

POS 598: Politics of International Migration and Expanding Borders

Graduate Course

Spring 2022

Instructor Contact Information

Professor Angie Bautista-Chavez
Email: angie.bautista-chavez@asu.edu

Office Hours

Tuesdays 1:00 PM to 3:00 PM. For an appointment, email instructor.

1. Course Description

This course reviews cutting-edge research on the topic of migration across political science subfields and beyond. Accordingly, this course moves across levels of analysis (international, national, subnational, transnational) and engages various theoretical frameworks. In part of the course, students will examine the ethics of human mobility and borders. Students will engage with frameworks of human rights and state sovereignty. The study of migration, human rights, and international law is at a crossroads. Accordingly, students will engage with emerging research that is complicating state-constructed binaries between refugees and economic migrants, and their effects on the rights that individuals can access. In the third part of the course, students will interrogate the landscape of competing actors, interests, and institutions that shape immigration policy and outcomes of migration. At the international level, students will examine how migration interacts with foreign policy, interstate conflict, and interstate cooperation. At the national level, students will examine the immigration policy powers of the president, legislators, and the courts. Students will also engage with national-level electoral, party, and institutional models of immigration politics. In the final part of the course, students will learn about the political agency of immigrants and the political organizing of groups who seek to influence immigration policy at the local, national, and transnational levels. The course will draw on research from across countries and assigned readings will include research by political scientists, as well as political geographers, sociologists, historians, economists, anthropologists, ethnic studies scholars, and more.

Syllabus Note: This syllabus will be updated according to necessary changes due to the ongoing and unfolding pandemic. [Syllabus date: January 9, 2022].

2. Course Objectives

By the end of the semester, students will be able to:

- a. Engage with and contribute to ongoing debates in the study of immigration policy.
- b. Explain the major political, economic, and social factors that shape the substance immigration laws and policies.
- c. Describe the historical and political development of legal and citizenship categorizations.
- d. Describe the shared and contested immigration policymaking powers between branches of government and between levels of government.
- e. Describe the substance and effects of immigration enforcement as it varies across political geographies.
- f. Describe barriers and opportunities to immigrants as political actors.
- g. Complete an original research paper regarding a specific immigration-related issue.

3. Course Books for Purchase

Students should purchase these books. All other course readings will be available via ASU Library.

1. Abdelaaty, Lamis Elmy. 2021. *Discrimination and Delegation: Explaining State Responses to Refugees*. Oxford University Press.
2. Adam B. Cox and Cristina M. Rodríguez. *The President and Immigration Law*. Oxford University Press.
3. Antje Ellermann. 2021. *The Comparative Politics of Immigration: Policy Choices in Germany, Canada, Switzerland, and the United States*. Cambridge University Press.

4. Required Assignments and Grading

Discussion and Evaluation of Readings. From 9:00 AM to 11:00 AM, students will actively participate in a discussion engaging with and evaluating the merit of assigned readings.

In-Class Research Lab. From 11:00 AM to 11:45 AM, students will actively participate in the Research Lab component of the course. The purpose of the Research Lab is to provide students an opportunity to make progress on and receive feedback on their own original research projects.

Incremental Assignments. Collectively, the assignments provide a scaffold for students to incrementally develop their projects, all while being supported by their instructor and their peers. Students will identify their topic early in the course and will incrementally develop their

final research paper, as guided by the following assignments: Research Question and Testable Hypothesis, Literature Review and Testable Hypothesis, Literature Review, Data Exploration, Research Design and Data Collection Plan, Data Collection Progress Report and Feedback Requests, and the Research Presentation.

Grading. Below are the graded elements in this course. Each element will be scored on a traditional 0-to-100 basis. But they are not all weighted the same. Here is how much each will be worth as a percentage of the overall course grade.

Assignment	Due Date	Points
In-Class Discussion and Research Lab Participation	Weekly	20 points
Research Question and Testable Hypotheses	Mon, Jan 25 by 11:59 PM	10 Points
Literature Review	Mon, Feb 7, by 11:59 PM	10 Points
Data Exploration	Mon, Feb 21, by 11:59 PM	10 Points
Research Design and Data Collection Plan	Mon, Mar 14, by 11:59 PM	10 Points
Data Collection Progress Report and Feedback Requests	Mon, Mar 14, by 11:59 PM	10 Points
Research Presentation	In-Class on Tuesday, Apr 26	10 Points
Final Research Paper	Tue, May 3, by 11:59 PM.	20 points
Total		100 points

5. Grading Scale

Letter Grade	Points
A+	97 – 100
A	93 – 96
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	70 – 76
D	60 – 69
E	Below 60

ASU does not allow instructors to give course grades of C-, D+, or D-. Per ASU's Student Services Manual, "A grade of Incomplete is given by the instructor only when a student doing acceptable work is unable to complete a course because of illness or other conditions beyond the student's control. The student and instructor must complete a Request for Grade of Incomplete form."

6. ASU COVID-Related Policies

Novel Coronavirus Updates and Resources

The ASU Health Services website is Arizona State University's official source of information about the Novel Coronavirus and important tips and precautions you can take to stay healthy. This website is updated regularly with information about the Novel Coronavirus affecting the ASU community. For the latest information on these efforts and your role as a student, please refer to: <https://eoss.asu.edu/health/announcements/coronavirus>.

We understand that the current situation is causing stress for all members of the ASU community. We will all need to be flexible and respond to situations as they arise. If at any time you are concerned about your health or wellbeing, feel free to contact ASU Health Services (<https://eoss.asu.edu/health/contact>) or ASU Counseling Services (<https://eoss.asu.edu/Counseling>).

Classroom Policies

According to ASU recent announcements, masks are required for everyone in all classrooms. Please wear masks during class, and please wear them properly.

Attendance in-person for this class is required. When, and if possible, students will sit 6 feet apart. I will work to make sure that our classroom is equipped with hand sanitizer and masks. During our first day of class, and throughout the semester, we will discuss in-classroom accommodations that might help you feel more comfortable attending in-person.

If you have any questions or concerns, please don't hesitate to contact the instructor. COVID has created some strange new situations that we're all trying to navigate through. Please do not think you have to solve these issues by yourself.

7. Course Policies and Procedures

Communication with Professor

Prior to emailing the instructor with a question, please check the syllabus, assignment criteria documents, any announcements, and existing posts. If you do not find an answer, email your question to your assigned instructor. You can expect a response within 48 hours on weekdays, between 9:00 AM and 5:00 PM Arizona Mountain Standard Time.

Email and Canvas Communications

All email communication for this class will be done through your ASU email account and the Canvas site. You should be in the habit of checking the course Canvas site regularly as you will receive important information about your class(es) and other important university updates and

information. You are solely responsible for reading and responding if necessary to any information communicated via your ASU email or Canvas. For help with your email log into your MyASU account and under the Service tab you can file a “new ticket” to get assistance.

Submitting Assignments

All assignments, unless otherwise announced, must be submitted to the designated area of the Canvas course. Do not submit an assignment via e-mail unless arrangements have been made to do so.

Drop and Add Dates/Withdrawals

Please refer to the academic calendar (<https://students.asu.edu/academic-calendar>) to learn more about key dates and deadlines, including add and drop deadlines. If you are considering a withdrawal, review the following policies: Withdrawal from Classes (<https://www.asu.edu/aad/manuals/ssm/ssm201-08.html>) and Medical/Compassionate Withdrawal (<https://www.asu.edu/aad/manuals/ssm/ssm201-09.html>).

Academic Integrity

Academic honesty is expected of all students. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including work found on the internet), and failing to turn in your own work for group projects. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Possible sanctions include, but are not limited to, appropriate grade penalties, course failure as indicated on the transcript as a grade of “E”, course failure due to academic dishonesty as indicated on the transcript as a grade of XE, loss of registration privileges, disqualification, and dismissal. For more information, visit the Office of the University Provost’s page on Academic Integrity (<https://provost.asu.edu/academic-integrity>).

Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation. If you directly quote a source, you must use quotation marks and cite the author, date, and page number. Turning in an assignment, all or in part, that you completed for a previous class is considered self-plagiarism and falls under these guidelines as well. Infractions of self-plagiarism are subject to the same penalties as copying someone else’s work without proper citations.

Students should also know that electronically submitted work can be scanned using plagiarism software, which compares the text against everything posted on the internet, online articles, paper databases, newspapers, magazines, and papers submitted by other students.

Incompletes

A course grade of “Incomplete” will be given only in extreme situations because unfortunately most students who request an incomplete never finish the course. The Incomplete Grade

Request form is available under the Academic Record Forms section (<https://students.asu.edu/forms/registration/regforms.html>). The form must be completed by the student, and must be signed by the student, instructor, and the school director. Students are required to arrange plans to complete course requirements with the instructor. Students should be proactive and discuss this with the instructor before the end of the semester. Students who do not complete this form before the end of the semester cannot be given an incomplete and will be awarded a grade based on the work they have completed. Students have one calendar year to make up the work. After that, the “I” grade becomes a permanent “E” (failing) grade.

Late Assignment Policy

Reference the class schedule for specific due dates. Unless otherwise noted, late assignments will not be accepted. Allowances for documented emergencies will be made on a case-by-case basis. However, such allowances must be requested in advance if possible or as soon as is feasible, whichever is sooner. Advanced written or e-mailed notice that you will miss a class or must turn in an assignment late could help your cause.

Grade Appeal Policy

ASU has formal and informal channels to appeal a final course grade (<https://catalog.asu.edu/appeal>). Grades on a particular assignment may be appealed within one week of receiving the grade. To appeal, please review the rubrics and identify specific points that you believe you earned but for which you were not given credit. For each point that you are appealing, write a brief statement (1-3 sentences) using comment bubbles to explicitly name the criteria you are appealing and to explain why you believe you earned those points. Please include evidence supporting your statement and highlighting a section of your paper that fulfills those criteria. Appeals should be sent via email.

Student Conduct

Students are required to read and act in accordance with the Student Code of Conduct (<https://eoss.asu.edu/dos/srr/codeofconduct>). Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course (<https://www.asu.edu/aad/manuals/ssm/ssm201-10.html>).

Professionalism in the Classroom

The classroom is an important learning environment. Students are asked to contribute to a collegial atmosphere where ideas can be exchanged, discussed, and debated freely by avoiding disruptions through their own behavior and the distractions of their technology. Disruptive, threatening, or violent behavior will be dealt with according to the policies in the Student Services Manual, SSM 104-02 (<https://www.asu.edu/aad/manuals/ssm/ssm104-02.html>).

Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Disruptive, threatening, or violent behavior will be dealt with according to the policies in the Student Services Manual, SSM 104-02 (<https://www.asu.edu/aad/manuals/ssm/ssm104-02.html>).

Electronics in the Classroom

To minimize disruptions, students should silence their phones and other devices. The use of laptops and tablets during class will be permitted only for accessing electronic readings, notetaking, in-class activities, or project related research.

Absences

Absences can be excused for religious observances or practices that are in accord with (<https://www.asu.edu/aad/manuals/acd/acd304-04.html>) or university sanctioned events/activities that are in accord with (<https://www.asu.edu/aad/manuals/acd/acd304-02.html>).

Attendance and participation in class activities is an essential part of the learning process, and students are expected to attend class regularly. Some absences are, however, unavoidable. Excused absences for classes will be given without penalty to the grade in the case of (1) a university-sanctioned event [ACD 304-02]; (2) religious holidays [ACD 304-04; a list can be found here <https://eoss.asu.edu/cora/holidays>]; (3) work performed in the line-of-duty according [SSM 201-18]; and (4) illness, quarantine or self-isolation related to illness as documented by a health professional.

Anticipated absences for university-sanctioned events, religious holidays, or line-of-duty activity should be communicated to the instructor via ASU email as earliest before the expected absence as possible.

Absences for illness, quarantine or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible via ASU email.

Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Faculty will provide accommodations that may include participation in classes remotely, access to recordings of class activities, and make-up work.

If there is a disagreement as to whether an absence should be accommodated, the instructor and student should contact the academic unit chair immediately for resolution.

Student Accessibility and Inclusive Learning Services

Student Accessibility and Inclusive Learning Services is the ASU unit that is charged with the responsibility of facilitating access, through the provision of reasonable and appropriate accommodations and services, as defined under Title II of the Americans with Disabilities Act (1990, 2008) and the Rehabilitation Act of 1973, for qualified ASU students with disabilities. Students can learn more by reading Section 701-01 of the Student Services Manual (<https://www.asu.edu/aad/manuals/ssm/ssm701-01.html>) and visit the Student Accessibility and Inclusive Learning Services webpage (<https://eoss.asu.edu/accessibility>).

Sexual Violence and Harassment

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/>.

As mandated reporters, instructors are obligated to report any information they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services (<https://eoss.asu.edu/counseling>) is available if you would like to discuss your concerns confidentially and privately.

Writing Tutoring

The Writing Center helps students at every stage of the writing process and with all types of assignments and genres of writing. The Writing Center operates on a peer-to-peer, collaborative model where students meet one-on-one with a writing tutor in 25-minute appointments. Tutors are ASU students who undergo training each semester that provides them with tools and strategies to discuss students' writing goals.

With the beginning of the Fall 2021 semester, the Writing Center will resume offering in-person appointments in their centers on the four Phoenix Metropolitan Area Campuses. For location details, please visit [ASU Writing Center](#). These centers will be open Monday through Friday from 11:00 a.m. to 3:00 p.m. In addition, they are offering the following additional writing tutoring hours via their Online Center in Arizona time live via Zoom.

8. Topics and Readings

First Day of Class and Introductions	
Week 1	Tuesday, January 11, 2022
Readings:	NA
Research Lab:	<ul style="list-style-type: none"> • Introduce yourself, motivations for taking course, research interests, previous research experiences, and brainstorm potential research project.
	<ul style="list-style-type: none"> • Optional: Attend one virtual session of the Politics of Race, Immigration, and Ethnicity Consortium (PRIEC) conference hosted by the School of Politics and Global Studies' Center for Latina/os and American Politics Research.
Theorizing Immigration Policy	
Week 2	Tuesday, January 18, 2022
Readings:	<ul style="list-style-type: none"> • Tichenor, Daniel J. 2002. <i>Dividing Lines: The Politics of Immigration Control in America</i>. Princeton University Press. (Chapter 1 and Chapter 2). • Antje Ellermann. 2021. <i>The Comparative Politics of Immigration: Policy Choices in Germany, Canada, Switzerland, and the United States</i>. Cambridge University Press. (Chapter 2). • James F. Hollifield. 2012. "Migration and International Relations" in <i>Oxford Handbook of the Politics of International Migration</i>, edited by Marc R. Rosenblum and Daniel J. Tichenor. • Christina Boswell. 2007. "Theorizing Migration Policy: Is There a Third Way?" <i>The International Migration Review</i> 41(1): 75-100.
Research Lab:	<ul style="list-style-type: none"> • Workshop research question and hypotheses.
Due Date Alert:	Research Question and Testable Hypotheses DUE on Monday, Jan 24 by 11:59 PM.
Binaries, Hierarchies, and Hegemony	
Week 3	Tuesday, January 25, 2022
Readings:	<ul style="list-style-type: none"> • Jones-Correa, Michael, and Els de Graauw. 2013. "The Illegality Trap: The Politics of Immigration and the Lens of Illegality." <i>Daedalus: Journal of the American Academy of Arts and Sciences</i> 142(3): 185-198. • Menjívar, Cecilia. 2021. The Racialization of "Illegality". <i>Daedalus</i>, 150 (2), 91-105.

	<ul style="list-style-type: none"> Hamlin, Rebecca. 2021. <i>Crossing: How We Label and React to People on the Move</i>. Stanford University Press. (Chapter 1, Chapter 2, Chapter 3, Chapter, 4, Chapter 5). [Full text available via ASU Library]
Research Lab:	<ul style="list-style-type: none"> Guest Speaker: Susan Metosky, “Navigating the IRB Process”
States, International Organizations, and Refugee Rights	
Week 4	Tuesday, February 1, 2022
Readings:	<ul style="list-style-type: none"> Abdelaaty, Lamis Elmy. 2021. <i>Discrimination and Delegation: Explaining State Responses to Refugees</i>. Oxford University Press. (Full text, 197 pages).
Research Lab:	<ul style="list-style-type: none"> Review APSA Migration and Citizenship Syllabus Bank. Identify relevant sources for literature reviews.
Due Date Alert:	Literature Review DUE on Monday, Feb 7, by 11:59 PM.
Interstate Relations and Foreign Policy	
Week 5	Tuesday, February 8, 2022
Readings:	<ul style="list-style-type: none"> Kelly Greenhill. 2010. <i>Weapons of Mass Migration: Forced Displacement, Coercion, and Foreign Policy</i>. Cornell University Press. (Chapter 1). [Full text available via ASU Library] Fiona B. Adamson and Gerasimos Tsourapas. 2019. “Migration Diplomacy in World Politics.” <i>International Studies Perspectives</i> 20 (2): 113–28. Nicholas R. Micinski, “Threats, Deportability, and Aid: The Politics of Refugee Rentier States and Regional Stability,” <i>Security Dialogue</i> (2021): 1-19.
Research Lab:	<ul style="list-style-type: none"> Describe 1 relevant data source and potential applications.
Regulating Mobility	
Week 6	Tuesday, February 15, 2022
Readings:	<ul style="list-style-type: none"> Torpey, John. 1998. “Coming and Going: On the State Monopolization of the Legitimate “Means of Movement.” <i>Sociological Theory</i> 16 (3): 239-259. Matthew A. Light. “What Does It Mean to Control Migration? Soviet Mobility Policies in Comparative Perspective.” <i>Law & Social Inquiry</i> 37 (2): 395-429. Steffen Mau, Fabian Gülzau, Lena Laube and Natascha Zaun. 2015. “The Global Mobility Divide: How Visa Policies Have Evolved

	<p>over Time.” <i>Journal of Ethnic and Migration Studies</i> 41 (8): 1192–1213.</p> <ul style="list-style-type: none"> Adam McKeown. 2012. “How the Box Became Black: Brokers and the Creation of the Free Migrant.” <i>Pacific Affairs</i> 85 (1): 21-45.
Research Lab:	<ul style="list-style-type: none"> Describe 1 relevant data source and potential applications.
Due Date Alert:	Data Exploration DUE on Monday, Feb 21, by 11:59 PM.
Presidential Immigration Powers	
Week 7	Tuesday, February 22, 2022
Readings:	<ul style="list-style-type: none"> Adam B. Cox and Cristina M. Rodríguez. <i>The President and Immigration Law</i>. Oxford University Press.
Research Lab:	<ul style="list-style-type: none"> Guest Speaker.
Border Making and Settler States	
Week 8	Tuesday, March 1, 2022
Readings:	<ul style="list-style-type: none"> Simmons, Beth A. and Kenwick, Michael R. 2021. “Border Orientation in a Globalizing World.” <i>American Journal of Political Science</i>. 0 (0): 1-19. Frymer, Paul. 2014. “A Rush and a Push and the Land Is Ours”: Territorial Expansion, Land Policy, and U.S. State Formation.” <i>Perspectives on Politics</i> 12 (2): 119-144. Simpson, Audra. 2014. <i>Mohawk Interrupts: Political Life Across the Borders of Settler States</i>. Duke University Press. (Chapter 1) [Full text available via ASU Library]
Research Lab:	<ul style="list-style-type: none"> Workshop research design.
Spring Break	
Week 9	Tuesday, March 8, 2022
Due Date Alert:	Research Design and Data Collection Plan DUE on Monday, Mar 14, by 11:59 PM.
Externalization and the Shifting Border	
Week 10	Tuesday, March 15, 2022
Readings:	<ul style="list-style-type: none"> David Scott FitzGerald. 2019. <i>Refuge Beyond Reach: How Rich Democracies Repel Asylum Seekers</i>. Oxford University Press. (Chapter 1 and 3). [Full text available via ASU Library] Ayelet Shachar and Peter Niesen, editors. 2020. <i>The Shifting Border: Legal Cartographies of Migration and Mobility: Ayelet Shachar in</i>

	<p><i>Dialogue</i>. Manchester University Press. (Part I). [Full text available via ASU Library]</p> <ul style="list-style-type: none"> • Loyd, J, E Mitchell-Eaton, A Mountz. 2016. "The Militarization of Islands and Migration: Tracing Human Mobility through U.S. Bases in the Caribbean and the Pacific." <i>Political Geography</i> 53: 65-75.
Research Lab:	<ul style="list-style-type: none"> • Receive feedback on research designs and data collection plans.
Immigrant Admissions in a Comparative Perspective	
Week 11	Tuesday, March 22, 2022
Readings:	<ul style="list-style-type: none"> • Antje Ellermann. 2021. <i>The Comparative Politics of Immigration: Policy Choices in Germany, Canada, Switzerland, and the United States</i>. Cambridge University Press. (Chapter 3, Chapter 4, Chapter 5, and Chapter 6).
Research Lab:	<ul style="list-style-type: none"> • Workshop data collection progress.
Incomplete Citizenship and Legal Limbo	
Week 12	Tuesday, March 29, 2022
Readings:	<ul style="list-style-type: none"> • Lori, Noora. 2021. "Citizens-in-Waiting: Naturalization Delays in the United Arab Emirates and United States of America." <i>Journal of Ethnic and Racial Studies</i>, 1-21. • Menjívar, Cecilia. 2006. "Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States." <i>American Journal of Sociology</i> 111 (4): 999–1037.
Research Lab:	<ul style="list-style-type: none"> • Workshop data collection progress.
Immigrants, Electorates, and Political Parties	
Week 13	Tuesday, April 5, 2022
Readings:	<ul style="list-style-type: none"> • Dancygier, Rafaela, and Karl-Oskar Lindgren, Sven Oskarsson, and Kåre Vernby. 2015. "Why are Immigrants Underrepresented in Politics? Evidence from Sweden." <i>American Political Science Review</i> 109(4): 703-724. • Abrajano, Marisa, and David Searle. 2020. "Appealing to Diverse Electorates in the U.S." <i>Oxford Handbook of Electoral Persuasion</i>. Oxford University Press. • Dancygier, Rafaela, Karl-Oskar Lindgren, Pär Nyman, and Kåre Vernby. 2021. "Candidate Supply Is Not a Barrier to Immigrant Representation: A Case-Control Study." <i>American Journal of Political Science</i> 65(3): 683-698.

	<ul style="list-style-type: none"> • Gaikwad, Nikhar, and Gareth Nellis. 2021. "Overcoming the Political Exclusion of Migrants: Theory and Experimental Evidence from India." <i>American Political Science Review</i>, 1-18.
Research Lab:	<ul style="list-style-type: none"> • Workshop data collection progress.
Due Date Alert:	Data Collection Progress Report and Feedback Requests DUE on Monday, Mar 14, by 11:59 PM.
Immigrants, Political Participation, and Transnationalism	
Week 14	Tuesday, April 12, 2022
Readings:	<ul style="list-style-type: none"> • Takeyuki Tsuda. 2012. "Whatever Happened to Simultaneity? Transnational Migration Theory and Dual Engagement in Sending and Receiving Countries." <i>Journal of Ethnic and Migration Studies</i>. 38 (4): 631-649. • Wong, Janelle. 2008. <i>Democracy's Promise. Immigrants and American Civic Institutions</i>. The University of Michigan Press. (Chapter 1, Chapter 4, Chapter 8). • Duquette-Rury, Lauren. 2020. <i>Exit and Voice: The Paradox of Cross-Border Politics in Mexico</i>. Oakland, CA: University of California Press. (Chapter 1 and Chapter 2) [Full text available via ASU Library]
Research Lab:	<ul style="list-style-type: none"> • Share and receive feedback on data collection progress and challenges.
Immigrants and Collective Action	
Week 15	Tuesday, April 19, 2022
Readings:	<ul style="list-style-type: none"> • Escudero, Kevin. 2020. <i>Organizing While Undocumented: Immigrant Youth's Political Activism Under the Law</i>. New York University Press. (Chapter 4) • Zepeda-Millán, Chris. 2016. "Weapons of the (Not So) Weak: Immigrant Mass Mobilization in the U.S. South." <i>Critical Sociology</i>. • Norman, Kelsey P. 2021. "Migrant Mobilisation in North African Host States: Egypt and Morocco in Comparison." <i>Journal of North African Studies</i> 26(4): 679-708.
Research Lab:	<ul style="list-style-type: none"> • Share and receive feedback on data collection progress and challenges.
Due Date Alert:	In-Class Research Presentations on Tuesday, Apr 26.
Last Day of Class and In-Class Research Presentations	
Week 16	Tuesday, April 26, 2022

Readings:	<ul style="list-style-type: none"> • NA
Research Lab:	<ul style="list-style-type: none"> • All students will present their research (10 minutes) and moderate a Q&A (5 minutes). A research presentation provides students with an opportunity to share current progress and findings as well as practice receiving and responding to feedback from instructors and peers.
Due Date Alert:	Final Research Paper DUE on Tue, May 3, by 11:59 PM. No late papers will be accepted, except with documented exceptions.
Final Exam Period	
Week 17	Monday, May 2 to Saturday, May 7
End of Semester and Grades Due	
Week 18	Grades Due Monday, May 9, 2022

9. Description and Instructions for Assignments

Research Question and Testable Hypotheses	
Total Points Available: 10 points	Due: Monday, Jan 24 by 11:59 PM
Objective. Articulate research question and describe testable hypotheses.	
Description. The first step in the research process is developing a research question. The question can stem from a puzzle or from observed variation in the world. In this paper, students will introduce their topics and articulate their research question. Student will also describe at least two testable hypotheses. Hypotheses can be derived from existing literature on the topic.	
Paper Requirements: 750-1,000 words, 12-point font, double-spaced.	
Key Elements:	
<ol style="list-style-type: none"> 1. Introduce your topic to your reader. A topic is presented in simple and clear language. Engaging descriptions and relevant definitions are included if appropriate. 2. Write a persuasive argument regarding the significance of this topic. A convincing argument is made regarding the importance of the topic. Relevant connections to historical moments or key events are included if appropriate. 3. State a clear research question. The research question identifies some outcome, pattern, or variation to be explained. 4. State and describe two testable hypotheses or testable claims. Appropriate discussion of independent and dependent variables can also be included. 	

Literature Review

Total Points Available: 10 points

Due: Monday, Feb 7, by 11:59 PM

Objective. Summarize and discuss 5 peer-reviewed articles.

Description. A crucial step in the research process is engaging with existing research. In this paper, students will situate their own research by reviewing cutting-edge research on their topic. This literature review must summarize 5 peer-reviewed articles, with careful attention to theories, testable claims, research designs, data collection, and methods of data analysis. A literature review must also identify gaps in knowledge or underappreciated or overlooked approaches and sets the agenda for future research. Students can explore the American Political Science Association (APSA) Migration and Citizenship Syllabus Bank for literature recommendations.

Paper Requirements: 1,000-1,500 words, 12-point font, double-spaced.

Key Elements:

1. Review 5 peer-reviewed articles.
2. Summarize key theories. What prominent theories do the authors engage with or challenge?
3. Summarize research designs, data collection, and methods of data analysis. Do the authors draw on case studies, do they use surveys or interviews, or other methods?
4. Contextualize why findings are important. How do these findings advance, nuance, or challenge conventional understandings on this topic?
5. Identify ways to improve or extend the study (across a different time period, region, with a different population, or other dimension).

Data Exploration

Total Points Available: 10 points

Due: Monday, Feb 21, by 11:59 PM

Objective. Identify relevant archives or existing datasets.

Description. An important component of the research process is identifying existing and relevant data sources. In this paper, students will identify 5 potentially relevant data sources. These can include existing datasets, replication datasets, or archives. The data exploration paper must discuss the type of data available, its relative strengths and weaknesses, and its potential uses for student research projects.

Paper Requirements: 750-1,000 words, 12-point font, double-spaced.

Key Elements:

1. Identify 5 existing data sources that are relevant for your work. These can be archives, databases, or datasets.
2. Describe the type of data available. What is the source? What is the unit of analysis? What regions are included, or across what years?
3. Discuss the relative strengths and weaknesses of each data source. What is the context in which it was created? What might be some biases in it?

- Describe the potential uses for student research projects. How can you use this data source in your own research? By examining this source instead of others, what information do you risk leaving out? What key variables or type of information may be most fruitful for your analysis?

Research Design and Data Collection Plan

Total Points Available: 10 points

Due: Monday, Mar 14 by 11:59 PM

Objective. Describe research design, data collection, and data analysis plan.

Description. All research requires extensive planning prior to data collection, data analysis, and hypothesis testing. In this paper, students will articulate their research design, data collection, and data analysis plan. Follow the template carefully and make sure you address all key elements.

Paper Requirements: 750-1,000 words, 12-point font, double-spaced.

Key Elements:

- Topic or puzzle.* Introduce your topic.
- Significance of topic.* Compelling statement regarding the significance of this topic.
- Research question(s).* State a clear research question.
- Theory or competing theories.* Discuss the relevant theories or competing theories. If you are integrating various theories, be sure to describe each theory and why it is important to combine various theoretical approaches.
- Theoretical expectations or hypotheses.* State at least two testable hypotheses.
- Dependent variables or outcomes of interest.* Describe the outcomes of interest. Discuss the concept and provide definitions. Discuss how you plan to measure the outcome. When measuring this concept or variable, will you use an existing data source, or will you collect new evidence?
- Independent variables or explanatory factors.* What factors do you think explain the outcome of interest? Describe the independent variables or explanatory factors. Discuss the concept and provide definitions. Discuss how you plan to measure the outcome. When measuring this variable, will you use an existing data source, or will you collect new evidence?
- Mechanisms.* Specify in detail how you think the explanatory factors affects the dependent variable.
- Research Design.* What research design is best required to answer your research question? What tradeoffs did you consider? What are the limitations? Will you use field experiments, lab experiments, natural experiments, case studies, comparative case studies, large-n analyses, or a combination?
- Data Collection.* Will you need to conduct process tracing, archival research, interviews, or conduct an ethnography?
- Data Analysis or Data Analysis Plan.* Will you be doing a regression analysis, a regression discontinuity, process tracing, or something else?

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Data Collection Progress Report and Feedback Requests	
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Total Points Available: 10 points	Due: Monday, Apr 11 by 11:59 PM
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Objective. Provide an update regarding your data collection.

Description. The research process is iterative, and it is often necessary to pause, share, and receive feedback. In this paper, students will provide an update regarding their data collection. This paper is flexible, and students should use this according to their own project and progress.

Paper Requirements: 750-1,000 words, 12-point font, double-spaced.

Key Elements:

1. Select one critical dimension of your research collection plan.
2. Report current findings or a detailed discussion of your data collection progress.
3. Include a list of specific feedback requests you have for your peers and instructor.

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In-Class Research Presentations	
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Total Points Available: 10 points	Tuesday, Apr 26 by 11:59 PM
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Objective. A research presentation provides students with an opportunity to share current progress and findings as well as practice receiving and responding to feedback from instructors and peers.

Presentation Requirements: 10 minutes presentation. 5 minutes for Q&A.

Key Elements:

1. Present your 10-minute presentation to class instructor and peers.
2. Include overview of topic, research question, theoretical context, and testable hypotheses.
3. Review research design and data collection process.
4. Present current findings.
5. Conclude with a discussion of next steps.
6. Students must also facilitate a 5-minute Q&A.

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Final Research Paper	
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Total Points Available: 10 points	Due: Tue, May 3 by 11:59 PM
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Description. The final research paper will include all key elements of a competitive peer-reviewed article, including: a compelling research question or puzzle, a select but thorough review of previous research, engagement with existing theories or the proposal of a new theory, discussion of hypotheses or testable implications, an appropriate research design, the collection and systematic analysis of appropriate evidence, a discussion of the findings and their significance. You can, and should, use your previous course assignments (e.g., Literature Review) to help you write the final paper.

Paper Requirements: 7,000-10,000 words, 12-point font, double-spaced.

Key Elements:

1. Topic
2. Significance of Topic
3. Research Question(s)
4. Theory or Competing Theories
5. Theoretical Expectations or Hypotheses
6. Independent Variables
7. Dependent Variables
8. Mechanisms
9. Research Design
10. Method for Testing Hypotheses
11. Data Collection
12. Data Analysis or Data Analysis Plan
13. Presentation of Findings
14. Bibliography