

IR/PSC 269/269W: Migration, Economic Change & Conflict

Prof. Bethany Lacina
Wednesday, 2 - 4:40pm
Meliora 206

Or via Zoom: <https://rochester.zoom.us/j/99565585579>

Migration within and between countries is a recurrent source of political controversy in our globalized world. This class will explore such political conflict over both international and internal migration. The primary focus will be on comparing migration politics in more and less industrialized settings.

The requirements for the W sections and non-W sections of this course *are the same*. Any student can choose to be in the W section.

Instructor

Professor Lacina
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Office: Harkness 316
Office hours: Fridays 10-12 or by appointment

Course Materials

You will need the following books. Items marked with a dagger (†) are available electronically through the university library:

1. Boucher, Anna, and Justin Gest. *Crossroads: Comparative Immigration Regimes in a World of Demographic Change*. Cambridge University Press, 2018.
2. Frymer, Paul. *Building an American Empire: The Era of Territorial and Political Expansion*. Princeton University Press, 2017.†
3. Dancygier, Rafaela M. *Immigration and Conflict in Europe*. Cambridge University Press, 2010.†
4. Boustan, Leah Platt. *Competition in the Promised Land: Black Migrants in Northern Cities and Labor Markets*. Princeton University Press, 2017.
5. Wong, Cara. *Boundaries of Obligation in American Politics: Geographic, National, and Racial Communities*. Cambridge University Press, 2010.
6. Bhavnani, Rikhil R. and Bethany Lacina. *Nativism and Economic Integration Across the Developing World: Collision and Accommodation*. Cambridge University Press, 2018.
7. Boone, Catherine. *Property and Political Order in Africa: Land Rights and the Structure of Politics*. Cambridge University Press, 2014.

8. Adida, Claire L. *Immigrant Exclusion and Insecurity in Africa: Coethnic Strangers*. Cambridge University Press, 2014.
9. Hämäläinen, Pekka. *Lakota America: A New History of Indigenous Power*. Yale University Press, 2019.
10. Van Cott, Donna Lee. *From Movements to Parties in Latin America: The Evolution of Ethnic Politics*. Cambridge University Press, 2005.†
11. Grant, Keneshia Nicole. *The Great Migration and the Democratic Party: Black Voters and the Realignment of American Politics in the 20th Century*. Temple University Press, 2020.†
12. De la Garza, Rodolfo O., and Alan S. Yang. *Americanizing Latino Politics, Latinoizing American Politics*. Routledge, 2020.†
13. Dancygier, Rafaela M. *Dilemmas of Inclusion: Muslims in European Politics*. Princeton University Press, 2017.

Class schedule

Jan 12: Introduction to the course

Jan 19: Regulated migration

Boucher, Anna, and Justin Gest. *Crossroads: Comparative Immigration Regimes in a World of Demographic Change*. Cambridge University Press, 2018.

Jan 26: Sponsored migration

Frymer, Paul. *Building an American Empire: The Era of Territorial and Political Expansion*. Princeton University Press, 2017.

Feb 2: Fortress Europe

Dancygier, Rafaela M. *Immigration and Conflict in Europe*. New York: Cambridge University Press, 2010.

Feb 9: Migration within the United States

Boustan, Leah Platt. *Competition in the Promised Land: Black Migrants in Northern Cities and Labor Markets*. Princeton University Press, 2017.

Feb 16: Migration to the United States

Wong, Cara. *Boundaries of Obligation in American Politics: Geographic, National, and Racial Communities*. Cambridge University Press, 2010.

Feb 23: Internal migration and nativism in developing countries

Bhavnani, Rikhil R. and Bethany Lacina. *Nativism and Economic Integration Across the Developing World: Collision and Accommodation*. Cambridge University Press, 2018.

Mar 2: The politics of internal migration in Africa

Boone, Catherine. *Property and Political Order in Africa: Land Rights and the Structure of Politics*. Cambridge University Press, 2014.

Mar 9: The politics of international migration in Africa

Adida, Claire L. *Immigrant Exclusion and Insecurity in Africa: Coethnic Strangers*. Cambridge University Press, 2014.

Mar 16: Spring Break (no class)

Mar 23: Longterm political consequences of migration

Hämäläinen, Pekka. *Lakota America: A New History of Indigenous Power*. Yale University Press, 2019.

Mar 30: How the politics of migration can change

Van Cott, Donna Lee. *From Movements to Parties in Latin America: The Evolution of Ethnic Politics*. Cambridge University Press, 2005.

Apr 6: No class

Apr 13: Political consequences of internal migration in the United States

Grant, Keneshia Nicole. *The Great Migration and the Democratic Party: Black Voters and the Realignment of American Politics in the 20th Century*. Temple University Press, 2020.

Apr 20: Political consequences of international migration in the United States

De la Garza, Rodolfo O., and Alan S. Yang. *Americanizing Latino Politics, Latinoizing American Politics*. Routledge, 2020.

Apr 27: Incorporation versus nativism

Dancygier, Rafaela M. *Dilemmas of Inclusion: Muslims in European Politics*. Princeton University Press, 2017.

Academic honesty

Students and faculty at the University must agree to adhere to high standards of academic honesty in all of the work that we do. As freshmen, students read and sign an academic honesty policy statement to indicate that they understand the general principles upon which our work is based. The College Board on Academic Honesty website gives further information on our policies and procedures: www.rochester.edu/college/honesty.

In this course the following additional requirements are in effect: You are encouraged to discuss course readings and assignments with your fellow students. However, all written work must be done independently and not in collaboration with another.

All cases of plagiarism will be referred to the Academic Honesty Board. To avoid plagiarism, keep the following guidelines in mind. Any text copied verbatim from other sources must appear in quotation marks or as a block quote and the source of the text must be acknowledged. When you are describing someone's arguments or evidence in your own words, use a footnote or in-text citation without quotation marks or block quotes. Do not lightly paraphrase others' writing or copy an existing text and make minor modifications to it. This is unacceptable practice even if you acknowledge the source. Your assignments must demonstrate that you can summarize and synthesize texts in your own words.

Course requirements

The course requirements are:

- Weekly participation grades based on short writing assignments and class attendance (80%)
- A final book review (20%)

Participation grade

This is a seminar course. Student preparation and participation is vital to the success of the course.

There are 13 course sessions after the introductory class. Each of these 13 sessions is equally weighted toward the 80% participation grade for the course. To obtain full credit for participation you must:

1. Submit a short reading response by 2pm on the Tuesday before the class for which the reading is assigned.
2. Attend class.

Weekly reading responses

Each week you will write a short reading response based on one of the following prompts. I will assign you to a specific prompt each week.

Unless you are responding to prompt 12, you should write at least 150 words but no more than 300 words. Be sure to acknowledge all of your sources in order to avoid plagiarism. You may use any citation system provided it fully acknowledges your sources.

1. What is the main question or problem the paper addresses and how was that question answered in previous works?
2. What evidence is new in this book? Does this new evidence substantially improve on existing evidence? Why or why not?
3. What kind of evidence is used in the paper? Who collected the evidence and how did they do this? What methods are used to analyze the evidence?

4. What is the main conclusion of the book and how does that conclusion differ from past work?
5. Write about one thing you think the authors could've done differently and why you believe that change would improve the book.
6. How do you think other researchers working on this topic would respond to this book? What would they criticize or praise and why?
7. Play the devil's advocate. Can you come up with reasons why this book was not ready for publication or should not have been published at all?
8. Write a description of the book in your own words, trying to make it sound as interesting as possible to a general audience.
9. Which time and place and what kind of migration does the book deal with? How does the setting and type of migration compare to other cases we have read?
10. Which other book we have read is most similar to this one? What are the similarities?
11. Which other book we have read is least similar to this one? What are the contrasts?
12. Make a 1 page graphical abstract of the paper following the instructions here: http://www.cell.com/pb/assets/raw/shared/figureguidelines/GA_guide.pdf. You can make your graphic with a computer or by scanning an image created by hand. Email me your graphical abstract as a PDF or image file. For the purposes of this assignment, you can incorporate copyrighted images without attribution. Any borrowed text must include citations.

These prompts were adapted from <https://abetterscientist.wordpress.com/2015/01/16/a-reading-seminar-where-every-student-reads-writes-and-contributes-to-the-discussion-in-class/>

Reading response scores

A full-credit reading response must:

- Provide a thoughtful answer to the entire prompt.
- Accurately characterize the reading as a whole.
- Be 150 to 300 words (prompts #1–11) or comply with all instructions (prompt #12).

Your reading response score serves as that week's participation grade *provided that you attend class*.

Reading response submission and deadlines

Email me your reading response by 2pm on the Tuesday before the meeting dealing with the associated reading.

Reading responses submitted after the deadline but prior to class will be eligible for up to half credit. There is no credit for work submitted after the start of class.

If you need an extension on a reading response due to illness or an emergency, contact me by email. I do not provide extensions based on students' other commitments or assignments.

Attendance and weekly participation grade

Unexcused absences and extreme tardiness will result in no credit for that week of the course even if the student submits a reading response.

In case of quarantine or other extraordinary circumstance, a student can attend class virtually, provided they arrange this with me in advance.

If you need to miss a class because of a religious holiday, school function, funeral, or other extraordinary circumstances please email me in advance of class. If you are too ill to attend class, please email me within 72 hours of the missed meeting. You do not need to provide a note from Student Health Services confirming your illness.

I will give a make-up assignment to a student who contacts me about an absence by following the guidelines above. The student can receive full credit for that week of the class if they complete the make-up assignment and the week's reading response.

A student with two excused absences who needs to miss another class should contact me directly to discuss their situation.

Final assignment

The capstone of the course will be a book review in which you discuss three of the books encountered in seminar. We will discuss the format of the review and the grading rubric in more depth as the semester proceeds. I suggest reading this USC guide to multi-book reviews: <https://libguides.usc.edu/writingguide/bookreview/multiple>. Looking through this page early in the semester will help you to think about what you need to take from each of the books that we read. It may also be useful to consult examples of multi-book reviews, such as these:

- Stewart, Geoffrey C. [Review of three books on the Vietnam War] *The Journal of Asian Studies* 75, no. 3 (2016): 873–77. <http://www.jstor.org/stable/44166330>.
- Ventriss, Curtis. “The Troubling Implications of the Great Divide: The Inequality Crisis in an Era of Economic and Political Uncertainty.” [Two book review] *Public Administration Review* 75, no. 6 (2015): 892–900. <http://www.jstor.org/stable/24757369>.

Your essay should relay all the key arguments in the books. You should also summarize the evidence for those arguments. Most importantly, the review must make an original argument that puts the books in dialogue with each other. For example, a review could:

- Lay out a shared strength or shared limitation of the books
- Contrast the authors' evidence or their interpretations of similar evidence, explaining which of the books is most convincing in this respect
- Combine the arguments or evidence from the books to raise a non-obvious question for future research

The review should be 9 to 11 double-spaced pages in length. Use 12-point font, 1 inch margins, and double-spacing. Use quotation marks and block quotes to avoid plagiarism. If any sources other than the books being reviewed are used, those sources should be properly cited. You may use any format of citations, so long as you are fully acknowledge your sources.

Final assignment submission and deadlines

Email me your book review by 5pm on May 6, 2022.

A review will be marked down a third of a grade (e.g., A to A-) for each 24 hour period between the deadline and when it is turned in. E.g., if a book review is turned in during the first 24 hours after it is due, it is penalized a third of a grade. A final assignment not turned in within a week of the due date will automatically receive a zero.

Final assignment grading rubric

Grade A Answer

- The essay fully presents the key arguments and evidence from three course books.
- The essay makes a convincing, non-obvious argument relating the books to each other.
- Every point in the argument is supported with valid inferences from evidence or logic.
- Ideas are provided in a logical order that makes it easy to follow the author's train of thought.

Grade B Answer

- The essay adequately presents most of the key arguments and evidence from three course books.
- The essay makes a convincing argument relating the books to each other.
- Minor points in the argument are unsupported or supported with invalid inferences from evidence or logic.
- Ideas are provided in a fairly logical order that makes it easy to follow the author's train of thought.

Grade C Answer

- The essay presents arguments and evidence from three course books but mischaracterizes or omits important details.
- The essay makes a somewhat convincing argument relating the books to each other.
- Major points in the argument are unsupported or supported with invalid inferences from evidence or logic.
- A few ideas are not in an expected or logical order, making the essay a little confusing.

Failing Answer

- The essay omits or mischaracterizes most of the arguments and evidence from three course books or deals with less than three course books.
- The essay does not make a convincing argument relating the books to each other.
- Most points in the argument are unsupported or supported with invalid inferences from evidence or logic.
- Many ideas are not in an expected or logical order, making the essay confusing.