This course will investigate the issues raised by migratory flows in various parts of the world including Europe, North and South America, Africa and the Middle East. The course starts off with an historical overview of the migratory flows and the various theoretical approaches explaining the structural causes of migration. Following the conceptual and analytical introduction, the course will move on to examine the ramifications of migration with regards to the migrants, sending and receiving countries. As to the consequences for the migrants themselves, we will discuss the formation of diasporic identities, cultural transformation of the individuals and the new modes of belonging, which exceed the national citizenship model. The migrants’ contribution to their home country is a crucial factor in the development of the sending countries; we will discuss different examples as to how the sending countries benefit from and organize their relationship with their citizens abroad. The reception and the incorporation of the migrants in the host countries vary greatly depending on the relevant country’s traditions and its historical relations with the migrants’ home countries. The course will familiarize the students with various examples of the ways in which the host states manage the migrants, investigating the emerging issues of production of illegality, anti-immigrant hostility, discrimination and racism against the immigrant Other.

**Course objectives**

This course has four major objectives:

I. **Critical reading skills**: Every student is expected to take Reading Notes. They will also serve as discussion template for the class discussion. The purpose of this assignment is to strengthen upper-level reading skills, which include: analyzing a text; determining the author’s thesis statement; evaluating evidence; summarizing information succinctly; connecting arguments from preceding weeks; critiquing and assessing the significance of a given work.

II. **Basic understanding of the relevance and use of comparative methodology**: Students will be required to undertake cross-sectional comparisons across the various locations discussed in this course mentioned above to probe the limits of explanations based on single-nation research.

III. **Public debating and reasoning skills**: Students will be required to participate actively in every class session. Through group and class discussions students will develop their abilities to think actively in conversation, to resent clear arguments, and to hold civil and intellectually-
grounded debate. The quality of a student’s participation in class will be assessed on a daily basis.

IV. Applied knowledge about theoretical, conceptual and empirical issues to contemporary transnational migration: students will be evaluated through three essay assignments about their understanding of the topics discussed: two critical response papers and the final paper. In different essays students will be expected to: i) demonstrate factual knowledge, ii) construct persuasive arguments based on the course readings, iii) write clear and polished prose, iv) compare different debates, controversies, or understandings of immigration, citizenship, culture and identity.

Course requirements and grading

Attendance and participation (20 pts.): This class consists of group work, class discussions and lecture. You are expected to be present in class and participate daily in the group work and discussions and to take notes carefully during all activities. Students will be expected to come to class prepared to discuss and reflect upon the readings assigned that week. As a result, active participation in the lectures, posing questions, offering opinions, engaging in dialogue and debate is a crucial component of the course. Students will therefore be marked on the level of engagement in the lectures throughout the semester. Overall, this is what I will look for in participation:

(a) Attendance and professional classroom demeanor. You must attend class to participate. Students with habitual attendance problems cannot expect to receive a favorable participation mark. Your grade will be lowered by one letter if you have more than three unexcused absences. Excessive absences will result in further grade penalties and may include removal from the course roll. Additionally, students will be expected to conduct themselves with professionalism. This means arriving on time, and focusing on course activities (i.e., no cell phones, texting, browsing on your laptop, etc.).

(b) Contributions to class lectures, discussions. I will look for contributions that demonstrate you are engaged with others’ arguments in class and that you have completed the assigned readings by analyzing the issues covered critically. I will frequently put you into small discussion groups in which I will expect the same level of participation as in class discussions.

(c) Short quizzes. From time to time, I may ask students to complete short quizzes designed to evaluate students’ comprehension of readings. Your performance on these quizzes will be factored into your overall participation grade.

Presentation (20 pts.): All students are required to serve as facilitators once over the course of the semester. Two facilitators will work together to lead a discussion based in the assigned readings. In doing so, the students will be responsible for providing a brief introduction to the day’s readings, in which they highlight main arguments, address the discussion questions posted by me on the course site, suggest the relevance of these
arguments to other materials we’ve considered in class, and outline other possible directions for class discussion.

**Critical response paper (15 pts. each):** You will be asked to write 2 critical response essays to a set of readings of your choice. Each paper must cover at least 3 authors and should do more than summarize. You are expected to be able to: i) compare the key features of the arguments, ii) engage in thoughtful analysis that ties the pieces to a well formulated argument of your own, iii) convey the depth of your understanding of the material, and iv) organize your ideas clearly without unnecessary stylistic errors. The essay will be 3-4 double spaced pages, written in Times New Roman, 12-pts. You should submit the first response paper by the end of September and the second by the end of October. Late papers are not accepted. Papers should be uploaded on OAKS.

**Final paper (30 pts):** In your final paper for this course – 7/8 double spaced pages, Times new Roman, 12-pts—you will choose any topic covered in this course (e.g. formation of diasporic identities; contribution of remittances to the sending countries; anti-immigrant hostility; border controls) and analyze it by comparing at least two countries or regions of your choice. You should use 10 scholarly resources (journal articles, books), 8 of which should be other than the course material. Final papers are due on last day of class. You should bring in a hard copy to the class and also upload a digital copy on OAKS.

**Academic Honesty**
When you enrolled in the College of Charleston, you signed an Honor Code. I expect that you will abide by that Code. I have zero tolerance for academic dishonesty. I reserve the right to prosecute to the fullest any act of academic dishonesty, that is, plagiarism and/or cheating, etc., by reporting it to the Honor Board. Students should be aware of the College’s policies on plagiarism as published in the Student Handbook. If you are unfamiliar with the College’s plagiarism policy please consult your student handbook.

**Students with special circumstances**
The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/ SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me at least one week before any accommodation is needed.

**Grading scheme:**

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<th>Points</th>
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<td>A</td>
<td>93-100</td>
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<tr>
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COURSE SCHEDULE

Week 1: Introduction

08/26 Overview of the syllabus


Week 2 Overview of migratory flows

08/31 Film Screening: The Black Atlantic episode 1.


Week 3: Theoretical approaches


Week 4: Diaspora, culture and identity


**Week 5: Transnational citizenship**

09/23 Ruud Koopmans et al. (2005) *Contested Citizenship.* University of Minnesota Press. (Read Ch. 3 Migrants between Transnationalism and National Citizenship)

09/25 Class Discussion

**Week 6: Migrants’ contribution to their home country**
09/28 Devesh Kapoor (2010) *Diaspora, Development and Democracy.* Princeton University Press. (Read Ch. 4 Economic Effects)


10/02 Class discussion

**Week 7: Migrants and host states I**


**Week 8: Migrants and host states II**


10/16 Film screening: Caché

**Week 9: Immigration control, deportations and racialization I**
10/19 Fall break--no class


**Week 10: Immigration control, deportations and racialization II**


10/30 Film screening--Biutiful

**Week 11: Xenophobia and anti-immigrant hostility I**


11/6 Class discussion

**Week 12: Xenophobia and anti-immigrant hostility II**


11/13 Class discussion

**Week 13: South-South migrations**


11/20 Class discussion

**Week 14: Thanksgiving week**

11/23 Wrap up and discussion
11/25 Thanksgiving holiday
11/27 Thanksgiving holiday

**Week 15: Discussion and presentations**

11/30 Final paper presentations

12/2 Final paper presentations

12/4 Final paper presentations

**Week 16: Final papers**

12/7 Final papers due in class