



POLS 4903 - International Migration

College of Prothro-Yeager College of Humanities and Social Sciences

Fall 2025

Independent Study

Contact Information

Instructor: Dr. Mohsen Jalali

office: O'Donohoe Hall in PY College, Room O-204

office hours:

- *Monday:* 1:00 – 3:00 pm
- *Wednesday:* 1:00 – 3:00 pm
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- *By Appointment*

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**Notice:* Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Description

While many perceive that migration has become more significant in the recent decade, it has always been a significant political matter in modern politics since the formation of modern nation-states. This course explores the complex world of international migration, examining it as a central feature of global politics. Students will explore the fundamental theories explaining why people move—including push-pull factors, world systems theory, and network theory—and grapple with the critical definitions of who is considered a migrant, refugee, or displaced person and how these definitions change. The course examines the history of migration governance, tracing the evolution of policies and the emergence of international frameworks designed to manage human movement. By analyzing case studies from the Americas, Europe, Asia, and Africa, we will investigate the various drivers of migration, from conflict and economic disparity to climate change, and the varying destinations migrants seek.

A core focus of the course is the profound political impact of migration at both the domestic and international levels. We will analyze how the arrival of migrants shapes national identity, tests the limits of sovereignty, and fuels political debates and party politics within receiving countries. Simultaneously, the course investigates the political economy of migration, studying the economic effects on both sending and receiving countries, the role of migrant labor and remittances, and the emergence of communities in the diaspora. By the end of the course, students will gain an understanding of how the movement of people across borders challenges and redefines concepts of citizenship, security, and global order.

Course Objectives

By the end of the course, students will be able to,

- Understand and apply key theories of migration, including push-pull models, world systems theory, and network theory, to explain why people move.
- Critically assess how categories such as “migrant,” “refugee,” and “displaced person” are defined, contested, and politically significant.
- Trace the historical development of migration governance and evaluate the role of states, international institutions, and legal frameworks in regulating mobility.
- Analyze case studies from the Americas, Europe, Asia, and Africa to compare drivers of migration such as conflict, economic inequality, and climate change.
- Evaluate the political consequences of migration for receiving states, including debates over national identity, sovereignty, and party politics.
- Examine the political economy of migration, focusing on labor markets, remittances, and the role of diasporic communities in shaping both origin and destination countries.
- Reflect on how international migration reshapes fundamental political concepts such as citizenship, security, and the global order.

Textbook & Instructional Materials

- Hein De Haas et al., *The Age of Migration: International Population Movements in the Modern World* (Bloomsbury Publishing, 2020)
- *The Age of Migration* (TAM in the syllabus)

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

A Note on Chat GPT

***AI use is strictly prohibited.**

This course assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any substantive portion of an assignment for them, which includes hiring a person or a company to write assignments and using artificial intelligence tools like ChatGPT. The online portal for uploading assignments detects and flags sections of writing that has been generated by AI.

Academic dishonesty on exams, quizzes and assignments will result in a *Zero* on the quiz, assignment, or exam and the student or students in question may receive an F in the course and/or be turned over to the university for sanction. ***More than one incident of academic dishonesty during the course will automatically result in a course grade of F.**

The MSU Honor Creed applies in this course, and students are expected to abide by it. Student work in this course expected to be original and produced only for this course. Students may not use the textbook, chapter summaries, notes, PowerPoints, lectures, or any online material during quizzes and exams.

Students may not collaborate with each other during quizzes or exams or to create substantially similar responses to writing assignments.

[Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Completing ALL the readings and regular attendance (online) will be required of all students. Active participation in discussions is critical for students to succeed in this course.

Table 1: Points allocated to each assignment

Assignments	Points
Weekly Quizzes (11*5)	55
Interviews	25
Final Paper	20
Total Points	100

Assignment Description

1. **Weekly Quizzes: (55 points)**
 - Each week, the student would need to come to my office to take a quiz focused on the readings for the week. I will provide around 14 quizzes throughout the term and count only your 11 highest scores toward their final grade.
2. **Interviews: (25 points)¹**
 - Working together, we can come up with a range of interview questions for studying immigration in Wichita Falls community and the greater Texas.
3. **Final paper: (20 points)**
 - The student is required to do a final paper on a topic of their choice in consultation with the instructor.

Table 2: Total points for final grade.

Grade	Points
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

¹ Mosley, Layna, 2013. *Interviews in Political Science*. Introduction: "Just talk to people?" Interviews in political science." (Methodology – downloaded)

Class Policies

Safe Zone Statement:

This classroom is a place where students will be treated with respect. We will work together to create an inclusive space that respects equality and diversity in terms of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, gender identity, gender expression, political beliefs, culture, age, or ability.

All students are free to express their ideas even the ones that might sound controversial so long as they are presented as an argument which can be defended and countered with another argument. Diversity of thought is appreciated, encouraged, and it is all what the class is about provided you can agree to disagree.

It is the expectation that ALL students consider the classroom a safe environment. Harassment, sexual misconduct, violence, bullying, and disruptive behavior will not be tolerated will result in removal from the classroom and reporting to the appropriate university authority. This syllabus is your warning.

Late Work

- Late work is not accepted.

Make Up Work/Tests

There are no make-up exam/tests if you miss any of the assignments, except for insinuating circumstances.

Important Dates

Last day for term: December 6th, 2024, [Academic Calendar](#).

Deadline to file for graduation: September 23 2024. [Academic Calendar](#).

Last Day to drop with a grade of “W:” November 25 2024. Check the date on the [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

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Course Schedule

Module 1

(August 25–29)

- ◆ Chapter 1 (**Introduction**) of *TAM*

Module 2

(Sep 2-5)

- Chapter 2 of *TAM* (**Categories of Migration**)
- Crawley, Heaven, and Dimitris Skleparis. “Refugees, migrants, neither, both: Categorical fetishism and the politics of bounding in Europe’s ‘migration crisis’.” *Journal of Ethnic and Migration Studies* 44, no. 1 (2018): 48-64 (13 pages)

Module 3

(Sep 8-12)

- ◆ Chapter 3 of *TAM* (**Theories of Migration**)
- ◆ Kerilyn Schewe, “Understanding Immobility: Moving Beyond the Mobility Bias in Migration Studies.” *International Migration Review*. 2020.
- de Haas, H. A theory of migration: the aspirations-capabilities framework. *CMS* 9, 8 (2021).

Module 4

(Sep 15 - 19)

- ◆ Chapter 4 of *TAM* (**Migration, Ethnicity and Identity**)
- ◆ Varsanyi, Monica W. (2020). “Hispanic Racialization, Citizenship, and the Colorado Border Blockade of 1936,” *Journal of American Ethnic History*.
- ◆ Tajfel and Turner, Intergroup Conflict.
 - Brewer M. B. (1999). The psychology of prejudice: Ingroup love and outgroup hate? *Journal of Social Issues*, 55(3), 429–444.
 - Brewer M. B. (2007). The importance of being we: Human nature and intergroup relations. *American Psychologist*, 62(8), 726–738
 - Adida, Claire L., Adeline Lo, and Melina Platas. 2019. “Americans preferred Syrian refugees who are female, English-speaking, and Christian on the eve of Donald Trump’s election.” *PLoS ONE* 14(10).
 - Adida, Claire L., Adeline Lo, and Melina Platas. 2019. “Americans preferred Syrian refugees who are female, English-speaking, and Christian on the eve of Donald Trump’s election.” *PLoS ONE* 14(10).

Module 5

(Sep 22 –26)

- ◆ Chapter 5 of *TAM* (**International Migration Before 1945**)
- ◆ United Nations. International Migration 2019 Report. Skim Key Findings, and Parts I and II.

- Marshall, T.H. 1951. *Citizenship and Social Class*. Chapter 2, “The Development of Citizenship to the End of the Nineteenth Century,” 8-17.

Module 6

(Sep 29 – Oct 3)

- ◆ Chapter 6 of *TAM* (**Migration in Europe since 1945**)
- ◆ Bansak, Kirk, Jens Hainmueller, and Dominik Hangartner. 2023. “Europeans’ support for refugees of varying background is stable over time.” *Nature* 620. (skim)
- ◆ J Hainmueller, DJ Hopkins - Public attitudes toward immigration (skim)
- ◆ Hainmueller, Jens and Dominik Hangartner. 2013. “Who gets a Swiss passport? A natural experiment in immigrant discrimination.” *The American Political Science Review* 107(1). (skim)

Module 7

(Oct 6 - 10)

- ◆ Chapter 7 of *TAM* (**Migration in Americas**)
- ◆ Nancy Foner, “The uses and abuses of history: understanding contemporary U.S. immigration.” 2019.
- ◆ Ngai, Mae M. 2014. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton: Princeton University Press. (introduction – 15 pages)

Module 8

(Oct 13 - 17)

- ◆ Chapter 8 of *TAM* (**Migration in Asia-Pacific Region**)
- ◆ Chung, Erin Aeran. 2019. “Creating Hierarchies of Noncitizens: Race, Gender, and Visa Categories in South Korea.” *Journal of Ethnic and Migration Studies*. 46(12): 2497-2514.

Module 9

(Oct 20 - 24)

- ◆ Chapter 9 of *TAM* (**Migration in Africa and the Middle East**)
- ◆ Watch: *South Africa’s Victims of Xenophobia: “We are not rebels. We are refugees”* (13 minutes, The Guardian).
- ◆ Moyo – “South Africa Reckons with Its Status as a Top Immigration Destination”
- ◆ Arar, Rawan, Lisel Hintz and Kelsey P. Norman. 2016. “[The Real Refugee Crisis is in the Middle East, Not Europe.](#)” *The Monkey Cage Blog for The Washington Post* May 14, 2016. (access problem)
- ◆ Convention Governing the Specific Aspects of Refugee Problems in Africa. 1969. Organization of African Unity.

Module 10

(Oct 27 - 31)

- ◆ Chapter 10 of *TAM* (**The State, Politics and Migration**)
- Convention Relating to the Status of Refugees, 1951, and 1967 Protocol. United Nations.

Module 11

(Nov 3 – 7)

- ◆ Chapter 11 of *TAM* (**The Evolution and Effectiveness of Migration Policies**)
- ◆ “The Dilemmas of Immigration Control in Liberal Democracies” in the book *Controlling Immigration: A Comparative Perspective*, Fourth Edition (Edited by: James F. Hollifield, Philip L. Martin, Pia M. Orrenius and François Héran)
- “The Immigration Industrial Complex: Why We Enforce Immigration Policies Destined to Fail.” by Tanya Golash-Boza* University of Kansas. (12 pages)
- “Controlling ‘Unwanted’ Immigration: Lessons from the United States, 1993-2004.” By Wayne Cornelius University of California, San Diego

Module 12

(Nov 10 – 14)

- ◆ Chapter 12 of *TAM* (**Migrants and Minorities in the Labour Force**)
- ◆ Chapter 14 of *TAM* (**Migration and Development in Origin Societies**)
- Hager, Anselm, Hanno Hilbig, and Sascha Riaz. 2023. “Refugee labor market access increases support for immigration.” *Comparative Political Studies* 57(5).

Module 13

(Nov 17 – 21)

- ◆ Chapter 13 of *TAM* (**New Ethnic Minorities and Society**)
- ◆ Joppke, Christian. 2010. *Immigration and Citizenship*. Chapter 1, “The Concept of Citizenship,” 1 – 33.
- Adida, Claire L. and Amanda Robinson. 2023. “Why (some) immigrants resist assimilation: US racism and the African immigrant experience.” *Quarterly Journal of Political Science* 18.
- Vora, Neha. 2013. *Impossible Citizens: Dubai's Indian Diaspora*. Durham: Duke University Press: Selections.
- Richard Alba and Nancy Foner, “Comparing Immigrant Integration in North America and Western Europe: How Much Do the Grand Narratives Tell Us?” *International Migration Review* 48 (2014): 263-291

Module 14

(Nov 24 – 28) *Thanksgiving*

- ◆ Final paper preparation and presentation
- ◆ Interview presentation and analysis

(Module 15)

(Dec 5 – 9)

- ◆ Final paper preparation and presentation

Final Paper Due by December 10th