Course Description

Subjects of migration and the scale of it vary in time and space. While migration is sometimes explored as the movement of people it could also be analyzed and perceived as transfer of knowledge, goods, capital and networks across borders. The course will provide students with insight and tools to analyze migration in 20th and 21st centuries, focusing on the major migration waves that have involved the USA.

Demographic, economic, social, political and religious causes of migration will be addressed through the analysis of specific case studies, which will contribute to provide the students with a map of the most significant movements of people and their aftermaths in the decades to follow.

Students will be accompanied by the instructor and different guest speakers to gain the knowledge to answer to questions, such as "what are the definitions of migration? What is the role of states in defining and managing migration? Does it complement, compete with, subvert and/or foreshadow ethnic, national, religious, class and gender identities? What are the most vulnerable migrant groups? How do practices of migration cohabit with the state? What are the references in migration studies to concepts such as multiculturalism, toleration, diversity, collective rights, alienation and difference?"

Learning Objectives

By completing this course, students will:

- Assess and evaluate the importance of migration issues in a globalized world and against a background of labor markets, conflicts and disasters, and how these circumstances affect migration ebbs and flows.
- Contextualize and analyze migration within specific regions (Africa, Asia, Europe, Latin America and North America), as well as governance of migration issues in the region with particular emphasis on the host countries.
- Articulate the political and economic contexts of migration while keeping in mind historical ruptures and continuities.
- Interpret migration from interdisciplinary perspectives that include Environmental Studies, Economics, Political Science and International Relations.

Course Prerequisites

Students should have completed a course in either International Relations, Political Science, or Social Sciences.

Methods of Instruction

Among other techniques, the methodology used throughout this course will include: teacher presentations with student-teacher dialogue and discussion; active discussion in which students will be expected to participate in round tables with their fellows about specific case studies; oral presentations; video analysis. Students will also attend site visits, meetings, skype conferences and guest lectures. They are expected to take copious notes of readings, lectures and out-of-class activities to be potentially used for course submissions. Rules for citation and referencing apply.

Assessment and Final Grade
### Course Requirements

#### Case Studies

Each student is required to participate in a prepared debate on the role of politics in religion, based on selected case studies. The individual debates will be in groups each given a topic. Grading will be based on knowledge and preparation demonstrated in the in-class debate.

#### Presentation

Students will be required to deliver a presentation during the course. Each presentation should be about 10 minutes and it should show a good understanding of a selected topic and the ability to put it in perspective. The topic should be presented in a concise yet comprehensive manner.

#### Midterm Exam

The midterm exam will consist of short answer/paragraph questions to measure the students’ progress halfway through the course.

#### Final Paper

A 2000 word discussion paper will be required. This paper will cover a specific topic and needs to show a solid understanding of and reflection on the topic assigned. The topic cannot be the same as the presentation topic and it will be assigned to the students on the basis of their main interest. The final will be presented during the last class, in the form of round table.

#### Participation

Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

#### Technology Requirements

Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

#### Attendance

**Expectations:** In an asynchronous online learning format, attendance takes the form of active student engagement:

- in instructional activities, course content, course tools
- with the course instructor, other students, and
- by timely completion of all assessments.
“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement.

Academically related activities include, but are not limited to:

- submitting an academic assignment;
- taking an exam or quiz;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters, designed by the instructor; or
- initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

- logging into an online class without active participation
- contributing to or engaging in the CIEE Orientation or Community Course(s)

**First Week of Class:** Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.

**Duration of Course:** Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director.

CIEE instructors / staff will monitor student engagement on a weekly basis.

The weekly schedule below outlines due dates for asynchronous learning activities for this course.

*N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum.*

**Weekly Schedule**

**Week 1**

**Class: 1.1 Introduction / Migration as Natural Human Phenomenon**

Students will be presented the course and instructed on how to access all the related materials on Canvas.

The second part of the class will be dedicated to a general introduction on the anthropological aspects of migration, with special reference to major ancient migration waves.


**Class: 1.2 Why do People Move? The Many Causes of Migration**

**Week 2**
The different uses of migration will be presented to the students, along with the most recent statistics of the phenomenon.

**Readings:** UN The International Migration Report, EU Annual Report on Migration and Asylum, Oxford Academics, Migration Studies

Class: 2.1 The Major Migration waves of the 20th Century: Italians, Irish, Jews

Students will be confronted with some examples of major migration waves in the past two centuries, in order to analyze the impact that such movements have had both on the new and the old countries.

**Due date for Oral presentation**

**Readings:** Irial Glynn, *Emigration Across the Atlantic: Irish, Italians and Swedes compared*, 1800–1950, Stroum Center for Jewish Studies – University of Washington

Class: 2.2 Search for Food: Visit to the NGO & Guest Lecture
Students will visit an NGO and will interact with a guest speaker, in order to discover the most important actions taken by the NGO to contrast migration depending on agriculture and food poverty.

Previous readings will be assigned to the students to prepare the visit.

**Week 3**

**Class: 3.1 Searching for Freedom: the Political Asylum & the Dublin Convention**

Thousands of people migrate due to the lack of freedom and respect of human rights in their mother countries, and seek for protection elsewhere, by virtue of international treaties, which should grant them those rights they have been denied. During this class specific case studies will be at the center of round tables, along with the outlines of the most relevant legislation.

**Due date for Oral presentation**

**Readings:** Regulation (Eu) No 604/2013 Of The European Parliament And Of The Council Of 26 June 2013 (Current Dublin Regulation), Un Convention And Protocol Relating To The Status Of Refugee

**Class: 3.2 Political Refugees: Visit to the NGO Supporting Asylum Seekers**

A visit to their premises will give the students the opportunity to see firsthand the issues this category of migrants must face.

**Class: 3.3 Migrants in our Vision**

This class will be dedicated to reviewing media discourses, representations, and the ‘Othering’ of migrants through journalism, broadcasting, literature, film, and the arts.

The **Midterm Exam** will be held during the second part of the class.

**Week 4**

**Class: 4.1 Searching for Peace: War as a Cause of Migration**

Recent wars in Middle East have forced families and individuals to flee their homes and begin dangerous trips to protect their lives. Students will analyze the general elements of war migration through specific case studies, which will be the topic of round tables.


**Class: 4.2 Searching for Job: Employment Perspectives for Migrants**

The students will visit a NGO, where such programs are implemented, to discuss challenges and the involvement of the civil society.

**Week 5**

**Class: 5.1 Searching for a Career: Highly Educated Migrants**

Research and better career perspectives are another drive for highly educated people to leave their countries and study or work abroad. While this kind of migration is not comparable to the ones mentioned above, it created communities where integration and adaptation can be a challenge as well. Students will analyze this phenomenon with the help of expats as guest speakers.

**Due date for Oral presentation**

**Class: 5.2 Immigration & Emigration: The Migration Services in Context**

Most countries and major cities are impacted by immigration and/or emigration. Students will visit relevant institutions in the host environment to know more into details how a local public administration deals with the presence of migrant citizens, and how the local authorities respond to the consequences of emigration.

**Week 6**
Class: 6.1 USA & Current Migration Policies

This class will be dedicated to an overview of the most recent migration policies put into action in the USA and to their consequences in terms of social cohesion.

**Due date for Oral presentation**

Class: 6.2 Final Paper Presentations & Round Table

The last class will be dedicated to the presentation of the Final Paper assigned to the students by area of interest, in the form of a round table, in which all the aspects of the treated topics will be addressed.

**Course Materials**

**Readings**


Dominguez, R. Rietig, V. Migrants deported from the United States and Mexico to the Northern Triangle. 2015.

