

Immigration & Transnationalism

NYU M.A. Program in International Relations

Professor Roy Germano, Ph.D.
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Fall 2020 (Online Course)
Tuesdays, 12:30 PM - 3:00 PM

Office hours:

I am available to speak on Zoom and over the phone throughout the week. Please reach out to me at roy.germano@nyu.edu to let me know when you would like to speak and we will schedule a mutually convenient time.

NOTE: This is a living document. I will announce any changes on NYU Classes.

About the Course

This course explores some of the many challenges and opportunities associated with the movement of people across national borders. We will explore questions about why people migrate, how states manage immigration, why anti-immigrant backlash is on the rise globally, how immigration policies affect children and families, and how emigration impacts development in low- and middle-income countries. The course focuses largely on migration from Latin America to the United States and from Africa and the Middle East to Europe.

About the Instructor

I have taught at NYU since 2015. I currently hold the positions of Senior Research Scholar at the NYU School of Law and Adjunct Associate Professor in the NYU International Relations Program. I completed a Ph.D. in Government at the University of Texas at Austin in 2010 and an M.A. in IR at the University of Chicago in 2003.

I'm the author of a book on global migration and remittances called *Outsourcing Welfare: How the Money Immigrants Send Home Contributes to Stability in Developing Countries* (Oxford University Press, 2018). It explores the impact of remittances on political attitudes and behavior in 50 countries in Africa, the Middle East, Latin America, and the Caribbean, with particular focus on Mexico (where I did three years of

fieldwork). I've also directed and produced a number of documentary films and videos that are based on my research, such as *The Other Side of Immigration, A Mexican Sound*, the Vice News series *Immigrant America*, and the YouTube series *Hasidic Brooklyn*.

I've also published research on topics like remittances, immigration policy, trademark infringement, class action litigation, and constitutional litigation in *The University of Chicago Law Review*, *Perspectives on Politics*, *Latino Studies*, *Migration Studies*, *Electoral Studies* and other journals.

Binational Migration Lab

In an effort to promote academic exchange between the US and Mexico, this course will involve a significant binational component. Throughout the semester, we will meet regularly online with students from Professor Ana Tovar's migration and refugee seminar at the Instituto Tecnológico Autónomo de México (ITAM). ITAM is a leading Mexican university located in Mexico City. It is usually referred to by its acronym, ITAM, which is pronounced as one word: "ee-tahm."



NYU and ITAM students will engage in debates about binational migration issues and complete group projects together. Teams of NYU and ITAM students will write a final policy paper and give a final presentation about a migration-related issue to a panel of discussants, which will include practitioners, journalists, politicians, and experts from Mexico and the US. Therefore, not only will you gain an understanding of prominent theoretical and policy issues related to migration, but also an understanding of how your peers in Mexico are thinking about and learning about this issue.

About Professor Tovar

Professor Ana Tovar is a professor at the Law School of the Instituto Tecnológico Autónomo de México, where she coordinates the Ideas Lab on Migration and Human Mobility. She was formerly General Director for Migrant Protection at the Instituto Nacional de Migración (INM) in the Mexican government. This office is responsible for coordinating the work of Grupos Beta, which provides humanitarian aid, and the programs of migratory agents in charge of working with unaccompanied minors. Her team developed a pilot program with child protective services in Mexico, as well as with Customs and Border Protection in Mexico and the United States to ensure unaccompanied minors needing international protection could be brought to the border and present their asylum claim. She also represented Mexico at the United Nation's Third Committee, and was tasked with drafting the *Global Compact for Safe, Regular*

and Orderly Migration (GCM). She holds a Masters of Law from Yale Law School and currently works as consultant for the Center for Democracy in the Americas (CDA).

Meeting Format

- Due to COVID-19, this course will take place exclusively online via Zoom.
- Each 2.5-hour session will be broken up into four parts:
 - BLOCK 1 (12:30 PM - 12:55 PM) -- Current events discussion
 - BLOCK 2 (1:00 PM - 1:50 PM) -- Socratic seminar
 - BLOCK 3 (1:50 PM - 2:00 PM) -- Break
 - BLOCK 4 (2:00 PM - 3:00 PM) -- The last hour of our meetings will be reserved for lecture, guest speakers, and/or breakout group discussions with ITAM students

Course Requirements & Grading

1. Participation in current events discussions (15% of final grade)

During BLOCK 1 of each class meeting, we will discuss how migration issues are being covered in the media.

- Two or three students will lead the current events discussion each week (I will post and announce group assignments after our first meeting). The group in charge of running that week's current events discussion should find news reports (at least one article per group member) from various media outlets and contrasting ideological perspectives that, broadly speaking, relate to migration. News reports should primarily take the form of written articles, but they can also include videos, podcasts, radio stories, etc.
- The group leading the week's discussion should email out links to the class the morning of our Tuesday meeting. Please designate one member of the group to send one email with all the links.
- That week's leaders will then present and analyze the articles and discuss their relationship to larger national and international debates (e.g., the US presidential election, COVID-19, global diplomacy, climate change,

#MeToo, etc.). See below for instructions and tips about how to present and discuss news reports.

- Although we will have a designated group of students leading the current events discussion each week, I expect all students to follow immigration news and come to class prepared to discuss your observations about how immigration is being covered and discussed in the media. Even when it is not your week to lead the current events discussion, I encourage you to present and come ready to discuss news you have read about immigration during the previous week. See below for links to various news sources' immigration coverage.

2. Participation in seminar discussions (35% of final grade)

BLOCK 2 of our meetings will follow the format of a Socratic seminar. A Socratic seminar is a discussion in which questions and opposing viewpoints are presented and debated in an effort to unpack issues and readings. Students can be called on at any point during our seminar discussion to comment on that week's readings. Therefore, to be successful in this course, it is essential that you do all the readings before class and come ready to discuss them. Students' preparation and participation in this aspect of the course will be evaluated according to the rubric below. You and I will evaluate your participation by filling out a survey after our seminar. Self-assessment requires that you make a good faith effort to evaluate your participation honestly and sincerely.

3. Binational Working Group Projects

In the second week of the semester, students will be assigned to small groups called Binational Working Groups (BWGs). BWGs will include a mix of ITAM students and NYU students. Each BWG will be assigned a specific migration topic. The topic assignments will be very general. It is up to group members to come to an agreement about the specific issue or issues they will research over the course of the semester. After receiving their group and topic assignments, members of each BWG should begin communicating regularly outside of class time to discuss their topic and conduct original research. Throughout the semester, BWGs will draw on their research to produce the following outputs: (1) three short papers (referred to below as blog articles); (2) a final policy paper; and (3) a group presentation.

- a. **Blog Articles (15% of final grade).** Over the course of the semester, each BWG will write and publish three blog articles on their assigned topic. Each article should be between 750 and 1500 words in length (3-6 double spaced pages). The goal of each article will be discussed before each due date.

- i. **Blog Article #1**

- ii. **Blog Article #2**
 - iii. **Blog Article #3**
- b. Final group paper (20% of final grade). Due Friday December 4.** Each BWG will write a 30-40 page paper on their assigned topic. Generally speaking, papers should contain the following elements:
1. A thesis or argument
 2. Background about the topic
 3. A summary of theoretical and policy perspectives
 4. A discussion of empirical impacts on various policy areas
 5. Recommendations and proposals
- c. Final group presentation (15% of final grade).** Each BWG will have a half hour on December 8 to present and discuss their research.

Resources for Current Events Discussion

As stated above, one group will be responsible for leading our current events discussion each week. The lead group should come prepared to discuss at least three migration-related news stories from the past week (one article per group member). To make sure we're taking into account a broad spectrum of coverage, one of the articles you select should come from a right-leaning or far-right publication such as *Fox News* or *Breitbart*. You're welcome to consult any sources you'd like -- local news, national news, and international news. I just ask that you include various ideological perspectives so that we can discuss how different groups are thinking about, covering, and framing immigration issues. The links below go directly to the most recent articles on migration issues published by various national and international media organizations.

Moderate/Left Perspectives

- <https://www.nytimes.com/topic/subject/immigration-and-emigration>
- <https://www.npr.org/tags/127600895/immigration>
- <https://www.politico.com/news/immigration>

Right/Far-Right Perspectives

- <https://www.foxnews.com/category/us/immigration>
- <https://www.breitbart.com/immigration/>

Global Perspectives

- <https://www.theguardian.com/world/migration>
- <https://www.aljazeera.com/topics/people/migrants.html>

Instructions and Tips for groups leading the weekly current events discussion:

- Begin by discussing the details of the story:
 - What's the issue?
 - What's going on here?
 - Any background information we should know?

- Then, examine the article critically. Here are some suggestions for points you might analyze in order to elucidate the implicit or explicit arguments that underlie the story:
 - Who are the actors involved? Who are the winners and losers of the issue being discussed?
 - What policy issues are at stake? What policy issues other than immigration does this story affect or relate to? (e.g., health, education, diplomacy, human rights, etc)
 - How are immigrants portrayed in this story? Does the story use particular tropes or stereotypes?
 - How are government actors portrayed in the story?
 - Is this story mere reporting or is it attempting to persuade?
 - Does the medium (radio, print, TV) of the source affect how the information is presented? How do visuals or storytelling techniques convey the narrative or argument of the article?

Required Readings for Seminar Discussion

A schedule and list of assignments is posted in a separate Google Doc. All readings can be downloaded from NYU Classes. You are not required to purchase any books for this course.

Evaluation Rubric for Seminar Discussion

Right after we finish our weekly seminar discussion, you should click the following link and fill out the self-assessment survey.

https://nyu.qualtrics.com/jfe/form/SV_5aQfL5WeS3j5TRr

You will grade yourself according to whether you met expectations for reading and preparation. I will assess your performance with regard to knowledge and debate during the seminar. To meet expectations, you must do all of the following:

READING:

Complete all assigned readings before class

PREPARATION:

Prepare for discussion by making notes on the readings and preparing points or questions that you will raise about them

KNOWLEDGE:

Make at least two comments during discussion that are accurate and directly reference the assigned readings, citing page numbers so that your classmates can follow along.

DEBATE:

Respond to, build upon, address, correct, or constructively disagree with a classmate at least once during discussion

The self-assessment survey will ask you if you met expectations, exceeded expectations, approached expectations, or fell far short of expectations in each of these four areas.

For example, if you did all of the assigned reading, you would select “met expectations.” If you did all of the assigned reading, then read additional sources, you would select “exceeded expectations.” If you read about three-quarters of the reading, you might select “approached expectations.” If you read half of the readings or none at all, you might select “far short of expectations.”

If you make strong efforts to prepare for and participate in seminar in the ways mentioned above, you should have no problem doing very well in this area of the course.

Professional Guidelines

We’re completely online this semester, which poses its share of challenges and opportunities. The following guidelines are meant to help you and your fellow students get the most out of this class in its online form. I would be grateful if you would observe the following guidelines because I believe they will be to everyone’s benefit, including your own.

- **Arrive on time and stay online for the entire session.** This class will meet in real time on Tuesdays from 12:30 PM to 3:00 PM New York City time. If you are in a different time zone and anticipate any complications, please contact me as soon as possible to discuss accommodations. We have a lot to cover in a short amount of time, so we will maintain a regular, fast-paced schedule. Please login to Zoom and be prepared to engage with your peers no later than 12:30 PM and plan to remain in the meeting until class is over at 3:00 PM.

- **Adopt professional best practices.** This is an interactive seminar and it's important that we all follow teleconferencing best practices so that all students get the most out of the time we have together. Please observe the following guidelines:
 - Keep your webcam on the entire session (with the exception of breaks).
 - Login to Zoom from a quiet, stationary place with minimal distractions. Please do not attend class while moving, walking around, or while in a vehicle.
 - Login to Zoom using a device with a large screen--such as a laptop, desktop, or tablet--so that you can see your classmates. Please do not login to class using a small device, such as a smartphone.
 - Keep your camera stable and at eye level, preferably with light source in front of you, not behind you.
 - Mute your microphone when not speaking.
 - Limit distractions by turning off notifications, turning off your phone, and closing applications that are not relevant to class.
 - If possible, use a headset or earbuds with microphone so that you can hear and so that others can hear you clearly.

- **Avoid multitasking.** Because this is an interactive seminar, it is important that all students make our meetings their sole focus for the brief time we're together each week. Please turn your phones off during class time and only have apps and windows open that you need for class use. Email, social media, Whatsapp, and other messaging apps will inevitably distract you.

- **Keep your Zoom interface unobstructed.** It's important that your Zoom interface remain unobstructed as much as possible so that you can focus on what your peers are saying and view any slides or speakers without distraction. For this reason, please considering doing some combination of the following:
 - Use two screens, with one reserved for Zoom and the other reserved for readings and notetaking

OR

 - Print out the readings and take handwritten notes, reserving your screen for Zoom.

Introduce Yourself

Please submit a document with your bio and interests as soon as possible. Professor Tovar and I will compile the bios into one document and share with students at both institutions so that you have more information about one another. This Google Doc

contains instructions for completing your bio:

<https://docs.google.com/document/d/1F5bZNBA5gpIzQJo1DcZkCTg0niSjK1scVJE15UUXxZA/edit?usp=sharing>

Immigration & Transnationalism

Schedule & Assignments - Fall 2020

Office hours:

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Introduction to the Course

✓ Week 1 - September 8

There is no assignment for today's course. We will discuss course requirements and meet our colleagues at ITAM and NYU.

Causes of Migration

✓ Week 2 - September 15

Current Events Discussion Leaders:

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To prepare for class, read the following:

- "Theories of International Migration: A Review and Appraisal" by Douglas Massey and colleagues (*Population and Development Review*, 1993)
- "The Birth of Multicultural Europe" by Rita Chin (Chapter 1 of *The Crisis of Multiculturalism in Europe*, 2018)
- "[The Great Climate Migration](#)" by Abrahm Lustgarten (*New York Times Magazine*, 2020)

- [“At Least 37 Million People Have Been Displaced by America’s War on Terror”](#) by John Ismay (*New York Times Magazine*, 2020)

Guest speaker:

Diego Gomez-Pickering, Consul General of Mexico in New York, 2016-2018

Unauthorized Entry, Human Smuggling, and State Deterrence

Week 3 - September 22

Current Events Discussion Leaders:

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To prepare for class, read the following:

- “Death at the Border: Efficacy and Unintended Consequences of US Immigration Control Policy” by Wayne A. Cornelius (*Population and Development Review*, 2001)
- “Human Smuggling: Structure and Mechanisms” by Paolo Campana (*Crime and Justice*, 2020)
- “Detention as Deterrence” by Emily Ryo (*Stanford Law Review*, 2019)

Lecture by Professor Germano

Child Migration and Trafficking

Week 4 - September 29

Current Events Discussion Leaders:

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To prepare for class, read the following:

- “David and Goliath: Children’s Unequal Battle for Refugee Protection” by Jacqueline Bhabha (Chapter 6 of *Child Migration and Human Rights in a Global Age*, 2014)
- “Targeting the Right Issue: Trafficked Children and the Human Rights Imperative” by Jacqueline Bhabha (Chapter 4 of *Child Migration and Human Rights in a Global Age*, 2014)

Lecture by Professor Tovar

**** Sunday October 4: Blog Article #1 due by 5:00 PM ****

Arguments For and Against Immigration Restrictions

✓ **Week 5 - October 6**

Current Events Discussion Leaders:

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To prepare for class, read the following:

- “Immigration Tests the New Order” by Saskia Sassen (Chapter 3 of *Losing Control? States and Sovereignty in an Age of Globalization*, 1996)
- “Aliens and Citizens: The Case for Open Borders” by Joseph Carens (*Review of Politics*, 1987)
- “Who is Immigration For?” by Christopher Caldwell (Chapter 3 of *Reflections on the Revolution in Europe*, 2009)

Immigration Policymaking in Liberal Democracies

✓ **Week 6 - October 13**

Current Events Discussion Leaders:

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To prepare for class, read the following:

- “Modes of Immigration Politics in Liberal Democratic States,” by Gary Freeman (*International Migration Review*, 1995)
- “The Politics of Immigration Control: Understanding the Rise and Fall of Policy Regimes,” by Daniel Tichenor (Chapter 2 of *Dividing Lines*, 2002)
- “Why Liberal States Accept Unwanted Migration” by Christian Joppke (*World Politics*, 1998)

Assimilation and Transnationalism as Dual Processes

✓ **Week 7 - October 20**

Current Events Discussion Leaders:

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To prepare for class, read the following chapters from *Mexican New York* by Robert C. Smith:

- Chapter 1, Transnational Life in Ethnographic Perspective
- Chapter 6, “In Ticuani, He Goes Crazy”: The Second Generation Renegotiates Gender
- Chapter 9, Defending Your Name: The Roots and Transnationalization of Mexican Gangs

For the last hour of our meeting, we will be joined by two guest speakers: Byron Chamorro will speak about his migration experience as an unaccompanied minor from Guatemala and his journey through the New York City education system. He'll be joined by his former ESL teacher, Heather Bush.

**** Blog Article #2 -- Due by Monday October 26 ****

Xenophobia and Anti-Immigrant Backlash

✓ Week 8 - October 27

Current Events Discussion Leaders:

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To prepare for class, read the following:

- “Race, Nation and Multicultural Society” by Rita Chin (Chapter 3 of *The Crisis of Multiculturalism in Europe*, 2018)
- “European Opinion About Immigration: The Role of Identities, Interests, and Information” by John Sides and Jack Citrin (*British Journal of Political Science*, 2007)

✓ Week 9 - November 3

Current Events Discussion Leaders:

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To prepare for class, read the following:

- “The Effect of Contact” by Gordon Allport (Chapter 16 of *The Nature of Prejudice*, 1954)
- “Does Exposure to the Refugee Crisis Make Natives More Hostile?” by Domink Hangartner and colleagues (*American Political Science Review*, 2019)
 - **Note:** unless you’re interested in quantitative methodology, you can feel free to stop reading when you reach the heading “Empirical Strategy” on p. 446.

Legality, Citizenship, and Deportation

✓ Week 10 - November 10

Current Events Discussion Leaders:

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To prepare for class, read the following:

- “Citizenship as Social Closure” by Rogers Brubaker (Chapter 1 of *Citizenship and Nationhood in Germany and France*, 1992)
- “Liminal Legality: Salvadoran and Guatemalan Immigrants’ Lives in the United States” by Cecilia Mejivar (*American Journal of Sociology*, 2006)
- “Out of the Shadows: DREAMer Identity in the Immigrant Youth Movement” by Pedro de la Torre and Roy Germano (*Latino Studies*, 2014)

✓ Week 11 - November 17

Current Events Discussion Leaders:

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To prepare for class, read the following:

- “The Goals of Deportation” by Daniel Kanstroom (Chapter 2 of *Aftermath: Deportation Law and the New American Diaspora*, 2012)
- “Staying Home: The Elusive Benefits of Child Citizenship by Jacqueline Bhabha (Chapter 2 of *Child Migration and Human Rights in a Global Age*, 2014)
- “Immigration Courts” by Jaya Ramji Nogales and colleagues (Chapter 3 of *Refugee Roulette*, 2009)

Guest speaker: Claudia Carrete, Senior Program Manager of Refugee Resettlement

**** Thursday November 19: Blog Article #3 due by end of the day ****

Remittances and the Politics of Transnational Engagement

✓ Week 12 - November 24

Current Events Discussion Leaders:

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To prepare for class, first watch:

- *The Sixth Section* by Alex Rivera (PBS, 2003)

Then read:

- Chapters 1-3 of *Outsourcing Welfare: How the Money Immigrants Send Home Contributes to Stability in Developing Countries*, by Roy Germano (2018)
- Chapter 8 of *Creative State*, Natasha Iskander (2010)

Final Papers and Group Presentations

Week 13 - December 1

No readings or formal meeting this week. This time is reserved for Binational Working Groups to meet independently and to work on final papers and presentations

Week 14 - December 8

Binational Working Groups will make their final presentations on this day.

**** Sunday December 13: Final Papers Due by 11:59 PM NYC time ****
