

School of History, Philosophy, Political Science and International Relations

Political Science and International Relations Programme

CRN 17036

**POLS/INTP 430 2011: THE POLITICS OF INTERNATIONAL MIGRATION**

**Trimesters I and II: 28 February - 12 November 2011**  
**(30 points)**

Mid-trimester break: 18 April to 1 May 2011

Examination/Assessment period: 21 October-13 November 2011

**Course Co-ordinator:** Dr Kate McMillan  
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**Timetable:** Monday 10-12, Trimesters I and II

**Office Hours:** Monday 12-1  
Other times by appointment

**Location:** KK 204

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. Email correspondence with students will be via Blackboard and thus vuw email addresses. Students are responsible for ensuring that they either regularly check their vuw accounts or ensure emails are forwarded from their vuw account to their normal email accounts.

## **COURSE CONTENT**

This course explores how international migration - voluntary and involuntary, legal and illegal - is reshaping national and international politics. International migration will be examined for its effects on international security, human security, electoral politics, and multicultural politics. Attempts at the national, regional, and international level to manage international migration, especially refugee and illegal migrant flows, will also be studied.

A detailed outline of lecture topics and readings is included on pp. 7-13 of this syllabus.

## **REQUIRED TEXTS**

Peter Kivisto and Thomas Faist, *Beyond a Border The Causes and Consequences of Contemporary Immigration*, L.A. Pine Forge Press, 2010.

A book of course readings will be available at an approximate cost of \$25.00. All other readings are accessible online through the university database.

Postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from Vicbooks on level 3 of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

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

### **WITHDRAWAL DATES**

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

### **ASSESSMENT**

(See below for details)

<u>One</u> position paper and presentation:	10%
<u>One</u> test:	30%
<u>One</u> research presentation	10%
Contribution to class discussions throughout year:	5%
<u>One</u> research essay (8,500 words max.)	45%

The aim of the pattern of assessment is to develop students' knowledge and analytical ability in four different ways. First, the presentation of a 'position paper' tests students' critical thinking, creativity, self-learning, presentation, and analytical writing skills. It requires them to engage with – and take a position supported by evidence – on a major debate about immigration politics. Second, the 'contribution to class discussion' component assesses their ability to usefully to the testing and development of academic debate. Third, the in-class test examines students' grasp of the theoretical content of the course, their ability to marshal empirical data, structure ideas quickly and answer questions in brief, relevant essays. The oral research 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. Fourth, 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

More information on each form of assessment is provided below.

### **THE POSITION PAPER**

Each student will be assigned a topic on which to write a position paper of 1500 words. The position paper will argue either for or against a proposition, or provide an assessment of the relative strength of both sides of an argument. These position papers will be presented to the rest of the class in a 15 minute presentation. A total of 10% will be awarded based on both the 1500 word paper and the presentation itself. Students are expected to draw from the weekly readings in making their arguments, but are also free to make their argument through the use of additional research, case studies, data etc. Students are encouraged to use innovative and creative presentation techniques when presenting to the class. The 1500 word position paper should be presented in traditional academic style, with full referencing. Marking criteria for the papers and presentation will be provided in the first week of class.

### **THE IN-CLASS TEST**

There will be a two-hour, closed-book, in-class test on 11 July. Students will be required to write essays on the material covered in the first trimester. The test will be worth 30% of the final grade.

### **THE RESEARCH ESSAY**

The research essay should be 8,500 words, including footnotes, but not including bibliography, and will constitute 45% of the final grade.

### **CONTRIBUTION TO CLASS DISCUSSION**

Students will be assessed on whether they contribute regularly to discussions, including their colleagues' research presentations, in an informed, relevant, critical and constructive manner. They will be expected to develop, and will be assessed on, the scholarly skills of providing feedback to their colleagues on issues such as research question and design, methodology, structure, scope and suitable resources. The course coordinator will endeavour to ensure that all students get regular opportunities to contribute, and to limit the extent to which any one or more students dominate class discussions. A total of **5%** of the final grade will be based on an assessment of each student's contribution to the class discussions and research feedback.

### **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. No presentation will be marked without the two page summary, which must be fully referenced and have a bibliography appended.**

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 research presentation is worth 10% of the final grade.

### **ESSAY PROPOSAL**

Students are required to submit an **essay proposal** for their essays. The proposal deadline is **April 4**.

**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 but submission of the research proposal is a mandatory course requirement.

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.

### **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 2011 the deadline is 5.00 pm on **Friday 14 October**.

## **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. Dr McMillan will provide you with an account number for turnitin.com. This will enable you to set up your own turnitin account. Details on turnitin follow below.

## **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 material. At the discretion of the Head of School, handwritten work may be copy-typed by the 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

## **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 seminars (minimum of 14 seminars);
- Submit one research proposal;
- Submit and present one position paper;
- Sit a two-hour internal test;
- Deliver an oral presentation and research summary on an agreed date;
- Submit a research paper by October 14;

## **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>

#### **CLASS REPRESENTATIVE**

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

#### **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](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.

#### **WHERE TO FIND MORE DETAILED INFORMATION**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic)



LECTURE OUTLINE 2011




Date	Topic	Required Readings	AV/ Speaker/ Debate
March 7	<b>Introduction to the course</b>	<p>Kivisto, Peter and Thomas Faist, 'Accounting for Immigration Flows', <i>Beyond a Border The Causes and Consequences of Contemporary Immigration</i>, pp. 11- 44. **</p> <p>Papademetriou, Demetrios G., '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 <a href="http://www3.interscience.wiley.com.helicon.vuw.ac.nz/journal/120825411/issue">http://www3.interscience.wiley.com.helicon.vuw.ac.nz/journal/120825411/issue</a></p>	
March 14	<p><b>Freedom of movement vs border control:</b>            What are the arguments for and against open borders? Are border controls democratic?            Why is freedom of movement for people not encouraged in the same way as the international movement of capital and goods?</p>	<p>Casey, John P., 'Open Borders: Absurd Chimera or Inevitable Future Policy?' <i>International Migration</i> Vol. 48, No. 5, 2010, pp. 14-62.</p>  <p>Open borders- absurd chimera or ine</p> <p>Carens, J. (1987) "Aliens and citizens: the case for open borders", <i>The Review of Politics</i> 49: 2, 251-273. Access through on-line JSTOR archives</p> <p>Cohen, Robin 'The free movement of money and people: debates before and after '9/11', CSGR Working Paper No. 160/05, <a href="http://wrap.warwick.ac.uk/1960/1/WRAP_Cohen_wp16005.pdf">http://wrap.warwick.ac.uk/1960/1/WRAP_Cohen_wp16005.pdf</a></p> <p>Debate in the Economist on the Benefits of Migration, September, 2009, <a href="http://www.economist.com/debate/days/view/371/print/all">http://www.economist.com/debate/days/view/371/print/all</a></p>	
March 21	<p><b>National immigration policies: variation and similarities: New Zealand, Australia, US, Canada.</b> What typologies of immigration policy exist? What explains differences in national immigration policies? Are national immigration policies becoming more similar?</p>	<p>Kivisto and Faist, Chapter 7 'The State and immigration Control', pp. 193-223.</p> <p>Hollifield, 'The Politics of International Migration' in Brettell and Hollifield, <i>Migration Theory</i>, pp. 137-185. **</p> <p>McMillan, Kate, 'Immigration Policy', and Verbistky, Jane, 'Refugee Policy', in Raymond Miller (ed.), <i>New Zealand Government and Politics</i>, Oxford University Press, Victoria, 2006, pp. 639-650**; pp. 651-661.**</p> <p>Jupp, James, <i>From White Australia to Woomera: The Story of Australian Immigration</i>, (2<sup>nd</sup> ed.), Melbourne, Cambridge University Press, 2007,</p>	<p><b>'Border controls are necessary to maintain democratic communities.'</b></p> <p><b>Speaker 1:</b> For the motion</p> <p><b>Speaker 2:</b> Against the motion</p> <p><b>Speaker 3:</b> Assessing the</p>





		Chapter 2 'From Assimilation to a multicultural society, 1972-2006', pp. 19-36. **	arguments.
<b>March 28</b>	<b>Immigration policies: national variation and similarity: Case studies France, Germany and Japan.</b>	Hollifield, James F., 'France: Republicanism and the Limits of Immigration Control', in Cornelius <i>et al.</i> , (eds.) <i>Controlling Immigration: A Global Perspective</i> , Stanford University Press, California, 2004, pp. 183-218. **  Castles, Stephen and Mark J. Miller, <i>The Age of Migration International populations Movements in the Modern World</i> , (3 <sup>rd</sup> ed.), Chapter 9, 'The Migratory process: A Comparison of Australia and Germany', Houndsmill, Palgrave MacMillan, 2003, pp. 198-219. **	<b>'States cannot control immigration; economics and geo-politics do.'</b>  <b>Speaker 1:</b> For the motion  <b>Speaker 2:</b> Against the motion  <b>Speaker 3:</b> Assessing the arguments
<b>April 4</b>	<b>Refugees and asylum seekers</b> 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? What responsibility does the international community have towards refugees? How can they meet those responsibilities?	Look around the UNHCR website: <a href="http://www.unhcr.org/cgi-bin/texis/vtx/home">http://www.unhcr.org/cgi-bin/texis/vtx/home</a>  Crisp, Jeff, '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 <a href="http://www3.interscience.wiley.com/helicon.vuw.ac.nz/journal/120825411/issue">http://www3.interscience.wiley.com/helicon.vuw.ac.nz/journal/120825411/issue</a>  Haerens, Margaret (ed.), (2010) <i>Refugees</i> [opposing viewpoint series], (Detroit, MI : Greenhaven Press), Chapter 4: 'What international policies can alleviate the refugee problem?' Pp. 165-197**	<b>'Regional offshore asylum-processing centres are an effective solution to the problems associated with asylum-seeking'</b>  <b>Speaker 1:</b> For the motion  <b>Speaker 2:</b> Against the motion  <b>Speaker 3:</b> Assessing the arguments
<b>April 11</b>	<b>Migration and Development:</b> What is the relationship between levels of economic development and immigration/emigration? Does economic growth slow emigration? Do the benefits of remittances outweigh the costs of brain drain?	Castles, Stephen (2008) 'Development and Migration-Migration and Development – what comes first?', Paper presented at the Social Science Research Council Conference, New York City, 28 February-1 March 2008, <a href="http://www.imi.ox.ac.uk/pdfs/S%20Castles%20Migration%20and%20Dev%20for%20SSRC%20April%2008.pdf">http://www.imi.ox.ac.uk/pdfs/S%20Castles%20Migration%20and%20Dev%20for%20SSRC%20April%2008.pdf</a>  Skeldon, Ronald, (2008) Migration and Development: United Nations expert group meeting on international migration and development in Asia and the Pacific, <a href="http://unclef.com/esa/population/meetings/EGM_Itmig_Asia/P04_Skeldon.pdf">http://unclef.com/esa/population/meetings/EGM_Itmig_Asia/P04_Skeldon.pdf</a>  <b>Further reading:</b> Migration Policy Institute readings on Migration and	<b>'The benefits of remittances outweigh the costs of brain drain.'</b>  <b>Speaker 1:</b> For the motion  <b>Speaker 2:</b> Against the motion  <b>Speaker 3:</b> Assessing the arguments



		<p>Development:  <a href="http://www.migrationpolicy.org/research/migration_development.php">www.migrationpolicy.org/research/migration_development.php</a></p> <p>Ghosh, Bimal, <i>Migrants' remittances and development: Myths, Rhetoric and Realities</i>, IOM, 2006,  <a href="http://www.ssrc.org/workspace/images/crm/new_publication_3/%7Bd2915556-f851-de11-afac-001cc477ec70%7D.pdf">http://www.ssrc.org/workspace/images/crm/new_publication_3/%7Bd2915556-f851-de11-afac-001cc477ec70%7D.pdf</a></p> <p>IOM and GDIMD site on migration and development:  <a href="http://www.migrationdevelopment.org/index.php?id=8">http://www.migrationdevelopment.org/index.php?id=8</a></p>	
<b>April 18-29</b>	Mid trimester break		
<b>May 2</b>	<p><b>Immigrant reception I:</b>  What role do governments play in assisting immigrants integrate into the host community? How should we measure integration? Which policies seem to lead to the best integration outcomes? Why have some critics of multiculturalism argued that it is a failed policy?</p>	<p>Kivisto and Faist, Chapter 4 'Assimilation: Historical Perspective and Contemporary Reframing', pp. 87-127.</p> <p>Kivisto and Faist, Chapter 6, 'Multiculturalism', pp. 161-184.</p> <p>Rodríguez-García, Dan, (2010) Beyond Assimilation and Multiculturalism: A Critical Review of the Debate on Managing Diversity, <i>Int. Migration &amp; Integration</i>, 11:251-271</p>  <p><b>Beyond Assimilation and Multiculturalism</b></p> <p>Tariq Modood, (2007) 'Remaking multiculturalism after 7/7', in Opendemocracy:  <a href="http://www.opendemocracy.net/conflict-terrorism/multiculturalism_2879.jsp">http://www.opendemocracy.net/conflict-terrorism/multiculturalism_2879.jsp</a></p>	<p><b>'Canadian multiculturalism is the most successful model of immigrant integration developed to date.'</b></p> <p><b>Speaker 1:</b> For the motion</p> <p><b>Speaker 2:</b> Against the motion</p> <p><b>Speaker 3:</b> Assessing the arguments</p>
<b>May 9</b>	<p><b>Immigrant reception II: Muslims in liberal democracies:</b> Why has immigration from Islamic countries been identified as such a challenge to multiculturalism in liberal democracies? Is this challenge really any different to that posed by earlier groups of immigrants? How can and should liberal democracies react to cultural and religious differences amongst its population?</p>	<p>Scachar, Ayelet, 'The perils of multicultural Accommodation', <i>Multicultural Jurisdictions: Cultural difference and Women's Rights</i>, (Cambridge University Press, Cambridge, 2001, pp. 15-44. **</p> <p>Christian Joppke, <i>Veil Mirror of Identity</i>, Chapter 1, "The Islamic Headscarf in Europe", Cambridge UK, Polity Press, 2009, pp. 1-26.**</p> <p>'The Danish Cartoon Affair: Free Speech, Racism, Islamism, and Integration' in <i>International Migration</i>, Vol. 44, No. 5, 2006, pp. 3-33.</p>  <p>The Danish Cartoon Affair- free speech, r</p>	<p><b>'Wearing the veil is a matter of personal choice: the government has no business in a woman's wardrobe.'</b></p> <p><b>Speaker 1:</b> For the motion</p> <p><b>Speaker 2:</b> Against the motion</p> <p><b>Speaker 3:</b> Assessing the arguments</p>

<p><b>May 16</b></p>	<p><b>Citizenship and immigration:</b> 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 significant?</p>	<p>Kivisto and Faist, Chapter 8, 'Citizenship and the State in a Globalising World', pp. 225-255.</p> <p>Christian Joppke, 'Immigration and the identity of citizenship: the paradox of universalism', <i>Citizenship Studies</i>, Vol. 12, No. 6, pp. 533-546.</p>  <p><b>Joppke, migration and the i</b></p> <p>Kymlicka, Will, '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 <a href="http://www3.interscience.wiley.com.helicon.vuw.ac.nz/journal/120825411/issue">http://www3.interscience.wiley.com.helicon.vuw.ac.nz/journal/120825411/issue</a></p>	<p><b>'A sense of common identity is a necessary element of citizenship.'</b></p> <p><b>Speaker 1:</b> For the motion</p> <p><b>Speaker 2:</b> Against the motion</p> <p><b>Speaker 3:</b> Assessing the arguments</p>
<p><b>May 23</b></p>	<p><b>Public opinion and citizenship: immigration and elections.</b> 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?</p>	<p>Saggar, Shomit, '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 <a href="http://www3.interscience.wiley.com.helicon.vuw.ac.nz/journal/120825411/issue">http://www3.interscience.wiley.com.helicon.vuw.ac.nz/journal/120825411/issue</a></p> <p>Citrin, Jack &amp; John Sides, "Immigration and the Imagined Community in Europe and the United States" <i>Political Studies</i>: 2008, Vol. 56, pp. 33–56</p>  <p><b>(public opinion) Immigration a...</b></p>	<p><b>'Politicians are the followers, not the leaders of public opinion about immigration and immigrants.'</b></p> <p><b>Speaker 1:</b> For the motion</p> <p><b>Speaker 2:</b> Against the motion</p> <p><b>Speaker 3:</b> Assessing the arguments</p>
<p><b>May 30</b></p>	<p><b>Immigration politics: rise of anti-immigrant parties.</b> What explains the rise of anti-immigrant parties? What have been their political effects? How have centre-left and centre-right parties responded to anti-immigrant parties?</p>	<p>Hans-Georg Betz; Carol Johnson, 'Against the current: Stemming the tide: the nostalgic ideology of the contemporary populist radical right', in <i>Political ideologies</i>, Vol. 9, No. 3, 2004, pp. 311 — 327</p>  <p><b>Betz &amp; Johnson- Against the current- stemming the ti</b></p> <p>Lloyd, John, '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 <a href="http://www3.interscience.wiley.com.helicon.vuw.ac.nz/journal/120825411/issue">http://www3.interscience.wiley.com.helicon.vuw.ac.nz/journal/120825411/issue</a></p>	<p><b>Class debate:</b></p> <p><b>'New Zealand First is (was?) an example of a far-right anti-immigrant populist party.'</b></p>

		<p>Howard, Marc Morjé(2010) 'The Impact of the Far Right on Citizenship Policy in Europe: Explaining Continuity and Change', <i>Journal of Ethnic and Migration Studies</i>, Vol. 36, No. 5, pp. 735 — 751.</p>  <p><b>MMH- The impact of the far rig</b></p> <p>Bale, Tim (2008) 'Turning round the telescope. Centre-right parties and immigration and integration policy in Europe', <i>Journal of European Public Policy</i>, 15: 3, 315 — 330</p>  <p>Tim Bale- Turring round the telescope.pdf</p>	
6 June- 8 July	Mid-year break		
July 11	In-class test		
July 18- Aug 15	Student presentations		
22 August- 4 Sept.	Mid-trimester break		
5 Sept. – 14 October	Student presentations until all completed.	The lecturer will be available during this period for consultations with students regarding their research papers.	
October 14, 5.00 pm	Honours Research Essays due		