



**Course Code: POL3612**

**Course Name: International Migration**

## SYLLABUS<sup>1</sup>

<b>Instructor</b>	: <b>Asst. Prof. Damla Aksel</b>
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### Course Information

Period	: Fall 2022-2023
Time	: Friday 12:30-15:20
Course Credit / ECTS	: 3/6
Classroom	: B201
Mode of Delivery:	: Hybrid
Course type	: Departmental Elective
Course ECTS Page Link	:

### Prerequisite (If Available)

No prerequisites.

### Course Objectives

"International migration is an inherently political phenomenon, in that it entails not merely physical relocation but a change of jurisdiction from one state to another and eventually also a change of membership from one community to another."

As Aristide Zolberg puts it, international migration is a political phenomenon, exposing sovereign states with one another and with individuals. Although the topic has taken little interest within the policymaking and academic scholarship in the past, since the 1970s it has been entering the agenda of many (and especially developed) states and societies. In our current age, the international migration is becoming every day more political and more politicized.

The aim of this course is to offer students the opportunity to familiarize and engage with the debates, theories and research on the political aspect of different migratory movements and post-migratory processes. To be able to grasp different types of movements and their political repercussions, the course is divided under three main subsections of migrants, refugees and diasporas. The course also aims at improving the written and oral communication skills of the students, as well as analytical reasoning and creativity. The course requirements include tasks that bring together students' own reasoning with creative work, such as "Pecha Kucha Migration News" and "BAU Migration Story Podcast".

<sup>1</sup> It is essential that the syllabus announced at the beginning of the term is not changed except when necessary. When a requirement occurs, the syllabus can be changed by the instructor of the course by notifying this situation in writing or verbally beforehand. It is students' responsibility to follow the current syllabus.

## Course Learning Outcomes

At the end of the course, you will be able to;

1. Evaluate the political dimensions of international migration;
2. Gain knowledge about migration and asylum movements in history and in the current period;
3. Make sense of the relationship between social processes that cause and are created by migration;
4. Comprehend legal and institutional processes of different types of migration;
5. Evaluate the migration processes in Turkey in the context of its global position, together with its causes and consequences.

## Contribution of the Course to the Program (No effect – 5)

1. Grasp basic theoretical and conceptual knowledge about the field and relations between them at the level of practice (2).
2. Possess basic knowledge about the causes and effects of political transformations in societies (3).
3. Possess knowledge about quantitative, qualitative and mixed research methods in social and behavioral sciences (3).
4. Recognize historical patterns while evaluating contemporary political and social developments (4).
5. Demonstrate interdisciplinary and critical approach while analyzing, synthesizing and forecasting domestic and foreign policy (2).
6. Conduct studies in the field professionally, both independently or as a team member (5).
7. Possess consciousness about lifelong learning based on Research & Development (5).
8. Communicate with peers both orally and in writing, by using a foreign language at least at a level of European Language Portfolio B1 General Level and the necessary informatics and communication technologies (5).
9. Apply field-related knowledge and competences into career advancement, projects for sustainable development goals, and social responsibility initiatives (3).
10. Possess the habit to monitor domestic and foreign policy agenda as well as international developments (2).
11. Possess competence to interpret the new political actors, theories and concepts in a global era (3).
12. Evaluate the legal and ethical implications of advanced technologies on politics (2).

## Course Structure

This course has two main components: (1) the face-to-face and online synchronous sessions, and (2) the asynchronous content which will be announced by the instructor.

## Course Policies

**Communication Channels and Methods:** There are two platforms that will be used throughout the semester:

(1) Most of the courses will be face-to-face and a number of courses will take place online on **Microsoft Teams**. The lectures will NOT be recorded. During online courses students are not required to turn on your cameras at all times. But, **I highly recommend you turn on your cameras** in front of a blank background (or you may use the backgrounds that are available on Microsoft Teams). Please mute your microphones when joining the class, expect for the times when you would like to speak. You may also post messages on the chat box during the lectures.

(2) We will be using extensively **Itslearning** platform, for regular announcements on the courses & asynchronous material and tasks, as well as discussions, sharing content, posting assignments and grading. You are expected to use Itslearning actively for a successive semester.

**Usage of Digital Tools:** I highly recommend you to download Microsoft Teams and Itslearning on your mobile phones, to be able to keep up easily with announcements & chats and DMs. We may use Kahoot fun quizzes (not evaluated) during the lectures, therefore it might be good to have your phones with you during the courses.

## Assignments and Project Deadline:

- Assignments will be uploaded on Itslearning platform (you can select Bahcesehir Ugur Education Institutions from the list on [www.itslearning.com](http://www.itslearning.com), enter your username and password)

- Sufficient time has been calculated and given to you to complete your homework. If you are unable to do your homework, please contact the instructor of the course immediately and report your situation. Late submissions are not accepted.

**Attendance:** Students are expected to be present during the sessions. Please consult the instructor in case you have a serious obstacle preventing from following the courses. I will not take the attendance, but it will be a very interactive course, therefore your active involvement during the courses will make it enable to keep track of what is going on.

**Disabled Student Support:** You can contact me directly regarding the issues that may be an obstacle for you (vision, hearing, etc.). In addition to this, there is a Disabled Student Unit in order to minimize the difficulties that our disabled students will encounter due to their disabilities and to eliminate the obstacles. You should contact this unit regarding your situation. Click to access the web page of this unit.

**Oral and Written Communication Ethics:** Oral and written participation during classes and on Itslearning discussion board is highly recommended. It is crucial to express yourself respectfully.

## Course Resources

### Required Texts

Reading pack for required readings is available in electronic format on Itslearning platform. The students will also be expected to briefly examine the websites that are included in the syllabus before related class time. Reading pack for required readings is available in electronic format on Itslearning platform. The students are expected to do the readings and watch the videos shared on the Teams platform for each class BEFORE class time.

### Recommended readings:

Castles, Stephen et a. (2014), The Age of Migration: International Population Movements in the Modern World (5th Edition) Basingstoke: Macmillan (also available in Turkish).

Other suggested readings can be found in the course content section.

### Grading and Evaluation

Below you may find the assignments. I will present in detail the assignments during Week 2, and later, and will provide evaluation rubrics on the tasks.

1. Pecha Kucha Migration News Presentation (10%)
2. BAU Migration Story Podcast (50%)
3. Final exam (40%)

### Important dates on assignments

- Presentation of the assignments by the instructor & distribution of “Pecha Kucha Migration News” presentation dates to students: Week 2
- Submission of group members and group theme: Week 4
- Individual submission of article analysis: Week 6
- Individual submission of data analysis: Week 9
- Individual submission of interview notes & analysis: Week 11
- Group recording of podcast episode & presentation: Week 13

### Here are the works of former students of this class:

“Beyond Borders” (Fall 2021):

<https://open.spotify.com/show/7vb6c6jDD6rhB1mVozEQyr?si=d4515683221e471b>

“Dig Deep Migration Stories Podcast” (Fall 2020): <https://podcasts.apple.com/tr/podcast/dig-deep-migration-stories/id1547497270>

Assignment	Description	Scoring	Weight (%)
<b>Pecha Kucha Migration News Presentation</b>	Beginning with Week 3, each week students will make 6.40-minute presentation of the news around the world and in Turkey, related to international migration. The presentation dates for each student will be distributed on Week 2. <u>Learning Outcomes to be Assessed: 1-5</u>	10	10
<b>BAU Migration Story Podcast</b>	<p>Students will form work groups (of 3-4 students) to create an episode for “BAU Migration Story Podcast” throughout the semester. This is a specially crafted podcast that will be created by the participants of the POL3612 International Migration course online and will be made available on Apple and Spotify. Students will engage in individual and group work and create 20-minute recordings for this podcast, where they will comparatively discuss the selected themes, based on their individual work.</p> <p><u>Learning Outcomes to be Assessed: 1-5</u></p> <p>The groups need to:</p> <ul style="list-style-type: none"> <li>• On <b>Week 4</b>. Submit list of group members &amp; a group theme. The individual work will be done throughout the semester.</li> <li>• On <b>Week 13, before class time</b>, submit the recorded episode of the group &amp; make a presentation during class time on the research process with 10-minute presentation (15 pts for episode + 5 pts for presentation = 20 pts).</li> </ul> <p>Individual deadlines:</p> <ul style="list-style-type: none"> <li>• On <b>Week 6</b>. Find <b>ONE academic article</b> relevant to the theme and write a reaction on it in a paper of at least 400 words (5 pts).</li> <li>• On <b>Week 9</b>. Submit analysis (at least 400 words) of <b>TWO STATISTICS</b> relevant to research topic (5 pts).</li> <li>• <b>Week 11</b>. Conduct the interview (of at least 30 minutes) and submit interview notes &amp; an analysis of at least 600 words. The interview has to be with a migrant, might be face-to face or via phone (of at least 30 minutes) (20 pts).</li> </ul> <p><b>The final group output needs to discuss the group theme by a comparative analysis, based on the academic literature, data and individual interviews conducted with migrants.</b></p>	50	50
<b>Final Exam</b>	The final exam for this course will be OPEN BOOK and will include essay questions. <u>Learning Outcomes to be Assessed: 1-5</u>	40	40
<b>TOTAL</b>		<b>100</b>	<b>100</b>

## Course Calendar

Week/Place	Course Topic	To Do	Assignments & Deadline*
W1 07/10 On campus	Introduction		International Organization for Migration, Key Migration Terms: <a href="http://www.iom.int/key-migration-terms">http://www.iom.int/key-migration-terms</a> International Organization for Migration, World Migration Report, <a href="https://worldmigrationreport.iom.int">https://worldmigrationreport.iom.int</a> UN 1951 Refugee Convention: <a href="http://www.unhcr.org/3b66c2aa10">http://www.unhcr.org/3b66c2aa10</a> Migrant Integration Policy Index: <a href="http://www.mipex.eu/">http://www.mipex.eu/</a>
W2 14/10 On campus	Trends and Theories in Migration	Presentation of the assignments by the instructor.	Read: S De Haas, H., Czaika, M., Flahaux, M. L., Mahendra, E., Natter, K., Vezzoli, S., & Villares-Varela, M. (2019). International migration: Trends, determinants, and policy effects. <i>Population and Development Review</i> , 45(4), 885-922. Suggested readings Read: Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1993). Theories of international migration: A review and appraisal. <i>Population and development review</i> , 431-466.
W3 21/10 On campus	The Emergence of Migration States		Read: Hollifield, J. F. (2004). The emerging migration state. <i>International migration review</i> , 38(3), 885-912.  Suggested readings Torpey, J. (1998) "Coming and Going: On the State Monopolization of the Legitimate 'Means of Movement'," <i>Sociological Theory</i> Vol. 16, No. 3: pp. 239-259.
W4 04/11 On campus  (No class on 28/10)	Citizenship, Rights and Identities	Submit group theme	Read: Bloemraad, I., & Sheares, A. (2017). Understanding membership in a world of global migration:(How) does citizenship matter? <i>International Migration Review</i> , 51(4), 823-867.  Suggested readings T. H. Marshall (1950) <i>Citizenship and social class</i> (Vol. 11, pp. 28-29). Cambridge: CUP. Soysal, Y. N. (1995). <i>Limits of citizenship: Migrants and postnational membership in Europe</i> . University of Chicago Press, Chapter 3, p. 29-44.

W5 11/11 On campus	Politics of Incorporation		<p>Read: Ager, A., &amp; Strang, A. (2008). Understanding integration: A conceptual framework. <i>Journal of refugee studies</i>, 21(2), 166-191.</p> <p>Suggested readings A. Favell (2010) Integration and nations: the nation-state and research on immigrants in Western Europe, In M. Martinello and J. Rath, <i>Selected Studies in International Migration and Immigrant Incorporation</i>.</p>
W6 18/11 ONLINE	Borders and Border Politics	Submit reaction to academic article	<p>Read: D. Fassin (2011) Policing Borders, Producing Boundaries. <i>The Governmentality of Immigration in Dark Times</i>, <i>Annual Review of Anthropology</i>, 40: 213-226. Frontex <a href="https://frontex.europa.eu/">https://frontex.europa.eu/</a></p> <p>Suggested readings W. Walters (2015) Migration, vehicles and politics: Three theses on viapolitics, <i>European Journal of Social Theory</i>, 18(4): 469-488.</p>
W7 25/11 On campus	Irregular Migration, Securitization and Politicization of Migration		<p>Read: D. Bigo (2002) 'Security and Immigration: Toward a Critique of the Governmentality of Unease', <i>Alternatives</i> 27, p. 63-92.</p> <p>Suggested readings M. Collyer (2006) Migrants, Migration and the Security Paradigm: Constraints and Opportunities, <i>Mediterranean Politics</i>, 11:2, 255-270.</p>
W8 02/12 On campus	National and International Refugee Regime	Submit data analysis	<p>Read: S. Martin (2010), <i>Forced Migration, the Refugee Regime and the Responsibility to Protect</i>, <i>Global Responsibility to Protect</i> 2: 38-59. Convention and Protocol Relating to the Status of Refugees, available at <a href="https://www.unhcr.org/3b66c2aa10">https://www.unhcr.org/3b66c2aa10</a> UN General Assembly, <i>New York Declaration for Refugees and Migrants</i>, available at <a href="https://www.unhcr.org/57e39d987">https://www.unhcr.org/57e39d987</a></p> <p>Suggested readings Aleinikoff, T. A. (2017). <i>Toward a Global System of Human Mobility: Three Thoughts</i>. <i>AJIL Unbound</i>, 111, 24-28.</p>

W9 09/12 On campus	The Rise of Diasporas and Transnational Identity Politics		Read: R. Bauböck, & Faist, T. (2010) <i>Diaspora and transnationalism: Concepts, theories and methods</i> (p. 360). Amsterdam University Press, p. 9-34.  Suggested readings E. Østergaard-Nielsen (2003) <i>The politics of migrants' transnational political practices</i> . <i>International migration review</i> , 37(3), 760-786. Basch, Linda; Glick Schiller, Nina & Szanton Blanc, Cristina (1994) <i>Nations unbound: transnational projects, postcolonial predicaments and deterritorialized nation-states</i> , Amsterdam: Gordon and Breach, p. 1-21.
W10 16/12 On campus	Emigration and Diaspora Engagement Policies of the State	Submit interview notes & interview analysis	Read: A. Gamlen (2014) <i>Diaspora Institutions and Diaspora Governance</i> , <i>International Migration Review</i> , p. 180-217.  Suggested readings Delano & A. Gamlen (2014) <i>Comparing and theorizing state-diaspora relations</i> , <i>Political Geography</i> , 41, p. 43-53. Tsourapas, G. (2020) <i>Theorizing state-diaspora relations in the Middle East: Authoritarian emigration states in comparative perspective</i> . <i>Mediterranean Politics</i> , 25(2), 135-159.
W11 23/12 ONLINE	Turkey as a Country of Migration	Submit interview notes & interview analysis	Read: A. İçduygu & D. Aksel (2013), 'Turkish migration policies: A critical historical retrospective', <i>Perceptions</i> . Directorate General for Migration Management, <a href="https://www.goc.gov.tr/">https://www.goc.gov.tr/</a>  Suggested readings K. Kirişci (2007) <i>Turkey: A Country of Transition from Emigration to Immigration</i> , <i>Mediterranean Politics</i> , 12:1, 91-97.
W12 30/12 ONLINE	Turkey and its Citizens Living Abroad		Read: F. Adamson (2019), 'Sending States and the Making of Intra-Diasporic Politics: Turkey and Its Diaspora(s)', <i>International Migration Review</i> , 53(1), p. 210-236. D. Aksel, D. B. (2014). <i>Kins, distant workers, diasporas: constructing Turkey's transnational members abroad</i> . <i>Turkish Studies</i> , 15(2), 195-219. Presidency on Turks Abroad and Related Communities, <a href="https://www.ytb.gov.tr/">https://www.ytb.gov.tr/</a>  Suggested readings Kaya (2012), <i>Transnational citizenship: German-Turks and liberalizing citizenship regimes</i> , <i>Citizenship Studies</i> , 16:2, 153-172.

W13 06/01 On campus	Group Presentations	Submit the recorded episode & prepare a 10-minute presentation	No reading. Student presentations
W14 09/01 On campus	Review & Discussion: The Future of Migration in times of crises		No reading.

### Academic Integrity, Cheating and Plagiarism

ARTICLE 25 – (1) In case it is doubled that a student cheats or attempts to cheat, commits plagiarism or similar violations defined in the applicable disciplinary regulation in any exam, assignment or other assessment activities, a disciplinary proceeding is brought against the student. Such activity is not assessed during the proceedings. A student who is found guilty is assigned zero point in addition to the disciplinary punishment. If the student is found innocent because of disciplinary proceeding, the exam taken by the student shall be assessment or a make-up exam or activity is provided.

[You can access Bahçeşehir University and Higher Education Institution Regulations by clicking this sentence.](#)

Updated by Asst. Prof. Damla Aksel, 18.10.2022