INTRODUCTION
This course aims to inquire into some of the most challenging issues and problems related to human rights in a diverse world shaped increasingly by international migration. Today around 258 million people are estimated to be living outside their country of birth. In conjunction with this massive human migration, there is an unprecedented increase in the number of people who lack the rights associated with citizenship and become vulnerable to various forms of violence, discrimination, and abuse. To what extent can these problems be addressed and remedied by appealing to human rights? In what ways does the contemporary condition of migrants reveal the limits, paradoxes, and promises of human rights? What are some of the most illuminating theoretical frameworks that can help us examine the problems faced by migrants and assess the existing norms of human rights? These are among the questions that will guide our critical inquiry of human rights in this course.

The first half of the course addresses the political and normative implications of understanding rights and citizenship within the boundaries of the sovereign nation-state. We are particularly interested in the limits and problems of debating migrants’ rights within the conventional framework of the nation-state. The second half of the course aims to scrutinize the international human rights framework by focusing on the challenging problems that arise in the context of asylum, refugee encampment, immigration detention, deportation, irregularization of migrants, and border deaths.

LEARNING OBJECTIVES
This course has three main objectives: (1) to develop a theoretical understanding of the complex relationship between human rights, citizenship, nation-state, and sovereignty; (2) to acquire a critical, analytical understanding of human rights norms, institutions, and practices in the context of international migration; (3) to develop theoretically informed understanding of the challenging problems related to the human rights of different categories of migrants; (4) critically assess the merits and strengths of alternative scholarly explanations of these problems; (5) write cogent, persuasive, and polished papers on the topic; (6) independently design, research, and write a substantial paper of 25-30 pages that explores and takes a stance on a significant debate about the course topic.
COURSE REQUIREMENTS

Class Participation:
The success of the colloquium depends on the intensive participation of each and every student. For this reason, attendance at every session and thoughtful contribution to our discussion based on a thorough analysis of the readings are crucial. If you must miss a particular class meeting because of illness, family emergency, or a religious holiday that forbids work, you are expected to inform me beforehand and turn in a 3 pp. double-spaced essay responding to the assigned reading(s) of that week to make up for your missed class participation.

Throughout the semester you are expected to contribute regularly to our course blog; each student is required to submit 8 blog posts, but you are allowed to submit more posts if you would like. In these brief blog posts (~200 words), you can comment on the course readings for that particular week, or discuss a newspaper article, a film, or a novel, for example, related to a problem examined in the readings, or share your research findings related to the readings. The goal of these posts is to create a conversation on the class topics prior to class so that our discussions are as lively as possible. The posts should be submitted on the blog by 10 am on the day of the class. Students are expected to have looked at these posts before class, and to come prepared to talk about the issues that are raised in them.

Each class session will start with a 7-8 min. student presentation on the readings; depending on the size of our class, we might have two students for some weeks (~15 minutes total in those cases). An effective presentation would not summarize the reading but instead offer several focused comments on author(s)’ arguments and raise a couple of stimulating questions for class discussion; it could also point to the issues and questions raised in the blog posts. At the end of the semester students will also present the findings of their research.

Class participation is 20% of the final grade, and it is based on the following: 1) regular class attendance and thoughtful contribution to class discussion; 2) a presentation on assigned readings; 3) a presentation on research paper; 4) blog posts; 5) attendance at the workshops led by the Speaking Fellows; 6) quality of the feedback provided to your peer partner throughout the semester.

Peer Feedback:
Early in the semester you will be assigned a peer partner. Peer partners are expected to consult with each other throughout the semester and provide constructive feedback on the preparatory assignments for the research paper (i.e., research proposal and paper draft). A portion of the class participation grade will reflect the quality of your work as a peer partner.

Response Papers:
Response papers aim to strengthen your skills of critical reading and analytical writing. Each response paper (3-4 pages, double-spaced) is due at the beginning of the class session in which those readings will be discussed. Response papers provide a succinct analysis of a specific aspect of the assigned reading(s). They are not summaries or a compilation of quotes from readings; instead they should provide carefully thought, reasoned interpretation and analysis of these readings, supported by textual evidence. You may challenge the author’s definition of his/her concepts or analysis of the problem, raise relevant questions left unanswered by the author, or discuss a common analytical trait or theoretical concern in different readings.

You must write two response papers throughout the semester on course readings of your choice. It is important to pace yourself to avoid handing in your response papers during the final weeks of the semester when you are busy writing the research paper. For this reason, you must submit the first response paper by October 9, 2018. You may write a response paper on the same topic as your
presentation, but if you would like to submit a response paper and a blog post in the same week, please make sure that they focus on different readings and/or questions. These response papers will constitute 30% of your course grade (15% each).

**Research Paper:**
This requirement allows you to explore in depth a challenging theoretical problem or political issue related to human rights in the context of international migration. If you would like to write about a related, yet slightly different, dimension of human rights, please consult me early in the semester. The research paper (25-30 pages, double-spaced, 12 pt. font) should build on the material studied in class. It should work with the theories and concepts studied to analyze specific scholarly debates and/or cases of interest to students. An effective and feasible research paper will be anchored in a very specific and focused question; broad and general topics rarely make for successful papers.

In order to make the research process more manageable, we will have two preparatory assignments: research proposal and 10-item annotated bibliography due October 16 (15% of the final grade); first draft due November 20. The revised final paper is due December 4 (35% of the final grade). Although the first draft of the research paper will not be graded, you should aim at submitting a very strong, polished draft to maximize the usefulness of the feedback you will get; the draft should be at least 15 pages (double-spaced, 12 pt. font). The failure to submit a satisfactory draft on time will affect the final grade negatively. Please check Courseworks (Canvas) regularly for updates and assignment guidelines.

You should consider scheduling an appointment with Jennie Correia, Personal Librarian for Political Science, in order to have a research consultation; to make an appointment, please check: https://library.barnard.edu/profiles/Jennie-Correia

Here are some websites that can be useful for your research paper:
- [http://library.barnard.edu/find-books/guides/POLS/POLSS410001](http://library.barnard.edu/find-books/guides/POLS/POLSS410001) (Research guide for our course, Barnard Library)
- [https://barnard.libguides.com/POLS](https://barnard.libguides.com/POLS) (Political Science Research Guide, Barnard Library)

Here are some websites with general guidelines for research and writing:
- [http://owl.english.purdue.edu/owl](http://owl.english.purdue.edu/owl) (excellent resource on several different aspects of writing – check especially the sections on “The Writing Process,” “General Academic Writing,” “Research and Citation,” “Grammar and Mechanics,” and “Writing in the Social Sciences”).
- [https://library.barnard.edu/citation](https://library.barnard.edu/citation) (useful information about citation management)
- [http://bulletin.columbia.edu/sipa/academic-policies/academic-and-professional-conduct/](http://bulletin.columbia.edu/sipa/academic-policies/academic-and-professional-conduct/) (various sources on citations, bibliographies, and footnotes)

Please submit a hard copy of each assignment (except blog posts) at the beginning of the class session it is due.

**SENIOR CAPSTONE REQUIREMENT**
In addition to the above requirements, all students who have designated this colloquium to fulfill their Senior Capstone requirement will prepare a poster to summarize the research questions, arguments, and findings of their research papers. They will bring these posters to class on the day of their research
presentations at the end of the semester. The poster will also be displayed at the senior end-of-year party. The poster will not be graded, but is required to receive a “Pass” for your Senior requirement and will factor into Departmental considerations for Senior Project Distinction. For further information, please check: http://polisci.barnard.edu/senior-poster-requirement

GRADING

- Class participation: 20%
  - Regular class participation and thoughtful contribution to class discussion;
  - Presentation on assigned readings;
  - Presentation of research paper;
  - 8 blog posts;
  - Attendance at the workshops led by the Speaking Fellows;
  - Quality of the feedback provided to your peer partner throughout the semester.

- 2 response papers (3-4 pages each): 30% (15% each)

- 1 research paper: 50%
  - Research proposal (~3 pages) and 10-item annotated bibliography: 15%
  - First draft (at least 15 pages; not graded; late and/or unsatisfactory draft leads to deductions in final grade)
  - Final paper (25-30 pages): 35%

GRADING SCALE

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<td>A-</td>
<td>90-94</td>
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<td>B+</td>
<td>85-89</td>
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POLICY ON LATE ASSIGNMENTS
Completion of all assignments is a necessary condition for passing this course. In addition, I urge you to submit all assignments on time to avoid late penalties. Please note that all assignments (except blog posts) must be submitted at the beginning of the class session that they are due.

Late turn-ins will be significantly penalized (one-third of a letter grade per day after the deadline). For example, an “A-” paper due Tuesday but handed in on Wednesday will receive a “B+”. Extensions will be given only in the case of documented illness, family emergency, or other crisis situation (please bring any form of documentation available).

Since you can write response papers on course readings of your choice, no late response papers will be accepted under any circumstances. The same rule applies to blog posts.

ACADEMIC HONESTY
Students affirm that all work turned in is their own, and that they have fully and accurately cited every written source, including web-based sources, used in their writing. All students taking this course, regardless of institutional affiliation, must adhere to the Barnard College Honor Code:
http://barnard.edu/dos/honorcode. If in doubt about any of these provisions or you would like to discuss these matters further, please seek guidance from the instructor.

For more information on academic integrity, please see:
- https://library.barnard.edu/find-books/guides/plagiarism
- https://www.college.columbia.edu/academics/academicintegrity

ACCESSIBILITY
Students who may need disability-related accommodations are encouraged to see me and/or contact the Office of Disability Services (009 Milbank Hall) at the beginning of the semester. For further information, please check http://barnard.edu/ods.

BARNARD COLLEGE WELLNESS STATEMENT
It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself—your own health, sanity, and wellness—your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:
- http://barnard.edu/primarycare
- http://barnard.edu/counseling
- http://barnard.edu/wellwoman/about
- https://health.columbia.edu/services/stressbusters

COURSE EXPECTATIONS
1. Read the syllabus thoroughly; you are responsible for all of its contents.
2. Complete all the assignments to qualify for a passing grade.
3. Read assigned texts in time before their discussion in class; check the online posts and come prepared with questions or issues to discuss.
4. Regular class attendance is imperative. Attend class and participate actively in ways that are constructive and respectful of your peers and the instructor. If you must miss a particular class meeting because of illness, family emergency, or a religious holiday that forbids work, you are expected to inform me beforehand and turn in a 3-page double-spaced essay responding to the assigned readings of that week to make up for your missed class participation. Make-up option is allowed only for excused absences.
5. Each class session will begin promptly at 2:10 pm with a student presentation; as a matter of respect for your peers, please come to class on time and remain for the entire session.
6. One of the requirements of this course is working with Barnard Speaking Fellows; please see below for details.
7. Please turn off all electronic devices before the class starts. Laptops are not allowed because of their negative impact on the learning experience, but you can use a laptop if you have a PowerPoint presentation. This policy is based on scientific research that demonstrates the negative impact of laptop use on academic performance. For further information, see, for example:
   - https://www.scientificamerican.com/article/students-are-better-off-without-a-laptop-in-the-classroom/
8. To maintain a professional atmosphere that is free of distraction, please do not bring food to class; water and beverages in sealed containers are fine.
INFORMATION ABOUT BARNARD SPEAKING FELLOWS

One of the requirements of this course is working with a Barnard Speaking Fellow. Speaking Fellows are undergraduate Barnard students who teach students how to craft, prepare, and deliver presentations and participate in class discussions. After completing a one-semester training course in the theory and practice of public speaking, they are attached to speaking-intensive courses across the disciplines, and help students build stronger, more nuanced arguments through reflective, critical thinking and collegial support. Speaking Fellows do not grade your presentations or public speaking skills. They help you figure out what it is you want to say and how to say it most clearly and effectively, giving you the support to become more comfortable and confident in your speaking abilities.

Your participation in Speaking Fellows workshops is a requirement of this course. At the beginning of the semester, a Speaking Fellow will visit your course to go over which type(s) of workshops you will be participating in and when in the semester they will be scheduled. Preparation instructions, if any, will come at this time. On sign-up day 1-2 weeks before each workshop, remember to make a note of when and where your workshop will take place, and record your Speaking Fellow's email and phone number in case you need to contact her.

Workshops begin promptly, so please arrive on time, if not a few minutes early. Please note our program-wide attendance policy: Because workshops are experiential and based on the group dynamic, if you are late to your workshop, you will not be allowed to participate, and may not be able to reschedule. If you have an emergency and cannot make it to your workshop, please contact your Speaking Fellow immediately.

The Head Speaking Fellow for your course is Kyra Schindler (kas2287@barnard.edu; 702-715-0144). Please contact her for any administrative questions or questions about the Speaking Fellows working with your course. If you have other questions about the Speaking Program, please contact DaMonique Ballou, the Program Coordinator (dballou@barnard.edu; 212-854-8941). For more detailed information about our philosophy, policies, and FAQs, please see our website: www.barnard.edu/speaking.

READINGS

All the required readings can be accessed via CLIO and Courseworks (Canvas). The readings on Courseworks are marked as “CW” in the Course Calendar; please check https://courseworks.columbia.edu/ for regular updates.

There are no required books for this course, but all students are expected to bring printed copies of assigned readings to class so that they can refer to them throughout the discussion.

COURSE CALENDAR

WEEK 1 (September 4)
- Introduction to POLS 3410 (No reading)

WEEK 2 (September 11) Global Migration: Key Themes and Terms


UNHCR, “‘Refugees’ and ‘Migrants’ - Frequently Asked Questions (FAQs),” http://www.refworld.org/docid/56e81c0d4.html

Recommended:


For terminology


WEEK 3 (September 18) Nation-State, Membership, and the Right to Exclude

- Christopher Heath Wellman, “Freedom of Movement and the Rights to Enter and Exit,” in *Migration in Political Theory*, pp. 80-101. CLIO
Recommended:

WEEK 4 (September 25) Entangled Histories of the Modern Nation-State and Human Rights
- 1789 Declaration of the Rights of Man and Citizen – Available online at http://avalon.law.yale.edu/18th_century/rights.asp

Recommended:


**WEEK 5 (October 2) Human Rights: Beyond Sovereignty and Citizenship?**


**Recommended:**


• Kate Nash, “Between Citizenship and Human Rights,” *Sociology*, vol. 43, no. 6 (December 2009): 1067-1083.


**WEEK 6 (October 9) Politics of Asylum**


Recommended:
• Peter Nyers, “Abject Cosmopolitanism: The Politics of Protection in the Anti-Deportation Movement,” Third World Quarterly 24, no. 6 (December 2003): 1069-1093. CLIO

WEEK 7 (October 16) Refugee Camps
• Michel Agier, “Humanity as an Identity and Its Political Effects (A Note on Camps and Humanitarian Government),” Humanity 1, no. 1 (Fall 2010): 29-45. CLIO

Recommended:
• Kelly Oliver, Carceral Humanitarianism: Logics of Refugee Detention (Minneapolis, University of Minnesota Press, 2017).
• Nevzat Soğuk, States and Strangers: Refugees and Displacements of Statecraft (Minneapolis and London: University of Minnesota Press, 1999).

WEEK 8 (October 23) Immigration Detention
• Tom K. Wong, “The Labyrinth of Immigration Detention,” in Rights, Deportation, and Detention in the Age of Immigration Control (Stanford, California: Stanford University Press, 2015), pp. 109-143. CLIO (please use the version available from Ebook Central Academic Complete)

Recommended:

**WEEK 9 (October 30) Deportation**


**Recommended**


**WEEK 10 (November 6) Election Day Holiday; no class.**

**WEEK 11 (November 13) Illegality**


**Recommended:**


**WEEK 12 (November 20) Border Deaths**


**Recommended:**

• “Special Issue: Borders and the Politics of Mourning,” *Social Research* 83, no. 2 (2016).
• International Organization for Migration, “Missing Migrants Project,” https://missingmigrants.iom.int/

**WEEK 13 (November 27) Presentations of Research**

**WEEK 14 (December 4) Presentations of Research**