

International Relations INR 3045 (RVC)
The Global Challenge of Refugees and Migrants
Fall 2020

(Updated 9/22/2020)

Instructor: Dr. Elizabeth Juhasz
Email: ējuhasz@fiu.edu

Office Hours: By Appointment
Class Number: 84777

Course Time Zone: Eastern Time Zone (EST). Course due dates are according to this time zone.

Course Description

INR 3045-RVC is a fully online course exploring the politics and economic challenges stemming from the international movement of refugees and migrants. Students will examine different cases of displacement under the different political, legal, and humanitarian lenses. The literature is wide and consistently growing, and this course only covers a small portion of such issues.

Learning Objectives

This course has the following objectives:

1. Evaluate some of the major political and economic challenges pertaining to migration.
2. Critically assess state, organizational, and legal responses to such challenges.

Important Information

It is imperative that you take care of your physical and mental health. We are committed to helping you build a solid foundation in the discipline and providing a high-quality learning environment. However, this should not come at the expense of your mental and physical health. This year is especially challenging, and we are committed to supporting you. Please be advised FIU also provides different avenues of support and care. Please visit the following pages:

- [Get Support](#)
- [Panthers Care](#)
- [Counseling & Psychological Services \(CAPS\)](#)

Before starting this course, please review the following pages:

- Policies
- Netiquette
- Technical Requirements and Skills
- Accessibility and Accommodation
- Academic Misconduct Statement

Readings

No books were ordered at the FIU bookstore. Instead, weekly articles will be uploaded to Canvas. The articles should also be available via FIU's library database. It is the student's sole

responsibility to look up and read the journal articles. If students are still having difficulty obtaining the journal articles, please let me know immediately. Being unable to retrieve the articles is no excuse for not reading and not completing class assignments on time.

Course Prerequisites

There are no prerequisites for this course.

Class Assignments, Exams, and Grades

The final grade for this class is based on critical analysis questions, class discussions, a midterm exam, and a cumulative final exam.

NOTE: All course components are REQUIRED. Failure to submit discussion components, analysis questions, exams, or view the weekly class lectures will result in Zero (0) points.

The total points in this class will be based on the following:

Critical Analysis:	300 Points
Discussion:	300 Points
Midterm Exam:	200 Points
Cumulative Final Exam:	200 Points

Total Points Available: 1000 Points

Course Requirements	Number of Items	Total Points	Weight
Critical Analysis	15 (20 points each)	300	30%
Discussion	15 (20 points each)	300	30%
Midterm Exam	1	200	20%
Cumulative Final Exam	1	200	20%
Total	32	1000	100%

Letter Grades

A: 100%-95%	C+: 79%-77%
A-: 94%-90%	C: 76%-70%
B+: 89%-87%	D: 69%-60%
B: 86%-83%	F: 59%-0%
B-: 82%-80%	

You will find rubrics on Canvas.

Incompletes

I will not assign incomplete grades.

Expectations of this Course

This is a fully online course, which means all of the course work is conducted online; however, expectations for performance in an online course are the same for a traditional course.

Students that will do well in this class will review the lecture videos and pay attention. Work must be high quality (not sloppy and careless), and turned in by the due dates and times.

Students are expected to:

- Review and follow the course schedule.
- Introduce yourself to the class on the discussion board during the first week of class.
- Log in to the course at least three times per week.
- Post a response to the weekly analysis questions by Sunday at 11:59pm.
- Watch the lecture videos and post either a comment or question from the lecture by Sunday at 11:59pm.
- Submit assignments by the corresponding deadlines.
- Take exams during the allotted timeframe.

The instructor will:

- Post analysis and discussion grades weekly.
- Grade assignments within seven days of the assignment deadline.
- Respond to student emails within 48 hours during weekdays.
- Log into the course at least three times per week.
- Meet with students during office hours.

Technical Requirements and Skills

In order to be successful in this class, it is important students have basic computer literacy. Computer literacy means being able to manage and organize computer files efficiently, and quickly and learning to use your computer's operating system and software. Please keep in mind this is not a computer literacy course. It is expected students enrolled in online courses have moderate proficiency using a computer. Please visit to the [What's Required](#) webpage to find out more information on this subject.

Throughout the semester, readings, announcements, notes of clarification, and grades will be placed in the FIU Online classroom. To access these, students will need to enter the classroom regularly (at least three times each week). It is imperative to do a [browser_check](#) to ensure all features in the FIU Online classroom work properly.

This course uses the following tools:

- Canvas ([Privacy Policy](#))
- Adobe Acrobat Reader ([Privacy Policy](#))
- Microsoft Office (Word, Excel, etc.) ([Privacy Policy](#))
- Zoom ([Privacy Policy](#))
- Turnitin ([Privacy Policy](#))
- Respondus Lockdown Browser ([Privacy Policy](#))

Technical problems may happen unexpectedly. Students should have a backup plan for Internet and e-mail access in case home or work computer connection goes offline or crashes. Always keep a back-up copy of all assignments and e-mails in a safe place. Though they are rare, major system outages and failures do happen.

All technical problems must be directed to the [FIU Support Services](#) by phone at **1- 877-3-ELEARN** or online. Be certain to **request and note the “trouble ticket” number, which** will be used to verify and track any claims of a system failure. The trouble ticket number must be provided to the instructor and technical problem verified by FIU Support Services before a makeup will be considered. An assignment makeup is at the discretion of the instructor. **Remember that individual technical problems are not an acceptable excuse for late assignments.**

Please visit our [Technical Requirements](#) page for more information.

Critical Analysis

The purpose of the critical analysis is to explore the topics and readings for the week in detail and from a different perspective. Occasionally, I may post videos to help supplement the lectures and readings for the week. Every Monday a question will be posted. Students will have until Sunday at 11:59pm of that week to respond to the question. The response should not exceed 250 words. The critical analysis will be completed through Turnitin.

As seen in the course requirements table, critical analysis assignments are worth a total of twenty (20) points per week. There will be fifteen (15) questions posted for a total of three hundred points (300). If the student does not respond to the critical analysis question by 11:59PM on Sunday, the student will receive a zero for the week. There are no make-ups unless prior approval from the instructor. A rubric will be available on Canvas.

Discussion

The student must view the online video lectures, and post either one question or comment about the lecture or readings. The deadline to receive discussion question/comment each week is Sunday at 11:59PM. The instructor will actively monitor the discussion, and respond to question/comments within 48 hours. Students are encouraged to engage with other classmates in the discussion forum.

There are no make-ups unless prior approval from the instructor. A rubric will be available on Canvas.

Students also have the opportunity to earn discussion credit for the week by participating in a live question and answer (Q&A) via Zoom. **Please be advised, the live Q&A session is not mandatory. This is just to provide another option for discussion credit.**

Zoom is the official FIU Live Classroom application. Students must download the program prior to the first Q&A session. To reach the live classroom, click the Zoom tab on the Class Homepage, then click the Join button. The Zoom application will load, click Run/Open when prompted. To test your computer settings, please visit the Zoom test meeting page at: <https://fiu.zoom.us/test>

Credit in the live discussion will be earned not only for attending, but also for engaging with the instructor and classmates. The Q&A is designed to stimulate traditional classroom discussion. The live Q&A will meet Thursdays at 6pm EST and end promptly at 6:30pm EST. I will wait for ten minutes after the meeting starts. If no students attend the meeting after ten minutes, I will end the meeting.

Current Events Extra Credit

Students have an opportunity to earn up to twenty (20) extra points by discussing current events related to migration politics throughout the semester. The additional points will be added to the student's final point total. For each current event posted, the student will earn four extra points. In order to earn all four extra points, please include the title of the article, the author of the article (if available), the date of the article, and the source of the article. Please also describe the event and how the event relates to what you learned in class in 250 words or less. Please use a reputable news source. This is only an extra credit opportunity. You will not be penalized if you do not participate.

Exams

A midterm exam and a cumulative final exam will be given in this class.

Respondus Lockdown Browser is required to take the exams. Instructions for downloading and using Respondus Lockdown Browser can be found in the "Getting Started with Canvas & Student Resources" module. A practice exam will be available shortly after the start of the semester. Students should take the practice exam prior to the midterm exam to test their computer settings.

A student who does not take the midterm and/or final exam during the assigned time will receive a zero for that exam. Any arrangements concerning a particular exam must be made prior to the exam and approved by the instructor.

Social Justice Statement

I believe in providing and maintaining a positive and safe learning environment.

FIU remains firmly committed to diversity and social justice. FIU does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national

origin. Students with disabilities that need accommodations should contact the instructor immediately, *during the first week of class*, and contact the [FIU Disability Resource Center](#) telephone number (305) 348-3532 or visit Graham Center GC 190.

Web Accessibility Statements for Partners and Vendors

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [Turnitin](#)
- [Adobe Connect](#)
- [Respondus LockDown Browser](#)

Please visit our [ADA Compliance](#) webpage for additional information about accessibility involving the tools used in this course.

Class Cancellation for Weather and Other Emergencies

At some point during the semester, it may be necessary for the University to cancel all or some classes due to poor weather, power failures, or other emergencies. Because of the very nature of an online class in which students are participating from all over the world, a University class cancellation or closure will not automatically apply in this course. Canvas will still be operational in times of a University shutdown. In times of a power outage or system wide failure, the instructor will make an announcement in the Canvas classroom as soon as information becomes available. Assignment due dates are firm and will not automatically change if the University is closed. Always check the FIU Online classroom for updates and announcements concerning the class.

Student Evaluations

FIU remains committed to high-quality teaching; therefore, student evaluations of the course instructor are greatly respected. Evaluations allow students to provide feedback to both the instructor and the university regarding their experience with the course. Evaluations are imperative for improving instruction and learning environments. Evaluations are confidential, and are not available to the instructor until after final grades are released.

Academic Integrity

You should include proper sources and citations for any of your work, such as primary and secondary literature. Please familiarize yourself with FIU's [Academic Integrity](#).

Notes

1. Do not assume that I have received an email or other attachments. If you do send an attachment, please make sure that attachments were uploaded correctly. Once the deadline passes, the content submitted will be used for grading.
2. We are living in some very interesting times. However, it is imperative to listen and debate without being rude to your fellow classmates and/or instructor. If a student is consistent rude to the students and/or instructor, the department will be notified. If the problem continues, the student will be removed from the course.

3. Plagiarizing includes not properly citing sources. Please be advised, if you change a few words, paraphrase and do not cite, it is considered plagiarizing.
4. Assignments that plagiarize will receive an automatic F. I will forward plagiarized assignments to the departmental administration for academic dishonesty proceedings. Copying other another student's work is also considered academic dishonesty, and will also be reported to the departmental administration for academic dishonest proceedings. Please view the [FIU Plagiarism Guide](#)
5. Canvas and/or email is/are the best way to reach me. Please be advised, I also have full-time job outside of teaching. I usually answer emails within a 48-hour period during the workweek; though, sometimes it may take longer.
6. All work submitted to this class must be original, and must not be recycled from previous courses. Doing so will result in a grade of zero (0) for the assignment.

Before starting this course, please review the following pages:

- **Policies**
- **Netiquette**
- **Technical Requirements and Skills**
- **Accessibility and Accommodation**
- **Panthers Care & Counseling and Psychological Services (CAPS)**
- **Academic Misconduct Statement**

Zoom

Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities.

We will be utilizing this tool to conduct office hours. Occasionally, I may use Zoom to answer questions about the course, lectures, and assignments.

Zoom Test Meeting Room

Use this link to access the Zoom Test Meeting Room. This meeting room is available to test out the software before joining an actual session.

Reference the provided links to access Zoom student tutorials to learn about the tool, how to access your meeting room, and share your screen.

- Download Zoom
- Joining a Zoom Meeting
- Enabling and Testing Audio & Webcam
- Chat (Professors)- Students look at attendees section for instructions
- How Do I Share My Screen

The reading load for this course is significant, but you should not feel overburdened. The articles are selected to help you better understand the topics for the week, and provide some relevant cases. You should consider the author's main point and/or argument, any evidence (if provided), whether such evidence is persuasive, why the article was selected for the syllabus, how it relates to other readings, and whether you can think of arguments and/or evidence that may support or challenge the readings.

Schedule

Week 1: August 24-August 30

Introduction

Introduce yourself to the class using the discussion tool, and familiarize yourself with the Online Classroom.

Readings:

1. Massey, Douglas. S et al. 1993. "Theories of International Migration: A Review and Appraisal." *Population and Development Review* 19(3): 431-466.
2. Schewel, Kerilyn. 2019. "Understanding Immobility: Moving Beyond the Mobility Bias in Migration Studies." *International Migration Review* 54(2): 328-355.

Week 2: August 31-September 6

Asylum and Refugee Status Determination (RSD)

Readings:

1. Hathaway, James C. 2007. "Why Refugee Law Still Matters." *Melbourne Journal of International Law* 8(1): 89-103.
2. Crawley, Heaven and Dimitris Skleparis. 2018. "Refugees, Migrants, Neither, Both: Categorical Fetishism and the Politics of Bounding in Europe's 'Migration Crisis'." *Journal of Ethnic and Migration Studies* 44(1): 48-64.
3. Türk, Volker and Madeline Garlick. 2016. "From Burdens and Responsibilities to Opportunities: The Comprehensive Refugee Response Framework and a Global Compact on Refugees." *International Journal of Refugee Law* 28(1): 656-678.
4. Katz, Matt. 2020. "The World's Refugee System Is Broken: Rules created decades ago do not account for the modern migrant." *The Atlantic*. February 29. <https://www.theatlantic.com/international/archive/2020/02/japan-refugees-asylum-broken/607003/>

Please familiarize yourself with the following below:

- The 1951 Refugee Convention <https://www.unhcr.org/en-us/3b66c2aa10>
- The OAU Convention Governing the Specific Aspects of Refugee Problems in Africa <https://www.unhcr.org/about-us/background/45dc1a682/oau-convention-governing-specific-aspects-refugee-problems-africa-adopted.html>
- The Cartagena Declaration on Refugees <https://www.unhcr.org/en-us/about-us/background/45dc19084/cartagena-declaration-refugees-adopted-colloquium-international-protection.html>

Week 3: September 7-September 13

Labor and the Economy

Monday September 7 Labor Day Recess

Readings:

1. Erdoğan, Seyhan. 2018. "Syrian Refugees in Turkey and Trade Union Responses." *Globalizations* 15(6): 838-853.
2. Allen, Greg. 2009. "New Orleans: A Day's Work Doesn't Mean A Day's Pay" <https://www.npr.org/templates/story/story.php?storyId=112333814>
3. Vargas-Silva, Carlos. 2017. "Remittances Sent To and From the Forcibly Displaced." *The Journal of Development Studies* 53(11): 1835–1848.
4. Khan, Azfar and Hélène Harroff-Tavel. 2011. "Reforming the Kafala: Challenges and Opportunities in Moving Forward." *Asian and Pacific Migration Journal* 20(3-4): 293-313.

Week 4: September 14-September 20

Securitization

Readings:

1. Hammerstad, Anne. 2012. "Securitisation from Below: the Relationship between Immigration and Foreign policy in South Africa's Approach to the Zimbabwe crisis." *Conflict, Security & Development* 12(1): 1-30.
2. Tkaczyk, Michal. 2017. "Between Politicization and Securitization: Coverage of the European Migration Crisis in Czech Online News Media." *Communication Today* 8(2): 90-111.
3. Neal, Andrew W. 2009. "Securitization and Risk at the EU Border: The Origins of FRONTEX." *JCMS* 47(2): 333-356.

4. Naujoks, Daniel. 2015. "The securitization of dual citizenship. National security concerns and the making of the Overseas Citizenship of India." *Diaspora Studies* 8(1):18–36.

Week 5: September 21-September 27

Restriction

Readings:

1. Hyndman, Jennifer and Alison Mountz. 2008. "Another Brick in the Wall? Neo-"Refoulement" and the Externalization of Asylum by Australia and Europe." *Government and Opposition* 43(2): 249-269.
2. Greenhill, Kelly M. 2016. "Open Arms Behind Barred Doors: Fear, Hypocrisy and Policy Schizophrenia in the European Migration Crisis." *European Law Journal* 22(3): 317–332.
3. Czaika, Mathias and Eric Neumayer. 2017. "Visa Restrictions and Economic Globalisation." *Applied Geography* 84: 75-82.
4. Anderson, Joseph Trawicki. 2020. "Managing Labour Migration in Malaysia: Foreign Workers and the Challenges of 'Control' Beyond Liberal Democracies." *Third World Quarterly* 1-19.

Week 6: September 28-October 4

Trafficking and Smuggling

Readings:

1. Chibba, Michael. 2014. "Contemporary Issues on Human Trafficking, Migration and Exploitation." *Migration and Development* 3(2): 163-173.
2. Miller, Rebecca and Sebastian Baumeister. 2013. "Managing Migration: Is Border Control Fundamental to Anti-Trafficking and Anti- Smuggling interventions?" *Anti-Trafficking Review* 2: 15-32.
3. Anderson, Bridget and Andrijasevic, Rutvica 2008. "Sex, Slaves and Citizens: the Politics of Anti-Trafficking." *Soundings*: 135–145
4. O'Connell Davidson, Julia. 2010. "New Slavery, Old binaries: Human trafficking and the Borders of 'Freedom'." *Global Networks* 10(2):1470–2266.

**Sunday October 4th 9:00am -11:59pm:
Midterm Exam Open**

Week 7: October 5-October11

Humanitarianism

Readings:

1. Chkam, Hakim. 2016. "Aid and the Perpetuation of Refugee Camps: The Case of Dadaab in Kenya 1991–2011." *Refugee Survey Quarterly* 35(2): 79-97.
2. Harrell-Bond, Barbara. 2002 "Can Humanitarian Work with Refugees be Humane?" *Human Rights Quarterly* 24(1): 51-85.
3. Loescher, Gil. 2001. "The UNHCR and World Politics: State Interests versus Institutional Autonomy". *International Migration Review* 35(1): 33-56.
4. Brachet, Julien. 2016. "Policing the Desert: The IOM in Libya Beyond War and Peace." *Antipode* 48(2): 272–292.

Week 8: October 12-October18

Internally Displaced Persons (IDPs)

Readings:

1. Jacobs, Carolien and Patrick Milabyo Kyamusugulwa. 2018. "Everyday Justice for the Internally Displaced in a Context of Fragility: The Case of the Democratic Republic of Congo (DRC)." *Journal Refugee Studies* 31(2):179–196.
2. Mooney, Erin. 2005. "The Concept of Internal Displacement and the Case for Internally Displaced Persons as a Category of Concern." *Refugee Survey Quarterly* 24(3): 9-26.
3. Grattan, Steven. 2020. "Forced Displacement and Violence Fester Four Years after Colombia Peace Deal." 15 July. *The New Humanitarian*
<https://www.thenewhumanitarian.org/news-feature/Colombia-forced-displacement-violence-peace-deal>
4. Okeke-Ihejirika, Philomina et al. 2020. "Beyond Poverty Fixation: Interrogating the Experiences of Internally Displaced Persons in Nigeria." *Third World Quarterly* 1-23.

Week 9: October 19-October 25

Development

Readings:

1. Randell, Heather. 2017. "Forced Migration and Changing Livelihoods in the Brazilian Amazon." *Rural Sociology* 82(3): 548–573.
2. van der Ploeg, Lidewij and Frank Vanclay. 2017. "A Human Rights Based Approach to Project Induced Displacement and Resettlement." *Impact Assessment and Project Appraisal* 35(1): 34-52.
3. Bisht, Tulsi Charan. 2009. "Development-Induced Displacement and Women: The Case of the Tehri Dam, India." *The Asia Pacific Journal of Anthropology* 10(4): 301-317.

Week 10: October 26-November 1

Statelessness

Readings:

1. Bradley, M. 2014. "Rethinking Refugeehood: Statelessness, Repatriation and Refugee Agency", *Review of International Studies* 40(1):101-123.
2. Akram, Susan M. 2018. "The Search for Protection for Stateless Refugees in the Middle East: Palestinians and Kurds in Lebanon and Jordan." *International Journal of Refugee Law* 30(3):407-443.
3. Southwick, Katherine. 2015. "Preventing Mass Atrocities Against the Stateless Rohingya in Myanmar: A Call for Solutions." *Journal of International Affairs* 68(2): 137-XVIII.
4. Seet, Matthew. 2016. "The Origins of UNHCR's Global Mandate on Statelessness." *International Journal of Refugee Law* 28(1):7-24.

Week 11 November 2-November 8

Climate Change

Readings:

1. Gemenne, François and Pauline Brücker. 2015. "From the Guiding Principles on Internal Displacement to the Nansen Initiative: What the Governance of

- Environmental Migration Can Learn from the Governance of Internal Displacement." *International Journal of Refugee Law* 27(2): 245-263.
2. Lister, Matthew. 2014. "Climate Change Refugees." *Critical Review of International Social and Political Philosophy* 17(5): 618-634.
 3. Höing, Nina and Jona Razzaque. 2012. "Unacknowledged and Unwanted? 'Environmental Refugees' in Search of Legal Status." *Journal of Global Ethics* 8(1):19-40.
 4. McFarland, Kelly. 2019. "Movements of the Future: Environmental Change, Its Affects on Migration and Policy Responses." *International Review of Sociology* 29(2): 159-171.
 5. 2020. Lustgarten, Abrahm. "The Great Climate Change Migration Has Begun." *The New York Times* July 23.
<https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html>

Week 12 November 9-November 15

Veteran's Day Recess: November 11th.

When things fall apart

Readings:

1. "Linde, Thomas. 2011. "'Mixed Migration-A Humanitarian Counterpoint." *Refugee Survey Quarterly* 30(1): 89-99.
2. Lischer, Sarah Kenyon. 2007. "Causes and Consequences of Conflict-Induced Displacement." *Civil Wars* 9(2):142-155.
3. Chatty, Dawn and Nisrine Mansour. 2011. "Displaced Iraqis: Predicaments and Perceptions in Exile in the Middle East." *Refuge* 28(1): 97-107.
4. Freier, Luisa Feline and Nicolas Parent. 2019. "The Regional Response to the Venezuelan Exodus." *Current History* 118(805): 56-61.
5. Alfaro-Velcamp, Theresa and Mark Shaw. 2016. "'Please GO HOME and BUILD Africa': Criminalising Immigrants in South Africa." *Journal of Southern African Studies* 42(5): 983-998.

Week 13 November 16-November 22

Integration and Resettlement

Readings

1. Hovil, Lucy. 2007. "Self-settled Refugees in Uganda: An Alternative Approach to Displacement?" *Journal of Refugee Studies* 20(4): 599-620.
2. Easton-Calabria, Evan and Naohiko Omata. 2018. "Panacea for the Refugee Crisis? Rethinking the Promotion of 'Self-Reliance' for Refugees." *Third World Quarterly* 39(8): 1458-1474.
3. Chimni, Bhupinder S. 2004. "From Resettlement to Involuntary Repatriation: Towards a Critical History of Durable Solutions to Refugee Problems." *Refugee Survey Quarterly* 23(3): 55-73.
4. Curry, Oscar Charlotte Smedley and Caroline Lenette. 2018. "What Is 'Successful' Resettlement? Refugee Narratives From Regional New South Wales in Australia." *Journal of Immigrant & Refugee Studies* 16(4):430-448.
5. Ambrosini, Maurizio. 2016. "From 'illegality' to Tolerance and Beyond: Irregular Immigration as a Selective and Dynamic Process." *International Migration* 54(2): 144-159.

Week 14 November 23-November 29

November 26 and November 27: Thanksgiving Break

No live Q&A on Thursday November 27.

Gender and LGBTQIA+

Readings:

1. Mehta, Sandhya Rao. 2017. "Contesting victim narratives: Indian women domestic workers in Oman." *Migration and Development* 6(3): 395-411.
2. Mahler, Sarah J. and Patricia R. Pessar. 2006. "Gender Matters: Ethnographers Bring Gender from the Periphery toward the Core of Migration Studies." *International Migration Review* 40(1): 27-63.
3. Vitikainen, Annamari. 2020. "LGBT Rights and Refugees: A Case for Prioritizing LGBT Status in Refugee Admissions." *Ethics & Global Politics* 13(1): 64-78.
4. Honkala, Nora. 2017. "'She, of Course, Holds No Political Opinions': Gendered Political Opinion Ground in Women's Forced Marriage Asylum Claims." *Social & Legal Studies* 26(2): 166-187.

Week 15: November 30-December 6

The Return

Readings:

1. Megan Bradley. 2008. "Back to Basics: The Conditions of Just Refugee Returns." *Journal of Refugee Studies* 21(3): 285–304.
2. Hagan, Jacqueline Maria and Joshua Wassink. 2016. "New Skills, New Jobs: Return Migration, Skill Transfers, and Business Formation in Mexico." *Social Problems* 63: 513–533.
3. Di Saint Pierre, Francesca, Borja Martinovic and Thomas De Vroome. 2015. "Return Wishes of Refugees in the Netherlands: The Role of Integration, Host National Identification and Perceived Discrimination." *Journal of Ethnic and Migration Studies* 41(11): 1836–1857.

Final Exam Week: Final Exam Opens Friday December 11th 9:00am -11:59pm

1. The instructor reserves the right to modify this syllabus should the need arise.
2. Any student having a prior commitment any time during the semester should notify the instructor by the first week of class to make any necessary arrangements.
3. Any student requiring accommodations of any sort should notify the instructor by the first week of class to make any necessary arrangements.
4. Grade disputes must be brought to the instructor's attention no later than one (1) week after the grades are returned. This includes grades on the critical analysis, discussion, midterm exam, and final exam.
5. All coursework must be submitted on Canvas. Emailed coursework is not accepted.