Every year, thousands of unauthorized migrants die during their attempt to reach either Europe or the United States. Unseaworthy boats capsize off the coasts of the Global North. In North America and North Africa, harsh desert terrain constitutes both a potential gateway and a potential graveyard for migrants who dare the journey from the Global South. During their journeys, migrants endure criminal victimization at the hands of corrupt officials, smugglers, traffickers, thieves and kidnappers. Meanwhile, the United States and Europe continue to construct manmade barriers to entry: building walls, adapting military technologies for border patrol, intensifying policing of their borders and extending such policing to neighboring nation-states. Border policing is now a matter of national security, and yet, despite the suffering caused by these security policies, people keep moving north.

What explains the resilience of unauthorized migration despite massive investment in border security? What impact has the ‘securitization’ of migration had on the lives of migrants and citizens alike? Who decides who belongs on which side of the border, how and why? To raise these questions, this course juxtaposes transnational life-worlds of migrants against a state-centered perspective of international boundaries and citizenship. We will examine the lived experience of migrant journeys within their larger political context, and we will explore what these narratives of mobility can teach us about the politics of migration around the globe.

The course proceeds in three parts: Roots, Borders, and Journeys. The section on Roots explores broad historical patterns of migration, as well as individual migrants’ motives for mobility. The section on Borders will examine recent trends in migration policing and the securitization of border control. The section on Journeys analyzes migrants’ experiences of smuggling and clandestine living. Ultimately, we will speculate about the impact of this sustained clandestine practice on the future of the nation-state. As we make our way through these materials, students will be encouraged to consider what contribution migrant narratives make to our understanding of the politics of migration.
Research and Writing Component:

This course provides students with an introduction to academic and policy debates about human security. However, students will also begin to acquire the skills necessary for independent, interdisciplinary research. Students must complete a series of assignments and a draft that lead to a final research paper.

Students must attend two film screenings (outside of class time) over the course of the semester. I will also invite migrants to present their life histories to the class, via Skype from countries of transit and return, as well as in person. I will organize a fieldtrip tour of Milwaukee’s immigrant communities or a simulation experience. I ask student to reflect critically on how different types of knowledge impact our understanding of the politics of migration.

The assignment aims to: 1) facilitate the refinement of writing skills, with a particular emphasis on the need for clarity and precision in academic writing; 2) introduce intellectual tools that enable a more systematic use of evidence in writing; 3) facilitate discussion and generate interest in both the art of writing and the substantive course material; 4) help students critically evaluate and diversify the types of sources they draw upon during their research process; and 5) encourage students to develop their own opinions, arguments, writing style and method; and 6) empower students to participate in political debate.

Course Aims and Objectives:

My goals are
- To introduce students to major concepts and practices in human security;
- To encourage students to think critically and coherently about human security;
- To begin to prepare students for future research in the field of international studies.

By the end of the course, students should be able to
- Critically assess the strengths and weaknesses of the human security paradigm;
- Demonstrate knowledge of the key issue areas of human security;
- Evaluate international efforts to protect human security;
- Identify research puzzles related to human security;
- Appreciate the methodological, logistical and conceptual challenges for research on human security issues.
**Course Requirements:**

- In-class Participation (20%)
  Participation includes attendance, punctuality, the quality of contributions to discussions, in-class writing assignments and quizzes, and the demonstration of knowledge about current events and readings. Please be on time to class.

- Midterm and Final Exams (25% each)

- Film Discussion (5% each)
  Students must attend two film screenings and participate in discussion outside of class time. An alternative written assignment will only be available for students with a verifiable schedule conflict.

- Op-ed Assignment (20%)
  Students will follow the directions for writing and submitting a New York Times editorial opinion article: [http://www.nytimes.com/content/help/site/editorial/op-ed/op-ed.html](http://www.nytimes.com/content/help/site/editorial/op-ed/op-ed.html). Students will suffer a deduction of one full letter grade on the final analysis if they do not submit a draft at the writing workshop.

**Additional Requirements for Graduate Students:**

- Graduate students will be responsible for an additional readings list for their comprehensive exams, and graduate student papers will be held to a higher standard of excellence.

**Reading Expectations:**

This is a discussion seminar. Class discussions are cooperative endeavors, and your participation is expected. Therefore, it is vital that everyone does all required readings, research and writing assignments prior to class. You must also stay abreast of current events.

Readings will draw from the interdisciplinary literature on international migration, including work from sociology, anthropology, political science, and the humanities. Journalistic and personal narratives will also be assigned.

A student that reads only materials listed on the syllabus will not succeed in this class. To pass this course, students must read newspapers. Students should also regularly read other relevant periodicals, such as *Foreign Affairs*, the *Economist*, *NACLA*, etc. To earn participation points, students must come to every session ready share recent events and analyses that relate to course materials.
Office Hours:

Please do not be shy about visiting my office hours. I have set this time aside to get to know students and their aspirations, discuss topics in international politics that interest them, and help them understand the material covered in the course. I welcome visits.

The Importance of Diversity:

Diversity must be made an integral part of any learning environment. A prerequisite for critical thinking is an open mind, and exposure to a variety of different ideas. Treat all ideas and arguments with respect, even if your personal politics makes you prone to disagree. Do not critique a reading or another student’s argument until you have fully absorbed the author’s point and understand its merits. Ultimately, you will write more penetrating criticisms this way.

Respect of intellectual, ethnic, religious and gender/sexual orientation diversity is the ethical responsibility of every student and teacher. Respond to every individual’s viewpoint with respect. Please see me immediately if you feel discriminated against in this classroom for any reason, and I will remedy the situation. I am committed to providing a supportive environment for all students.

Technology Policy:

No open laptops or phones will be permitted during class without special permission from the instructor. Repeated misuse of technology in the classroom will result in an additional two-page essay assignment about the relationship between technological change, migration and border enforcement.

Guidelines for the Submission of Papers:

- All papers must be typed, using 12 point Times New Roman font.
- All papers must be double-spaced, using 1” margins.
- Number your pages.
- Do not forget to write your name, assignment, date and essay title on each assignment.
- Proofread and spell-check all drafts.
- Provide in-text citations and attach a works cited list.
- Staple all pages together.
- Late papers will be penalized a full letter grade for every 24 hours past deadline.
- Assignments are due at the beginning of class.
- Papers must both be submitted via hardcopy and email.
Attendance Policy:

Attendance is a prerequisite for participation. Students are allowed a maximum of six (6) absences in this course (excused or unexcused). Any student exceeding the allowable number of absences may be Withdrawn for Excessive Absences (WA) by the deadline of 11/14/2014 in the fall semester, or 4/10/2015 in the spring semester. If a student exceeds the number of allowable absences after this deadline, the course final grade will be lowered 1/2 a letter grade (A to AB, etc.) per absence above the allowable number.

Donut Policy:

It is very important that I remember your names. Therefore, I will bring donuts to class if I forget a student’s name (and you catch me) after the third week of class. To earn the donuts, it is the responsibility of the students to correct me. Hint: If students actively participate, thereby requiring me to call on them in class using their names, I will be more likely to err. Disclaimer: Mispronunciation does not count toward the donuts.

Academic Integrity:

Students should review the Marquette University policy on academic integrity: http://www.marquette.edu/provost/integrity-pledge.php Plagiarism will not be tolerated. All words and ideas must be properly cited in the text. If work is quoted, it must be bracketed by quotation marks with the author indicated. If students arrive at an idea or fact because something they read discussed it, they must include (LAST NAME: YEAR, p. #) at the end of the sentence. Furthermore, you must write original work for this course. You may not use work from another course to fulfill writing requirements. Please see me regarding any questions about proper citations prior to submitting your work. Violations of academic integrity will be pursues according to the Marquette University policy.

Accommodations for Special Needs

If you have a disability and require accommodations, please contact me early in the semester so that your learning needs may be appropriately met. You are required to provide documentation of your disability to the Office of Disability Services. If you are unsure of what you need to qualify for services, visit the Office of Disability Service’s website http://www.marquette.edu/disability-services/ or contact them by phone at 414-288-1645.
Tentative Course Schedule:

**PART I: ROOTS**

**Week 1: History as Migration, History of Migration**
1/19 & 1/21

**Week 2: Causes of Migration**
1/26 & 1/28:

**PART II: BORDERS**

**Week 3: Borders as Contested Practice**
2/2 & 2/4

**Week 4: The U.S.-Mexico Divide**
2/9 & 2/11
1. Andreas, Peter. ‘Coming to America through the Back Door’ in *Smuggler Nation: How Illicit Trade Made America*, Oxford University Press: 208-226.

**Week 5: Fortress Europe**
2/16 & 2/18

**FILM SCREENING: BWANA  7pm 2/18**

**Week 6: Midterm and Writing Workshop**
2/23  Writing Workshop
Print and bring an example of op-ed about immigration to class, as well as your own
draft of the op-ed assignment.


DUE: DRAFT OP-ED

2/25 In-Class MIDTERM EXAM, No Readings

Week 7: Globalizing and Re-bordering
3/1 & 3/3

Week 8: Deconstructing Refugees
3/8 & 3/10

PART III: JOURNEYS

Week 9:
3/15
In-Class Documentary and PAPER DEADLINE, No Readings

DUE: OP-ED

3/17 NO CLASS

Week 10:
3/22 NO CLASS
3/24 NO CLASS

Week 11: Americas
3/29 & 3/31

FILM SCREENING: LA JAULA DE ORO 7pm 3/31
Week 12: Americas
4/5 & 4/7

Week 13 On the European Periphery
4/12 & 4/14

Week 14 On the European Periphery
4/19 & 4/21

Week 15 Surviving Discrimination, Detention and Deportation
4/26 & 4/28

CONCLUSIONS

Week 16
5/3 & 5/5

FINAL EXAM: 5/10 10:30am-12:30pm Wehr Physics 418