

School of History, Philosophy, Political Science and International Relations

Political Science and International Relations Programme

CRN 17036

POLS/INTP 430 2010: THE POLITICS OF INTERNATIONAL MIGRATION

**Trimesters I and II: 1 March-15 November 2010
(30 points)**

Course Co-ordinator: Dr Kate McMillan
Room 532, Murphy Annexe
Ph: 463 9595
kate.mcmillan@vuw.ac.nz

Timetable: Thursday 2-4, Trimesters I and II

Office Hours: Thursday 4-5
Other times by appointment

Location: HU 317

Any additional course information will be announced in class and posted on the POLS/INTP 430 Blackboard site.



COURSE DELIVERY

The course is taught through weekly 2-hourly seminar-style classes. In the first half of the course the format will be a combination of lecturer-led discussions, audio visual presentations, and student-led debates. In the second part of the course students will present to their colleagues on their individual research projects.

LEARNING OBJECTIVES

This course aims to explore how international migration – voluntary and involuntary – is reshaping national and international politics. In order to pass the course, students should be able to understand and explain:

- The main patterns of, and reasons for, contemporary international migration;
- What political science contributes to the study of international migration;
- Some of the major political issues raised by contemporary international migration and how these manifest in **three case studies**, and;
- International attempts to manage migration.

This course is a participatory one. Students will be required to do the set reading for each seminar, and to prepare, in advance of each class, information that will provide the basis for class discussions and debates. Students will also be required to present a seminar on their extended research paper and to facilitate a discussion following their presentation. Class members are expected to make themselves familiar with contemporary affairs so they can participate in all discussions. This will ensure an exchange of views from all course participants at each seminar.

The course will utilise the Blackboard website, and students will be expected to visit the site regularly to access messages and web-based resources.

COURSE CONTENT

An outline of lecture topics and readings is included on pp. 5-12 of this syllabus.

REQUIRED TEXTS

Stephen Castles and Mark J. Miller, *The Age of Migration International Population Movements in the Modern World*, 4th edition, 2009.

Wayne A. Cornelius, Takeyuki Tsuda, Philip L. Martin, and James F. Hollifield,(eds.), *Controlling Immigration, A Global Perspective*, 2nd edition, Stanford, Stanford University Press, 2004.

Textbooks can be purchased from Vicbooks located on the top floor of the Student Union Building, Kelburn Campus, or from Amazon.com.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop the day after placing an order online.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays)

10.00 am – 1.00 pm Saturdays.

Phone: 463 5515

There are numerous web-sites that students will find invaluable for accessing up-to-date information. Some of these are to be found in the 'External Links' section of the POLS/INTP 430 Blackboard site. The Castles and Miller text also has an associated website with links, which can be accessed at: <http://www.age-of-migration.com/uk/index.asp>

A list of additional readings can also be found on the Blackboard site under 'Course Information'.

ASSESSMENT

<u>Participation in two group presentations:</u> (See below for details)	7.5% each
<u>One</u> powerpoint presentation on research essay	10%
<u>One</u> research essay (7,500 words max.)	40%
<u>One</u> examination	35%

The aim of the pattern of assessment is to test students' knowledge and analytical ability in three different ways. First, participation in the group presentation is designed to test students' critical thinking, teamwork, creativity, self-learning, presentation, and analytical writing skills. Participation in the presentation requires them to engage with – and take a position supported by evidence – on major debates about immigration politics. Second, the oral presentation, and the preparation of a research summary to accompany it, requires students to present material in an organised, accessible, and interesting manner to their classmates. It also familiarises them with some of the key aspects of research presentation such as writing a research title and abstract, presenting a brief literature review, and preparing a statement about the scope and limits of their research. Third, the research paper requires students to develop and demonstrate independent research skills such as: developing a research question, gathering material on a specialised topic, critically analysing data and ideas, and presenting the research in a literate and structured form. Lastly, the final examination tests students' overall grasp of the content of the course and their ability to structure ideas quickly and answer questions in brief, relevant essays.

GROUP PRESENTATION

Each student is required to participate in **TWO** 30 minute group presentations/debates. Each presentation is worth 7.5% of your final grade. Topics for the presentations will be decided on the first day of class, although some suggested topics are included in the course outline. Details of the evaluation criteria for both the external and internal evaluation can be found at the end of this syllabus.

THE RESEARCH ESSAY

The research essay should be 7,500 words, including footnotes, but not including bibliography, and will constitute 40% of the final grade.

ESSAY PROPOSAL

Students are required to submit an **essay proposal** for their essays. The proposal deadline is April 1.

The proposal should contain the following:

- 1. A carefully formulated question**
- 2. A paragraph on why this question is worth studying**
- 3. An proposed essay outline, showing the major components of the essay**
- 4. A bibliography of at least 12 books, chapters, or articles relevant to the topic.**

There are no points allocated for the research proposal

Please note that students are not permitted to interview politicians or any other persons without first obtaining permission from the Victoria University Ethics Committee. This means that if you plan to conduct interviews you should see the course organiser as soon as possible.

SEMINAR PRESENTATION ON RESEARCH TOPIC

Each student is required to present a seminar in the second semester on their research paper topic. Each student is expected to present for 15 minutes, and be prepared to answer questions from their colleagues for 5-10 minutes following the presentation. **The presentation is to be accompanied by a two page summary of their research project.**

This summary needs to include:

- 1. A *title* for the research**
- 2. The research *question/s***
- 3. An *abstract* of the research paper**
- 4. A brief *literature review***
- 5. A statement about the scope and limits of the research project**

The seminar presentation and the research summary accompanying it will be worth 10% of the final grade.

DUE DATE FOR RESEARCH PAPER

The School has adopted a uniform deadline for the final submission of all written work and research papers. Students are advised that the deadline will be firmly adhered to: extensions will only be granted in exceptional circumstances, under the conditions stipulated in the University aegrotat regulations. Extensions must be approved by the Honours Coordinator in advance of the deadline. In 2010 the deadline is 5.00 pm on **Friday 15 October**. Work not in the hands of Dr McMillan by this deadline will not be taken into consideration when determining final results.

SUBMISSION OF ALL WRITTEN WORK

All pieces of written work are to be submitted in **BOTH** hard copy, and by electronic copy to turnitin.com. A piece of work will not be considered submitted unless it is received in both hard and electronic forms. Turnitin.com is a plagiarism detection programme that provides a report on each piece of submitted work, highlighting non-original pieces of writing, and identifying the source of such writing. Any student whose work is found to be plagiarised will be subjected to the university's disciplinary procedures outlined below. Dr McMillan will provide you with an account number for turnitin.com in the first week of class. This will enable you to set up your own turnitin account.

THE FINAL EXAMINATION

This will be a three-hour, closed-book examination, worth 35% of the final grade. Students will be required to answer three questions, with all questions carrying equal marks. In 2010 the final examination period is 18 October-13 November.

PENALTIES

The essay must be submitted on or before the due date. An extension will only be granted to those who meet the university's *aegrotat* rules, viz. a medical certificate, or personal bereavement, or critical personal circumstances involving the health of a close relative, or exceptional circumstances beyond your control.

Late essays must be handed to the course organiser or to the School Secretary who will record on the essay the date and time it was received before handing it to the course organiser. Students will be penalised for late submission of essays – a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary.

GRADUATE ATTRIBUTES

As with all POLS and INTP courses, learning objectives of this course contribute to the attainment of specific attributes in the areas of critical thinking, creative thinking, communication and leadership.

COURSE WORKLOAD

As with all Honours papers, in order to maintain satisfactory progress, you will need to devote an average of 12 hours a week to this course, including the two-hour weekly class.

MANDATORY COURSE REQUIREMENTS

To pass this course each student must:

- Maintain satisfactory attendance at and participation in lectures (minimum of 15 seminars);
- Participate in the development and presentation of TWO group presentations;
- Deliver an oral presentation and research summary on an agreed date;
- Submit a research paper by October 15;
- Sit the final examination.

TURNITIN.COM

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing

School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Withdrawal dates

Information on withdrawals and refunds may be found at
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, meeting the needs of students with impairments, and student support/VUWSA student advocates.

LECTURE OUTLINE 2010

Date	Topic	Required Readings	AV/ Speaker/ Debate
March 11	<p>Introduction to the course Who moves where and when now? What political controversies are associated with migration?</p>	<p>Chapter 1 & 4, Castles and Miller, <i>The Age of Migration</i>,</p> <p>Demetrios G. Papademetriou, 'Managing Rapid and Deep Change in the Newest Age of Migration', in Sarah Spencer, <i>The Politics of Migration</i>, pp.39-58. Special issue of the <i>Political Quarterly</i>, Volume 74, issue 1, 2003. Access online through VUW catalogue http://www3.interscience.wiley.com/helicon.vuw.ac.nz/journal/120825411/issue</p>	
March 18	<p>Why do people move where and when they move? What theories have been developed to explain international migration? What have political scientists contributed to this theoretical literature? What do we still not understand? What terminology is commonly used in the discussion of immigration?</p>	<p>Chapter 2, Castles and Miller, <i>The Age of Migration</i></p> <p>Chapter 1, Cornelius <i>et al.</i> <i>Controlling Immigration</i>, pp.1-19</p> <p>Chapter 2 of the <i>Human Development Report 2009</i>: http://hdr.undp.org/en/media/HDR_2009_EN_Chapter2.pdf</p> <p>Eytan Meyers, 'A Theory of Immigration Policy' in <i>International Immigration Policy A Theoretical and Comparative Analysis</i>, New York, Palgrave MacMillan, 2004, pp. 5-26. (Closed reserve)</p> <p>Hollifield, 'The Politics of International Migration' in Brettell and Hollifield, <i>Migration Theory</i>, pp. 137-185. (Closed reserve)</p>	
March 25	<p>Migration and development: What do we know about the relationship between levels of migration and propensity to migrate?</p>	<p>Chapter 3, Castles and Miller</p> <p>Chapter s 1 and 5 of the <i>Human Development Report 2009</i>: http://hdr.undp.org/en/media/HDR_2009_EN_Chapter1.pdf</p> <p>http://www.migrationinformation.org/Feature/display.cfm?id=580</p> <p>Further reading</p> <p>http://www.migrationinformation.org/Feature/display.cfm?id=576</p> <p>Bimal Ghosh, <i>Migrants' remittances and development: Myths, Rhetoric and Realities</i>, IOM, 2006, http://www.ssrc.org/workspace/images/crm/new</p>	

		_publication_3/%7Bd2915556-f851-de11-afac-001cc477ec70%7D.pdf IOM and GDIMD site on migration and development: http://www.migrationdevelopment.org/index.php?id=8	
April 1	Post-war migration to Europe, North American and Oceania	Chapter 5 Castles and Miller Chapter 2, 3 and 4, Cornelius <i>et al.</i>	

Please note: the debate topics listed below are suggestions only. Topics will be confirmed on the first day of class.

April 8-15	Mid trimester break		
April 22	Asian-Pacific migration	Chapter 6, Castles and Miller Chapters 11 and 12, Cornelius <i>et al.</i>	Debate 1: That the developmental benefits of remittances to the Pacific from Pacific Islands people working abroad outweigh the brain drain and other costs to the Pacific of such migration.
April 29	Migration in Sub-Saharan Africa, the Middle East and North Africa and Latin America	Castles and Miller, Chapter 7 Chapter 10, Cornelius <i>et al.</i>	Debate 2: That the 12 million or so illegal immigrants in the US ought to be given residency and path to citizenship (apart from those with criminal records).

<p>May 6</p>	<p>Border Control What border control mechanisms are available to states? How effective are they?</p>	<p>Chapter 8, Castles and Miller</p> <p>The US State Department's Trafficking in Persons Report: http://www.state.gov/g/tip/rls/tiprpt/2008/</p> <p>United Nations Office on Drugs and Crime website on human trafficking : http://www.unodc.org/unodc/en/human-trafficking/index.html</p>	<p>Debate 3: That legalising prostitution, alongside the introduction of domestic anti-trafficking legislation, is one of the best ways of preventing sex trafficking.</p>
<p>May 13</p>	<p>Protecting refugees and asylum seekers: What responsibilities do states have towards those displaced by war, violence, persecution, discrimination ? What about those who are displaced by environmental degradation or extreme poverty ?</p>	<p>Readings : Chapter 9, Castles and Miller</p> <p><i>A global perspective</i>, 2nd edition, UNHCR site : http://www.unhcr.org/cgi-bin/texis/vtx/home</p> <p>Jeff Crisp, 'Refugees and the Global Politics of Asylum', in Sarah Spencer, pp. 75-87, Special issue of the <i>Political Quarterly</i>, Volume 74, issue 1, 2003. Access online through VUW catalogue http://www3.interscience.wiley.com.helicon.vuw.ac.nz/journal/120825411/issue</p>	<p>Debate 4: If Australia is not 'tough' on 'boat people' the country will be inundated with illegal immigrants.</p>
<p>May 20</p>	<p>Immigrant reception: What role do governments play in assisting immigrants integrate into the host community? How should we measure integration? Which policies seems to lead to the best integration outcomes? Why have some critics of multiculturalism argued that it is a failed policy?</p>	<p>Readings: Chapter 10, Castles and Miller</p> <p>Chapters 7 and 8, Cornelius</p>	<p>Debate 5: French authorities are right to ban the wearing of headscarfs by Muslim women.</p>
<p>May 27</p>	<p>Citizenship: rights: What citizenship rights are available to migrants in their host country? How great are the formal and informal distinctions between citizens and denizens? What evidence is there that these distinctions are politically</p>	<p>Readings: Chapter 11 Castles and Miller</p> <p>Cornelius <i>et al Controlling Immigration</i>, Chapters 5 & 11 (including commentaries)</p> <p>Will Kymlicka, 'Immigration, Citizenship, Multiculturalism: Exploring the Links', in Sarah Spencer, (ed.), pp. 195-208. Special issue of the <i>Political Quarterly</i>, Volume 74, issue s1, 2003. Access online through VUW catalogue http://www3.interscience.wiley.com.helicon.vuw</p>	<p>Debate 6 Access to citizenship and its associated social, legal and political rights should only be available to migrants who demonstrate an enduring</p>

	significant?	ac.nz/journal/120825411/issue Further reading Marc Morjé Howard, 'The Politics of Immigration and Citizenship in Europe', in Carol Swain (ed.) <i>Debating Immigration</i> , New York, Cambridge University Press, 2007, pp. 342-365. (Closed Reserve) <i>Connecting Diverse Communities</i> , 2007/08 report on Public engagement MSD, OEA, http://www.refugeeservices.org.nz/_data/assets/pdf_file/0018/963/Connecting_Diverse_Communities_Report-2007.pdf	commitment to New Zealand
June 3	Public opinion and citizenship: immigration and elections. Is public opinion generally in favour or opposed to greater levels of immigration? What factors affect public opinion? Why are publics generally less liberal about immigration than elites? Why has immigration become a perennial issue at election time?	Chapter 12, Castles and Miller John Lloyd, 'The Closing of the European Gates? The New Populist Parties of Europe' in Sarah Spencer, <i>The Politics of International Migration</i> , 2003, pp. 88-99. Special issue of the <i>Political Quarterly</i> , Volume 74, issue s1, 2003. Access online through VUW catalogue http://www3.interscience.wiley.com.helicon.vuw.ac.nz/journal/120825411/issue Shamit Saggat, 'Immigration and the Politics of Public Opinion', in Sarah Spencer, pp. 178-194. Special issue of the <i>Political Quarterly</i> , Volume 74, issue s1, 2003. Access online through VUW catalogue http://www3.interscience.wiley.com.helicon.vuw.ac.nz/journal/120825411/issue	
5 June-11 July	Mid-year break		
July 15-Aug 19	Student presentations		
21 August-5 Sept.	Mid-trimester break		
9 Sept. – 7 October	Classes suspended	No classes	
October 14	Final Lecture		
October 15, 5.00 pm	Honours Research Essays due		