



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS**

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME  
POLS/INTP 430: THE POLITICS OF INTERNATIONAL MIGRATION**

**Trimesters 1 and 2 2012  
5 March to 17 November 2012**

**Trimester dates**

Teaching dates: 5 March to 8 June 2012; 16 July to 19 October 2012

Mid-trimester breaks: 6 – 22 April 2012; 27 August – 9 September 2012

Study week: 22–26 October 2012

Examination/Assessment Period: 26 October to 17 November 2012

If you enrol in this course you must be able to attend an examination at the University at any time during the scheduled examination period.

**Withdrawal dates**

Information on withdrawals and refunds may be found at

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

**Course Co-ordinators:**

**Trimester 1**

Dr Fiona Barker

Room 539, Murphy Annexe

Tel. 463 5759

[fiona.barker@vuw.ac.nz](mailto:fiona.barker@vuw.ac.nz)

**Office hours:** Thursday 13:10 – 14:00

**Trimester 2**

Dr Kate McMillan

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Tel. 463 9595

[kate.mcmillan@vuw.ac.nz](mailto:kate.mcmillan@vuw.ac.nz)

**Office hours:** TBC

**Class times:** Thursday 14:10 – 16:00, Trimesters 1 and 2

**Location:** Murphy 404

### **Course delivery**

This 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. Discussion of course readings is a critical part of the seminars. In the second part of the course students will present to their colleagues on their individual research projects.

### **Communication of additional information**

Any additional course information will be announced in class and posted on the POLS/INTP430 Blackboard site. Important information may also be communicated via email to all class members.

### **Course Prescription**

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 is included at the end of this Course Outline. A detailed reading list will be provided prior to the beginning of Trimester 1, 2012.

### **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, explain and critically assess:

- 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, immigrant integration, and how these manifest in case studies;
- International attempts to manage migration.

This course involves considerable participation. 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 discussion 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 will be expected to make themselves familiar with current affairs related to immigration so they can participate actively in class discussion.

The course will utilise the Blackboard website, and students will be expected to visit the site regularly to access messages and/or web-based resources. Email correspondence with students will be via Blackboard and VUW email addresses. Students are responsible for ensuring that they either regularly check their VUW email account or ensure emails are forwarded from their VUW account to an email account they do check regularly.

## **Expected workload**

In accordance with Faculty Guidelines, the overall workload for this course is 300 hours in total of reading, writing, and researching material. This includes 2 hours of seminar per week.

## **Readings**

### **Required Texts:**

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

All other required readings will be accessible online via VUW Library E-Reserves. All readings to be accessed electronically will be clearly marked in the detailed reading list to be provided at the start of Trimester 1, 2012.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 2012, while 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 4 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.

### **Recommended Reading:**

In addition to required course readings, students will find it invaluable to consult numerous other readings and sources of information. The “External Links” section of the POLS/INTP430 Blackboard site suggests other sources of information that might be consulted by students to extend their reading. Further suggested additional readings will be provided throughout the course as relevant.

## **Assessment requirements**

|                                     |     |
|-------------------------------------|-----|
| One position paper and presentation | 15% |
| One research essay proposal         | 10% |
| One research presentation           | 5%  |
| One research essay                  | 40% |
| Final examination                   | 30% |

The aim of the assessment is to develop students' knowledge and analytical ability in 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 research essay proposal and research presentation require the student to demonstrate the ability to plan and structure a research project, and to communicate this both orally and in written form. Third, the research essay requires students to develop and demonstrate independent research skills, including: developing a research question, gathering material on a specialised topic, critically analysing data and ideas, and presenting research findings in a structured and clear form. Fourth, the final examination examines students' understanding of the theoretical content of the course, their ability to marshal empirical data and structure their ideas in response to exam essay questions.

The specific requirements of each assessment are outlined below.

### **The Position Paper**

Each student will be assigned a topic on which to write a position paper of no more than 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. The position paper will then be presented to the rest of the class in a 15-minute presentation. Together, the position paper and presentation are worth 15% of the final grade for the course. Students are expected to draw from the weekly readings in making their arguments, so as to show how the readings shed light on the issue being discussed. Students are also welcome to make their argument through the use of additional research, case studies, data etc. The position paper should be written in traditional academic style, with full referencing. Marking criteria for the position papers and presentation will be provided in the first week of class. Students are required to email slides used for the presentation to the course co-ordinator prior to class.

### **The Research Essay Proposal**

The proposal, worth 10% of the overall course mark, should contain the following components:

- A carefully formulated research question
- An explanation of why this question is worth studying
- A statement of a possible argument that the essay might make
- A proposed essay outline, showing the major sections of the essay
- A bibliography of at least 12 sources relevant to the proposed research question

The proposal deadline is April 23. Further details of the requirements and marking criteria for the essay proposal will be provided in the first class.

### **Research Presentation**

Each student is required to present a seminar on their research paper topic during Trimester 2. The 15-minute presentation will be followed by 5-10 minutes of questions and discussion from the class. The presentation is to be accompanied by a two-page summary of the

research project. No presentation will be marked without the two page summary, which must be fully referenced and have a bibliography appended. The powerpoint presentation should be emailed to the course coordinator in advance of the class, and a written copy of the summary handed to the coordinator at the beginning of the class on the day of the presentation.

### **Research Essay**

The research essay should be a maximum of 8,500 words, including footnotes, but not including bibliography. It constitutes 40% of the final course grade.

There is a uniform deadline for the final submission of all Honours research papers. Students are advised that the deadline is firmly adhered to. Extensions will be granted only in exceptional circumstances, under the conditions stipulated in the University aegrotat regulations. Extensions must be approved by the PSIR Honours Co-ordinator in advance of the deadline. In 2012 the deadline for research papers is 5pm on **Friday October 19**.

### **Final examination**

The final examination is a three-hour, closed-book exam. Students will be required to write essays on material – including class debates and required readings – covered in Trimester 1. The exam will be worth 30% of the final grade and will be held during the end of year examination period - 26 October to 17 November 2012.

### **Penalties**

Work must be submitted on or before the due date. An extension will be granted only in exceptional circumstances, such as medical emergency, personal bereavement or critical personal circumstances beyond your control. In all cases, a medical certificate or other evidence will be required to support the extension.

Work that is submitted late, and for which an extension has not been granted, will be penalised 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. After 8 days, work can be accepted for mandatory course requirements, but will not be marked.

### **Mandatory course requirements**

To pass this course each student must:

- Maintain satisfactory attendance at and participation in seminars (minimum of 14 seminars).
- Submit a research essay proposal.
- Submit and present a position paper.
- Make an oral research presentation, accompanied by written summary.
- Submit a research paper.
- Sit the final examination.

### **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, tutors and the class. The class representative provides a communication channel to liaise with the Course Coordinator on

behalf of students.

### **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>

### **Use of Turnitin**

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 that 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.

### **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).

## Class Outline 2012

The outline below gives basic information about the topics that will be covered in each week of the course. A detailed outline with weekly topics and required readings will be provided in the first class.

| Date               | Topic   | Notes  |
|--------------------|---|--|
| March 8            | No class  |  |
| March 15           | <p><b>Introduction to the Course</b></p> <p><u>Required Reading:</u><br/>P. Kivisto &amp; T. Faist, "Accounting for Immigration Flows", in <i>Beyond a Border: the Causes and Consequences of Contemporary Immigration</i>, pp. 11-44.</p>  |  |
| March 22           | <p><b>Freedom of Movement versus border control</b></p> <p>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 movement of capital and goods?</p>  |  |
| March 29           | <p><b>National Immigration Policies: variation and convergence. Case studies: New Zealand, Australia</b></p> <p>What typologies of immigration policy exist? What explains differences in national immigration policies? Do we observe convergence or divergence in immigration policies worldwide?</p> | <p>Debate 1:<br/>"Border Controls are Necessary to Maintain Democratic Communities"</p>                |
| April 5            | <p><b>National Immigration Policies: variation and convergence. Case studies: France, Germany, European Union</b></p> <p>What are the main determinants of countries' recent immigration policies? To what extent do international factors drive immigration policy?</p>                                | <p>Debate 2:<br/>"States cannot control immigration; economics and geopolitics do."</p>                |
| April 6 – April 22 | <p>Mid-trimester Break<br/><i>Research Proposal due Monday, April 23</i></p>  |  |
| April 26           | <p><b>Refugees and asylum seekers</b></p> <p>What responsibilities do states and/or the international community have towards those displaced by war, violence, persecution or discrimination? Are refugee and</p>   | <p>Debate 3:<br/>"Regional and offshore asylum processing centres are an effective solution to the</p> |

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|        | asylum issues best addressed at the nation-state or the international level?  | problems associated with asylum seeking.”  |
| May 3  | <p><b>Migration and Development</b></p> <p>What is the relationship between levels of economic development and migration? Does economic growth decrease or increase emigration? Should development aid policies be used to prevent migration, or should migration be used as a means of development?</p>  | <p>Debate 4:</p> <p>“Migration is an effective tool of development policy.”</p>  |
| May 10 | <p><b>Immigrant reception Part 1: Assimilation and multiculturalism</b></p> <p>What role do governments play in assisting immigrants’ adaptation to the host society? How should we measure integration? What kinds of integration outcomes are different policies argued to have? Why is multiculturalism argued to be a failed policy?</p>                                      | <p>Debate 5:</p> <p>“Multiculturalism’s time has passed.”</p>  |
| May 17 | <p><b>Immigrant reception Part 2: Islam in liberal democracies</b></p> <p>Why is immigration from Islamic countries perceived as such a major challenge to liberal democracies? Do Muslim immigrants pose any greater a challenge than earlier waves of immigrants did? How can and should liberal democracies manage cultural and religious difference in their populations?</p> | <p>Debate 6:</p> <p>“Wearing the veil is a matter of personal choice: the government has no business in a woman’s wardrobe.”</p> |
| May 24 | <p><b>Citizenship Part 1: Civic integration policies</b></p> <p>What is civic integration and why has it become a popular policy internationally? How does civic integration compare to multiculturalism in its intent, practice and outcomes? Which integration requirements are effective and acceptable in a liberal democracy?</p>  | <p>Debate 7:</p> <p>“Integration requirements are necessary to ensure societal cohesion.”</p>                                    |
| May 31 | <p><b>Citizenship Part 2: Naturalisation &amp; citizenship rights</b></p> <p>What variation is there in naturalisation and citizenship rules internationally? How great are the formal and informal distinctions between citizens and denizens? How do the citizenship rights of immigrants and emigrants compare?</p>  | <p>Debate 8:</p> <p>“Immigrants should enjoy more political rights in a society than expatriate citizens.”</p>                   |



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|---------------------|---|--|
| June 7              | <p><b>Immigration and electoral politics: the rise of the radical right</b></p> <p>Why is immigration such a common election issue in liberal democracies? How have parties of the centre-left and centre-right addressed the immigration issue and responded to anti-immigrant parties? What accounts for the rise of anti-immigrant parties?</p>  | <p>Debate 9:<br/>“Radical right parties should be isolated in electoral debate.”</p> |
| June 11 – July 13   | Mid-year break  |  |
| July 19 – August 23 | <p><b>Student Presentations:</b></p> <p>These sessions give students the opportunity to present their research findings, develop their presentation skills and receive critical feedback from both the course coordinator and colleagues. The course coordinator moderates discussion after each presentation, helping other students to learn how to question and constructively critique the work of their peers.</p> |  |
| Aug 27 – Sept 7     | Mid-trimester break   |  |
| September 13 –      | <p>Student presentations until all completed. During September and October, students will also arrange one-on-one consultations with the course coordinator to discuss progress with their research papers and to receive feedback and supervision.</p>   |  |
| October 18          | Revision class for the examination.   |  |
| October 19, 5pm     | Honours Research papers due   |  |