

Government
Comparative Immigration Policies and Politics
Unique Number
Semester Year

Instructor: Dr. Rachel Navarre
Office:
Office Hours:

[email](#)
Class Time:
Class Location:

Teaching Assistants:

Course Description: This course examines how the nations across the world have responded to growing international migration. It first discusses the central questions raised by immigration scholars and provides a background on how political science especially has approached the question of immigration policy and politics. We will first review theories of immigration policy and politics, and then discuss what it means to decide if a policy is “working” or not. Next, we will move to examine key issues in the field: immigration control, design of immigration regimes, how states react to different types of migrant flows, immigrant incorporation, and politics around immigration. After examining these issues, we will then move to case studies of individual nations. Using these case studies, we will explore how immigration policy is made and developed in a cross border perspective.

By the end of the course, you will have:

- 1) an understanding of immigration statistics, policy regimes, and debates
- 2) experience in critically assessing immigration policy from a range of perspectives and gathering, organizing and analyzing different immigration issues in using the comparative method.

Course Requirements: Students are required to attend each lecture and complete the assigned readings before each meeting of the class. The readings are meant to provide you with the necessary background information to participate in class discussions, which is required. You are expected to complete all assignments and turn them in at the beginning of class on the due date listed in the syllabus and to take the exams at the assigned time.

Since this class does touch on issues that have personal relevance for many students, you will be required to respect other’s viewpoints and engage in constructive discussion that is based in mutual respect and a willingness to listen during classroom discussion sessions.

Required Text & Materials

Holliefield, James F., Philip L. Martin and Pia M. Orrenius eds. 2014 *Controlling Immigration: A Global Perspective*. Third edition. (Make sure you get the third edition!) Other assigned texts will be linked on the class Canvas site

Class Communication: In this class, I will use Canvas (a web-based course management system) accessed at <http://canvas.utexas.edu>. The syllabus, additional readings, and announcements will be posted on Canvas. Students are expected to check Canvas on a regular basis. Please refer to the ITS Help Desk at 512-475-9400 to find support in using Canvas. Important announcements may also be made during class, without other notice.

Class Email Policy: Before contacting the instructor about questions regarding class policies, please re-check the syllabus. I will only answer emails during my normal business hours, typically Monday-Friday 9 am-5 pm. Please be aware that depending on the time you send me an email, and the time I check my email, you may receive an answer the following **business** day.

Email will be used to communicate class changes through Canvas. All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

The University of Texas Code of Conduct: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic Dishonesty: According to the University, "'Academic dishonesty' or 'scholastic dishonesty' includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two classes without the prior permission of the instructor), or the attempt to commit such an act" (General Information Catalogue Sec. 11-402. *Academic Dishonesty*).

By accepting this syllabus, you have agreed to avoid academic and scholastic dishonesty as outlined in the General Information Catalogue. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For more information on scholastic dishonesty, please visit the Student Judicial services Web site at http://deanofstudents.utexas.edu/sjs/acint_student.php

Students with Disabilities: Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or <http://www.utexas.edu/diversity/ddce/ssd>. If you require accommodation, it is your responsibility to bring your accommodation letter to me early in the semester so we can work out arrangements. It is also the student's responsibility to schedule exams with SSD.

Other Resources for Students: At UT, there are many resources for students dealing with academic or personal concerns. This website <http://www.utexas.edu/students/> provides links to many of these resources, including (but not limited to) Veteran Support Services, Diversity Services, the UT Campus Climate Response Team, the Sanger Learning Center for Academic Support and the Writing Center. These services are for you as a student, and I encourage you to use them as needed. The earlier you go to them, the more help and support they can provide.

The Behavioral Concerns Line (BCAL) number is 512-232-5050.

Religious Holy Days: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class or an examination in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evacuation: Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>.

Grading: This course will use plus/minus grades. Scores of 0.50 and higher will be rounded up, and scores that are 0.49 or lower will be rounded down.

Your final grade will be made up of the following:

Midterm (30%)

Short Paper Assignments (30%)

Final Paper (30%)

Participation (10%)

Your final grade will be calculated and converted into a letter grade using the following percentages:

A >93

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F <60

Exams: There will be one exam in this course, based both on readings and in class lectures. It will include multiple choice and short answer questions.

Final Paper: Comparative Study of Immigration Policies or Politics: You will write an essay of eight to ten pages, focused on a key issue in immigration policy or politics. This paper will be comparative, and as such you will need to compare and contrast two states. This assignment will be discussed further in class, but some possible topics include points based vs. family reunification systems, comparison of anti-immigrant politics or refugee entry systems, models of integration, or how historical legacies shape current immigration policies. I will make suggestions for topics in class; you may also find this list from the Migration Policy Institute helpful:
<http://www.migrationpolicy.org/programs/migration-information-source/top-10-migration-issues-2013>.

Short Paper Assignments: These 1-2 page assignments are meant to help you plan your class paper. They will be discussed in class and due dates will be posted in the syllabus.

Grading Appeals/Questions: After I have returned or made the grades available to the class on Canvas, you have one week from that day to question the grade. If you wish to appeal the grading on a question you must submit an appeal **in writing via email** that outlines your concerns, and why you think re-grading is required. Grades are confidential. If you wish to discuss your grades, please contact me to schedule an appointment or visit me during my office hours.

Absences/Makeup Exam Policies: You are required to attend exams. Unexcused absences from examinations will result in a score of zero for that exam. Make-ups will only be allowed under extreme emergencies (accident, illness, or university or legal obligation per the University Handbook). You must present prior documentation, such as a letter from your doctor or a letter from the appropriate university authority for university events if you need to take the make-up exam.

It is the student's responsibility to contact the instructor about a missed exam. With the exception of documented hospitalization or other extreme circumstances, students are required to contact the instructor before the missed exam. In case of unexpected emergencies, the student must contact the instructor within three (3) days of missing the scheduled exam. If the student fails to do so, they will be assigned a zero for that exam.

The instructor reserves the right to change the format of the exam for any exam given outside of normally scheduled exam times. The instructor will inform the student of the time and date of makeup

Class Calendar and Reading Assignments

I reserve the right to adjust the schedule as needed. Each date list the topic of class, the readings you should complete before that class starts. If an assignment is due, it will be noted after the class topic. If a reading is not in the Controlling Immigration book, you will find a copy of it posted in Canvas. If it is an online resource, this will be indicated by a link after the reading. You can find the links on the online syllabus on Canvas.

Wed 8/27- Course Introduction

Friday 8/28- How do Political Scientists Study Migration?

Readings:

- Chapter 7 “The Politics of International Migration” 227-268 in *Migration Theory Talking Across Disciplines* (Canvas)
- Douglas Massey et al. 1993. “Theories of International Migration: A Review and Appraisal.” *Population and Development Review* 19(3): 431-466.

Labor Day- No Class

Wed 9/3- Controlling Immigration

Readings:

- Controlling Immigration (CI) 3- 34
- United Nations “Population Facts: Trends in International Migration 2015”
<http://www.un.org/en/development/desa/population/migration/publications/populationfacts/docs/MigrationPopFacts20154.pdf>

Fri 9/5- Does it work? Implementation and the Gap Hypothesis

Readings:

- CI 35-44, 84-87, 189-193

Mon 9/8 – Economics of Immigration Policy

Readings:

- Chapter 8 “The Economic Analysis of Immigration Law” *Migration Theory Talking Across Disciplines* (Canvas)

Wed 9/10 Ethics of Immigration Policy

Readings:

- Special Issue: New Perspectives on the Ethics of International Migration. 2012. *American Behavioral Scientist* 56(9): 1159-1293.
- Aristide R. Zolberg. 2012. “Why Not the Whole World? Ethical Dilemmas of Immigration Policy.” *American Behavioral Scientist* 56(9): 1204-1222.

Friday 9/12 Policy Making

Readings:

- Christina Boswell, “Theorizing Migration Policy: Is There a Third Way?” *International Migration Review* VOL. 41, No. 1 (2007): 75-100.
- Rosenblum and Cornelius. 2012. “Dimensions of Immigration Policy” *Oxford Handbook of the Politics of International Migration* (Canvas)

Mon 9/15- Refugee and Asylum

Readings:

- Aristide Zolberg, Astri Suhrke and Sergio Aguayo, “Who Is a Refugee?” in *Escape From Violence: Conflict and the Refugee Crisis in the Developing World* (Oxford: Oxford University Press, 1989): pp. 3-36.

- UNHCR “Figures at a Glance” <http://www.unhcr.org/en-us/figures-at-a-glance.html>

Wed 9/17- Refugees and Asylum: Case Study- Migrant Crisis of 2015

Readings:

- BBC “Migrant Crisis: Migration to Europe Explained in Seven Charts” <http://www.bbc.com/news/world-europe-34131911>
- StoryMaps: <http://storymaps.esri.com/stories/2015/refugee-crisis/>
- Der Spiegel “The Makings of Merkel’s Decision to Accept Refugees” <http://www.spiegel.de/international/germany/a-look-back-at-the-refugee-crisis-one-year-later-a-1107986.html>
- Der Spiegel “Taking Stock One Year After Refugee’s Arrival” <http://www.spiegel.de/international/europe/taking-stock-one-year-after-the-arrival-of-refugees-in-germany-a-1110654.html>

Friday 9/19 - Designing an Immigration System: Points Vs. Family

Readings:

- CI 78-83,
- Canada’s Point System – take the test! <http://www.cic.gc.ca/english/immigrate/skilled/assess/index.asp>
- NPR. *Immigration: Family Reunification vs. Point Systems* <http://www.npr.org/templates/story/story.php?storyId=10614195>

Monday 9/22- Designing an Immigration System: Points vs. Employer lead SHORT PAPER 1 DUE

Readings:

- *Rethinking Points Systems and Employer-Selected Immigration* <http://www.migrationpolicy.org/pubs/rethinkingpointssystem.pdf>

Wed 9/24- Undocumented Immigration

Readings:

- Pew Research Center “Illegal Migration to EU rises for routes both well-worn and less traveled” <http://www.pewresearch.org/fact-tank/2016/03/18/illegal-migration-to-eu-rises-for-routes-both-well-worn-and-less-traveled/>
- Pew Research Center “5 Facts about Illegal Immigration in the US” <http://www.pewresearch.org/fact-tank/2015/11/19/5-facts-about-illegal-immigration-in-the-u-s/>
- “What part of legal immigration don’t you understand?” <https://reason.org/files/a87d1550853898a9b306ef458f116079.pdf>

Fri 9/26- Immigration Control – Borders

Readings:

- Jagdish Bhagwati “Borders Beyond Control” *The Migration Reader*
- Ron E. Hassner and Jason Wittenbern “Trump’s not the only one who wants a wall. Border walls are trending” <https://www.washingtonpost.com/news/monkey->

<http://www.theatlantic.com/international/archive/2016/05/donald-trump-wall-mexico/483156/>

- *The Atlantic* “A World of Walls”
<http://www.theatlantic.com/international/archive/2016/05/donald-trump-wall-mexico/483156/>

Mon 9/29- Immigration Control – Deportation

Readings:

- **Tom K. Wong.** 2015. *Rights, Deportation, and Detention in the Age of Immigration Control*. Stanford University Press. “**Introduction.**” and “**An Effective Deterrent, or Smoke and Mirrors?**” (skim)

Wed 10/1- Integration: Multiculturalism Vs. Assimilation

Integration in the Settler Countries

- Brown, Susan K., and Frank D. Bean. 2006. “Assimilation Models, Old and New: Explaining a Long-Term Process.” Washington, DC: Migration Policy Institute.
- CI- US “Immigrant Integration” 66-68
- CI- Canada “Social Issues” 107- 111; 117-127
- CI- Australia “Social Policy From Assimilation to Multiculturalism” 143-144

Fri 10/3 - Is Multiculturalism Dead?

Readings:

- The Debate over Multiculturalism: <http://www.migrationpolicy.org/article/debate-over-multiculturalism-philosophy-politics-and-policy>
- Integrating Europe’s Muslim Minorities: Public Anxieties , Policy Responses: <http://www.migrationpolicy.org/article/integrating-europes-muslim-minorities-public-anxieties-policy-responses/>
- What a Million Refugees Mean for Everyday Life: <http://www.spiegel.de/international/germany/22-germans-speak-about-challenges-of-integrating-refugees-a-1075661.html>

Mon 10/6 –Citizenship – jus soli, jus sanguinis and earned citizenship

SHORT PAPER 2 DUE

Readings:

- Shaping Citizenship Policies to Strengthen Immigrant Integration - <http://www.migrationpolicy.org/article/shaping-citizenship-policies-strengthen-immigrant-integration>
- Three Things You Should Know about Birthright Citizenship: <http://www.npr.org/sections/thetwo-way/2015/08/18/432707866/3-things-you-should-know-about-birthright-citizenship>
- Unauthorized Immigrants in the United States and Europe: The Use of Legalization/Regularization as a Policy Tool
<http://www.migrationpolicy.org/article/unauthorized-immigrants-united-states-and-europe-use-legalizationregularization-policy-tool>

Wed 10/8- Politics of Immigration: Public Opinion

Readings:

- John Sides and Jack Citrin. 2007. "European Opinion About Immigration: The Role of Identities, Interests and Information." *British Journal of Political Science* 37(3): 477-504.
- Ted Brader, Nicholas Valentino, and Elizabeth Suhay. 2008. "What Triggers Public Opposition to Immigration? Anxiety, Group Cues, and Immigration Threat." *American Journal of Political Science* 52(4): 959-978.
- World Publics Welcome Global Trade- but not Immigration
<http://www.pewglobal.org/2007/10/04/world-publics-welcome-global-trade-but-not-immigration/>

Fri 10/10- Interest Groups

Readings:

- Gary Freeman and Stuart M. Tendler "Interest Group Politics and Immigration Policy" *The Oxford Handbook of the Politics of International Migration*

Mon 10/13- Restrictionist and Far-Right Politics- The Rise of the Right

Readings:

- **Peter Walker and Pady Allen.** 2011. "Europe's Nationalist Populists' and Far Right." *The Guardian*.
<http://www.theguardian.com/world/interactive/2011/nov/06/europe-far-right-nationalist-populist-interactive>
- Rydgren, Jens. 2008. "Immigration Sceptics, Xenophobes or Racists? Radical Right-Wing Voting in Six West European countries." *European Journal of Political Research* 47(6): 737-765.
- Der Spiegel. "A Problem for Merkel and Germany"
<http://www.spiegel.de/international/germany/rise-of-populist-afd-a-problem-for-merkel-and-germany-a-1110954.html>

Wed 10/15 Restrictionist Policies

- In the Netherlands: CI 270-272, 276- 279
- In Switzerland: CI 333-338

Fri 10/17- Brexit- Victory for Anti-Immigration Forces?

- "Why Britain Left"
<http://www.theatlantic.com/international/archive/2016/06/brexit-eu/488597/>
- "When the Dust Settles: Migration Policy after Brexit"
<http://www.migrationpolicy.org/news/when-dust-settles-migration-policy-after-brexit>
- *Engaging the Anxious Middle on Immigration Reform: Evidence from the UK Debate.* <http://www.migrationpolicy.org/news/when-dust-settles-migration-policy-after-brexit>

Mon 10/20 – MIDTERM EXAM

Wed 10/22 & Fri 10/24 – US

Readings:

- CI- 47-60; 84- 87
- Pew Research Center “Statistical Portrait of the Foreign Born Population in the United States” <http://www.pewhispanic.org/2016/04/19/statistical-portrait-of-the-foreign-born-population-in-the-united-states/>

Mon 10/ 27 & Wed 10/29 – Canada

Readings:

- CI 88-99, 111-112
- Welcoming Communities Programs Immigration Fact Sheets: <http://immigrantservices.ca/programs-services/wcp/wcp-fact-sheets/>

Fri 10/31 & Mon 11/3- Australia

Readings:

- CI 135 -147 (Skip the Section Social Policy)

Wed 11/5 & Friday 11/7- France

Readings:

- CI 138-185

**Monday 11/10 & Wed 11/12- UK
SHORT PAPER 3 DUE ON WED 11/12**

Readings:

- CI 199-216

Fri 11/14 - Monday 11/17- Germany

Readings:

- CI 224-255

Wed 11/19- Italy

Readings:

- CI 341-365

Friday 11/21- Spain

Readings:

- CI 369-393

**Mon 11/24- Japan and South Korea
SHORT PAPER 4 DUE- FINAL PAPER OUTLINE**

Readings:

- CI 399-424

Wed 11/26 – The EU and Global Migration Regimes

Readings:

- Mark J. Miller & Boyka Stefanova “NAFTA and the European Referent: Labor Mobility in European and North American Regional Integration”
- CI: 434-461

Thanksgiving- no class!

Mon 12/1 – Future Paths for Immigration Policy and Politics

Readings:

- Joseph Carens. 1987. “The Case for Open Borders.” *Migration Reader* (Canvas)
- Myers- —Thinking Ahead About Our Immigrant Future: New Trends and Mutual Benefits in Our Aging Society.∥ Immigration Policy In Focus. January 2008.

Wed 12/5- Class wrap up

FINAL PAPER DUE TBA