Department of Political Science

POLITICAL SCIENCE 379:

Migration, Populism, Nationalism and Challenges to Liberal Democracy: A Transatlantic Perspective

Room: CLE A 302
Monday/Thursday: 10:00-11:20

Instructor: Dr. Oliver Schmidtke
Office: Centre for Global Studies; Sedgewick Building; SED C 173
Office Hours: Thursday 1.00 – 2.00pm (or by appointment)
Email: ofs@uvic.ca

Course description
Migration has become a highly divisive issue in public debate and competitive party politics. Among other factors, the 2015/16 ‘refugee crisis’ has further contributed to the rise of populist-nationalist forces that mobilize based on anti-immigrant sentiments and a fundamental opposition to mainstream politics. This course addresses the broader context in which anti-immigrant parties and exclusionary nationalism have gained more prominence and what this development means for the state of liberal democracy. How are issues related to migration politicized across Europe (and North America) with a view to debates surrounding irregular migration, refugee policy, security, borders, multiculturalism and the integration of newcomers? How do these issues play out in electoral and party politics; how are we to explain the rise of the populist, anti-immigrant right and its effects on democracy?

Expectations:
This course is focused on comprehending, critiquing, and engaging with contemporary social science scholarship (primarily Political Science, but also Anthropology, Geography, and Sociology). Students are expected to engage thoughtfully and critically with course readings and other course materials. This class will be facilitated primarily as a lecture during the Monday sessions and as a more interactive, seminar-style session on Thursdays. Students are expected to take co-responsibility for creating a collective, cooperative learning environment. In particular on Thursdays, the instructor will use classroom time to engage students with popular media, academic blogs, and/or documentary films in order to deepen our understanding of the issues in the assigned readings.

CourseSpaces
The POLI 379 CourseSpaces page provides important course material such as the syllabus and information on the various course assignments. Any additional material relating to the course will also be posted on the CourseSpaces page.
Evaluation Criteria

This course emphasizes critical analysis and open discussion of the weekly readings, as well as the development of your research and writing skills. Final grades are broken down as follows:

<table>
<thead>
<tr>
<th>Type of assignment</th>
<th>Due date</th>
<th>Percentage of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term exam</td>
<td>February 14th</td>
<td>30%</td>
</tr>
<tr>
<td>Essay (Proposal on March 7th)</td>
<td>Due April 1st</td>
<td>40%</td>
</tr>
<tr>
<td>Writing assignment</td>
<td>In class</td>
<td>10%</td>
</tr>
<tr>
<td>Blogging</td>
<td>Throughout the term</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation</td>
<td>Throughout the term</td>
<td>10%</td>
</tr>
<tr>
<td>Bonus percentage</td>
<td>Announcements in class and on CourseSpaces</td>
<td>up to 5% for participating in webinar twice (2.5% per webinar)</td>
</tr>
</tbody>
</table>

Explanation of Graded Work:

Mid-term exam: The exam will consist of two parts. The first one will ask students to explain key terms in a concise manner. The second part will give students a choice of two essay topics. The mid-term exam will be written in class on February 14.

Essay: The research essay will allow you to engage critically with some of the concepts, theories and contemporary issues surrounding the politics of migration that we explore in the course readings, lectures and debates. Essays should be 10 pages maximum in length (not including the bibliography) and must follow proper academic style, formatting and referencing guidelines. I will provide further information on this assignment in terms of expectations in mid March. **Please submit your essay at the end of the course on April 1.** I will grant deadline extensions only in the event of an illness, an emergency, or on compassionate grounds (with documentation provided in each scenario). Late essays will be penalized 3% a day (including weekends).

Essay Proposal: For your essay proposal, you have the opportunity to provide a brief overview of your planned paper, in which you will identify your essay’s main research question, as well as provide an annotated bibliography of five academic sources that you plan to draw on in your research. This assignment will allow you to plan your essay and do some preliminary research, as well as give me the opportunity to provide you with some constructive feedback on your proposed research topic. **Please submit your essay proposal on or before March 7th.**

Class Participation: Active attendance and participation in broader class discussion are important aspects of this course. I strongly encourage you to come to class prepared to discuss the readings as well as to come with questions and/or observations regarding the course material in addition to the issues and cases that we are examining. I will occasionally
devote certain classes to broader discussion surrounding the course readings for that week or in relation to a relevant news story pertaining to the topic we are exploring in class. Once during the course of the term, students are requested to prepare questions based on the weekly reading (max. half a page; to be handed in before the session) and initiate class room discussion (5 minutes).

**In-class writing assignment:** Once during the term, students are expected to write a short reflection (maximum two pages) related to the reading of the week and the debate in class. The assignment will be completed during class hours.

**Blogging:** As part of the course we will develop several blogs related to the issues discussed in class (on www.eucanet.org). Students are expected to contribute to at least one of these blogs regularly (anonymously if preferred). Further details will be discussed in class.

**Bonus percentage:** On various occasions throughout the term students have the opportunity to participate/ listen to a webinar whose topic is closely related to the course content. Information on these webinars will be made available in class. Students can earn up to 5% bonus percentage by participating in two webinars (2.5% each).

**University of Victoria Undergraduate Grading System**

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
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<table>
<thead>
<tr>
<th>Failing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>0</td>
<td>0 – 49</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0 – 49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
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1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner:
   **N GRADE:** If a student has not completed the exam, or has not completed the course requirements, but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.

As per University of Victoria policy, you must complete all assignments. Failure to do so will result in a grade of ‘N’ (incomplete) for the course.
Accessibility
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [http://rcsd.uvic.ca/](http://rcsd.uvic.ca/). The sooner you let them know your needs the quicker they can assist you in achieving your learning goals in this course.

Plagiarism and Academic Integrity
Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

The responsibility of the institution – Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student – Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student’s transcript, or a suspension. It is your responsibility to understand the University’s policy on academic integrity, which can be found on pages 32-34 of the undergraduate calendar.

Please see the (revised) academic integrity policy: [http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html)

Course Experience Survey (CES)
I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.
Course Schedule and Readings

Week 1: January 7th and 10th - Introduction: Populism and a Crisis of democracy?

Required reading:

Listen to Yascha Mounk’s Berlin TED talk (15 minutes): https://www.youtube.com/watch?v=0mx11jGSeWo

Additional/ optional reading:
Week 2: January 14th and 17th – The Politics of migration

Required reading:
Waldinger, R. (2018) Immigration and the election of Donald Trump: why the sociology of migration left us unprepared…and why we should not have been surprised. 
*Ethnic and Racial Studies, 41*:*8, 1411-1426, DOI: 10.1080/01419870.2018.1442014

Additional/optional reading:
Week 3: January 21st and 24th – Europe and the ‘migration crisis’

Required reading

Additional/ optional reading:
**Week 4: January 28th and 31st - Securitizing Migration – Borders and border control in Europe**

**Required reading:**

**Additional/ optional reading:**
Week 5: February 4th and 7th – The rise of the populist right in Europe

- Rise of the populist, anti-immigrant Right

Required reading


Additional/optional reading:


Week 6: February 11th – Brexit: Identity, borders and the politics of exclusion

Required reading


Additional/optional reading:


February 14th - Mid-term exam

Reading week: February 18th to 22nd

Week 7: February 25th and 28th – Austerity, the deepening of inequality and the rise of populism (welfare chauvinism)

Required reading

Additional/optional reading:

Week 8: March 4th and 7th - Migration, Citizenship and Belonging

Required reading

Additional/optional reading:


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**Week 9: March 11th and 14th – Nationalism and the threat to democracy**

**Required reading**


**Additional/ optional reading:**


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**Week 10: March 18th and 21st – Racism, Islamophobia and Antisemitism**

**Required reading:**

**Additional reading:**

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**Week 11: March 25th and 28th – Democracy, migration and the project of European integration: Transnational identity and community**

**Required reading:**

**Additional/ optional reading:**

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**Week 12: April 1st and 4th – The ‘Crisis of Democracy’ revisited – Conclusion of the class**

Material for the last week will be made available via CourseSpaces.