



MIGRATION & HUMAN DEVELOPMENT

(FALL 2022)

- Meeting date:** Tuesday, 11:00 am - 12:50 pm
- Teaching modality:** The class will be taught in-person, though there will be an option to participate remotely throughout the semester.
- Location:** 405 IAB
- Instructor:** Daniel Naujoks, daniel.naujoks@columbia.edu
- Student Assistant:** Daniel De la Torre Velasco, dd3042@columbia.edu
- Office hours:** Please make an appointment for my office hours at <https://calendly.com/danielnaujoks/office-hours> (if no times show, all slots have already been taken by other students).
- 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 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 investments. While the course emphasizes economic migration, it also elaborates on the human development impact in specific forced migration and refugee scenarios. 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 addresses 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, including the role of United Nations agencies and processes. The learning experience culminates in a role-play simulation, in which students discuss and negotiate a revision of the UN Joint Program in Kigoma, Tanzania.

Key Learning Goals

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

- Distinguish different definitions and conceptual differences of various forms of human mobility.
- Diagnose the impacts of human mobility on the development of migrants, their communities of origin and destination.
- Analyze, criticize, and develop policies and programmes on human mobility in the global North and South that consider the gendered needs and capabilities of different groups.
- Identify the role of UN agencies and international cooperation for human mobility issues.
- Conceptualize and apply research methodologies and write clear and compelling analysis.
- Communicate and work effectively with diverse groups.

Modalities of Teaching & Interaction

Each week is comprised of asynchronous and synchronous elements.

Asynchronous learning activities include

- Studying the assigned readings
- Watching pre-recorded lectures
- Writing reflections on the readings
- Preparing active learning exercises in the synchronous part of the course, and

In the **synchronous part** of the class, we meet in person for 110 minutes. During this time, we will focus on active learning exercises in which you will apply what you have learned, or we will have a guest speaker to engage with. During some of the sessions, guest speakers will join us for a 30-40min period, leaving the rest of the class time open for other discussions and exercises.

I also offer you to join a **WhatsApp group** for this course at <https://bit.ly/3B8LWgj> in which we can share announcements but also non-course specific information for community building.

As a non-course-content specific community-building activity that is optional, I offer a “**Migration gateway lounge**” (an informal happy-hour-style space) after class on October 25.

Course Assessment

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

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|---|---|
| 1) Class attendance & participation: 35 % | 3) Group policy proposal: 30 % |
| 2) Framing reflections: 15 % | 4) Debriefing memo for simulation: 20 % |

Class Attendance & participation: Discussions of the reading material in the synchronous part of the 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 please take it upon yourself to get informed about our discussion and the learning progress.

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. 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.

However, I understand that some of you may be unable to attend a few times due to exposure to COVID-19, childcare needs, or other factors. And while I hope to see all of you in class each week it will not be penalized in the grading if you have to cancel your participation for a good reason. If you are well but are barred from attending class because of SIPA's public health policies, you can join the class remotely. Please let me know as soon as possible and I will attempt to include you as much as possible into our discussion.

Framing reflections: For any session – except in week 1, 5 and 11 – students help us to frame discussions. In total, you need to submit three reflections during the semester. The deadline is Sunday 11.59pm before our Tuesday class to give the rest of the class (and me) time to absorb your thoughts. But you can upload your thoughts any time after our class on Tuesday.

Based on the readings and your own experiences, two thirds of a framing reflection should focus on → What concepts and facts surprised you? → What questions arising from the readings should our in-class discussion consider and why? And about a third of the submission should highlight → What links do you see to previous classes/discussions? Don't focus on summarizing the readings that everyone else read too. Your *critical reflections* on the readings and your key ideas have the potential to influence the questions we ask and discuss in class. This enhances your own learning experience, and it helps to connect the different aspects we cover throughout the semester. Instead of the futile attempt to cover all issues raised in the readings, I recommend that you choose 1-2 issues on which you can add to the collective learning.

To share your reflections, you either post a *written comment* or short *video message* in the forum under the 'discussion board' tab on CourseWorks. Reflections need to start with "reflection [no] (that is, 1, 2, or 3 to indicate if this is your first, second, or third reflection of the term), the week for which they are submitted, and be between 200-300 words (strict word limit) and video messages 40-60 seconds. You are free to switch between written and video reflections, as you see fit.

Group project or policy proposal: In groups of 3-5 students, students will write a proposal for a policy or programming intervention relating to migrants or refugees. Based on the review of literature and data, as well as additional research, students will write a detailed proposal that spells out the justification, concrete intervention, theory of change, and implementation modalities for an intervention by a specific government agency, UN agency or development partner of their choice.

After an initial discussion in week 5, student teams will elaborate a two-page proposal of the project that is due by email by October 16. The proposal spells out the key ideas of the suggested policy, their relevance, the state-of-the art (meaning: what does the research literature say about this topic?) and the methodology to draft the proposal (what concrete steps do you plan to get there?). Key questions you might want to ask include the various impacts of the policy/program, scaling-up, partnerships, and challenges (operational, political, other). Please see the *separate guidelines* for format requirements and other pointers. The final project proposals (2,000-3,000 words) are due via CourseWorks on December 11, 2022.

Debriefing for simulation: After the simulation in week 10 and 11, you will submit a debriefing note that spells out reflections about key policy ideas for your role, their theory of change, and political and implementation considerations during the discussion. Please submit this note of 500-700 words (strict word limits) via CourseWorks by December 2 (23.59pm). Please see the specific guidelines on CourseWorks for more details.

Key deadlines over the week

Sun	Mon	Tue	Wed	Thu	Fri	Sat
23.59pm ET: Submit framing reflections for next class (3 during the term)		Class				

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 (i.e., some measures may be legitimate for short-term solutions but their legitimacy and appropriateness may decrease over time)?
- 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	Sep. 6
Week 2: Migration, the State, and the M&HD framework	Sep. 13
Week 3: Roots and Routes: Root causes of migration and deterrence policies	Sep. 20
Week 4: Gender, Human Rights and Transnational Perspectives on Migration	Sep. 27
Week 5: Session on Group Projects	Oct. 4
Week 6: The Securitization of Migration	Oct. 11
<i>Open Q&A about policy proposals (1-2pm - after class)</i>	<i>Oct. 11</i>
<i>Outlines for group policy proposals due</i>	<i>Oct. 16</i>
<i>Complete mid-term feedback and suggestions</i>	<i>Oct. 17</i>
Week 7: Emigration and Human Development	Oct. 18
Week 8: Immigration and Human Development	Oct. 25
<i>Migration gateway lounge - informal happy-hour-style (optional, 1-2pm - after class)</i>	<i>Oct. 25</i>
Week 9: Diaspora Policies & Remittances	Nov. 1
<i>No class (University holiday for Election Day)</i>	<i>Nov. 8</i>
Week 10: Multilateral Approaches to Migration and Human Development	Nov. 15
<i>**NB: Class until 1:30pm!**</i>	
Week 11: Simulation: Human Mobility in the UN Joint Program in Kigoma, Tanzania	Nov. 22
<i>**NB: Class until 2pm!**</i>	
<i>No class (compensation for Week 10+11)</i>	<i>Nov. 29</i>
<i>Submit debriefing note for simulation</i>	<i>Dec. 2</i>
<i>Complete official course evaluations and separate feedback form</i>	<i>Dec. 6</i>
Week 13: The Future of Migration and Human Development	Dec. 6
<i>Final policy proposals due</i>	<i>Dec 11</i>

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 is the Global Compact for Safe, Orderly and Regular Migration?

Please read the syllabus and see if you have any questions regarding the assignments or the structure of the class.

- Naujoks, Daniel. 2022. Trends, Drivers and Dynamics of Flight and Migration. In Dirk Messner, Christoph Beier, and Hans-Joachim Preuß (eds), *Global Migration Movements. The Way Ahead - Lessons from Theory and Implementation*, Milton Park and New York: Routledge.
- UNHCR. 2022. Global Trends 2021 (pp. 1-27).
- Carling, Jørgen. 2019. The Meaning of Migrants. Watch video <https://meaningofmigrants.org/video/> (1:22min) and read through <https://meaningofmigrants.org>. What are arguments for and against the inclusivist and the residualist view?

Supplementary reading:

- Czaika, Mathias, and Hein de Haas. 2014. “The Globalization of Migration: Has the World Really become more Migratory?” *International Migration Review* 48(2): 283-323.
- de Haas, Hein, Stephen Castles, and Mark J. Miller. 2020. *The Age of Migration* (6th Edition), Palgrave (Introduction).

Week 2: Migration, the State, and the M&HD framework

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? To what extent do state policies matter with regard to immigration, emigration, and diaspora engagement?

Required readings:

- Naujoks, Daniel. 2019. “The Mobility Mandala: Conceptualizing Human Mobility in the Sustainable Development Framework.” Paper presented at the Annual Meeting of the International Studies Association (ISA), Toronto, Mar 27, 2019.
- Fukuda-Parr, Sakiko. 2016. From the Millennium Development Goals to the Sustainable Development Goals: shifts in purpose, concept, and politics of global goal setting for development.” *Gender & Development* 24 (1): 43-52.
- UN Global Compact for Safe, Orderly and Regular Migration. [*Have a look at the key principles and objectives and skim the rest of the text*]

Supplementary reading:

- Foresti, Marta and Jessica Hagen-Zanker. 2017. *Migration and the 2030 Agenda for Sustainable Development*. London: Overseas Development Institute (ODI).
- de Haas, Hein. 2010. “Migration and development: a theoretical perspective.” *International Migration Review* 44(1): 227-64.

- Naujoks, Daniel. 2018. “Achieving the Migration-Related Sustainable Development Goals.” In: United Nations and International Organization for Migration, *2017 Situation Report on International Migration. Migration in the Arab Region and the 2030 Agenda for Sustainable Development*, Beirut: UN Economic and Social Commission for Western Asia, pp. 73-122.

Week 3: Roots and Routes: Root Causes of Migration and Deterrence Policies

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?

With what policies do states deter asylum-seekers from claiming asylum? How do deterrence policies affect the safety of migrants and refugees? What legal and moral obligations limit deterrence policies? What is the role of human smuggling and what can be done to make migration routes safer?

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?
- ❖ From the previous week: how are the drivers of migration included in the UN Global Compact for Migration?
- ❖ If you are an Afghan in Afghanistan and have nothing but the clothes you wear. What real things would you wish from a magic genie so you can fly to London?
 - U.K. Government Office for Science. 2011. *Foresight: Migration and Global Environmental Change*. London (Executive Summary).
 - FitzGerald, David. 2019. *Refuge Beyond Reach. How Rich Democracies Repel Asylum Seekers*. New York: Oxford University Press (Chapter 1: The Catch-22 of Asylum Policy).
 - Rawlence, Ben. 2016. *City of Thorns: Nine Lives in the World's Largest Refugee Camp*. New York: Picador (pp. 57-61).

Supplementary reading:

- Video: *Changing Climate, Moving People*, The Energy Resource Institute (TERI) for UNESCO (35 min, April 2015): www.youtube.com/watch?v=MSVUJQd9W5g
- Zetter, Roger, and James Morrissey. 2014. The Environment-mobility Nexus. In: Elena Fiddian-Qasmiyeh, Gil Loeschner, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies* (Chapter 27), pp. 342-354.
- de Haas, Hein, Stephen Castles, and Mark J. Miller. 2020. “Theories of Migration.” In: *The Age of Migration* (6th Edition), Palgrave.
- Carling, Jørgen & Cathrine Talleraas. 2016. *Root Causes and Drivers of Migration: Implications for Humanitarian Efforts and Development Cooperation*, PRIO Paper. Oslo: Peace Research Institute Oslo.
- Browse the website <https://missingmigrants.iom.int>

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?

In this session, we will also have a discussion on project and policy proposals that feeds into next week’s session. What is a Theory of Change? What are key components of such proposals? What makes a good proposal?

Guest lecture by Ms. Anjali Fleury (USAID, formerly, IOM and ILO)

Prepare to discuss:

- ❖ In what ways and under what circumstances can migration be empowering and disempowering, especially from a gender lens?
- ❖ What are the key dimensions of the refugee rights cube in the Naujoks reading?
 - Fiddian-Qasmiyeh, Elena. 2014. “Gender and Forced Migration,” in: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, pp. 394-408.
 - Naujoks, Daniel (forthcoming, 2022). “Laws, Conventions, and Agreements on Forcibly Displaced.” In: Nancy Murakami and Mashura Akilova (eds.) *Integrative Social Work Practice with Refugees, Asylum Seekers, and Forcibly Displaced Persons*, Springer.
 - International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (please focus on the structure and broad idea of the convention, rather than on individual rights. Why may some countries be reluctant to ratify it?)
 - Better Evaluation. “Develop programme theory / theory of change” www.betterevaluation.org/en/rainbow_framework/define/develop_programme_theory (get an understanding of what a Theory of Change is, what key questions are, and what a results chain is.)

Supplementary reading:

- Pessar, Patricia R. and Sarah J. Mahler. 2003. “Transnational Migration: Bringing Gender.” *International Migration Review* 37 (3): 812-846.
- Donato, Katharine M. and Donna Gabaccia. 2015. *Gender and international migration: from the slavery era to the global age*. New York: Russell Sage Foundation (Introduction).
- Petrozziello, Allison J. 2013. *Gender on the Move: Working on the Migration-Development Nexus from a Gender Perspective*. Santo Domingo, DR: UN Women (Chapter 4).
- UNDG. Theory of Change. UNDAF Companion Guidance.

Week 5: Session on Group Projects

Before this session, students need to have formed groups of 3-5 students, in which they will draft the group policy proposals. Each team needs to come with specific ideas about their proposals. This week, teams can discuss different aspects of their proposal with the instructor and each other and deepen their understanding of writing project proposals and a theory of change. Students will rotate between small group discussions and thematic and methodological flipcharts to advance and test the ideas on the project proposals. The more advanced, detailed, and formulated the proposals are before this session, the better you’ll be able to use the discussions to further refine your ideas. You can also prepare questions and open issues to be discussed. It is important to review the material on the theory of change.

Week 6: 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 like you to consider: Are *potatoes* dangerous (yes, I mean the root vegetable)? Why could it be a security risk and for what (think about different ‘referent objects’)? This may sound silly but please spend a few minutes thinking about the potato as a security risk.
- ❖ Then put yourself into the shoes of a securitizing actor: what would you do to securitize the potato (you can take strategies mentioned in the readings and apply them – or, of course, invent your own approach).
 - Buzan, Barry, Ole Wæver, and Jaap de Wilde. 1998. *Security: A New Framework for Analysis*. Boulder: Lynne Rienner Publishers (Chapter 2).
 - Huysmans, Jef. 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).
- Huysmans, Jef. 2006. *The Politics of Insecurity: Fear, Migration and Asylum in the EU*. London: Routledge (Chapter 2).
- Naujoks, Daniel. 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.
- Faist, Thomas. 2005. “The migration-security nexus: international migration and security before and after 9/11 (COMCAD Working Papers, 9).: University of Bielefeld, Centre on Migration, Citizenship and Development (COMCAD).
- Adamson, Fiona B. 2006. “Crossing Borders: International Migration and National Security.” *International Security* 31 (1): 165-99.

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?

- ❖ Assuming your role in the role-play simulation in Week 11, how could the readings and our discussion on emigration policies be applied to Tanzania’s Kigoma region? What elements could you think about suggesting for the revised Kigoma UN Joint Program?
 - Straehle, Christine. 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.
 - Naujoks, Daniel. 2018. “Achieving the Migration-Related Sustainable Development Goals.” In: United Nations and International Organization for Migration, *2017 Situation Report on International Migration. Migration in the Arab Region and the 2030 Agenda for Sustainable*

Development, Beirut: UN Economic and Social Commission for Western Asia, pp. 73-122 (required reading only section on ‘Recruitment costs borne by migrant workers,’ pp. 92-102).

Supplementary reading:

- Ruhs, Martin. 2013. *The Price of Rights: Regulating International Labor Migration*. Princeton University Press (Chapter 6).
- Clemens, Michael, Claudio E. Montenegro, and Lant Pritchett. 2019. “The Place Premium: Bounding the Price Equivalent of Migration Barriers.” *Review of Economics and Statistics* 101 (2): 201–213.
- Clemens, Michael. 2015. *Losing Our Minds? New Research Directions on Skilled Migration and Development*. IZA Discussion Paper No. 9218, Bonn: Institute for the Study of Labor.

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/deskilling, 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 do different policy regimes in the US and Europe impact their precarious situation?

Guest lecture by Avigail Ziv (MIA '05), Executive Director, New York & New Jersey, International Rescue Committee

- ❖ Assuming your role in the role-play simulation in Week 11, how could the readings and our discussion on immigration and integration be applied to Tanzania’s Kigoma region? What elements could you think about suggesting for the revised Kigoma UN Joint Program?
 - 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).
 - Ager, Alastair, and Alison Strang. 2008. “Understanding Integration: A Conceptual Framework.” *Journal of Refugee Studies* 21(2):166-191 [*Focus on the framework they suggest. What are the main elements and how are they related?*]

Supplementary reading:

- İçduygu, Ahmet, and Eleni Diker. 2017. “Labor Market Integration of Syrian Refugees in Turkey: From Refugees to Settlers.” *Göç Araştırmaları Dergisi (Journal of Migration Studies)* 3(1): 12-35.
- Carens, Joseph. 2013. *The Ethics of Immigration*, New York: Oxford University Press (Chapter 7: Undocumented Migrants, pp. 129-157).
- Clemens, Michael. 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.

Week 9: Diaspora Engagement & Remittances

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 different definitions of remittances (official statistical remittances, data collection, collective remittances, diaspora savings, etc.) and what are analytical levels of remittances analysis? In what ways is sending, receiving, and spending remittances gendered? 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)?

Guest lecture by Mr. Amil Aneja, Global Lead, Migration and Remittances, UN Capital Development Fund (UNCDF)

Prepare to discuss:

- ❖ How can policies and programs affect migrants (1) ability to remit or invest, (2) decision to remit or invest; (3) permissibility to remit or invest; (4) impact of remittances and diaspora investments.
- ❖ Assuming your role in the role-play simulation in Week 11, how could the readings and our discussion on diaspora engagement be applied to Tanzania’s Kigoma region? What elements could you think about suggesting for the revised Kigoma UN Joint Program?
 - Naujoks, Daniel. 2013. *Migration, Citizenship, Development*. New Delhi: Oxford University Press (pp. 45-57).
 - Clemens, Michael and Timothy Ogden. 2020. Migration and household finances: How a different framing can improve thinking about migration. *Development Policy Review*, 38 (1): 3–27.
 - Aparicio, Francisco Javier and Covadonga Meseguer. 2012. “Collective Remittances and the State: The 3x1 Program in Mexican Municipalities.” *World Development* 40 (1): 206–222.
 - Naujoks, Daniel. 2022. “A transnational research agenda on the determinants, policies, and impacts of diaspora direct investments.” *Research in Globalization* 4, <https://doi.org/10.1016/j.resglo.2022.100083>.

Supplementary reading:

- Petrozziello, Allison J. 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).
- Carling, Jørgen. 2014. Scripting Remittances: Making Sense of Money Transfers in Transnational Relationships. *International Migration Review* 48 (Supplement s1): S218–S262.
- Gamlen, Alan. 2014. “Diaspora Institutions and Diaspora Governance.” *International Migration Review* 48 (1 suppl): S180–S217.
- Naujoks, Daniel. 2018. “Achieving the Migration-Related Sustainable Development Goals.” In: United Nations and International Organization for Migration, *2017 Situation Report on International Migration. Migration in the Arab Region and the 2030 Agenda for Sustainable Development*, Beirut: UN Economic and Social Commission for Western Asia, pp. 73-122 (required reading only section on ‘Transfer costs of migrant remittances,’ pp. 114-120).
- Clemens, Michael and David McKenzie. 2018. “Why don’t remittances appear to affect growth?” *Economic Journal* 128 (612): F179–F209.

Week 10: Multilateral Approaches to Migration and Human Development

How do international organizations work on migration and development? What are forms and determinants of cooperation, what are barriers and how should we assess the impact? What is a UN Sustainable Development Cooperation Framework and how does it envision to promote meaningful partnership among UN entities?

You will be in one out of three groups and analyze a specific UN Development Assistance Framework (UNDAF)—the precursor to the new Cooperation Frameworks—with regard to its migration and displacement content that we will then discuss and compare in class. You do not need to code (and count references) but please use the *Index on Mobility Inclusion* as guidance to think about how migration and displacement are incorporated into the text.

In addition, in this session, we will start the pre-discussions of the role-play simulation on the UN Joint Program in Kigoma, Tanzania. Please come ready with your initial proposals and ideas that will be relevant for the intra-group pre-discussions in the major groups (UN, development partners, Govt of Tanzania and civil society), as well as during the ‘reception style’ encounter, where parties (students) can seek conversations with other parties.

More details on the simulation and the respective roles will be shared closer to the class. To ensure you prepare well for your role and the discussion, you need to write a briefing memo (not submitted or graded) and a debriefing memo, which will be submitted and graded. Please see the instructions on CourseWorks (in the folder for week 11).

To allow for a more substantive discussion and elaboration, this **week’s session will go from 11am-1:30pm** (but we won't have a session in week 12),

Guest lecture by Ms. Monami Maulik, Civil Society liaison officers, UN Network for Migration

- Naujoks, Daniel. 2020. “Multilateralism for Mobility: Interagency Cooperation in a Post-pandemic World.” In: Ibrahim Sirkeci and Jeffrey H. Cohen (eds.), *Human Mobility and Pandemic*. London: Transnational Press.
- Naujoks, Daniel. 2022. The Index on Mobility Inclusion (excerpt from Naujoks, Daniel. 2022. “Multilateral Approaches to Mobility in the MENA region.” *International Development Policy* 14 | 2022, DOI: <https://doi.org/10.4000/poldev.4795>).
- United Nations. 2019. United Nations Sustainable Development Cooperation Framework. Internal Guidance. New York: UN Sustainable Development Group.
- Group 1: UNDAF Lebanon
- Group 2: UNDAF Iraq
- Group 3: UNDAF Turkey
- Browse: <https://migrationnetwork.un.org/about>

Week 11: Simulation: Human Mobility in the UN Joint Program in Kigoma, Tanzania

You will engage in a role-play simulation game, in which different stakeholders discuss and adopt new migration, diaspora and refugee components for the area-based UN Joint Program in Kigoma, Tanzania. The negotiations and discussions in several working groups as well as bilateral meetings will take place in:

- Different working group meetings (to be scheduled in accordance with students' availability and considering their time zones) throughout the week.
- Bilateral meetings, self-scheduled by students at their discretion (e.g., the World Bank and UNDP; or the Resident Coordinator and the President's Office)
- Joint discussion during our scheduled class time.

More details on the simulation and the respective roles will be shared closer to the class. To ensure you prepare well for your role and the discussion, you need to write a briefing memo (not submitted or graded) and a debriefing memo, which will be submitted and graded. Please see the instructions on CourseWorks (in the folder for week 11).

To allow for a more substantive discussion and elaboration, this **week's session will go from 11am-2pm** (but we won't have a session next week),

Week 12: The Future of Migration and Human Development

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

Re-reading the GCM from week 2 and analyzing the Progress Declaration of the GCM that was adopted at the first International Migration Review Forum earlier this year, how have your ideas and perceptions of migration and governance issues changed over the course of the semester?

For this class, you need a good understanding of the *Mobility Mandala framework* elaborated in Naujoks (2019) from week 2 that explains the four domains linking migration, displacement, and sustainable development. You have to select one out of the six targets for Sustainable Development Goals 4, 8, and 16 and fill out one worksheet that you find on CourseWorks for the target you chose. The worksheet will not be submitted to the instructor but it helps you to structure your preparation for an exercise we will do in class.

- Naujoks, Daniel. 2019. "The Mobility Mandala: Conceptualizing Human Mobility in the Sustainable Development Framework." Paper presented at the Annual Meeting of the International Studies Association (ISA), Toronto, Mar 27, 2019. [already a required reading in Week 2]
- UN Global Compact for Safe, Orderly and Regular Migration [you read this already for week 2. It's time to re-read it. What has changed in your understanding of the different concepts].
- United Nations. 2022. Progress Declaration of the International Migration Review Forum. UN-Doc No: A/AC.293/2022/L.1.
- Select SDG targets.

Supplementary reading:

- Betts, Alexander and Paul Collier. 2017. *Refuge. Rethinking Refugee Policy in a Changing World*. New York: Oxford University Press (Chapter 8).
- Ferris, Elisabeth and Martin, Susan F. 2019. The Global Compacts on Refugees and for Safe, Orderly and Regular Migration: Introduction to the Special Issue. *International Migration*, 57 (6), pp. 5-18.

Resources

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

- The **University Libraries**: <http://library.columbia.edu>.
- Please make extensive 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 and ebooks, as well as references to books and other references in CU libraries. This should be your first stop for any research activity.
- Math and **Writing tutors** are available to students at no cost through the SIPA Student Affairs: www.sipa.columbia.edu/students/resources. The Columbia Writing Center provides students with one-on-one consultations and workshops: www.college.columbia.edu/core/uwp/writing-center.
- **SIPA Disability Statement**: SIPA is committed to ensuring that students registered with Columbia University's Disability Services (DS) receive the reasonable accommodations necessary for their full participation in their academic programs. If you are a student with a disability and have a DS-certified accommodation letter, you may wish to make an appointment with the course instructor to discuss your accommodations. Faculty provide disability accommodations to students with DS-certified accommodation letters, and they provide the accommodations specified in such letters. If you have any additional questions, please contact SIPA's DS liaison at disability@sipa.columbia.edu and/or 212-854-8690.

SIPA Academic Integrity Statement

The School of International & Public Affairs does not tolerate cheating and/or plagiarism in any form. Those students who violate the Code of Academic & Professional Conduct will be subject to the Dean's Disciplinary Procedures. Please familiarize yourself with the proper methods of citation and attribution. The School provides some useful resources online; we strongly encourage you to familiarize yourself with these various styles before conducting your research. Cut and paste the following link into your browser to view the Code of Academic & Professional Conduct and to access useful resources on citation and attribution: <http://bulletin.columbia.edu/sipa/academic-policies/> Violations of the Code of Academic & Professional Conduct should be reported to the Associate Dean for Student Affairs.