

Course Syllabus FINAL VERSION

COURSE INFORMATION

PSCI 4378 - Migration, Refugee and Asylum Policy and Law

Fall 2015

Hybrid Class (see below)

Classroom: PHY 1.202

Professor Contact Information

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Green 3.818

Office Hours: See weekly calendar posted on elearning.

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)

Friday Jan 13th 8:30 am – 12:30 pm

Friday Feb. 3rd 8:30 am – 12:30 pm

Friday Feb. 25th 8:30 am – 12:30 pm

Friday March 11th 8:30 am – 12:30 pm

Friday April 8th 8:30 am – 12:30 pm

Friday April 28th 8:30 am – 12:30 pm

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

Upon completing the course students will be able to:

1. Demonstrate an understanding the phenomenon of international migration and its various components, and identify and analyze the scholarly theories that add to our understanding.
2. Demonstrate a historical understanding of the patterns of international migration into the U.S. and be able to analyze development of U.S. laws and policy governing migration flows into the United States.
3. Demonstrate an understanding of the development of (and subsequent gaps in) international law regarding migration, especially in regard to refugees and other forms of forced migration, and be able analyze the limitations of international law and institutions.
4. Demonstrate an understanding of and an ability to analyze U.S. refugee law, and its refugee and asylum systems 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.

Students will demonstrate this competence through a midterm and final exam.

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

Participation (15%)

Independent Exploration (and linked participation) (10%)

Midterm (30%)

Final (45%)

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 (15%): There are three components to the participation grade: online participation, on campus attendance, and in-class quizzes/participation grades.

Attendance and In-Class Participation: This component includes 1) attendance and participation in-class discussion (5%) and 2) individual in-class quizzes and group activities/participation (5%).

Students are expected to attend class and roll 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 two-page single-spaced critical review essay on readings assigned by the professor which will be due within one week of the class**. 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 (5%): The hybrid component of the class includes self-directed/online instruction plus student participation online that week. Participation in these components will include such activities as online quizzes, discussion board participation, and short response postings. 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 one of the assignments for the semester.**

INDEPENDENT EXPLORATIONS (10%): 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 allow 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 will then 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. The due date will be sometime between the midterm and final exams.

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. The midterm will cover material through Week Five. 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.

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.

CLASS SCHEDULE OF READINGS AND ASSIGNMENTS

It is an ACTIVE DOCUMENT. The schedule below is a tentative plan of the semester. I may adapt the reading as events unfold in the course and in the world at large. I will send out announcements of any changes, and I will post an updated schedule as required. The plan laid out below will be the core component of the course, with as few changes as is practical, so that students may plan ahead.

REMEMBER: for each week I will post an OVERVIEW of the week's work in elearning. Not only is the final reading assignment for that particular week, but it will include suggestions for how to approach the week's reading material and presentation. It is posted in the week's content folder.

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, and so forth.

Week One Jan. 8th - 14th (On Campus Class Friday Jan 13th 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)

REQUIRED DOCUMENTARY: Salem Neighbor (will watch in class)

Week Two Jan. 15th – Jan. 21st (Online participation)

International Migration (Theoretical Perspectives on Migration and Controlling)

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).

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)

Week Three Jan. 22nd – Jan. 28th (Online)

Controlling Migration in the United States

Philip Martin. “The United States,” in *Controlling Immigration: A Global Perspective* 2014 [47-88] (e-reserves).

INCLUDES: Commentary by Pia M. Orrenius and Madeline Zavodny and Commentary Daniel Tichenor

Week Four Jan 29th – Feb. 4th (On Campus Class Friday Feb. 3rd 830-1230)

International Migration and US Policy and Law

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 Five Feb. 5th – Feb. 11th (Online)

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 Six Feb. 12th – Feb. 18th MIDTERM (INTERNATIONAL AND US MIGRATION)

Week Seven Feb. 19th – Feb. 25th (On Campus Class Friday Feb. 24th 830-1230)

Causes of Forced Migration

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

REQUIRED documentary *After Spring (if available) or Refugee Republic* will watch in class

Week Eight Feb. 26th – March 4th (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 Nine March 5th - March 11th (On Campus Friday March 10th 8:30-12:30)

Global Refugee/Asylum Issues

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

SPRING BREAK March 12th – March 18th

Week Ten March 19th – March 24th (Online)

Other Issues in Forced Displacement

“Protecting Internally Displaced Persons” (117-144) in *The State of the World’s Refugees* (assigned book).

Week Eleven March 26th – April 1 (Online)

U.S. Refugee Admissions Program

Keith, Linda Camp, Banks Miller, and Jennifer S. Holmes. 2016. “The President, Ex Ante Discretion, and the U.S. Refugee System.” Working paper to be placed in elearning folder.

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

Week Twelve April 2nd – April 8th (On Campus Class Friday April 7th 830-1230)

U.S. Asylum System

Miller, Keith and Holmes (2015) Chapter One “Introduction” [Asylum System] (1-18) in *Immigration Judges and US Asylum Policy* (e-reserves).

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. (e-reserves).

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

Week Thirteen April 9th – April 15th (Online)

United States: Humanitarian Relief and Unaccompanied Children

Carlson, Elizabeth, and Anna Marie Gallagher. 2015. “Humanitarian Protection for Children Fleeing Gang-Based Violence in the Americas.” *Journal on Migration and Human Security* 3(2): 129-58. (e-reserves).

Rosenblum, Marc R. 2015. *Unaccompanied Child Migration to the United States: The Tension between Protection and Prevention*. Migration Policy Institute. (e-learning)

REQUIRED DOCUMENTARY: Must watch on your own – *The Way Home*

Week Fourteen April 14th – April 22nd (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 Fifteen April 23rd – April 29th (On Campus Class Friday April 28th 830-1230)

Asylum and Refugee Issues in a Comparative Context Continued

Eric Neumayer (2005). "Bogus Refugees? The Determinants of Asylum Migration to Western Europe." *International Studies Quarterly*, 49 (3): 389-409. (e-reserves)

Yoo, Eunhye and Jeong-Woo Koo. 2014. "Love thy Neighbor: Explaining Asylum Seeking and Hosting, 1982-2008." *International Journal of Comparative Sociology* 55(February): 45-72. (e-reserves).

REQUIRED DOCUMENTARY: we will watch in class *Fire at Sea*