

Course Syllabus

COURSE INFORMATION

PSCI 4378 - Migration, Refugee and Asylum Policy and Law

Fall 2015

Hybrid Class (see below)

Classroom: PHY 1.202

Professor Contact Information

Linda Camp Keith

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Green 3.818

Office Hours: On campus, see weekly calendar posted on elearning. Skype and email or by appointment.

Course Description

This course will introduce students to international and U.S. migration, asylum and refugee policy and law. The course will explore the broad issue of international migration and its effects. It will also examine the development and expansion of the international rights and protections in regard to forced migration, asylum and refugee issues. The course will explore U.S. policy and law on these issues in comparison with other receiving states. Students will be introduced to a growing body of relevant empirical research.

HYBRID CLASS: 50/50 hybrid (24 hours in class and 24 online instruction)

In-class sessions:

Friday, August 28th 8:30-12:30

Friday, September 18th 8:30-12:30

Friday, October 9th 8:30-12:30

Friday, October 30th 8:30-12:30

Friday, November 20th 8:30-12:30

Friday, December 4th 8:30-12:30

Two Optional Review Sessions before exams (see schedule below)

The format of this hybrid class is such that each week students will have an assigned set of readings and accompanying presentations and occasional documentary viewing. In weeks in which we do not meet in class, students will engage in participation activities online or take reading quizzes. In weeks we have class on campus, we have four hours together. During this time we will discuss the assigned material for this week and discuss core components of the material from the previous online weeks. More details follow in the sections below. **All hybrid and online classes require a significant amount of self-discipline, time management**

skills, and independent study. Be sure you consider these matters fully before selecting to take one of these classes.

Student Learning Objectives/Outcomes

1. To gain an understanding of international migration and its various components, and to be able to identify and assess the scholarly theories that add to our understanding.
 2. To develop a historical understanding of the patterns of international migration into the U.S. and to be able to assess development of U.S. laws and policy governing migration flows into the United States.
 3. To gain understanding of the development of (and subsequent gaps in) international law regarding migration, especially in regard to refugees and other forms of forced migration. To be able to assess the limitations of international law and institutions.
 4. To be able to identify current issues in regard to forced migration, including climate refugees, statelessness, and internal displacement.
 5. Be able to discuss and assess U.S. refugee law, and its refugee and asylum systems.
 6. Be able to discuss and assess empirical studies that test our theoretical expectations in regard to asylum and refugee policy and outcomes in regard to the United States and other receiving countries.
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Required Textbooks

Most readings for the course will be placed in the UTD e-reserves system or placed on elearning. More instructions and appropriate passwords will be placed on elearning (we are not allowed to post in the syllabus). Students are not required to print material available electronically; however, you need to have access in class to all relevant reading material.

In addition we have two required textbooks:

Scalabrini International Migration Network. 2014. *International Migration, U.S. Immigration Law, and Civil Society*. New York.

The Office of the United Nations High Commissioner for Refugees. 2012. *The State of the World's Refugees: In Search of Solidarity*. Oxford University Press.

Grading Policy and Components

Standard/Default Option: Participation and Quizzes (15%), One Reading Room Report (and linked participation) (15%), Midterm (30%) and Final (40%)

Research Option: Participation and Quizzes (15%), Two Reading Room Reports (and linked participation) (should inform and become part of research paper) (30%), and Research Paper (includes extensive literature review of course material) (55%)

Exam Option: Participation and Quizzes (15%), Midterm (35%) and Final (50%)

In this course, I am offering three syllabus options from which students may choose to demonstrate their competence in this course. The motivation behind offering three options is to allow students to choose an option that fits their curiosity level, their learning style(s), their intellectual and creative preferences, their career goals, and time parameters.

Each option has a set of benefits and costs that likely vary across students. The Standard/Default Option is the most balanced option, giving you the opportunity to engage in one independent exploration, and concomitantly lowers the weight/risk of the exams. It is the default option. The Research Option allows students maximum flexibility and opportunity to engage their intellectual curiosity with guided independence. This option allows students to come away with experience in writing a research paper and with a writing sample for job and grad school applications. It also allows me as a professor to be better able to speak to your abilities if you seek a letter of recommendation. The Exam Option emphasis is on the two exams and thus potentially requires less time but allows less opportunity to offset a low exam score and has little potential for independent exploration.

Students considering the Research Option should consult with me immediately, as this option requires my approval. Students must send an email to me stating their choice by Friday, Sept. 18th. Students will be required to submit a statement verifying that they understand that they cannot change options after this date.

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| A+ = 98-100% | A = 94-97% |
| A- = 90-93% | B+ = 88-89% |
| B = 84-87% | B- = 80-83% |
| C+ = 78-79% | C = 74-77% |
| C- = 70-73% | D+ = 68-69% |
| D = 64-67% | D- = 60-63% |
| F = Below 60 | |

PARTICIPATION AND QUIZZES (15 percent for ALL THREE OPTIONS):

IN-CLASS ATTENDANCE AND PARTICIPATION: Students are expected to attend class (see below on missing class) and role will be taken for both halves of the Friday class. Students are expected to come to class prepared and to participate constructively in class discussion and group activities. I use the Socratic Method to call on students. We will occasionally engage in quizzes and other classroom activities that will be graded and count toward participation.

With only six sessions attendance is very important. For all absences students must contact me **prior to the beginning** of the missed class. If you miss a class for a university-excused and documented reason, you will be **allowed to make up ONE class by writing a critical review essay on readings assigned by the professor**. Students may not make up more than one absence, for any reason. Any subsequent absence will result in a zero for your participation grade that week.

ONLINE PARTICIPATION ASSIGNMENT: This is a blended class with a component of online instruction plus student participation in that component. Participation in these components will include such activities as online quizzes, discussion board participation, and short response papers. They will vary by the nature of the material. Because there is a timeframe of one week between these each of these assignments no late work will be accepted. I will allow students to drop or skip 1 of the 7 assignments.

READING ROOM REPORT (and linked participation) (One for 15% for Standard Option and Two for 30% for Research Option): Students will explore independently a topic or question related to the course that interests them individually. It can be one that we have not covered specifically in the course or one that the student wants to explore more fully. For example, students might explore the issue of gender and forced migration, climate change refugees, (non)search and rescue policies of European states, or resettlement issues of refugees in the United States. Students will write and share online with other students a report of 2 ½ single-spaced pages that sets out the issue/question, why it is important, what we know about the issue, and potential policy implications or recommendations.

The reports should be informed by either 1) refereed scholarly journal article or 2) a major IGO or NGO report. I may multiple smaller reports to be used in lieu of these two options. Students will be required to have their sources approved ahead of writing the report.

Students who are writing these reports will be required to read and comment on a small sampling of other students' reports in a discussion room format. Details will be announced ahead of time.

Students who are working the Research Option will be required to write their first reading report by Week Five. They will post their second reading report during the midterm week (Week Eight). Their reports should be linked to a possible research topic. Students who are working the Standard Option will post their one reading report in Week Ten. Again, more details will be announced in advance.

MIDTERM AND FINAL EXAMS: Details on the exams will be announced in advance. It is likely that the exams (at least the final) will be take-home essay-based exams. Both exams will be take-home essay-based exams. The midterm will cover material through Week Seven. The final will focus primarily on the second half of the course material but will be comprehensive in part. You will see that we will cover a significant amount of factual material over the course of the class. Open-book essay exams give students the opportunity to focus more on synthesizing, analyzing, and applying the material than rote memory and regurgitation of the material in closed-book exams.

RESEARCH PAPER: Students will write a traditional research paper on an issue or research question that has been approved by the professor. The research paper will be informed by a literature review of the course material, as well at least eight scholarly articles. Students will prepare a Powerpoint presentation that they will share will other students online. I will also open a forum in which undergraduate researchers may share their paper with my graduate students and read their papers/presentations as well. More details will be announced in class.

VISIT MY GRADUATE MIGRATION/REFUGEE CLASS: You have an open invitation to visit my graduate seminar that is covering the same topics we are as well, as others, but more

deeply. If you're curious about graduate school, it would be good opportunity to take peek into this world. I will post the syllabus in a folder online, along with the graduate class schedule of topics. It meets on Saturdays of the week of our Friday classes. You don't have to stay for the whole day, just drop by for as long as you want. It is also a nice way to review the material and take it to a higher level, if you have any interest in that. I have invited my graduate students to visit our class as well, and will introduce them to you as they do, so you can an opportunity to chat with them in our class as well.

ELEARNING:

WEEKLY FOLDERS: For each week students will a find a weekly folder that contains a Weekly Overview that notes the reading assignment, identifies the presentation, gives students suggestions for approaching the material, instructions for the participation/quiz assignment, and additional weblinks.

The folder will also contain the presentations for the week. Presentations contain additional content that is required, including links that will take you to internet material or documentary material. Be sure you read/view this material seriously. The presentations will also build upon and provide some structure for the reading, but you must read the course material. Viewing presentations is not sufficient.

I may occasionally use Prezi presentations but only sparingly as the content delivery is limited and students report that it is not as easy to use as a study tool.

Occasionally, I will post reading there that I was unable to put on e-reserves.

ACTIVE DOCUMENTS FOLDER: Also, note that I keep a live calendar there that will include any updates. I do the same for the schedule of readings. Please don't print off these documents because any revisions will not be on your copy! Use the documents as posted live on elearning. I will send out an announcement whenever I update either document.

ANNOUNCEMENTS: Will be posted in elearning and sent by email simultaneously.

DISCUSSION ROOMS: Will be set up as needed for participation, questions about instructions, and so forth. I will also keep one going for current events related to the course.

ASSIGNMENT TURN-INS: All assignments will be turned in through TURNITIN in elearning.

Course & Instructor Policies

Missed Class: With only six in-class sessions attendance is very important. For all absences students must contact me *prior to the beginning* of the missed class. If you miss a class for a university-excused and documented reason, you will be *allowed to make up ONE class by writing a critical review essay on readings assigned by the professor*. Students may not make up more than one absence, for any reason. Any subsequent absence will result in a zero for your participation grade that week.

Missed or Late Exams: Because students have a week to write the exams, no late exams will be accepted for any reason. **PLAN AHEAD** and do not wait until the last minute to write your exams.

Additional UT DALLAS Policies may be found at: <http://go.utdallas.edu/syllabus-policies>

TENTATIVE CLASS SCHEDULE OF TOPICS and DUE DATES

NOTE: Reading schedule and instructions for assignments are on the **Class Schedule of Readings and Assignments**. It is an ACTIVE DOCUMENT. Please use it for structuring your week's work. The schedule below is tentative. Also, for each week I have posted an OVERVIEW of the week's work in elearning.

Readings for upper level class usually run around 60 pages on average per week. In most weeks we will not reach that level, if you stay current in the reading. And in lieu of in-class time on online weeks you will have a variety of forms of online participation and will at times have documentaries to watch that serve as a richer alternative source of information or empirical evidence, as well as a personal narrative of those directly affected by the issues we are studying. You will have a slightly smaller reading load in-class weeks, as I would like for you to review the prior week's material for the in-class session as well. I carefully monitor and balance the workload for the course, thus the schedule is declared "tentative." In addition, real world events related to our course material, will likely lead to the insertion of some required links related to current events.

Students are not required to print material available electronically; however, you need to have access in class to all relevant reading material. Thus on Week Four you will need to have access to Week Four's reading materials, as well as Weeks Two and Three's reading material as we are reviewing them in Week Four.

Week One Aug 24th - 29th (On Campus Class Friday August 28th 830-1230)

Introduction: International Migration

United Nations (2013). *International Migration Report 2013* (1-9 – we will read the rest of this report in subsequent weeks) (in elearning folder for this week).

Introduction: Forced Migration

UNHCR, "State of Forced Displacement" in *The State of the World's Refugees* (1-7) (assigned book)

Introduction: U. S. Migration Policy and Human Rights

Samuel Martinez (2009) "Introduction" in *International Migration and Human Rights* (ed. Samuel Martinez) (1-17) (e-reserves)

Week Two Aug 30th - Sept. 5th (Online participation)

International Migration

Wayne A. Cornelius and Takeyuki Tsuda (2004) "Controlling Immigration: The Limits of Government Intervention" (4-top of page 25) in *Controlling Immigration: A Global Perspective* (edited by Cornelius et al.) (e-reserves)

Douglas S. Massey (2009). "The Political Economy of Migration in an Era of Globalization" (25-43) in *International Migration and Human Rights* (ed. Samuel Martinez) (e-reserves).

Week Three Sept. 6th – 12th (Online)

International Migration—US Perspective

Kerwin, "Introduction" (pp 1-10) and Chamie, International Migration Trends and Perspectives for the U.S. (15-65) in *International Migration, U.S. Immigration Law, and Civil Society* (assigned book).

Handout: DeSipio and De la Garza (2015) Table 2.1 Summary of Major Federal Immigration Laws, 1788-2014 (assigned for Week Four but it may be a helpful reference for this week as well) (in this week's elearning folder).

Week Four Sept. 13th – 19th (On Campus Class Friday Sept. 18th 830-1230)

NOTE: Class Includes Review of Weeks Two and Three plus Discussion of Week Four

U.S. Immigration Law

Charles Wheeler, "The Evolution of U.S. Immigration Laws" (69-107) in *International Migration, U.S. Immigration Law, and Civil Society* (assigned book)

Handout: DeSipio and De la Garza (2015) Table 2.1 Summary of Major Federal Immigration Laws, 1788-2014 (in this week's elearning folder).

Week Five Sept. 20th – 26th (Online)

Forced Migration

Davenport, Moore, and Poe (2003), "Sometimes You Just Have to Leave." *International Interactions* 29: 27-55 (e-reserves).

Required Documentary: *War Dance* (Ugandan refugee camp) (library reserves [DVD0932](#) or a variety of online sources).

Week Six Sept. 27th – Oct. 3rd (Online)

International Refugee Law and the UNHCR

Alexander Betts, Gil Loescher and James Milner (2012), "Introduction" and Chapter One, "The Origins of International Concern for Refugees" (1-17) in *The United Nations High Commissioner for Refugees (UNHCR): The Politics and Practice of Refugee Protection* (e-reserves).

Gil Loescher (2003), "The UNHCR at Fifty: Refugee Protection and World Politics in *Problems of Protection: The UNHCR, Refugees, and Human Right* (Steiner et al, editors) (1-18) (e-reserves).

Week Seven Oct. 4th – 10th (On Campus Class Friday Oct. 9th 830-1230)

NOTE: Class Includes Review of Weeks Five and Six plus Discussion of Week Seven

Global Refugee/Asylum Issues and the U.S. Refugee Program

UNHCR, "Keeping Asylum Meaningful" (35-63) in *The State of the World's Refugees* (assigned book)

Proposed Refugee Admissions for Fiscal Year 2015: Report to Congress
(<http://www.state.gov/documents/organization/232029.pdf>), pp. 1-14.

Required Documentary: *Lost Boys from Sudan* (library reserves **DVD5502** or a variety of online sources).

Week Eight Oct. 11th – 17th MIDTERM EXAM

Two Optional One-Hour Review Sessions Monday October 12th noon and 5 pm

Week Nine Oct. 18th – 24th (Online)

U.S. Asylum System

Miller, Keith and Holmes (2015) Chapter One "Introduction" [Asylum System] (1-18) in *Immigration Judges and US Asylum Policy* (in elearning folder for this week).

Keith, Holmes, and Miller (2013) "Explaining the Divergence in Asylum Grant Rates among Immigration Judges: An Attitudinal and Cognitive Approach." *Law and Policy* 35(4): 261-89.

Week Ten Oct. 25th – 31st (On Campus Class Friday Oct. 30th 830-1230)

NOTE: Class Discussion Includes Weeks Nine and Ten

U.S. Asylum System Continued

Miller, Holmes and Keith (2015), Chapter 6, "The Policy Gap" (150-86) in *Immigration Judges and US Asylum Policy* (e-reserves).

Documentary: *Well Founded Fear* (will watch and discuss in class).

Week Eleven Nov. 1st – 7th (Online)

Asylum and Refugee Issues in a Comparative Context

Schuster, Lisa. 2000. "A Comparative Analysis of the Asylum Policy of Seven European Governments." *Journal of Refugee Studies* 13: 118-32 (e-reserves).

Europe's Asylum Seekers: <http://www.bbc.com/news/world-europe-24636868>
Why is the EU Struggling with Migrants and Asylum?: <http://www.bbc.com/news/world-europe-24583286>

The Med's Migrant Survivors: <http://www.bbc.com/news/world-europe-32421238>

Week Twelve Nov. 8th – 14th (Online)

Asylum and Refugee Issues in a Comparative Context Continued

Neumayer, Eric. 2005. "Asylum Recognition Rates in Western Europe-Their Determinants, Variation and Lack of Convergence." *Journal of Conflict Resolution* 49(1): 43-66.

Week Thirteen Nov. 15th – 21st (On Campus Class Friday Nov. 20th 830-1230)

NOTE: Class Includes Review of Weeks Eleven and Twelve and Discussion of Week 13

Other Issues in Forced Displacement

UNHCR, "Resolving Statelessness" (91-116) and "Protecting Internally Displaced Persons" (117-144) in *The State of the World's Refugees* (assigned book).

FALL BREAK Nov. 22nd – 29th

Week Fourteen Nov. 29th – Dec. 5th (On Campus Class Friday Dec. 4th 830-1230)

Other Issues in Forced Displacement Continued

UNHCR, "Climate Change, Natural Disasters, and Displacement" (169-190) and "State Responsibility and International Solidarity (191-214) in *The State of the World's Refugees* (assigned book).

Week Fifteen Dec. 6th – 9th

Two Optional One-Hour Review Sessions Monday Dec. 9th noon and 5 pm

FINAL EXAM Dec. 11th or TBD if take-home exam