorporation Regimes in Germany, Western Europe and North America*, edited by Y. Michal Bodemann and Gökce Yurdakul, pp. 103–120. New York: Palgrave Macmillan.
- Adamson, Fiona B. 2006. “Crossing Borders: International Migration and National Security.” *International Security* 31 (1): 165-99.

Week 7: Emigration and Human Development

What are the economic and social effects of emigration on communities of origin? Discuss different emigration control policies and policies of retention, as well as the economic and social effects on migrants themselves. What are migration costs and what determines how much migrants pay to migrate?

- Ruhs, Martin. 2013. *The Price of Rights: Regulating International Labor Migration*. Princeton University Press (Chapter 6).
- Clemens, Michael. 2015. *Losing Our Minds? New Research Directions on Skilled Migration and Development*. IZA Discussion Paper No. 9218, Bonn: Institute for the Study of Labor.
- Strahle, Christine. 2017. Review of Gillian Brock and Michael Blake. 2015. *Debating Brain Drain – May Governments Restrict Emigration?* New York: Oxford University Press. *Developing World Bioethics* 17 (1): 59–60.
- Naujoks, Daniel. 2018. “Achieving the Migration-Related Sustainable Development Goals.” In: United Nations and International Organization for Migration, *2017 Situation Report on International Migration. Migration in the Arab Region and the 2030 Agenda for Sustainable Development*, Beirut: UN Economic and Social Commission for Western Asia, pp. 73-122 (required reading only section on ‘Recruitment costs borne by migrant workers,’ pp. 92-102).

Supplementary reading:

- Grubel, Herbert G. 1994. The Economics of International Labor and Capital Flows. In: Herbert Giersch, *Economic Aspects of International Migration*. Berlin: Springer, pp. 75-92.
- Clemens, Michael, Claudio E. Montenegro, and Lant Pritchett. 2019. “The Place Premium: Bounding the Price Equivalent of Migration Barriers.” *Review of Economics and Statistics* 101 (2): 201–213.
- Docquier, Frédéric and Hillel Rapoport. 2012. “Globalization, Brain Drain, and Development.” *Journal of Economic Literature* 50(3): 681–730.

*** Framers and reflectors switch after Week 7, starting with week 8 ***

Week 8: Immigration and Human Development

Discuss the definitions and forms of immigration, integration, and assimilation. What are the economic and social effects of immigration on communities of destination (labor market/wage effects, welfare effects, etc.)? What are the economic and social effects on migrants themselves (income, brain waste/de-skilling, skills recognition, etc.), including a focus on migration status (regular/irregular)? What do we know about immigration policies and their stated or indirect links with human development? What are specific needs and vulnerabilities of undocumented migrants and how do different policy regimes in the US and Europe impact their precarious situation?

- The National Academies of Sciences, Engineering, and Medicine. (2016). *The Economic and Fiscal Consequences of Immigration*. Washington, DC: The National Academies Press (Summary, pp. 1-10).
- İçduygu, Ahmet, and Eleni Diker. 2017. "Labor Market Integration of Syrian Refugees in Turkey: From Refugees to Settlers." *Göç Araştırmaları Dergisi (Journal of Migration Studies)* 3(1): 12-35.
- Ager, Alastair, and Alison Strang. 2008. "Understanding Integration: A Conceptual Framework." *Journal of Refugee Studies* 21(2):166-191 (Focus on the framework they suggest. What are the main elements and how are they related?)

Supplementary reading:

- Carens, Joseph. 2013. *The Ethics of Immigration*, New York: Oxford University Press (Chapter 7: Undocumented Migrants, pp. 129-157).
- OECD. 2012. *Settling In: OECD Indicators of Immigrant Integration 2012*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264171534-en> (Chapter 1).
- Clemens, Michael. 2013. "The Effect of Foreign Labor on Native Employment: A Job-Specific Approach and Application to North Carolina Farms." CGD Working Paper 326, Washington, DC: Center for Global Development.

Week 9: Remittances: Determinants, effects, and policies

What are different definitions of remittances (official statistical remittances, data collection, collective remittances, diaspora savings, etc.) and what are analytical levels of remittances analysis? In what ways is sending, receiving, and spending remittances gendered? What are 'remittance scripts' and why do they matter? What do we know about the impacts (macroeconomic, community, household, economic and social effects (e.g., on health, education and gender roles), inequality)? What policies and programmes do states devise to "harness" remittances (remittance cost, financial literacy education, collective remittance programmes (e.g., 3x1 in Mexico)?

- Carling, Jørgen. 2014. Scripting Remittances: Making Sense of Money Transfers in Transnational Relationships. *International Migration Review* 48 (Supplement s1): S218–S262.
- Clemens, Michael and Timothy Ogden. 2014. Migration as a Strategy for Household Finance: A Research Agenda on Remittances, Payments, and Development. CGD Working Paper 354. Washington, DC: Center for Global Development.
- Aparicio, Francisco Javier and Covadonga Meseguer. 2012. "Collective Remittances and the State: The 3x1 Program in Mexican Municipalities." *World Development* 40 (1): 206–222.
- Petrozziello, Allison J. 2013. Gender on the Move: Working on the Migration-Development Nexus from a Gender Perspective. Santo Domingo, DR: UN Women (Section 1.1 and 2.1-2.6).

Supplementary reading:

- de Haas, Hein. 2007. Remittances, Migration and Social Development. A Conceptual Review of the Literature. Social Policy and Development Programme Paper Number 34, United Nations Research Institute for Social Development.
- Naujoks, Daniel. 2018. “Achieving the Migration-Related Sustainable Development Goals.” In: United Nations and International Organization for Migration, *2017 Situation Report on International Migration. Migration in the Arab Region and the 2030 Agenda for Sustainable Development*, Beirut: UN Economic and Social Commission for Western Asia, pp. 73-122 (required reading only section on ‘Transfer costs of migrant remittances,’ pp. 114-120).
- Clemens, Michael and David McKenzie. 2014. “Why don’t remittances appear to affect growth?” CGD Working Paper 366, Washington, DC: Center for Global Development.

Week 10: Diaspora Policies and Engagement

What are key diaspora engagement policies and how prevalent are they? What are the main drivers for their adoption? What are the forms of, and reasons for, return migration (temporary/permanent, retirement, voluntary/involuntary)?

- Naujoks, Daniel. 2013. *Migration, Citizenship, Development*. New Delhi: Oxford University Press (pp. 45-57).
- Gamlen, Alan. 2014. “Diaspora Institutions and Diaspora Governance.” *International Migration Review* 48 (1 suppl): S180–S217.

Supplementary reading:

- Ragazzi, Francesco. 2014. “A comparative analysis of diaspora policies” *Political Geography* 41: 74-89.
- Délano, Alexandra, and Alan Gamlen. 2014. “Comparing and theorizing state–diaspora relations.” *Political Geography* 41: 43–53.

Week 11: Simulation: Migration and Development Policy

In this class, we will engage in a role-play simulation game, in which different stakeholders in a fictive country discuss the adoption of Migration and Development Policy. More details on the simulation and the respective roles will be shared closer to the class. To ensure you prepare well for your role and the discussion, you need to write a briefing memo that is submitted and graded. Please see the instructions on CourseWorks (in the folder for week 11).

Week 12: Group Presentations on Research Projects

In this session, we will have presentations and discussions of the group research projects, highlighting the key findings, limitations, and challenges during the processes and the relevance of the results. A *panel of experts* will provide you with critical inputs and feedback for the group research papers.

In preparation of the discussion, all groups have to submit a one-page summary of the draft paper by November 24 (23.59pm). Please also read the other groups’ one-pagers so as to provide them with substantial comments and questions.

Week 13: The Future of Migration and Human Development

The last session discusses the new UN Global Compacts for Migration and Refugees. What are they? Do they matter? What is missing? What (may) be implemented and what are provisions for reviewing the progress?

The session also ties together the various aspects of Migration and Human Development discussed during the semester. Please review your notes from the classes throughout the term. What concepts, interlinkages, normative approaches or facts stand out for you? Thus, what are your “take-away” points from the semester?

- UN Global Compact for Safe, Orderly and Regular Migration (*you read this already for week 1. It's time to re-read it. What has changed in your understanding of the different concepts?*).
- UN Global Compact on Refugees, and the Comprehensive Refugee Response Framework (CRRF).
- Browse the site: <http://refugeesmigrants.un.org>

Supplementary reading:

- Betts, Alexander and Paul Collier. 2017. *Refuge. Rethinking Refugee Policy in a Changing World*. New York: Oxford University Press (Chapter 8).

Resources

The university provides many resources to help students achieve academic excellence. These resources include:

- The **University Libraries**: <http://library.columbia.edu>.
- Please make extensive use of the extremely valuable **CLIO search engine** at <https://clio.columbia.edu> that provides excellent and easily searchable resources, such as full-text, electronic academic journal articles and ebooks, as well as references to books and other references in CU libraries. This should be your first stop for any research activity.
- **University Disabilities Services**: Reasonable disability accommodations are adjustments to policies, practices and procedures that “level the playing field” for students with disabilities, as long as such adjustments do not lessen academic or programmatic requirements. Accommodation plans and services are designed to match the disability-related needs of each student, and are determined according to documented needs and the student’s program requirements. Accommodations are determined case by case, after Disability Services (DS) considers both the student’s needs as described in their disability documentation and the technical academic standards of their course or program. In order to request accommodations, students must complete the DS registration process. For more information, see <https://health.columbia.edu/disability-accommodations-and-services>

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Violations of the Code of Academic & Professional Conduct should be reported to the Associate Dean for Student Affairs.