
POLI 150A: Politics of Immigration

Summer Session I - 2025

Instructor: Jesús E. Rojas Venzor

Office Hours: [Calendly](#) (Tues 12-1:30pm)

Canvas: [Course Link](#)

TA: Wendy Wagner (OH: Upon Request)

Email: jrojasve@ucsd.edu

Class Hours: M/W 2:00-4:50pm

Classroom: [Zoom Link](#)

TA Email: wwagner@ucsd.edu

COURSE DESCRIPTION

This course is a comparative analysis of attempts by the United States and other industrialized countries to initiate, regulate, and reduce immigration from less economically developed countries. We will look at the social, institutional, and economic factors shaping outcomes of immigration policies, more specifically international cooperation on migration, drivers of migration, immigration law, border policies to control immigration, public opinion toward immigrants, right-wing and anti-immigration movements, and the role of international institutions in shaping migration policy in industrialized countries.

PREREQUISITES

Upper-division standing required.

MATERIALS

We will draw readings from popular media, books, government documents, international institutions, and academic articles to understand how regulating migration has evolved over the years. We will mainly utilize a mix of academic readings, book chapters, popular media, and reports. These readings will be uploaded in the Canvas page for ease of access. Please make sure to **read before class** time as I will use terminology and concepts from the readings.

COURSE OBJECTIVES

The course is meant to bring students up to speed with the development of migration studies and migration policy. Students will be able to understand different contentious points within the study of migration such border externalization, popular acceptance of migration, and the effect of immigrants in society. By the end of the course, students will understand the origins and development of international, legal, and institutional frameworks governing immigration. Students will also be able to critique actions by states, international organizations, and nongovernmental organizations to manage immigrants. Overall, this course aims to help students comprehend the complexity and persistence of migration as part of the political life.

COURSE STRUCTURE

Your course grade will be based on a combination of attendance (see *Attendance Policy* subsection below), extra credit (see *Extra Credit* subsection below), 3 short weekly assignments, a final 4-5 page policy critique of a specific migration policy, and a final Canvas exam. Please refer to the *Additional Resources* subsection below for additional tutoring and writing resources on campus. You will be expected to read extensively during the term. Please do not skip any readings.

Short Weekly Assignments

Due Date: Weekly assignments will be due Saturday of their respective week by 11:59pm (**No weekly assignment in Week 1**).

You are expected to read and critically analyze one migration policy (e.g. Exec Order: Protecting American Communities from Criminal Aliens, The Merida Initiative, EUTF, Operation Triton, 2024 Panama Removal Flight Program, Aeneas Programme/Project MIGR/2005/103-417, EU-Turkey Joint Action Plan, Operation Sovereign Borders, etc.) seeking to address an issue involving migration (e.g. border externalization, domestic integration, labor rights, drivers of migration, crime and immigration, smuggling, human trafficking).

ASSIGNMENT #1: Problem and background: what is the policy in question?

- Pick a migration policy (broadly defined: legislative bill, judge ruling, executive order, executive agreement, etc.) discussed in class or elsewhere (consult with me if you need help finding a policy) which you are interested in. **Write 1 page (12pt. font, double-spaced) about the policy you have chosen, the issues with the policy, and where the policy came from.**
- What is the policy in question? Who are the primary stakeholders? What are their interests? Where did this policy emerge from? What problem does it try to address? Who does it affect? For how long has it been active? Include a bibliography.
Warning: You should not approach these policies as a full-on advocate or critic, approach them as neutrally as possible (watch out for exaggerated claims, etc.). You should also not begin by identifying the lack of a policy or program as the problem.
- *Due: Saturday 7/12 by 11:59 PM*

ASSIGNMENT #2: Application and limitations: based on evidence, how effective has the policy been?

- **Write 1 page (12pt. font, double-spaced) providing evidence of the policy working, not working, and what has been the change.** You should try to be specific by citing events, data, statistics, figures, and other policy assessments. You can utilize interviews where the specific policy is mentioned for more on-the-ground evidence.
- How effective has it been? What are limits with the policy? How has it been adapted? What questions remain? Has it led to other policies? Include a bibliography.
Warning: Make sure you tie your evidence to the policy as much as possible. Do not argue the policy had a regional effect or set a precedent for other policies without specific identification of the effect.

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- *Due: Saturday 7/19 by 11:59 PM*

ASSIGNMENT #3: Evaluation and new potential: based on concepts and theories from course materials, can we modify this policy to address the issue?

- **Write 1 page (12pt. font, double-spaced)** explaining how this policy can be improved or changed altogether to tackle the issue at hand. You should try looking at other policies similar to these or what other countries/organizations have been doing. You must also explain what are the potential repercussions for migrants/ governments/organizations involved in this change.
- What are the potential conflicts with changing this policy? To what extent can we implement the change with the existing institutional capacity? Who will reject the policy? Who will accept the policy?
- *Due: Saturday 7/26 by 11:59 PM*

Policy Critique

You are to combine the weekly assignments for this assignment. The final policy critique should build on your weekly assignments, not simply repeat them. You are expected to revise, expand, and synthesize your earlier work into a cohesive and polished paper. Do not copy and paste your weekly assignments into the final paper. Instead, use them as scaffolding to construct a more developed and coherent policy analysis. The goal of this assignment is to assess current or proposed policies, their efficacy, their potential, and their costs. You should consider scholarly theory and real-world, practical application in addition to their environmental, social, or economic contexts.

Proposed structure:

1. Executive Summary

- Similar to an abstract, briefly (around 100 words) explain the goal, findings, and recommendations. Although it is placed first in the document, it is written last.

2. Problem/Issue

- What is the policy in question?

3. Background

- Where did it emerge? What problem does it try to address?

4. Application

- So far, based on evidence, how effective has it been?

5. Limits

- What are limits with the policy? How has it been adapted? What questions remain?

6. Evaluation and New Potential

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- Based on concepts and theories from course materials, what is the potential for this policy to address particular issue/problem?

The three short weekly assignments are to culminate in this 4-5 page (12pt. font, double-spaced) policy critique, with an attached bibliography. Submitting only the policy critique will not fulfill the weekly assignment grades, even if you receive an A+ in your policy critique. Rubric for this assignment will be distributed during the term.

- *Due: Wednesday 7/30 by 11:59 PM*

Final Exam

Final will consist of two short-answer essay questions and 10 multiple choice questions from concepts discussed in during the term. The exam will open the day of the exam date and close at midnight of the exam date. The exam is cumulative and you will have 2 hours to complete the exam, previous students have completed the exam in half that time. The exam will be written to evaluate your knowledge of the course contents, and to provide another point of measuring your learning. The exam is not meant to be difficult if you have attended the course and taken notes. The exam will be open note, open book.

- *Due: Thursday 7/31 by 11:59 PM*

Extra Credit

The extra credit consists of writing a 1 page (12pt. font, double spaced) comparing two of the films/documentaries included below (refer to the *Media Related to the Course* section). The reflection should analyze how each work portrays key themes related to migration such as legal challenges, institutional barriers, public attitudes, or state responses. You are encouraged to discuss similarities or contrasts in how these media represent issues like welfare access, border enforcement, or the role of bureaucracy. For example, are both pieces of media representing the limitations of welfare available for immigrants the same way? Do these pieces of media represent border externalization as necessary and fair? How do they represent the advantages and disadvantages of large bureaucratic systems within immigration law?

- *Due: Friday 8/1 by 11:59 PM*

GRADING POLICY

Grades in undergraduate courses are defined as follows: A, excellent; B, good; C, fair; D, poor; F, fail; I, incomplete (work of passing quality but incomplete for good cause); and IP (In Progress). The designations P (Pass) and NP (Not Pass) are used in reporting grades for some undergraduate courses. P denotes a letter grade of C– or better. A blank grade indicates no record or report of grade was received from the instructor. W is recorded on the transcript indicating the student withdrew or dropped the course sometime after the beginning of the fifth week of a quarter. Instructors have the option of assigning plus (+) and minus (–) suffixes to the grades A, B, and C. I reserve the right to curve the scale dependent on overall class scores at the end of the course.

The grade will count the assessments using the following proportions:

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- 45% of your grade will be determined by 3 short weekly assignments (15% each)
 - 25% of your grade will be determined by the final exam
 - 20% of your grade will be determined by the final policy assessment
 - 10% of your grade will be determined by attendance

Please familiarize with our institution's [Academic Regulations and Policies](#).

ONLINE SETTING

If the course must take place over Zoom or any other video conferencing service, lectures will be recorded for the safety of attendants and for future reviews to improve the course. Students are expected to attend synchronously, keep their microphones muted when not speaking, and use respectful communication in both verbal and written interactions. All course materials, announcements, and deadlines will be available on Canvas. Please ensure you have stable internet access and the necessary technology to participate (a webcam, microphone, and a computer or tablet).

MEDIA RELATED TO THE COURSE

Popular media has been revolutionary in spreading ideas in a manageable manner. Included here is media that relates to components of the course by either providing scenarios where content is mentioned, or by showcasing how content covered affects people and communities. Included media additionally displays the consequences (good and bad) of concepts we discuss or present them in a way that provides various narratives, mixing institutions and people alike. Please refer to film safety ratings for content. More recommendations available upon request, open to suggestions.

Films/Documentaries

- [Beyond Utopia \(2023\)](#) - South Korea/North Korea
- [Midnight Traveler \(2019\)](#) - Eastern Europe/Afghanistan
- [The Golden Dream \(2013\)](#) - USA/Guatemala
- [Chauka, Please Tell Us the Time \(2017\)](#) - Australia/Iran
- [I Am No Longer Here \(2019\)](#) - USA/Mexico
- [Ru \(2023\)](#) - Canada/Vietnam
- [His House \(2020\)](#) - United Kingdom/South Sudan
- [Under the Same Moon \(2007\)](#) - USA/Mexico
- [Identifying Features \(2015\)](#) - USA/Mexico

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- [Minari \(2020\)](#) - USA/Korea
 - [A Better Life \(2011\)](#) - USA/Mexico
 - [Freemont \(2023\)](#) - USA/Afghanistan

Animation/Family Friendly

- [Flee \(2021\)](#) - Denmark/Afghanistan
- [Elemental \(2023\)](#) - Fictional
- [Hey, Arnold! \(1996\) - Season 1, Episode 18: "Arnold's Christmas"](#) - USA/Vietnam
- [Good Day, Ramon \(2015\)](#) - Germany/Mexico

COURSE POLICIES

During Class

Class will be broken into two sections with a break in the middle. I reserve the right to add more breaks or change the break structure if necessary. It is encouraged for everyone to be active and attentive during class to better not only your experience but that of your classmates and instructor. The use of electronic devices for taking notes will be allowed in class. Please refrain from using such devices for anything but activities related to the class during the class time. Eating and drinking are allowed in class but please refrain from it affecting the course such as spills, trash, or general loud eating. If the class is virtual please, keep your microphone muted during meals.

Attendance Policy

Class will be held synchronously but Zoom recordings will be made available after every lecture. You are allowed 3 unexcused absences during the term. Any other absences will affect your grade unless they are excused. Absences can also be accommodated where reasonable. Please visit [Office for Students with Disabilities](#) and our institution's [Academic Regulations and Policies](#) for more information.

Missed/Late Assignments

Make-up exams, quizzes, assessments, or essays will only be given under valid, documented, and extreme circumstances. If you know you will not be able to complete an assignment, please let me know before class session through email. If you are not able to contact me in advance, you must contact me as soon as possible. Life gets in the way, I understand the complexities of being a student. I can work with you but it is your responsibility to contact me if you need additional support.

If an extended deadline is not authorized, a missed or late assignment will be given a zero. If an extended deadline is authorized but you fail to comply, I will treat it as a missed assignment.

Academic Integrity

Students are required to comply with [UC San Diego Academic Integrity Policy](#). There is absolutely no tolerance for cheating in this course. Please do not cheat. The consequences are not worth it, ask for help when needed. Students agree that by taking this course any required assignments involving text can be subject to submission for textual similarity review to *Turnitin.com* for the detection of plagiarism. Please also abide by [UCSD's Principles of Community](#) and the [Student Code of Conduct](#).

AI and Plagiarism: Every written assignment is subjected to *Turnitin.com* to identify plagiarism. In recent years, the advancement of AI has changed the way in which instructors and students engage with written assignments. The written assignments are expected to be short enough to discourage students from utilizing AI. Utilizing AI is not forbidden but you should not copy and paste from AI sources or otherwise pass AI responses as your work. Please speak to me beforehand if you have any questions.

Student Accessibility

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the [Office for Students with Disabilities](#). You are required to discuss accommodation arrangements with instructors and OSD liaisons in the department well in advance of any exams or assignments. The OSD Liaison for the Department of Political Science is Zain Sharifi; please connect with her via the Virtual Advising Center as soon as possible. I will be glad to meet with you privately during my office hours to discuss your special needs.

Discrimination on the basis of race, color, national origin, religion, sex, gender, gender identity, gender expression, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (including membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact the [Office for the Prevention of Harassment & Discrimination \(OPHD\)](#) at (858) 534-8298, ophd@ucsd.edu, or reportbias.ucsd.edu.

Religious Accommodation

It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict.

For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter. For all other examinations, the statement must be submitted to the instructor as soon as possible after a particular examination date is scheduled. If a conflict with the student's religious beliefs does exist, I will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class. Please see the [EPC Policies on Religious Accommodation, Final Exams, Midterm Exams](#)

Additional Resources

- [CARE at the Sexual Assault Resource Center](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [UCSD Basic Needs](#)
- [Writing Hub](#)
- [Supplemental Instruction](#)
- [Tutoring](#)
- [CAPS Student Health and Well-Being](#)
- [Community Centers](#)
- [Remote Access](#)

Tentative Schedule and Learning Goals

The schedule is tentative and subject to change. The learning goals below should be viewed as the key concepts you should grasp after each class, and also as a study guide before each assignment, and at the end of the term. For any calendar-related questions refer to the [Summer Session Calendar](#).

Some resources for reading academic articles: [a guide on reading scholarly articles](#) and [dissecting a scholarly article](#).

— WEEK 1 —

6/30

Class 1: Course Introduction / General Concepts Within the Politics of Immigration

- **Topics Covered:** Goals for class, syllabus, reading academia, introduction to migration studies, class concepts, why do we study migration?
- **Readings:**
 - 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.
 - "How the United States Immigration System Works." *American Immigration Council*, July 2, 2024. [URL](#)
- **Recommended Readings:**
 - Sniderman, Paul, Louk Hagendoorn, and Markus Prior. 2004. "Predisposing factors and situational triggers: Exclusionary reactions to immigrant minorities." *American Political Science Review* 98(1): 35-49
 - "Migration and Migrant Population Statistics." *Eurostat*. March, 2024. [URL](#)
 - "The U.S. Immigration System: Explained: Homeland Security." *U.S. Department of Homeland Security*. Accessed July, 2024. [URL](#)

7/02

Class 2: Thinking About Theories of Immigration / Drivers of Immigration

- **Topics Covered:** state of the literature on migration, migration studies, push and pull factors, types of immigration, corridors, smuggling.
- **Academic Readings:**
 - Brettell, Caroline B., and James F. Hollifield. "Migration Theory: Talking Across Disciplines." In *Migration Theory*, pp. 1-43. Routledge, 2022.

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- Ellermann, Antje, **"Introduction" (Pages 4-15)**, *The Comparative Politics of Immigration: Policy Choices in Germany, Canada, Switzerland, and the United States*. Cambridge Studies in Comparative Politics. (Cambridge University Press; 2021:1-49).
 - Leblang, David and Helms, Benjamin, **"Origins" (Pages 19–23)**, *Ties That Bind: Immigration and the Global Political Economy*. (Cambridge University Press; 2023).
 - Carling, Jørgen. **"How Does Migration Arise? - IOM Publications"** *Essentials of Migration Management 2.0*, 2017. [URL](#)

- **Recommended Readings:**

- Favell, Adrian. **"The State of Migration Theory: Challenges, Interdisciplinarity, and Critique."** In *Migration Theory*, pp. 341-358. Routledge, 2022.
- Blair, Christopher W., Guy Grossman, and Jeremy M. Weinstein. **"Liberal displacement policies attract forced migrants in the global south."** *American Political Science Review* 116, no. 1 (2022): 351-358.
- Salehyan, Idean. **"Conclusion: What academia can contribute to refugee policy."** *Journal of Peace Research* 56, no. 1 (2019): 146-151.

SHORT ASSIGNMENT #1 DUE BY SATURDAY 7/12, 11:59 PM

————— WEEK 2 —————

7/07

Class 3: Drivers of Immigration Cont./Destination

- **Topics Covered:** why do people leave? And where?

- **Academic Readings:**

- Leblang, David and Helms, Benjamin, **"Origins" (Pages 21–49)**, *Ties That Bind: Immigration and the Global Political Economy*. (Cambridge University Press; 2023).
- Leblang, David and Helms, Benjamin, **"Destinations" (Pages 50–80)**, *Ties That Bind: Immigration and the Global Political Economy*. (Cambridge University Press; 2023).
- Schon, Justin. **"Motivation and opportunity for conflict-induced migration: Syrian migration timing." (Intro and Conclusion)**, *Journal of Peace Research* 56, no. 1 (2019): 12-27.

- **Recommended Readings:**

- Leblang, David and Peters, Margaret E., **"Immigration and Globalization (and De-globalization)"**, *Annual Review of Political Science*, Vol. 25. (Annual Reviews; 2022). <https://doi.org/10.1146/annurev-polisci-051120-105059>
- Torpey, John C., **"Everything Changed That Day: Passport Regulations after the Terrorist Attacks of September 11, 2001"**, *The Invention of the Passport: Surveillance, Citizenship and the State*. Cambridge Studies in Law and Society. (Cambridge University Press; 2018).

Class 4: Legal Responses to Migration / International Organizations and Foreign Policy

- **Topics Covered:** Conventions, legal responses to migration, domestic migration control, migration legal regime, UNHCR, IOM, IRC, European Union.
- **Academic Readings:**
 - Abraham, David. "Law and Migration: Constants, Challenges, and Changes." In *Migration Theory*, pp. 306-340. Routledge, 2022.
 - Wong, Tom K., "Immigration Policy in the United States", *The Politics of Immigration: Partisanship, Demographic Change, and American National Identity* (New York, 2017; online edn, Oxford Academic, 19 Jan. 2017).
 - Olay Cheu, Alejandra, "Mexico and the United States of America: Toward Feasible and Mutual Migration Agreements in Light of the 2030 Agenda", *Latin America and the 2030 Agenda for Sustainable Development: Approaches, Actions and Challenges*, eds. G. Delamata & M. Di Virgilio. (Routledge; 2023).
 - Osborn, Catherine, "How Migration Became a U.S. Foreign-Policy Priority", *Foreign Policy* (October 9, 2024).
- **Recommended Readings:**
 - Norman, Kelsey P., and Nicholas R. Micinski. "The European Union's migration management aid: Developing democracies or supporting authoritarianism?." *International Migration*, 61, no. 4 (2023): 57-71.
 - Haller, Liam, and Zeynep Yanaşmayan. 2023. "A Not-so 'Natural' Decision: Impact of Bureaucratic Trajectories on Forced Migrants' Intention and Ability to Naturalise." *Journal of Ethnic and Migration Studies* 50 (8): 1904–22. doi:10.1080/1369183X.2023.2268844.
 - Pearlmann, Wendy. "Culture or Bureaucracy? Challenges in Syrian Refugees' Initial Incorporation in Germany." *The Project on Middle East Political Science*, March 29, 2017. [URL](#)
 - FitzGerald, David Scott, "Stopping the Refugee Boats", *Refuge beyond Reach: How Rich Democracies Repel Asylum Seekers* (New York, 2019; online edn, Oxford Academic, 21 Mar. 2019).
 - Gammeltoft-Hansen, Thomas, and James C. Hathaway. "Non-refoulement in a world of cooperative deterrence." *Colum. J. Transnat'l L.* 53 (2014): 235.
 - Hathaway, James C. "The Evolution of the Refugee Rights Regime." Chapter. In *The Rights of Refugees under International Law (2.3-2.4.5)*, 75–153. Cambridge: Cambridge University Press, 2005.
 - Ogg, Kate. "Protection from 'Refuge': On What Legal Grounds Will a Refugee Be Saved from Camp Life?." *International Journal of Refugee Law* (2016): eew034.
 - Blasingame, Elise N., Christina L. Boyd, Roberto F. Carlos, and Joseph T. Ornstein. "How the Trump Administration's Quota Policy Transformed Immigration Judging." *American Political Science Review* (2023): 1-16.

SHORT ASSIGNMENT #2 DUE BY SATURDAY 7/19, 11:59 PM

WEEK 3

7/14

Class 5: Interest Groups and Immigration Policy / Integration, Belonging, and Anti-Immigrant Sentiment

- **Topics Covered:** Interest groups, economic benefit of immigration policy, labor, integration vs. assimilation, anti-immigrant, radical right populism.
- **Academic Readings:**
 - Brettell, Caroline B., and James F. Hollifield. "Economic Aspects of Migration: Philip Martin." In *Migration Theory*, pp. 130-159. Routledge, 2022.
 - Akkerman, Tjitske, "Comparing Radical Right Parties in Government: Immigration and Integration Policies in Nine Countries (1996-2010)", *The Populist Radical Right: A Reader*, ed. Cas Mudde, (Taylor & Francis, 2016), 493-508.
 - "Immigration Is Surging, with Big Economic Consequences (Podcast Available)." *The Economist*, April 30, 2024. [URL](#)
- **Recommended Readings:**
 - Hainmueller, Jens, and Daniel J. Hopkins. "Public attitudes toward immigration." *Annual Review of Political Science* 17, no. 1 (2014): 225-249.
 - Waters, Mary C., and Tomás R. Jiménez. "Assessing immigrant assimilation: New empirical and theoretical challenges." *Annu. Rev. Sociol.* 31, no. 1 (2005): 105-125.
 - Hopkins, Daniel J., John Sides, and Jack Citrin. "The muted consequences of correct information about immigration." *The Journal of Politics* 81, no. 1 (2019): 315-320.
 - Mutz, Diana C. "Status threat, not economic hardship, explains the 2016 presidential vote." *Proceedings of the National Academy of Sciences* 115, no. 19 (2018): E4330-E4339.
 - de Figueiredo Jr, Rui JP, and Zachary Elkins. "Are patriots bigots? An inquiry into the vices of in-group pride." *American Journal of Political Science* 47, no. 1 (2003): 171-188.

7/16

Class 6: Securitization of Migration Then and Now

- **Topics Covered:** Border controls, externalization, securitization, radical right populism, populist foreign policy.
- **Academic Readings:**
 - FitzGerald, David Scott, "Origins and Limits of Remote Control", *Refuge beyond Reach: How Rich Democracies Repel Asylum Seekers* (New York, 2019; online edn, Oxford Academic, 21 Mar. 2019).

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- Menjivar, Cecilia. **"Immigration law beyond borders: Externalizing and internalizing border controls in an era of securitization."** *Annual Review of Law and Social Science* 10, no. 1 (2014): 353-369.
 - Hammerstadt, Anne, **"The Securitization of Forced Migration"**, in Elena Fiddian-Qasmiyeh, and others (eds), *The Oxford Handbook of Refugee and Forced Migration Studies* (2014; online edn, Oxford Academic, 4 Aug. 2014).
 - **"Border Security - International Organization for Migration."** *International Organization for Migration*. Accessed July, 2024. [URL](#)
 - Meddeb, Hamza, and Fakhreddine Louati. **"Tunisia's Transformation Into a Transit Hub: Illegal Migration and Policy Dilemmas."** *Malcolm H. Kerr Carnegie Middle East Center*, March 27, 2024. [URL](#)
 - Greenhill, Kelly M. **"When Migrants Become Weapons."** *Foreign Affairs*, February 22, 2022. [URL](#)

• **Recommended Readings:**

- Hansen, Randall, **"State Controls: Borders, Refugees, and Citizenship"**, in Elena Fiddian-Qasmiyeh, and others (eds), *The Oxford Handbook of Refugee and Forced Migration Studies* (2014; online edn, Oxford Academic, 4 Aug. 2014).
- Greenhill, Kelly M. **Weapons of Mass Migration: Forced Displacement, Coercion, and Foreign Policy.** Cornell University Press, 2010.
- Weiner, Myron. **"Security, stability, and international migration."** *International Security* 17, no. 3 (1992): 91-126.
- Huysmans, Jef. **"The European Union and the securitization of migration."** *JCMS: Journal of Common Market Studies* 38, no. 5 (2000): 751-777.
- Fakhoury, Tamirace. 2021. **"The External Dimension of EU Migration Policy as Region-Building? Refugee Cooperation as Contentious Politics."** *Journal of Ethnic and Migration Studies* 48 (12): 2908–26.
- Böhmelt, Tobias, Vincenzo Bove, and Enzo Nussio. **"Can terrorism abroad influence migration attitudes at home?."** *American Journal of Political Science* 64, no. 3 (2020): 437-451.

SHORT ASSIGNMENT #3 DUE BY SATURDAY 7/26, 11:59 PM

————— WEEK 4 —————

7/21

Class 7: New Challenges in Migration Research/Looking Forward to Migration Policies

• **Academic Readings:**

- Collier, Paul., and Alexander Betts. **"Rethinking Ethics: The Duty of Rescue"**, *Refuge: Rethinking Refugee Policy in a Changing World*, (New York, 2017; online edn, Oxford Academic, 2017).

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- Hathaway, James C. **"Rights of Solution." Chapter (Only 7.1).** In *The Rights of Refugees under International Law*, 1128–1221. Cambridge: Cambridge University Press, 2021.
 - **"How to Detoxify the Politics of Migration."** *The Economist*, December 20, 2023. [URL](#)

- **Recommended Readings:**

- Hathaway, James C. **"Rights of Solution." (7.1.1-End) Chapter.** In *The Rights of Refugees under International Law*, 1128–1221. Cambridge: Cambridge University Press, 2021.
- Leach, Brittany R. **"At the borders of the body politic: Fetal citizens, pregnant migrants, and reproductive injustices in immigration detention."** *American Political Science Review* 116, no. 1 (2022): 116-130.
- Dancygier, Rafaela, Sirus H. Dehdari, David D. Laitin, Moritz Marbach, and Kåre Vernby. **"Emigration and radical right populism."** *American Journal of Political Science* (2022).
- Lavenex, Sandra. **"The International Refugee Regime and the Liberal International Order: Dialectics of Contestation."** *Global Studies Quarterly* 4, no. 2 (2024): ksae029.

7/23

Class 8: Understanding Migration Policy / Critiquing Migration Policy

- **Academic Readings:**

- Cornelius, Wayne A., and Marc R. Rosenblum. **"Immigration and Politics."** *Annu. Rev. Polit. Sci.* 8, no. 1 (2005): 99-119.
- Salehyan, Idean, and Burcu Savun. **"Strategic Humanitarianism: Host States and Refugee Policy."** *Annual Review of Political Science* 27 (2024).
- Baldwin-Edwards, Martin, Brad K. Blitz, and Heaven Crawley. **"The politics of evidence-based policy in Europe's 'migration crisis'."** *Journal of Ethnic and Migration Studies* 45, no. 12 (2019): 2139-2155.
- Ellermann, Antje. 2021. **"Theorizing Immigration Policy: Veto Points and the Insulation Logics of Policy Arenas."** In *The Comparative Politics of Immigration: Policy Choices in Germany, Canada, Switzerland, and the United States*, Cambridge Studies in Comparative Politics, Cambridge: Cambridge University Press. chapter, 50–83.

- **Recommended Readings:**

- Benton, Meghan Benton, and Colleen Putzel-Kavanaugh. **"Bridging the Gap between the Gig Economy and Migration Policy."** Migration Policy Institute, July 2024. [URL](#)
- Wong, Tom K. 2012. **"287(g) and the Politics of Interior Immigration Control in the United States: Explaining Local Cooperation with Federal Immigration Authorities."** *Journal of Ethnic and Migration Studies* 38 (5): 737–56.
- De Haas, Hein. **"The migration and development pendulum: A critical view on research and policy."** *International Migration* 50, no. 3 (2012): 8-25.

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- Rosenblum, Marc R., and Wayne A. Cornelius, "**Dimensions of Immigration Policy**", in Marc R. Rosenblum, and Daniel J. Tichenor (eds), *Oxford Handbook of the Politics of International Migration*, Oxford Handbooks (2012; online edn, Oxford Academic, 21 Nov. 2012).

WEEK 5

7/28

Class 9: Work on Policy Assessment

7/30

Class 10: Work on Policy Assessment

POLICY CRITIQUE DUE BY WEDNESDAY 7/30, 11:59 PM

FINAL EXAM DUE BY THURSDAY 7/31, 11:59 PM

EXTRA CREDIT DUE BY FRIDAY 8/01, 11:59 PM