

PLSC 120 (CRN 22040)
Global Issues: Immigration in Global Perspective
Eastern Michigan University, Winter 2016
Monday & Wednesday 11:00am-12:15pm in Marshall 117

Professor Laverty (LLaverty@emich.edu)

Office Hours:

- Mondays and Wednesdays 12:30-1:45 in PH 601P
- Tuesdays 10:30-11:00 in PH 601P
- And by appointment at other times

COURSE THEMES AND OBJECTIVES

Why is immigration such a hot topic in the United States and around the world? Who immigrates to the US, and why? How will potential legal reform shape immigration and American identity in years to come? Is the debate in the US unique, or do other countries face similar challenges and controversies with regard to immigration and identity? We will address these, and other questions, in PLSC 120 Global Issues: Immigration in Global Perspective.

The first half of the course focuses on immigration and migration in the US, while the second half of the course explores migration through a broader lens, including the causes and consequences of global labor migration, refugee and asylum issues, human trafficking, and diaspora movements. Throughout the course, we will consider the ways in which contemporary migration influences, and is influenced by, globalization and race, gender, and class relations.

GENERAL EDUCATION STATEMENT

This course counts towards EMU's "Perspectives on Diversity: Global Awareness" general education requirement.

MY CONTACT INFORMATION

I am on campus Monday through Thursday. I encourage you to stop by and introduce yourself and ask questions during my office hours, or to make an appointment if my office hours are not convenient for you. ***Email is a very good way to contact me*** if you have questions outside of class or office hours. I check email frequently and will respond as soon as possible to your question.

Please include your first and last name and the course in your email. Doing this will likely result in a quicker and more helpful response. Generally I do not check email before 8:00am or after 8:00pm, or on weekends or holidays.

Email is a better way to reach me than by phone. If you do call and I'm not there, you can leave a message with our office staff and I will receive it the next time I am in the office. Please do NOT leave me a voice mail.

COURSE COMMUNICATION

I use Canvas to post various documents, assignments, discussion questions, and to provide you with other course-related information throughout the semester. I will also be sending out occasional emails to the entire class using the Emich email system. You are expected to check the class Canvas page and your

Emich email every day. If you are not familiar with the Emich and Canvas systems, please ask for help. ***Please note that I do not accept assignments via email.***

TEXTBOOK & READING ASSIGNMENTS

There is no assigned textbook for this class, but there are required readings. All readings can be accessed via Canvas. If you experience any problems accessing the readings, please let me know right away. You will not do well in this course if you don't have access to the reading material.

GRADES

As a professional student, you are ultimately responsible for your own success. If you are having difficulty, or think that you might have difficulty, it is your responsibility to contact me as soon as possible. I am here to help you, but I can't read your mind. Grades do not come from out of the blue, and I do not just "give" them out; you must earn your grade. I will be very pleased to help you by talking about the material, answering your questions, and providing study suggestions, among other things.

Final grades in this course are based on a 400 point scale and will be assigned according to the scale given below. There is no curve in this class, but I do take into consideration consistent improvements during the semester and I reserve the right to raise final grades where such improvement is shown.

Components of your Final Grade

- 3 Exams = 290 points
- 2 Writing Assignments = 80 points
- Participation and Attendance = 30 points

Grading Scale

Final grades in this course are based on a total of 400 points and will be assigned according to the scale given below.

GRADING SCALE:

A = 372+ points	A- = 360-371 points	
B+ = 348-359 points	B = 332-347 points	B- = 320-331 points
C+ = 308-319 points	C = 292-307 points	C- = 280-291 points
D+ = 268-279 points	D = 252-267 points	D- = 240-251 points
F = 0-239 points		

PARTICIPATION & ATTENDANCE

Participation and attendance matter. You will have frequent opportunities to earn participation points in class. These will not be announced in advance and cannot be made up, if missed. Students who attend class regularly, who prepare for class by doing the assigned readings, and who participate in class discussions and exercises generally perform much better on exams. What's more, active students tend to enjoy class a lot more than those who only show up occasionally, arrive unprepared, and rarely participate.

Showing up is an important part of the game, but it isn't the only thing that matters. When you come to class, plan to participate. **I reserve the right to count as absent and/or dismiss anyone who arrives late or leaves early, sleeps during class, engages in non-course-related work or discussion, or disrupts the classroom environment.** This includes texting, cell phone use, surfing the web, playing online games, reading your email, checking facebook or other social media, etc. These types of activities are a distraction to you, to me, and to your fellow students.

WRITING ASSIGNMENTS

There are two current events writing assignments this semester, focusing on the migration and refugee crisis in Europe and the Middle East and on the contemporary politics and policy regarding immigration to the United States. Additional details on assignments will be available in class.

EXAMS

There will be three exams in this course. Exams will be a mix of multiple choice, short answer, and essay questions. Some portions of the exams may be take-home. Questions will be drawn from the assigned readings, lecture, discussions, and current events. The final exam may include a comprehensive section covering material discussed throughout the course.

If you arrive late to an exam, you will only be admitted if none of your classmates have already turned in their exams. Students who begin an exam late will not be granted additional time beyond the end of the regular exam period.

MAKE-UP EXAM POLICY

Students who must miss an exam for any reason and who wish to take a make-up are required to inform me BEFORE the exam is given. Students who do not make arrangements with me BEFORE the exam is given may be expected to have proof that they were immobilized in a body cast, with no friends or family nearby who could have called or emailed me. Except in such truly extraordinary circumstances, you will not be able to take a make-up if you do not let me know ahead of time.

ALL MAKE-UP EXAMS WILL BE ESSAY FORMAT. I reserve the right to ask different questions on make-up exams.

Additionally, if take-home exams are given, the “late assignments” policy listed below will apply to those exams.

LATE ASSIGNMENTS

Late assignments will be penalized by 10 points per class day and will not be accepted for any credit after graded assignments have been handed back in class. If take-home exams are given, this policy also covers the take-home portion of exams.

QUALITY EXPECTATIONS

I expect college-level work. Among other things this means you need to type, proof-read, and spell check your work, and turn it in on time in an appropriate format. Assignments that fail to meet these criteria will be returned to you ungraded, and will be considered late until these problems are rectified and the assignment is turned in again. ***It is your responsibility to turn in computer-printed, stapled, hard copies of all assignments on time. Hand-written or emailed assignments will not be accepted. Assignments handed in after I collect them in class may be considered late.***

COURSE EXPECTATIONS

In general, here is what I expect of you.

- **Plan to participate.** Take an active role in your own education. That's the point of being here, right?
- **When you are in class, focus on this class.** There is no point in you physically going to class if you do not intend to be there mentally, too.
- **Ask for help.** If you have questions or need help, ask! In addition to your professors, there are many free support services available on campus.

- **Get to know your classmates.** Help each other when possible and appropriate. This is a valuable part of the college experience.
- **Turn in college-level work.** See the statement about “QUALITY EXPECTATIONS” in this syllabus. Turn in your final draft, not your first draft!
- **Take academic integrity seriously.** In a nutshell, don’t cheat. You’ll probably get caught. See section on “ACADEMIC INTEGRITY” in this syllabus. Even if you don’t get caught, you will be short-changing yourself. I take this very seriously and I hope you do, too.
- **Be courteous.** Especially in the realm of politics, people often hold very different opinions. You do not have to agree, but you must treat others with respect. Collegiality is expected and incivility will not be tolerated.
- **If you use a laptop, phone, or other mobile device during class,** it is expected that you will be using it for purposes directly related to the class period (like taking lecture notes). Students who choose to use laptops, phones, or mobile devices for other reasons during class time may be asked to turn them off and/or to cease bringing them to class. Failure to abide by any such request may result in a referral to the Office of Student Conduct and Community Standards.
- **Students who persistently disrupt class** will be asked to leave and may be referred to the Office of Student Conduct and Community Standards for disciplinary action.

In general, here is what you can expect of me and of this class.

- **Expect me to be even-handed.** Of course I have my own political views, which I will share from time to time. I may also play devil’s advocate and espouse other points of view. I will provide you with a wide range of readings, including some that challenge conventional wisdom and some with which you may strongly disagree. However, *I do not grade or otherwise evaluate students on the basis of ideology.* It is not my job to teach you to mimic my ideas, views, and values; it is my job to help you acquire the tools and background knowledge with which you can develop your own political identity and understand other people’s views.
- **Expect me to answer your emails promptly.** I check email on a regular basis and will answer you as soon as possible. Please include your first and last name, and the course, in your email so that I can identify you and answer more quickly. Please also keep in mind that I teach other classes, have meetings, eat, sleep, commute, etc., too. (Just like you!) If you don’t get an immediate answer, it is probably for one of those reasons. I don’t usually check email between 8pm and 8am, or on weekends or holidays.
- **Expect courteous and professional treatment from me and from your classmates.** If there are any issues that you are concerned about, or anything that makes learning difficult for you in this class, I strongly encourage you to talk with me privately, either during office hours or via email.
- **Expect me to work with you in a reasonable manner regarding learning disabilities, religious observation, extended illnesses, and other true emergency situations..** If these issues impact you, please let me know as soon as possible. I may require documentation such as a letter from the EMU Students with Disabilities Office or the EMU Office of the Ombudsman, but in general, I will make every effort to work with you to construct a positive and effective learning experience in this class.
- **If you have questions about course material,** please contact me directly at LLaverty@emich.edu

ACADEMIC INTEGRITY

Cheating and plagiarism are unacceptable breaches of the trust that is crucial to the creation of a learning environment. At a minimum, any student found to have committed an act of academic dishonesty will receive a grade of zero on the assignment or exam in question. Students may also receive a failing grade for the entire course, as well as possible disciplinary action from the University. Please consult the [EMU Student Conduct Code](#) for definitions of academic dishonesty, as well as procedures and punishments. You are also welcome to talk to me if you are in doubt about what constitutes academic dishonesty.

REGRADE POLICY

It is natural that two people may have occasional differences of opinion about assignment grades. In the case that this occurs in this course, I will be happy to discuss the assignment in question. The following guidelines for discussing grades have been developed to ensure that such a discussion is productive for the student and the instructor.

- I am always happy to explain any comments that I have written on a student's paper or exam. I am also happy to help students understand why they earned the grade they did, and how they might do better on similar assignments in the future.
- Students who feel that the grade recorded on their assignment is incorrect should contact me to discuss their concerns. I might ask the student to provide the assignment in question *AND* a written summary of exactly what they think they did not receive credit for, as well as why they think they should have. Students should include a reference to any material (textbook pages, lecture notes, etc.) that supports their argument.
- If students have concerns about their grades or comments on their assignments, they are expected to bring this to my attention promptly. I will not entertain requests for re-grades more than one month after the assignment was returned.
- A federal law called "Family Education Rights and Privacy Act" (FERPA) prohibits me from sharing information about any student's grades with other students or with friends and family members, without the written consent of the student in question. In other words, please don't have mom & dad email me about your grade!

HELPFUL EMU OFFICES AND LINKS

Here are several useful links to campus resources. Most of these are available to you both on the physical campus and on our virtual (online) campus. Please take advantage of them.

Help with course material, class projects, and assignments:

- **Professor Laverty's email address:** LLaverty@emich.edu
- The **Halle Library** website: <http://www.emich.edu/halle/>
- The **Holman Success Center** (tutoring and other study help) website: <http://www.emich.edu/hsc/>
- The website for the **Academic Projects Center** (helpful for writing papers and working on assignments): <http://www.emich.edu/apc/> *They are open for DROP-IN visits from 11am-5pm on Mondays-Thursdays, in Halle Library Room 116.*
- The website for the **University Writing Center** (help with writing papers): <http://www.emich.edu/uwc/> *Check out their new satellite location in Pray-Harrold Room 211, as well as Halle Library Room 115*

Help with student conduct expectations, health and disability issues, or EMU policy:

- Eastern Michigan University's **Office of Student Conduct and Community Standards** and **Student Conduct Code:** <http://www.emich.edu/studentconduct/index.html>
- Information about **University Health Services**, including **Snow Health Center and Counseling and Psychological Services (CAPS):** <http://www.emich.edu/uhs/>
- Eastern Michigan University's **Disability Resource Center:** <http://www.emich.edu/drc/>
- Eastern Michigan University's **Office of the Ombudsman:** <http://www.emich.edu/ombuds/>

STUDENT AND EXCHANGE VISITOR STATEMENT (SEVIS)

“The Student Exchange Visitor Information System (SEVIS) requires F and J students to report the following to the Office of International Students 244 EMU Student Center within ten (10) days of the event:

- Changes in your name, local address, major field of study, or source of funding;
- Changes in your degree-completion date;
- Changes in your degree-level (ex Bachelors to Masters)
- Intent to transfer to another school.

Prior permission from OIS is needed for the following:

- Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours;
- Employment on or off-campus;
- Registering for more than one ONLINE course per term (F visa only)
- Endorsing I-20 or DS-2019 for re-entry into the USA.

Failure to report may result in the termination of your SEVIS record and even arrest and deportation. If you have questions or concerns, contact the Office of International Students at 734.487.3116, not the course instructor.”

COURSE SCHEDULE

Please consult this schedule regularly for reading and other assignments. We will follow this schedule as closely as possible, but some changes may occur. Any changes will be announced in class and/or via Canvas.

Week	Topic	Reading Assignments
Week One 1/6	Introduction: Global Migration	Syllabus Finnegan, W. (2006, December 11). New in Town. <i>The New Yorker</i> . Retrieved from http://www.newyorker.com/archive/2006/12/11/061211fa_fact_finnegan
Week Two 1/11 & 1/13	Who Migrates, and Why?	Portes, A., & Rumbaut, R. (2006). <i>Immigrant America</i> (3rd ed.). Berkeley, California: University of California Press. – ch 1 Nine Stories Bernstein, N. (2009, September 30). Immigration Stories, From Shadows to Spotlight. <i>The New York Times</i> . Retrieved from http://www.nytimes.com/2009/09/30/nyregion/30chinese.html Portes, A., & Rumbaut, R. (2006). <i>Immigrant America</i> (3rd ed.). Berkeley, California: University of California Press. – ch. 2 Who They Are and Why They Come Wilkerson, I. (2011). <i>The warmth of other suns: the epic story of America’s great migration</i> . New York: Vintage Books. pp. 1-18

<p>Week Three 1/20</p> <p>No Class on 1/18 (Martin Luther King, Jr. Day)</p>	<p>Historical Perspectives on American Immigration</p>	<p>Reimers, D. (2012). Explaining Migration Policy: Historical Perspectives. In M. Rosenblum & D. Tichenor (Eds.), <i>The Oxford Handbook of The Politics of International Migration</i> (pp. 274–300). New York: Oxford University Press.</p> <p>Naturalization Act of 1790</p> <p>The Asiatic Exclusion League</p> <p>Guerin Gonzales, C. Mexicans, Go Home!. In C. Guerin Gonzales, <i>Mexican Workers and American Dreams</i> (pp. 77-94). New Brunswick, New Jersey: Rutgers University Press.</p>
<p>Week Four 1/25 & 1/27</p>	<p>Immigration to the US after 1965</p> <p>Case Studies: Mexico and Haiti</p>	<p>Camarillo, A. (2007). Mexico. In M. Waters & R. Ueda (Eds.), <i>The New Americans: A Guide to Immigration Since 1965</i> (pp. 504-517). Cambridge, Massachusetts: Harvard University Press.</p> <p>Konczal, L. and Stepick, A. (2007). Haiti. In M. Waters & R. Ueda (Eds.), <i>The New Americans: A Guide to Immigration Since 1965</i> (pp. 445-458). Cambridge, Massachusetts: Harvard University Press.</p>
<p>Week Five 2/1 & 2/3</p>	<p>Case Studies: The Philippines and China</p>	<p>Ceniza Choy, C. (2007). The Philippines. In M. Waters & R. Ueda (Eds.), <i>The New Americans: A Guide to Immigration Since 1965</i> (pp. 491-503). Cambridge, Massachusetts: Harvard University Press.</p> <p>Yin, X. (2007). China. In M. Waters & R. Ueda (Eds.), <i>The New Americans: A Guide to Immigration Since 1965</i> (pp. 556-569). Cambridge, Massachusetts: Harvard University Press.</p>
<p>Week Six 2/8 & 2/10</p>	<p>Contemporary Issues in American Immigration Policy</p>	<p>Genoways, T. (2013, February). This Land is Not Your Land: Deciding Who Belongs in America. <i>Harper's</i>, 326(1953), 33–41.</p> <p>Stock, M. (2012). Is Birthright Citizenship Good for America? <i>Cato Journal</i>, Vol. 32, No. 1</p> <p>Anderson, S. (2012). America's Incoherent Immigration System. <i>Cato Journal</i>, Vol. 32, No. 1</p> <p>Additional readings TBA</p>
<p>Week Seven 2/15 & 2/17</p>	<p>Exam #1 on Monday</p> <p>Culture, Identity, and Assimilation</p>	<p>Thernstrom. (2006). Rediscovering the Melting Pot. In T. Jacoby (Ed.), <i>Reinventing the Melting Pot: The New Immigrants and What it Means to be American</i> (pp. 46–59). New York: Basic Books.</p> <p>Kurtz, S. (2013, May 20). Acculturation Without Assimilation. <i>National Review Online</i>. Retrieved from https://www.nationalreview.com/nrd/articles/347184/acculturation-without-assimilation</p> <p>Additional readings TBA</p>

Week Eight 2/22 & 2/24	No Classes – Winter Recess	No Classes – Winter Recess
Week Nine 2/29 & 3/2	Migration Issues in Europe Writing Assignment #1 due Wednesday	Glazer, S. (2010). Europe's Immigration Turmoil. <i>CQ Global Researcher by CQ Press</i> , 4(12), 289–320. Law Library of Congress (2012). Citizenship Based on Birth in Country. Retrieved from http://www.loc.gov/law/help/citizenship-birth-country/citizenship-birth-country.pdf Der Spiegel (2012). The New Germans: Immigrant Children's Complicated Search for Identity. Retrieved from http://www.spiegel.de/international/germany/the-new-germans-three-children-of-immigrants-share-their-stories-a-858563-druck.html Additional Readings TBA
Week Ten 3/7 & 3/9	Case Studies: France and Britain	Schain, Politics of Immigration in France Burqas and Banlieues: Disguising France's integration problems. (2010, July 26). <i>Escaping Durkadurkistan</i> . Retrieved from http://durkadurkistan.wordpress.com/2010/07/26/burqas-and-banlieues-disguising-frances-integration-problems/ Schain, Politics of Immigration in Britain Additional Readings TBA
Week Eleven 3/14 & 3/16	Case Study: Germany Migration Issues in Australia	The Age of Migration Case Study 11.1: Germany and Australia. http://www.age-of-migration.com/na/casestudies/11.1.pdf Der Spiegel (2015). Dark Germany, Bright Germany. Retrieved from http://www.spiegel.de/international/germany/spiegel-cover-story-the-new-germany-a-1050406.html
Week Twelve 3/21 & 3/23 3/23 is the last day for withdrawal from an individual course	Migration Issues in Australia Exam #2 on Wednesday	Spindler, W. (2007). Between the Devil and the Deep Blue Sea. <i>Refugees Magazine</i> , 148(4), 16-21. Additional Reading TBA
Week Thirteen 3/28 & 3/30	Migration Issues in Asia & Labor Migration Case Studies: The Philippines and Singapore	Asis Scalabrini, M. (2006, January). The Philippines' Culture of Migration. <i>The Migration Information Source</i> . Retrieved June 21, 2013, from http://www.migrationinformation.org/Profiles/display.cfm?ID=364 The Age of Migration Case Study 6.1: Foreign Maids in Singapore http://www.age-of-migration.com/na/casestudies/6.1.pdf The Age of Migration Case Study 6.4: Dilemmas for an Emigration Country (Philippines) http://www.age-of-migration.com/na/casestudies/6.4.pdf Additional Reading TBA

<p>Week Fourteen 4/4 & 4/6</p>	<p>Refugees, Asylum, and International Law</p> <p>Writing Assignment #2 due Monday</p>	<p>Felton, J. (2009). "Aiding Refugees." <i>CQ Global Researcher</i> 3:3 59-90.</p> <p>Crane, C. (2012, April 16). Climate Refugees. <i>Science World</i>, 68(12-13), 22–25.</p> <p>Lundgren, K. (2013, January). International Protection for a Newly Surfacing Refugee Community. <i>The Migration Information Source</i>. Retrieved June 21, 2013, from http://www.migrationinformation.org/Feature/display.cfm?ID=928</p> <p>Ma, L. (2012, September 25). From Botswana to Chicago, Refugees Fight Stigma - 561-from-botswana-to-chicago-refugees-fight-stigma-. <i>Inside Story</i>. Retrieved from http://www.aidschicago.org/inside-story/561-from-botswana-to-chicago-refugees-fight-stigma-?format=pdf</p> <p>Additional Readings TBA</p>
<p>Week Fifteen 4/11 & 4/13</p>	<p>Human Trafficking as a Migration issue</p>	<p>Kiener, Robert. (2012). "Human Trafficking and Slavery." <i>CQ Global Researcher by CQ Press</i> 6.20: 473–496.</p> <p>United States Department Of State. (July 2012). Fact Sheet: What Is Trafficking in Persons? <i>U.S. Department of State</i>. Retrieved from http://www.state.gov/j/tip/rls/fs/2012/194732.htm</p> <p>Huckerby, J. (2007). The United States of America. In <i>Collateral Damage: The Impact of Anti-Trafficking Measures on Human Rights around the World</i> (pp. 230–256). Bangkok, Thailand: Global Alliance Against Trafficking in Women.</p>
<p>Week Sixteen 4/18</p>	<p>Migration in Global Perspective</p>	<p>TBA</p>
<p>Final Exam: Your final exam is scheduled for MONDAY, APRIL 25TH AT 9:30AM in our regular classroom. BE ON TIME.</p>		