



Mahidol University  
International College

## ICIR 303 Transnational Movements and Migration

### Course Description & Aims:

This course traces the development of organized labour following the Industrial Revolution and the social changes induced by industrialism. Emphasis will be on the problems of capitalism. There is discussion of factory conditions and reform throughout the early labour movement. The social consequences of rapid urbanization and their impact on workers will be examined. Treatment of immigrants and migrant workers both in the early and present industrial societies is of capital importance in this examination. Included in the discussion of migrants will be the legal policies and social treatment of ethnic and racial minorities and of women. Western labor movements and organizations and their consolidation of trade unionism in Britain, labour and union movements in Continental Europe and labour movements in the USA and the British Dominions up to World War I and II are the focus of the first part of the course, Then labour movements worldwide from 1914 to the present day as well as issues of trade union organization, power and influence in the modern world and the impact of migration on the world wide labor condition will be examined. Students will understand; analyze; examine; and evaluate the movement and migration of people globally and their impacts and responses of international organizations and states.

The development of organized labour following the Industrial Revolution; social changes induced by industrialism; factory conditions and reform; early labour movement; consolidation of trade unionism in Britain; labour and union movements in Continental Europe; labour movements in the USA and the British Dominions up to World War I and II; labour movements worldwide from 1914 to the present day; issues of trade union organization, power and influence in the modern world and migration. Students will understand; analyze; examine; and evaluate the movement and migration of people globally; impacts and responses of international organizations and states.

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### Assessment

Mid-Term Exam (written)	15%
Final Exam(written)	20%
One Group Project/Presentation	20%
Two Case Studies Report (10% x2)	20%
Two Scenarios Analysis (10% x 2)	20%
Class discussion	5%

### Course Learning Outcomes

At the completion of the course the student will be able to:

1. Students will be able to understand future perspectives on global migration and mobility and existing patterns, trends and ideas of migration.
2. Students should be able to identify the relationship of international cooperation and governance in the issues of migration, and international organizations established for protection of migrants.
3. Students will be able to analyze social phenomena relating to modern migration and ethnic diversity, social change and the formation of new nation-states.

<b>Topic No.</b>	<b>Topic</b>
1	Introductory matters. Description of contemporary migrations and general trends
2	Migration theories in modern world
3	Guilds: precursors to labor unions, The state and International Migration: the quest for Control. First labor unrest; Luddites and French Syndicalism; Early labor unions; I.W.W. British union movement.
4	Non-radical movements: AFL-CIO British Labor politics Socialism, communism and the First International; The Paris Commune; Anarchism; the Haymarket Affair.
5	Migrants and Minorities in the Labor Force How migration transforms societies: race, gender, culture, identity, states
6	New Ethnic Minorities and Society: racist violence, linguistic and cultural rights, and integration challenge
7	The history and development of the ILO. Success of ILO in protecting workers. ILO policy on migrant workers and immigrants.
8	Migration in Europe since 1945 and Revolutionary socialism in western Europe and the reaction of the unions
9	Industrialization, Urbanization and the problems of capitalism
10	Migrants and Politics: extra-parliamentary form, non-citizen voting rights, anti-immigrant movement and parties, policy making,
11	Migration in the Twenty-first century: future perspective for global migration, and mobility, international cooperation, responding to irregular migration, legal migration and integration
12	Migration: State responses, international coordination and tertiary effects.

### **Assessment Methods & Criteria**

- 1) Mid-Term Exam (written) 15%
  - a. The mid-term exam will be held in week six.
  - b. Short answer format
  - c. In class exam
  - d. The contents will be main issues relating to the background of human migration
- 2) Final Exam(written) 20%
  - a. The final exam will be held a week after the last lecture
  - b. Students will be given essay choices. They will choose two essay topics and elaborate the analysis.
  - c. In class exam
  - d. The contents concern with the latest migration issues in the modern world.
- 3) One Group Project/Presentation 20%
  - a. The students will be given choices of topics about current migration issues in the region.
  - b. The group project consists of 4-5 students per group.
  - c. The group will have to produce one hard copy of the research.
  - d. The group will present their findings
- 4) Two Case Studies Report 10 x2 = 20%
  - a. Students will watch 2 short documentary films and analyze issues in the film
  - b. Students will write short report and their finding from the films
- 5) Two Scenarios Analysis 10 x 2 = 20%
  - a. The students will be presented with current migration issues in the region
  - b. The students will have to address causes and effects of migration in the region
  - c. After analyzing the situation of the migration, students will have to offer solutions to reduce the issues in migration
- 6) Class discussion 5%
  - a. This will be accounted from the student's participation in class

## Introduction

**Topic description:** Introduction of contemporary migrations and the general trends of migration. This week student will be introduced with a new migration perspective in the international level: large scale movements of people arise from the process of global integration. The students will have a better understanding of the international migration is part of a transnational shift that is reshaping societies and politics around the globe.

**Expected Learning Outcomes:** To introduce present and future perspectives on global migration

**Readings:** Bartram, David (2010), International Migration, Open Borders Debates, and Happiness, International Studies Review, 12(3), Pp. 339–361  
Stephen Castles and Mark J. Miller, The Age of Migration: International Population Movements in the Modern World, The Guilford Press, New York, 2014

**Activity:** Class discussion on why people migrate

## Migration Theories

**Topic description:** Migration theories in modern world. This week student will be introduced to various migration theories. The concept of the migratory processes which result in the complex sets of factors and interactions of the course of migration. Students should understand that the study of migration is interdisciplinary with sociology, political science, history, economics, geography, demography, psychology, cultural and legal studies. Students should understand the two main groups of migration theories which are functionalist and historical structural theories.

**Expected Learning Outcomes:** To discuss push and pull factors that motivate people to migrate

**Readings:** Stephen Castles and Mark J. Miller, The Age of Migration: international Population Movements in the Modern World, The Guilford Press, New York, 2014 pp. 25-46  
Carol M. Swan (ed.) Debating Immigration, Cambridge UP: New York, 2007

**Activity:** discussion in groups of economic, cultural and political aspects of push and pull factors of migration.

## Guilds

**Topic description:** Guilds: precursors to labor unions, The state and international migration: the quest for control. This week students will be presented with key components of governmental strategies that are designed to regulate migration flow. Such governmental policies will be discussed in class as employer sanctions enforcement, legalization or amnesty program, temporary foreign-worker's admission programs, asylum and refugee polices, and regional integration approaches.

**Expected Learning Outcomes:** To elaborate how the governments in both destination and origin regions control the migration flow through the new migration policies.

**Readings:** Bill OngHing, Departing Souls: Values, Morality and Immigration Policy, Cambridge UP: New York, 2006; Carol M. Swan (ed.) Debating Immigration, Cambridge UP: New York, 2007; Stephen Castles and Mark J. Miller, The Age of Migration: international Population Movements in the Modern World, The Guilford Press, New York, 2014 pp. 215-237

**Activity:** Group discussions and short presentations on should states receive migrants?

## Non-radical Movements

**Topic description:** Migrants and Minorities in the Labor Force

**Expected Learning Outcomes:** To discuss how immigrants are integrated into or excluded from society

**Readings:** Stephen Castles and Mark J. Miller, *The Age of Migration: international Population Movements in the Modern World*, The Guilford Press, New York, 2014 pp. 240-270

**Activity:** in advance of class have four to six groups of students each choose a country and present that country's policy on immigrants.

## Migration and Race

**Topic description:** How migration transforms societies in terms of race, gender, culture, identity, states

**Expected Learning Outcomes:** To analyze social phenomena relating to modern migration and ethnic diversity, social change and the formation of new nation-states.

**Readings:** Stephen Castles, Hein De Haas, and Mark J. Miller (2014), *The Age of Migration, international population Movements in the modern world: The Guilford Press*, pp. 55-64

**Activity:** Watch the documentary "The Other Side on Immigration" on youtube. Have students write a short review of that documentary individually.

## Migration and Minorities

**Topic description:** New Ethnic Minorities and Society: racist violence, linguistic and cultural rights, and integration challenge

**Expected Learning Outcomes:** To introduce new residential segregation, community formation and the global city

**Readings:** Stephen Castles, Hein De Haas, and Mark J. Miller (2014), *The Age of Migration, international population Movements in the modern world: The Guilford Press*, Pp 277-291

**Activity:** Ask students who have traveled internationally to share experiences of acceptance and rejection.

## Migration and the Economy

**Topic description:** Industrialization, Urbanization and the problems of capitalism

**Expected Learning Outcomes:** To discuss the demand of labor in advanced economies

**Readings:** Stephen Castles, Hein De Haas, and Mark J. Miller (2014), *The Age of Migration, international population Movements in the modern world: The Guilford Press*, pp. 240-253

**Activity:** Debate: "Does industrialization alleviate or increase general poverty?" Students will divide into three groups. Then sub-divide into those who take the alleviation or the increase of poverty sides. Each group will then present its findings for about 3-4 minutes each.

## AFL-CIO

**Topic description:** Non-radical movements: AFL-CIO British Labor politics Socialism, communism and the First International; The Paris Commune; Anarchism; the Haymarket Affair

First labor unrest; Luddites and French Syndicalism; Early labor unions; I.W.W. British Union Movement.

**Expected Learning Outcomes:** To analyze the labor movement incidents in history that created labor migration

**Readings:** Geis, W. et. al. (2011), Why Go to France or Germany, if You Could as Well Go to the UK or the US Selective Features of Immigration to the EU ‘Big Three’ and the United States, Journal of Common Market Studies, 49(4), Pp. 767–796

**Activity:** BBC documentary: “The EU’s Future After Brexit” Students will watch the documentary in class and list anti-immigration reasons for Brexit.

## Migration in Europe

**Topic description:** Migration in Europe since 1945 and Revolutionary socialism in Western Europe and the reaction of the unions

**Expected Learning Outcomes:** To discuss the politics of immigration policy-making as a result of new political regimes.

**Readings:** Stephen Castles, Hein De Haas, and Mark J. Miller (2014), The Age of Migration, international population Movements in the modern world: The Guilford Press, Pp. 296-312

**Activities:** Students will be divided into 4 groups. These four groups will each take on one of the following countries: UK, US, Germany and Sweden and present that government's policies on immigration to the class.

## Migrants and Politics

**Topic description:** Migrants and Politics

**Expected Learning Outcomes:** To discuss the roles of extra-parliamentary forms of migrant participation and representation

**Readings:** Stephen Castles, Hein De Haas, and Mark J. Miller (2014), The Age of Migration, international population Movements in the modern world: The Guilford Press, Pp. 303-312

**Activity:** Have students in class list various organizations and how they favor or oppose immigration.

## Contemporary Migration

**Topic description:** Migration in the Twenty-first century

**Expected Learning Outcomes:** To predict and analyze the future perspective for global migration and mobility

**Readings:** Stephen Castles, Hein De Haas, and Mark J. Miller (2014), The Age of Migration, international population Movements in the modern world: The Guilford Press, Pp. 317-326

**Activity:** Have students each write 2 predictions about the future of immigration

## **Migration and the International System**

**Topic description:** Migration: State responses, international coordination and tertiary effects.

**Expected Learning Outcomes:** To discuss the relations of migration and national security

**Readings:** Catherine Dauvergne, Making People Illegal: What Globalization Means for Migration and Law, Cambridge UP: New York, 2008

**Activity:** None