

MIGRATION AND HUMAN DEVELOPMENT

(Fall 2017)

Course Title:	Migration and Human Development
Course number:	INAF U6173
Meeting date:	Tuesday, 4:10pm - 6:00pm
Location:	404 IAB
Instructor:	Daniel Naujoks
Instructor email:	daniel.naujoks@columbia.edu
Office hours:	by appointment
Credits:	3 credits
Prerequisites:	There are no course-specific requirements. Prior knowledge of conceptions of 'development', public policy, and international law is encouraged.

Course Overview

International migration's substantial economic and social effects are at the forefront of today's academic discussion, international debate as well as national policy strategies. This course introduces students to the key notions, norms, and narratives of international migration from economic, sociological, legal, policy, international relations, and normative perspectives. Students will learn about transnational livelihood strategies and channels through which migration and migrants can enhance human development especially in their countries of origin, while creating better opportunities for themselves and contributing to their communities of destination. This includes in-depth discussions of the determinants, flows and effects of emigration, immigration, return, financial and social remittances, and diaspora investment.

Highlighting migration phenomena in different scenarios in the global North, as well as in the global South, the course emphasizes the agency of migrants and gender differences in the experiences and effects, as well as the role their legal status plays. It will address the root causes of migration and the protection of migrants' human, social and labor rights. The course also furthers participants' understanding of the policy responses in both, the international and the domestic spheres. To this end, it introduces students to key policies and governance schemes and diaspora engagement institutions.

Key learning goals

At the end of the course, students will

- Have acquired understanding of:
 - Key definitions and conceptual differences of various forms of human mobility.
 - The impacts of human mobility on the development of migrants, their communities of origin and destination.
 - Social worlds of migrants in different scenarios in the global North and South.
 - The role of migrants' agency and gender differences when assessing the human development impact of migration.
 - Policy responses to migration in the global North and South.
 - Media narratives, representation of migration issues and securitization of human mobility.
- Be able to apply frameworks and approaches to a variety of migration scenarios and differentiate between the needs and capabilities of different groups.
- Have enhanced analytical writing capabilities and techniques of media analysis.

Course Assessment

Grading: The final grade for this course will be made of the following components:

1) 2 response papers:	30 %	4) Class attendance:	5 %
2) Group research:	40 %	5) Class participation:	25 %

Response Papers: Students will write two short response papers to the weekly readings of their choice. These papers of not less than 600 and not more than 800 words (excluding references) have to be submitted before the day of the respective class via email. Response papers should substantially discuss a specific issue that attracts students' interest in the assigned reading material by either comparing how the different texts relate to the chosen issue or by using additional literature to discuss the issue. This should consider the six guiding principles below and the *separate guidelines for response papers* (please consult the guidelines that are uploaded on Canvas and follow the instructions). Of the two papers that you write, the paper with the highest grade will count 20%, the other counts 10% of the final grade.

Group Research Project: In groups of 3-4 students, students will engage in actual analysis of debates. This will involve a meaningful content analysis of media reports, parliamentary debates or official discussions at the United Nations General Assembly on issues related to the class. The concrete topic will be discussed with the course instructor and approved in advance. To this end, after an initial discussion in week 6 (October 10), student teams will elaborate a draft outline of the project that spells out the key questions, their relevance, the state-of-the art and the research methodology. A two-page outline for the research project is due to be submitted by email by October 16. In week 12, student groups will present their findings to a panel of experts and each other. Final research reports (4,500-6,000 words) have to be submitted by email by December 15, 2016. For the assessment of the research, I will evaluate the research and writing skills (including your writing style, grammar, spelling mistakes, and the structure of the paper), the quality of the primary research, use of quality literature and incorporation of references and ideas from the literature into the text, the value and clarity of ideas you present and stringency of argumentation. As these are group projects I will also ask for peer evaluation that I will consider in the grading process. You need to follow the *guidelines for research papers* that are uploaded to Courseworks/Canvas (please read them carefully).

Class Attendance: Discussions of the reading material in class are critical for this course. Hence, your attendance is too. If you cannot make a class for important reasons please inform me at least one hour before the class begins that you'll be unable to attend. If you are unable to make it it is your responsibility to get informed about our discussion and the learning progress.

Class Participation: In addition to mere physical presence I expect students to actively participate in class discussions. Active participation requires sufficient reading in advance of the seminar to enable clear arguments and informed opinions related to the topic under discussion. In addition to having read the course readings I expect that you have taken notes and that you have reflected on key aspects before we meet. This way, our discussions will be meaningful and we can all benefit from each other's insights. Thus, I will evaluate how prepared you come to class, how much of original critically thinking you bring to the discussion and how you discuss competing concepts and theories with other students.

Zipstrr video feedback: This semester, I am experimenting with an additional way of sharing impressions from class with each other. On a voluntary basis, course participants can create a free  Zipstrr account. After each class, those participating in the experiment will record a short video statement of 20-30 seconds in which they highlight their main take-away points. Students can record these videos (or *zips*) on a smart phone and then upload them to the app, which automatically compiles these reactions into a short, joint video.

In the short video reactions, you can share: ♦What surprised you? ♦What was interesting? ♦What should be remembered for the future? ♦Do you see a link to a previous class/discussion?

This way we hear from everyone about key points and the videos serve as a collaborative notepad that you can revisit to refresh your knowledge in the future. Participation in this exercise will count toward your participation in class but your decision not to participate will not negatively affect your grade. Think of it as a fun bonus assignment!

Current item: Each day, important news appear on refugees and migrants. This ranges from news on political statement and debates to calamities, from reports about new studies, new policies or technologies used by or for mobile populations to achievements by refugees and migrants. I want you to pay attention to current news that are connected to this course. For this reason, the last 10 min of each class are dedicated to current events. You can suggest topics that you see on the news, blog posts or other information sources. While news items need to be in English, you can suggest short publications from around the world. These items don't have to be connected to the main topic of the weekly session (but they can). They do not have to be from the week in which we discuss them but they should be fairly recent. Please upload new ideas to <http://bit.ly/29XtpZm> by Friday 3pm before our class and provide brief key questions. I will then choose an item from your list that we will discuss.

Guiding Principles

Throughout the course, students are encouraged to scrutinize the reading material by critically considering the following six guiding principles.

- 1. Policy responses and their legitimacy:** What legal and policy responses have been adopted by what institutions and at what levels (international, regional, national, sub-national, local)? What issues do these responses address and what are their shortcomings? What can you say about the commonalities and differences between groups and categories that are treated differently (or lumped together)? What role does time play in the responses and their legitimacy?
- 2. Assessing the impact:** What is the impact of different forms of migration and mobility on individuals, their families, communities of origin, transit and destination? How does the movement and mobility of people affect our understanding of political community, social membership, and citizenship?
- 3. Migrants' agency:** Where do we find agency on the part of migrants and refugees and how do people make use of their choices? In what ways do migrants engage in transnational activities? What are the key determinants for migrant women and men to exercise more or less power over their situation? How do policies and narratives reflect or neglect agency?
- 4. Gender-sensitive analysis:** In what way play gender differences a role when analyzing the phenomenon at hand, especially, regarding the determinants and the impacts? Are there gender-specific potentials, vulnerabilities, or needs that should be considered? Is the representation of the migration phenomena under scrutiny skewed toward specific narratives of men, women or gender roles in general? What policy options exist?
- 5. Specific versus generalizable knowledge:** To what extent are the described concepts, processes, and effects generalizable and where are they determined by, and limited to, specific framing conditions and situation-specific parameters?
- 6. Adopting a researcher's mindset:** In an era of “fake news” and “alternative facts”, what are the empirical questions we have to explore to adequately discuss the claims made in the political sphere or by scholars? What are the underlying (often not explicitly stated) assumptions about migrants, refugees, asylum seekers and displaced persons? What language, research, and narratives would be appropriate to address these issues head-on?

Course Overview

Week 1: Trends and Notions of International Migration	5 Sept
<i>Voluntary: download zipstrr app and create account</i>	12 Sept
Week 2: Drivers and Root causes: explaining migration and human mobility	12 Sept
Week 3: Migration, the State, and the M&HD framework	19 Sept
Week 4: Gender, Human Rights and Transnational Perspectives on Migration	26 Sept
Week 5: The Securitization of Migration	3 Oct
Week 6: Session on Group Projects on Migration Narratives and Debates	10 Oct
<i>Outlines for group research project due</i>	16 Oct
Week 7: Emigration and Human Development	17 Oct
<i>Complete mid-term feedback and suggestions</i>	17 Oct
Week 8: Immigration and Human Development	24 Oct
Week 9: Remittances: Determinants, effects, and policies	31 Oct
<i>No class (University holiday for Election Day)</i>	7 Nov
Week 10: Diaspora Policies and Return Migration	14 Nov
Week 11: Human development and the economics of refugee camps	21 Nov
<i>Submit one-page summary of draft research paper</i>	26 Nov
Week 12: Group Presentations on Research Projects	28 Nov
<i>Complete official course evaluations and separate feedback form</i>	4 Dec
Week 13: The Future of Migration and Human Development	5 Dec
<i>Final research reports due</i>	15 Dec

Course Plan

Week 1: Trends and Notions of International Migration

What are important definitions of and differences in key notions of migration (statistical vs. other definitions (migrant, diaspora, mobility, refugee, IDP))? What are major flows and stocks of international migration? What are the key questions, analytical categories, and disciplinary tools of migration studies? What are key disciplinary perspectives on migration (e.g. sociology, economics, political science, etc.)?

- United Nations Department of Economic and Social Affairs, Population Division. 2016. *International Migration Report 2015: Highlights*. New York: United Nations.
- UNHCR. 2017. *Global Trends 2016* (pp. 1-21).
- United Nations General Assembly. 2016. *New York Declaration for Refugees and Migrants*.

Supplementary reading:

- Mathias Czaika and Hein de Haas. 2014. "The Globalization of Migration: Has the World Really become more Migratory?" *International Migration Review* 48(2): 283-323.
- Stephen Castles, Hein de Haas, Mark J. Miller. 2014. *The Age of Migration* (5th Edition), Palgrave (Introduction).

Week 2: Drivers and Root causes: explaining migration and human mobility

What are key theories of migration and determinants of migration flows? What are shortcomings of many theories and why does it matter? What are the links between environmental factors and human mobility? What are key obstacles for legal and political recognition of the involved phenomena? What other factors do environmental aspects interact with and with what results? What policy options exist to prevent and address the negative impact?

Prepare to discuss the following questions:

- 🌐 In November 2015, the European Union announced to increase official development aid (ODA) to Africa in order to decrease emigration. What are the assumptions this is based on and how do you assess them?
- 🌐 In the Rawlence (2016) reading, Isha eventually leaves her home. Why does she? How is this connected to conflict? How would you describe the causes of her displacement?
 - Watch the video: *Changing Climate, Moving People*, The Energy Resource Institute (TERI) for UNESCO (35 min, April 2015): www.youtube.com/watch?v=MSVUJQd9W5g
 - Stephen Castles, Hein de Haas, Mark J. Miller. 2014. "Theories of Migration." In: *The Age of Migration* (5th Edition), Palgrave.
 - U.K. Government Office for Science. 2011. *Foresight: Migration and Global Environmental Change*. London (Executive Summary and Chapter 5).
 - Rawlence, Ben. 2016. *City of Thorns: Nine Lives in the World's Largest Refugee Camp*. New York: Picador (pp. 57-61).

Supplementary reading:

- Douglas S. Massey, Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino and J. Edward Taylor. 1993. “Theories of International Migration: A Review and Appraisal.” *Population and Development Review* 19 (3), pp. 431–66.
- Video: *Climate change and migration—Living on the Go*, Climate and Development Knowledge Network (in Bangladesh, June 2014, 20min): www.youtube.com/watch?v=-Gz_EnVwRIw.
- Zetter, Roger, and James Morrissey. 2014. The Environment-mobility Nexus. In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies* (Chapter 27), pp. 342-354.

Week 3: Migration, the State, and the M&HD framework

What is the role of the state, to what extent do state policies matter with regard to immigration, emigration, and diaspora engagement? What are key notions, concepts and metrics of human development and what are key channels how migration and human development are linked? How are different dimensions of the Sustainable Development Goals (SDGs) linked to human mobility?

- Daniel Naujoks. (forthcoming, fall 2017). “Achieving the Migration-Related SDGs through Migration Governance.” In: United Nations Working Group on Migration in the Arab region, *2017 Situation Report on Migration in the Arab Region*, Beirut: UN Economic and Social Commission for Western Asia (Chapter 3). (only first two sections: Introduction and good migration governance, pp. 2-19).
- Daniel Naujoks. 2013. *Migration, Citizenship, Development*. New Delhi: Oxford University Press (Chapter 2).
- Hein de Haas. 2010. “Migration and development: a theoretical perspective.” *International Migration Review* 44(1): 227-64.

Supplementary reading:

- Devesh Kapur. 2010. *Diaspora, Development and Democracy. The Domestic Impact of International Migration from India*. New Delhi: Oxford University Press (Chapter 2).
- James Hollifield and Tom Wong. 2015. “The Politics of International Migration: How Can We ‘Bring the State Back In.’” In: Caroline B. Brettell and James F. Hollifield (eds.) *Migration Theory: Talking across Disciplines*, New York: Routledge, pp. 227-288.
- Stephen Castles, Hein de Haas, Mark J. Miller. 2014. *The Age of Migration* (5th Edition), Palgrave (Chapter: The State and International Migration: The Quest for Control).

Week 4: Gender, Human Rights and Transnational Perspectives on Migration

Why are a gender-sensitive lens, a ‘human-rights based approach,’ a focus on individuals’ agency and a transnational perspective important for understanding human mobility? How is this neglected in many accounts of the involved phenomena? What protection exists under international law and with what scope and impact? What is the connection between migrants’ rights and human development?

- Patricia R. Pessar and Sarah J. Mahler. 2003. “Transnational Migration: Bringing Gender.” *International Migration Review* 37 (3): 812-846.
- Peggy Levitt and Nina Glick Schiller. 2004. “Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society.” *International Migration Review* 38 (3): 1002–39.
- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (*please read the convention and understand how it is structured. Why may some countries be reluctant to ratify it?*)

Supplementary reading:

- Katharine M. Donato and Donna Gabaccia. 2015. *Gender and international migration: from the slavery era to the global age*. New York: Russell Sage Foundation (Introduction).
- Allison J. Petrozziello. 2013. *Gender on the Move: Working on the Migration-Development Nexus from a Gender Perspective*. Santo Domingo, DR: UN Women (Chapter 4).
- Thomas Faist. 2012. Toward a Transnational Methodology: Methods to Address Methodological Nationalism, Essentialism, and Positionality. *Revue européenne des migrations internationales* 28, pp. 51-70.
- Saskia Sassen. 1998. *Globalization and its Discontents*. New York: New York Press (Ch. 6, “Notes on the Incorporation of Third World Women into Wage Labor through Immigration and Offshore Production,” pp. 111-31).

Week 5: The Securitization of Migration

When do we speak of ‘securitization’ of an issue? What is the ‘widening debate’? To what extent are migration issues viewed as threats to security and what actors promote such perspectives? What approaches exist to de-securitize forced migration topics? What changes when we consider ‘human security’?

- 🌐 I would also like you to consider: Is a *potato* dangerous? Why could it be a security risk? This may sound silly but please spend a few minutes thinking about the potato as a security risk.
- Barry Buzan, Ole Wæver, and Jaap de Wilde. 1998. *Security: A New Framework for Analysis*. Boulder: Lynne Rienner Publishers (Chapter 2).
- Jef Huysmans. 2006. *The Politics of Insecurity: Fear, Migration and Asylum in the EU*. London: Routledge (Chapter 1).
- Nowrasteh, Alex. 2016. *Terrorism and Immigration. A Risk Analysis*. Policy Analysis 798, Cato Institute.

Supplementary reading:

- Chebel d'Appollonia, Ariane. 2015. *Migrant Mobilization and Securitization in the United States and Europe*. New York: Palgrave Macmillan (Chapter 1: The Securitization of Immigration and Integration Governance).
- Jef Huysmans. 2006. *The Politics of Insecurity: Fear, Migration and Asylum in the EU*. London: Routledge (Chapter 2).
- Daniel Naujoks. 2015. "The securitization of dual citizenship. National security concerns and the making of the Overseas Citizenship of India." *Diaspora Studies* 8 (1), pp. 18–36.
- Thomas Faist. 2005. "The Migration-Security Nexus: International Migration and Security." In: *Migration, Citizenship and Ethnos: Incorporation Regimes in Germany, Western Europe and North America*, edited by Y. Michal Bodemann and Gökce Yurdakul, pp. 103–120. New York: Palgrave Macmillan.
- Fiona B. Adamson. 2006. "Crossing Borders: International Migration and National Security." *International Security* 31 (1): 165-99.

Week 6: Session on Group Projects on Migration Narratives and Debates

To prepare for this session, each student should think about interesting research projects. You can look at the list of topics and research ideas and develop your own ideas about what to focus on (needless to say, you are not limited by the list). This involves content analysis of debates in news media or other fora anywhere in the world (but consider the language implications of the research). This session will focus on the importance of narratives and on possible methodologies to conduct such analysis. You can have formed groups to work on group research projects before this session but often groups are formed based on the discussion of topics and interests in class. The better prepared you come the more you can shape your research projects.

The session will also discuss the following key questions: What are dominant representations of "the migrant" in media, by state representatives and advocates? What is the role of development and migrants' agency? What narratives and underlying emotions are connected to these representations? Are mainstream representations 'accurate' or what are their shortcomings? How are representations and narratives related to the public opinion about immigration, emigration, diaspora, displacement, security and connected issues?

- Bleich, Erik, Irene Bloemraad, and Els de Graauw. 2015. "Migrants, Minorities and the Media: Information, Representations and Participation in the Public Sphere" *Journal of Ethnic and Migration Studies* 41 (6): 857–873.

Have a brief look at the *methodology* of these publications. What are their key research questions? How are they collecting information? How are they sampling publications and from publications?

- Koopmans, Ruud and Paul Statham. How national citizenship shapes transnationalism: A comparative analysis of migrant claims-making in Germany, Great Britain and the Netherlands WPTC-01-10 (particularly focus on pp. 21-23).
- Bleich, Eric, Hannah Stonebraker, Hasher Nisar, and Rana Abdelhamid. 2015. "Media Portrayals of Minorities: Muslims in British Newspaper Headlines, 2001-2012." *Journal of Ethnic and Migration Studies* 41 (6): 942-62.
- Bloemraad, Irene, Els de Graauw, and Rebecca Hamlin. 2015. "Immigrants in the Media: Civic Visibility in the USA and Canada." *Journal of Ethnic and Migration Studies* 41 (6): 874-896.

Supplementary reading:

- Sigona, Nando. 2014. Memories, Narratives and Representations of Forced Migration. Chapter 29 in: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, pp. 369-382.
- Wright, Terence. 2014. Media, Refugees and other Forced Migrants. Chapter 36 in: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, pp. 460-474.
- White, Aidan. 2015. *Moving Stories - International Review of how media cover migration*. London: Ethical Journalism Network.

Week 7: Emigration and Human Development

What are the economic and social effects of emigration on communities of origin? Discuss different emigration control policies and policies of retention, as well as the economic and social effects on migrants themselves. What are migration costs and what determines how much migrants pay to migrate?

- Martin Ruhs. 2013. *The Price of Rights: Regulating International Labor Migration*. Princeton University Press (Chapter 6).
- Michael Clemens. 2015. *Losing Our Minds? New Research Directions on Skilled Migration and Development*. IZA Discussion Paper No. 9218, Bonn: Institute for the Study of Labor.
- Christine Straehle. 2017. Review of Gillian Brock and Michael Blake. 2015. *Debating Brain Drain – May Governments Restrict Emigration?* New York: Oxford University Press. *Developing World Bioethics* 17 (1): 59–60.
- Daniel Naujoks. (forthcoming, fall 2017). “Achieving the Migration-Related SDGs through Migration Governance.” In: United Nations Working Group on Migration in the Arab region, *2017 Situation Report on Migration in the Arab Region*, Beirut: UN Economic and Social Commission for Western Asia (Chapter 3). (section on recruitment cost, pp. 23-37).

Supplementary reading:

- Herbert G. Grubel. 1994. The Economics of International Labor and Capital Flows. In: Herbert Giersch, *Economic Aspects of International Migration*. Berlin: Springer, pp. 75-92.
- Michael Clemens, Claudio E. Montenegro, and Lant Pritchett. 2008. “The Place Premium: Wage Differences for Identical Workers across the U.S. Border.” CGD Working Paper 148, Washington, DC: Center for Global Development.
- Frédéric Docquier and Hillel Rapoport. 2012. “Globalization, Brain Drain, and Development.” *Journal of Economic Literature* 50(3): 681–730.

Week 8: Immigration and Human Development

Discuss the definitions and forms of immigration, integration, and assimilation. What are the economic and social effects of immigration on communities of destination (labor market/wage effects, welfare effects, etc.)? What are the economic and social effects on migrants themselves (income, brain waste/de-skilling, skills recognition, etc.), including a focus on migration status (regular/irregular)? What do we know about immigration policies and their stated or indirect links with human development? What are specific needs and vulnerabilities of undocumented migrants and how to different policy regimes in the US and Europe impact their precarious situation?

- Martin Ruhs. 2013. *The Price of Rights: Regulating International Labor Migration*. Princeton University Press (Chapter 3).
- The National Academies of Sciences, Engineering, and Medicine. (2016). *The Economic and Fiscal Consequences of Immigration*. Washington, DC: The National Academies Press (Summary, pp. 1-10).
- Joseph Carens. 2013. *The Ethics of Immigration*, New York: Oxford University Press (Chapter 7: Undocumented Migrants, pp. 129-157).
- Alison Strang, and Alastair Ager. 2010. Refugee Integration: Emerging Trends and Remaining Agendas. *Journal of Refugee Studies* 2010 23 (4), pp. 589-607.

Supplementary reading:

- UNDP (United Nations Development Programme). 2009. *Human Development Report 2009. Overcoming barriers: Human mobility and development*. New York. (Impacts at destination, p. 83-92).
- OECD. 2012. *Settling In: OECD Indicators of Immigrant Integration 2012*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264171534-en> (Chapter 1).
- Michael Clemens. 2013. “The Effect of Foreign Labor on Native Employment: A Job-Specific Approach and Application to North Carolina Farms.” CGD Working Paper 326, Washington, DC: Center for Global Development.
- George J. Borjas. 2014. *Immigration economics*. Cambridge, MA: Harvard University Press (Chapter 3. Immigration and the Wage Structure: Theory and Chapter 4. The Wage Effects of Immigration: Descriptive Evidence).

Week 9: Remittances: Determinants, effects, and policies

What are different definitions of remittances (official statistical remittances, data collection, collective remittances, diaspora savings, etc.) and what are analytical levels of remittances analysis? What do we know about the impacts (macroeconomic, community, household, economic and social effects (e.g. on health, education and gender roles), inequality)? What policies and programmes do states devise to “harness” remittances (remittance cost, financial literacy education, collective remittance programmes (e.g., 3x1 in Mexico)?

- Jørgen Carling. 2014. Scripting Remittances: Making Sense of Money Transfers in Transnational Relationships. *International Migration Review* 48 (Supplement s1): S218–S262.
- Michael Clemens and Timothy Ogden. 2014. Migration as a Strategy for Household Finance: A Research Agenda on Remittances, Payments, and Development. CGD Working Paper 354. Washington, DC: Center for Global Development.
- Francisco Javier Aparicio and Covadonga Meseguer. 2012. “Collective Remittances and the State: The 3x1 Program in Mexican Municipalities.” *World Development* 40 (1): 206–222.
- Daniel Naujoks. (forthcoming, fall 2017). “Achieving the Migration-Related SDGs through Migration Governance.” In: United Nations Working Group on Migration in the Arab region, *2017 Situation Report on Migration in the Arab Region*, Beirut: UN Economic and Social Commission for Western Asia (Chapter 3). (Section on remittance cost, pp. 52-60).
- [review the section on remittances from week 3: Daniel Naujoks. 2013. *Migration, Citizenship, Development*. New Delhi: Oxford University Press (Chapter 2)]

Supplementary reading:

- Hein de Haas. 2007. Remittances, Migration and Social Development. A Conceptual Review of the Literature. Social Policy and Development Programme Paper Number 34, United Nations Research Institute for Social Development.
- Allison J. Petrozziello. 2013. Gender on the Move: Working on the Migration-Development Nexus from a Gender Perspective. Santo Domingo, DR: UN Women (Section 1.1 and 2.1-2.6).
- Michael Clemens and David McKenzie. 2014. “Why don’t remittances appear to affect growth?” CGD Working Paper 366, Washington, DC: Center for Global Development.

Week 10: Diaspora Policies and Return Migration

What are key diaspora engagement policies and how prevalent are they? What are the main drivers for their adoption? What are the forms of, and reasons for, return migration (temporary/permanent, retirement, voluntary/involuntary)? What are the effects of return migration (positive brain gain effects vs. negative labor market effects if no capacity to absorb) and policies to encourage return migration?

- Daniel Naujoks. 2013. *Migration, Citizenship, Development*. New Delhi: Oxford University Press (pp. 45-57).
- Alan Gamlen. 2014. "Diaspora Institutions and Diaspora Governance." *International Migration Review* 48 (1 suppl): S180–S217.
- Jacqueline Wahba. 2014. "Return Migration and Economic Development". In: Robert E.B. Lucas (ed.), *International Handbook on Migration and Economic Development*. Edward Elgar, Cheltenham and Northampton, pp. 327-349.

Supplementary reading:

- Francesco Ragazzi. 2014. "A comparative analysis of diaspora policies" *Political Geography* 41: 74-89.
- Giulia Sinatti. 2015. "Return migration as a win-win-win scenario? Visions of return among Senegalese migrants, the state of origin and receiving countries." *Ethnic and Racial Studies* 38 (2): 275-291.
- Alexandra Délano, and Alan Gamlen. 2014. "Comparing and theorizing state–diaspora relations." *Political Geography* 41: 43–53.

Week 11: Human Development and Economics in Refugee Camps

What are the arguments for and against encampment of refugees and what actors favor which arguments? How do we assess life in refugee camps from the perspectives of human security and human development? What are specific needs and vulnerabilities of women? What are the economic activities of refugees and why are closed camp problematic?

In this class, we will play a simulation game, in which a fictive host state, refugees, and the UNHCR negotiate whether refugees should live in a refugee camp or not. More details on the simulation and the respective roles will be shared closer to the class.

- Watch 3 video stories of your choice from www.dadaabstories.org (tab: camp life; explore camp life).
- Black, Richard. 1998. "Putting refugees in camps". *Forced Migration Review* 2:1–4.
- Jacobsen, Karen. 2005. *The Economic Life of Refugees*. Bloomfield, CT: Kumarian (Chapter 2).
- Horst, Cindy. 2007. *Transnational Nomads: How Somalis Cope with Refugee Life in the Dadaab Camps of Kenya*. Oxford: Berghahn (Chapter 3).

Supplementary reading:

- Betts, Alexander, Louise Bloom, Josiah Kaplan, and Naohiko Omata. 2017. *Refugee Economies: Forced Displacement and Development*. Oxford: Oxford University Press (Chapter 6).

- Vargas-Silva, Carlos. 2016. Remittances Sent to and from Refugees and Internally Displaced Persons. KNOMAD Working Paper 12, Global Knowledge Partnership on Migration and Development.
- Bakewell, Oliver. 2014. Encampment and Self-settlement. In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies* (Chapter 10), pp. 127-138.

Week 12: Group Presentations on Research Projects

In this session, we will have presentations and discussions of the group research projects, highlighting the key findings, limitations, and challenges during the processes and the relevance of the results. A *panel of experts* will provide you with critical inputs and feedback for the group research papers.

In preparation of the discussion, all groups have to submit a one-page summary of the draft paper by November 26 (23.59pm). Please also read the other groups' one-pagers so as to provide them with substantial comments and questions.

Week 13: The Future of Migration and Human Development

The last session discusses the emerging Global Compacts for Migration and Refugees. What is it? Does it matter? What is missing? Why do you think that is?

The session also ties the various aspects of Migration and Human Development discussed during the semester together. Please review your notes from the classes throughout the semester. What concepts, interlinkages, normative approaches or facts stand out for you? Thus, what are your “take-away” points from the semester?

[Given the current nature of this topic, the reading list may be updated closer to the date of the class.]

- New York Declaration for Refugees and Migrants.
- Daniel Costa and Philip Martin. 2017. Why the UN Global Compact on Migration matters. Working Economics Blog <http://www.epi.org/blog/why-the-un-global-compact-on-migration-matters/>
- Browse the site: <http://refugeesmigrants.un.org>
- UNHCR. 2017. Towards a global compact on refugees: a proposed roadmap. A non-paper, Geneva: UNHCR.
- Action Committee. 2016. 1st Consolidated civil society feedback on the zero-draft of the outcome document and the Global Compact on responsibility-sharing for refugees.
- Special Representative of the UN Secretary-General on Migration. 2017. *Integrated and coordinated implementation of and follow-up to outcomes of the major United Nations conferences and summits in the economic, social and related fields* (A/71/728).

Supplementary reading:

- Betts, Alexander and Paul Collier. 2017. *Refuge. Rethinking Refugee Policy in a Changing World*. New York: Oxford University Press (Chapter 8).

Resources

The university provides many resources to help students achieve academic excellence. These resources include:

- The **University Libraries**: <http://library.columbia.edu>.
- Please make ample use of the extremely valuable **CLIO search engine** at <https://clio.columbia.edu> that provides excellent and easily searchable resources, such as full-text, electronic academic journal articles, as well as references to books and other references in CU libraries. This should be your first stop for any research activity.
- **University Disabilities Services**: Reasonable disability accommodations are adjustments to policies, practices and procedures that “level the playing field” for students with disabilities, as long as such adjustments do not lessen academic or programmatic requirements. Accommodation plans and services are designed to match the disability-related needs of each student, and are determined according to documented needs and the student’s program requirements. Accommodations are determined case by case, after Disability Services (DS) considers both the student’s needs as described in their disability documentation and the technical academic standards of their course or program. In order to request accommodations, students must complete the DS registration process. For more information, see <https://health.columbia.edu/disability-accommodations-and-services>

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