

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

Prof. Bethany Lacina

Monday, 2 - 4:40pm

Hylan 305

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 334

Office hours: Thursdays 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. Adida, Claire L. *Immigrant Exclusion and Insecurity in Africa: Coethnic Strangers*. Cambridge University Press, 2014.
2. Bhavnani, Rikhil R. and Bethany Lacina.

8. Onoma, Ato Kwamena. *Anti-Refugee Violence and African Politics*. Cambridge University Press, 2013.†
9. Stoll, David. *El Norte or Bust: How Migration Fever and Microcredit Produced a Financial Crash in a Latin American Town*. Rowman & Littlefield Publishers, 2013.†
10. Tsourapas, Gerasimos. *The Politics of Migration in Modern Egypt: Strategies for Regime Survival in Autocracies*. Cambridge University Press, 2019.†
11. Van Cott, Donna Lee. *From Movements to Parties in Latin America: The Evolution of Ethnic Politics*. Cambridge University Press, 2005.†
12. Wallace, Jeremy L.

Mar 4: Extreme immigration in the Persian Gulf

Gardner, Andrew M. 2010. *City of Strangers: Gulf Migration and the Indian Community in Bahrain*. Cornell University Press, 2010. Open access: <http://www.jstor.org/stable/10.7591/j.ctt7z9b5>.

Mar 11: Spring Break (no class)

Mar 18: Egypt and the politics of emigration

Tsourapas, Gerasimos. *The Politics of Migration in Modern Egypt: Strategies for Regime Survival in Autocracies*. Cambridge University Press, 2019.

Mar 25: International migration and nativism in Africa

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

Apr 1: The politics of internal migration

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

Apr 8: Urbanization, migration, and stability in China

Wallace, Jeremy L. *Cities and Stability: Urbanization, Redistribution, and Regime Survival in China*. Oxford University Press, 2014.

Apr 15: Resource conflict and migration in Africa

Onoma, Ato Kwamena. *Anti-Refugee Violence and African Politics*. Cambridge University Press, 2013.

Apr 22: Indigenous politics in Latin America

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

Apr 29: The Great Migration and white flight in the United States

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

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.

Reading response submission and deadlines

Email me your reading response by 9am on the Monday of the class session 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 will result in no credit for that week of the course even if the student submits a reading response.

Students who arrive between 2:05 and 2:25 will receive a participation grade equal to 50% of their score on that week's reading response. Students will earn a zero for their weekly participation grade if they have not arrived by 2:25.

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 24 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/assignments/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:

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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, 2024.

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.

