INAF 314 Immigration and Conflict (F2018)
Room: WG 407, 5-7:30PM/Instructor: Dr. Gregory Brown
Office Hours: ICC 228, T, 7:30 and by appointment/703.946.0771/gsb23@georgetown.edu

Course Description
Global mobility is a defining feature of contemporary life and few issues pose as significant a challenge to states as international migration, which affects nearly all critical aspects of governance. This course offers a broad overview of these dynamics by exploring migration through an international politics and foreign policy lens. Students will study the factors that produce migration and refugee flows as well as the politics they generate in both key receiving states and various sending countries. Readings, discussion, assignments, and guest speakers will address the security implications (broadly defined) of global migration, including defense, economic, and societal dimensions. The course also will consider the causes and effects of refugee and asylum-seeker flows; trafficking, smuggling, and terrorism; changing conceptions of citizenship and nationality; and moral and ethical issues posed by demographic changes.

Learning Goals
This course is a Doyle Seminar, part of the Doyle Engaging Difference Program, a campus-wide curricular initiative, and gives faculty the opportunity to enhance the student research component of upper-level seminars that address questions of national, social, cultural, religious, moral, and other forms of difference. The Doyle seminars are intended to deepen student learning about diversity and difference through enhanced research opportunities, interaction with thought leaders, and dialogue with the Georgetown community and beyond.

Accordingly, you will learn various methods for examining the political, economic, social, and security determinants of migration flows; the political and social responses of receiving and sending governments and societies; and the security-related issues and concerns engendered by international migration. By the end of the course, you will know how to:

- Obtain and demonstrate knowledge of migration trends, migration lexicon, and various migrations studies methods.
- Evaluate and apply various understandings of the ways migration and population issues pose challenges and opportunities for national, international, and human security.

This course will help you develop critical thinking skills through repeated practice in:

- Understanding the logical connections between ideas;
- Formulating ideas succinctly and precisely;
- Identifying, constructing, and evaluating arguments;
- Evaluating the pros and cons of a decision;
- Evaluating the evidence for, and against, a hypothesis;
- Detecting inconsistencies and common mistakes in reasoning;
- Analyzing problems systematically;
- Identifying the relevance and importance of ideas;
- Justifying your beliefs and values; and
- Reflecting on the justification of your beliefs and values.

Expectations and Suggestions
The success of this class depends on active participation and thorough preparation. Here are my assumptions and suggestions:

- If I treat you as intelligent individuals, you will respond as intelligent individuals. I present course material with the assumption that you will approach it with an open mind, are capable of formulating original insights, are curious about the world around you, and will ask questions if you are confused.
Some of the course material may challenge your preexisting beliefs and values. Growth is a product of stepping beyond your comfort zone and finding the courage to change your mind—repeatedly.

There is no deadline for learning... but **there is a deadline for assignments**. Along with death and taxes, the one certainty in life is that you will face deadlines. I understand that life can interfere with coursework, so please **contact me as soon as possible if you need a special accommodation**.

Take the Scout Motto seriously: **be prepared**. Since we meet only once a week, you have a moderate to heavy reading load between classes. If you don’t complete the readings and prepare your thoughts, you will not contribute fully to our class time and your learning will suffer.

A “**lids down**” policy will apply **at the beginning of every class**: electronic devices must be turned off for the duration of each class meeting unless or until an assignment or discussion requires a change in policy.

**Create a study group.** Nothing beats dividing up work or bouncing your ideas off a few people who are struggling with the same concepts and material.

As a Jesuit, Catholic university committed to the education of the whole person, **Georgetown expects all members of the academic community to strive for excellence in scholarship and in character**. The University spells out the specific minimum standards for academic integrity in its Honor Code, as well as the procedures to follow if academic dishonesty is suspected. Over and above the honor code, in this course, I will try to create an engaged and passionate learning environment, characterized by respect and courtesy in both our discourse and our ways of paying attention to one another.

**Texts and Readings**

Most course readings are on the Canvas course page, readily available at the library through GU’s database holdings, on library reserve, or otherwise distributed in class. I hope to save you time and money by providing electronic links to readings whenever possible.

Two texts are required: **Exodus: How Migration is Changing Our World** (2013) by Paul Collier and **Weapons of Mass Migration: Forced Displacement, Coercion, and Foreign Policy** (2010) by Kelly Greenhill. The GU bookstore has copies of both books, but you should feel free to look elsewhere for a good price.

**Students with Documented Disabilities**

Students who may need an academic accommodation based on a disability must initiate the request with the Disability Support Services via the Academic Resource Center. The center will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. If you seek accommodation, please contact Disability Support Services as soon as possible (https://academicsupport.georgetown.edu/disability).

**Requirements**

**Weekly Memos and Discussion:** A one-page summary (your talking points and questions) of the week’s readings is due every Monday by 11:59PM. Your summaries are **worth 10 percent** of your final grade, and your participation in classroom assignments and discussion is worth **another five (5) percent** of your grade. To ensure that everyone is ready to grapple with the material when we meet, you should consider the following questions:

- What are the authors’ big questions? What problems or puzzles they are trying to solve?
- What are the hypotheses or claims? What are the causal connections?
- How do these reading relate to each other and to readings from previous weeks?
- What are the implications of the readings for the thematic concerns of the course?
Facilitation: In small groups, students will lead at least one discussion during the term. This task is not a presentation, but an opportunity to play the role of agenda setter and discussant. Each week, a small group of students will be responsible for organizing discussion in consultation with me. This assignment is **worth 10 percent** of your final grade.

Midterm Exam: A take-home exam—**worth 25 percent of your grade**—will test ability to analyze various claims regarding migration through a series of short writing assignments. The essay prompts will ask you to present arguments in various formats, such as persuasive essays, policy briefs, letters to an editor or elected official, research proposals, executive summaries, and letters of memorandum.

Research Paper: In small groups, you will produce a research product that applies the concepts and readings from class to a contemporary migration and security issue. You will draw on the readings and discussion from the course for these papers, but you will also need to analyze data (secondary or primary) sources of data. As part of the assignment, you will make a brief presentation to the class about your project. The final product is **worth 25 percent of your course grade**. You will receive more details about the paper requirements and presentation in class.

Final Exam: A second essay exam—similar to the mid-term exam and **worth 25 percent of the course grade**—will complete the term.

Grading: I will apply standard grading as follows:

- A>/=93; A->/=90;
- B+/=87; B>/=83; B-/>=80;
- and so forth.

Please do not attempt to bargain, negotiate, or plead for a higher grade. But if you believe that I have made a grading error, notify me straightaway. Be aware that appeals may result in a higher grade, no change, or a lower grade.

Weekly Topics (Subject to Change)
NOTE: Due to students’ particular interests, emerging world events, and the availability of guest speakers, the weekly schedule may change as the semester progresses. I will announce updates or changes in class as well as on Canvas. **Please treat the version on Canvas as the most up-to-date, and thus definitive, version.**

Reading assignments are listed on Canvas.
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**Week 1/Introduction/4 September**

**Week 2/Social Science, Migration Theory, and Taboos/11 September** *

**Week 3/Political Demography and Security Considerations/18 September** *

**Week 4/Migration, IR, and National Security /25 September** *

**Week 5/Receiving Society Security/2 October** *
Week 6/Sending Society Security/9 October *

Week 7/Sending Society Outreach/16 October*

Week 8/Midterm Due/23 October

Week 9/Refugee Politics/30 October *

Week 10/Refugee Politics/6 November *

Week 11/Diasporic Politics/13 November *

Week 12/Thanksgiving Week/Disaporic Politics/20 November *

Week 13/Group Presentations/27 November

Week 14/Group Presentations/4 December

Finals Week/2nd Exam

*Weekly Reading Summary Due