



Topics in Politics: Human Migration
Political Science 3781
T-Th. 8:30 - 9:50a, Seigle Hall 111

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Course Description: The students participating in this class should expect to learn the practices and theories of human migration in the field of political science broadly, and human rights and security more specifically. Why are some people more likely to migrate than others? Whose responsibility is it to prevent transnational trafficking? How does globalization both encourage and dissuade migration? Are our lifestyle choices here creating or sustaining risky migration patterns in some remote corner of the world? The class will take on these and other questions in open discussions driven by contemporary research on these issues.

Course Objectives: At the completion of this course, students will be able to identify and critically evaluate common, contemporary political science theories related to both the legitimate and illegitimate movement of people. Students will be required to produce a research design that seeks to increase our leverage over a question within the study of human migration. This course is designed to further the practical pursual of this topic either in a graduate program or professional setting (*i.e.*, NGO/advocacy or policymaking).

Text(s):

- Required readings will be made available on the course's Canvas site.

Grade Distribution:

20x20	50
Participation	150
Mid-term Exam	200
Final Exam	200
Research Design Stage 1	100
Research Design Stage 2	100
Research Design Stage 3	200

Letter Grade Distribution:

≥ 94	A	$74 - 76$	C
$90 - 93$	A-	$70 - 73$	C-
$87 - 89$	B+	$67 - 69$	D+
$84 - 86$	B	$64 - 66$	D
$80 - 83$	B-	$60 - 63$	D-
$77 - 79$	C+	≤ 59	F

Course Policies:

- **Attendance**

- Attendance is mandatory, as in you must come to class. Make-up tests and quizzes will only be allowed in the event of a **documented** medical or family emergency, or university sanctioned event. In the case of the latter, student athletes, or members of any other University organization, it is in your and my best interest that I be informed of any of these events as soon as possible so that we may schedule a make-up.
- **No makeup quizzes or exams will be given without the proper documentation.**

- **Academic Honesty**

- **Don't cheat.** The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.
- See: The University's Academic Integrity Policies.

- **Classroom Conduct**

- The students in this class will be respectful of others. I welcome diverse opinions and invite you all to do the same. I invite you to review the Washington University *Best Practices for an Inclusive Learning Environment* and to familiarize yourself with those expectations I and the University have, not only for your conduct, but also for that which you should expect in the classroom.
- “Washington University in St. Louis values diversity, inclusion and human dignity, and strives to foster an environment in which all community members are respected and able to take part in academic, co-curricular and social activities.” If for any reason you are made to feel uncomfortable, have been the victim of, or feel you may at risk of harassment and/or discriminatory behavior, I invite you to review the University's reporting guidelines.
- Also, review the following Title IX and Gender Equity reporting policies:
 - * Title IX Grievance Process.
 - * Gender Equity Grievance Process.

- **Disability Services**

- Washington University is committed to providing accommodations and/or services to students with documented disabilities. Students who are seeking support for a disability or a suspected disability should contact [Disability Resources at 935-4153](#). Disability Resources is responsible for approving all disability-related accommodations for WU students, and students are responsible for providing faculty members with formal documentation of their approved accommodations at least two weeks prior to using those accommodations. I will accept Disability Resources Accommodation Letter forms by email and personal delivery. If you have already been approved for accommodations, I request that you provide me with a copy of your Accommodation Letter within the first two weeks of the semester.
- More information on requesting academic accommodations can be found [HERE](#).

Assignments:

- **Research Design Stage 1**

- The first stage of the research design is arguably the hardest: Coming up with a research question.
- The research question should be one based on the contemporary literature.
- What have scholars overlooked or misunderstood so far? Why do you think this is important? *AND!* how do you propose to answer this question?
- Students will need turn in a **200-300 word abstract** that addresses the research question, hypothesis (or hypotheses), and includes a title for the paper by **September 30th**.

- **Research Design Stage 2**

- The second stage will be due **November 11th**.
- This draft should include your literature review, formal hypothesis (or hypotheses).

- **Research Design Stage 3**

- The third stage will be due **by semester's end**.
- This will be your completed paper.
- Should include an explanation of your proposed qualitative or quantitative test(s), expected findings, as well as a conclusion.

- **Participation**

- Students are expected to participate in class. This means join in during discussions, ask questions, and practice engaged learning.
- While I do not keep attendance, a student's absences can only hurt, not help, their participation grade.

- **20x20**

- Students will schedule with the professor a day in which they will open class with a 20x20 (*Pecha Kucha*, or chit-chat, in Japanese).

- These presentations will concern a recommended reading from the module of the same name on Canvas.
- The 20x20 template can be found under the [Start Here](#) module on Canvas.

- **Exams**

- Students will have one mid-term and one final exam.
- These tests will be take-home exams, given at the end of the class period, and due 24 hours later.
- The tests consist of 5 essay questions, with the students answering 3.

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

- **Week 1: August 31 & September 2**

- Class Introduction; Why “America First” and not “Missouri First?”
 - * Brown, 1988 *Chapter 1*.

- **Week 2: September 7 & 9**

- State sovereignty and a (brief) history of human migration; Labor economics.
 - * Todaro, 1969 *A Model of Labor Migration and Urban Unemployment*.
 - * Stark & Bloom, 1985 *The New Economics of Labor Migration*.

- **Week 3: September 14 & 16**

- What is human migration, human smuggling, and human trafficking? When does one become the other?
 - * Reader: Introduction - 2.2
 - * Picarelli, 2007 *Historical Approaches to the Trade in Human Beings*.

- **Week 4: September 21 & 23**

- **RESEARCH QUESTIONS + 200-300 WORD ABSTRACTS DUE**

- The Study of Migration: What do we do well? What do we struggle with?
 - * Reader: 3.1 - 3.2
 - * Dorkhwah & Badasu, 2018 *Migration and Social Change in Ghana*.
 - * Goodey, 2008 *Human Trafficking: Sketchy Data and Policy Responses*.

- **Week 5: September 28 & 30**

- State Characteristics and Migration: Push & Pull Factors
 - * Dorigo & Tobler, 1983 *Push-Pull Migration Laws*.
 - * Hare, 1999 *Push vs. Pull Factors in Migration Outflows & Returns*.

- **Week 6: October 5 & 7**

- Womens Rights: Political, Economic, and Social.
 - * Zlotnik
 - * Pedraza, 1991. *Women and Migration: The Social Consequences of Gender*.
 - * Piper, 2006. *Gendering the Politics of Migration*.

- **Week 7: October 14**

- Forced Migration: Conflict
 - * Davenport, Moore, Poe, 2003. *Sometimes You Just Have to Leave*.
 - * Ware, 2005. *Demography, Migration and Conflict in the Pacific*.
 - * Pluëmper & Neumayer, 2006. *The Unequal Burden of War*.

- **Week 8: October 19 & 21**

- Forced Migration: Disasters & Climate Change
 - * Blaikie, et al. Chapter 3
 - * Drury & Olson, 1998. *Disasters and Political Unrest: An Empirical Investigation*.
 - * Neumayer & Pluëmper, 2007. *The Gendered Nature of Natural Disasters*.
 - * Cohen & Werker, 2008. *The Political Economy of “Natural” Disasters*.

- **Week 9: October 26 & 28**

- Labor Migration & Trafficking: Another form of forced migration?
 - * Wheaton, Schauer, and Galli, 2010. *Economics of Human Trafficking*.
 - * Hainmuller & Hiscox. *The Socially Conscious Consumer?*
 - * *The Global Slavery Index, 2018* [Just browse]
 - * Polaris, 2017 *Typology of Modern Slavery* [Just browse]

- **Week 10: November 2 & 4**

- RESEARCH DESIGN WEEK

- Students will have the week to work on their research designs.

- **Week 11: November 9 & 11**

- RESEARCH DESIGN STAGE 2 DUE, November 11th

- Diasporas & Exiles.
 - * Grossman, 2019. *Towards a Definition of Diaspora*.
 - * Roth, 2015. *The Role of Diasporas in Conflict*.

- **Week 12: November 16 & 18**

- Brain Drain & Brain Gain
 - * Asabir, 2018 *Migration of Health Professionals in Ghana*.
 - * Setrana, Tonah, Asiedu, 2018 *Return and Reintegration of Migrants to Ghana*.
 - * Shindo, 2012 *The Hidden Effect of Diaspora Return to Post-conflict Countries*.

- **Week 13: November 23**

- Addressing Migration: Strangers and “Others.”
 - * García Agustín & Jørgensen, 2016. *For the Sake of Workers but not Immigrant Workers?*
 - * Crane, *et al*, 2019. *Governance gaps in eradicating forced labor.*

- **Week 14: November 30 & December 2**

- Addressing Migration: State Based Approaches
 - * Aronowitz, 2018. *Regulating business involvement in labor exploitation [&] human trafficking.*
 - * Walter, 2015. *Globalization and the Welfare State.*
 - * Charnysh, Lloyd, & Simmons, 2015. *Frames and Consensus.*

- **Week 15: December 7 & 9**

- Addressing Migration: Advocacy Based Approaches
 - * Polaski, 2004. *Protecting Labor Rights through Trade Agreements.*
 - * Murdie & Davis, 2012. *Shaming & Blaming.*

- **FINAL EXAM: December 17**

- 1:00 - 3:00p, Usual classroom.