**THE UNIVERSITY OF BRITISH COLUMBIA**

**POLITICAL SCIENCE 516C**

**MIGRATION AND CITIZENSHIP**

**FALL 2021**

**Mondays, 2-5pm, Buch B 316**

**INSTRUCTOR**

**Professor Antje Ellermann (she/her)**

In person office hours Wednesdays, 2:30 – 3:30 pm in C.K. Choi Room 322

Zoom office hours Mondays, 10:45am – 11:45am

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Phone 604-822-4359

Course webpage UBC Canvas

**COURSE DESCRIPTION**

Human mobility has become one of the most contested issues in contemporary politics. This seminar surveys key scholarly debates in the study of migration and citizenship in political science and cognate disciplines. We comparatively examine in both historical and cross–national perspective the ways in which states and societies (particularly in the Global North) have responded to, and have become transformed by, immigration. The course covers a wide range of topics: theories of international migration, disciplinary approaches to migration studies, immigration and settler colonialism, the ethics of borders, the politics of border control, public opinion on immigration, voting behaviour and populist radical right parties, the making of immigration policy, refugee protection, statelessness and illegality, national identity and citizenship, and multiculturalism and immigrant inclusion.

**ACKNOWLEDGMENT**

UBC’s Vancouver Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

**PREREQUISITES**

This course is only open to graduate students. While it is primarily intended for students in political science*,* subject to the instructor’s approval graduate students from cognate disciplines may also enroll.

**COURSE LEARNING OBJECTIVES**

At the successful completion of the course, students will be able to:

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| Course Learning Outcomes |
| Describe and contrast the range of immigration and integration policies in the Global North and identify and draw policy lessons from their impact on admissions patterns and integration outcomes. |
| Describe and contrast the current and historical determinants of immigration politics in the Global North and assess the relative significance of individual determinants in accounting for patterns of immigration politics. Predict the direction of politics over time and across contexts and identify scope conditions for each prediction. |
| Describe determinants of public opinion on immigration and predict public responses to particular policy choices, identifying scope conditions. Make recommendations for policy makers in how to address public responses. |
| Articulate mature, informed, and balanced solutions to ethical dilemmas arising from the intersection of state sovereignty/border control and human rights. Propose policy recommendations on the basis of these solutions. |
| Critique central arguments of the migration literature from Indigenous perspectives. Identify the role played by immigration, both historically and contemporary, in enabling and perpetuating settler colonialism. Identify the implications of the call for decolonization for immigration policy and immigrant integration. |

**COURSE FORMAT**

We will meet in person for a three-hour seminar each week.

**READINGS**

This course requires a substantial amount of reading. All readings are available electronically on the Canvas course website. Should you have problems accessing any reading, notify me right away.

**COURSE ASSIGNMENTS, DUE DATES AND GRADING**

1. **Class participation (25%)**

(For assessment template, see Appendices)

The success of a seminar is first and foremost determined by the degree and quality of student participation.I expect you to:

* attend regularly
* join punctually
* come to class well-prepared to discuss the assigned readings
* pro-actively engage in discussion with fellow students and instructor in ways that do not shy away from challenging views and arguments whilst being respectful of diverse viewpoints
* refrain from multitasking during class (e.g., checking email)

I will do my best to provide you with reading questions ahead of time that will serve as a reading and discussion guide.Please come prepared to discuss these questions in seminar. Participation will account for 25% of your course grade.

The Canvas course website has a **weekly discussion board** to help you prepare for class. You can use the discussion board to share thoughts and responses to the week’s readings, as well as ask questions and note down points of confusion. You can also indicate if there’s a particular question you’d like to see addressed in class. The discussion board is primarily intended as a tool of peer teaching, with only occasional instructor intervention. While participation is optional (there is no penalty for not participating), students who contribute regularly and constructively will receive additional participation points.

1. **Readings review (20%) & class presentation (15%)**

(For assessment templates, see Appendices)

For a week of your choice (pending availability, and excluding Weeks 1, 2, 5, 6, 11), you will write a synthetic review of the assigned **required** readings. Everyone will sign up for their review date in Week 2. All assignments have to be **submitted both to Canvas and to the class** as an email attachment (Word file, no google docs) by **midnight the Sunday before class** so that everyone has the chance to read the paper**.** The readings review will account for 20% of your course grade.

In addition to writing the readings review, you will make a 10-15 minute class presentation.

Presentation

Your presentation should not summarize the readings/readings review(if you do, I will intervene) – others will already be familiar with these texts. Instead:

* Your presentation should apply arguments or concepts central to the readings to a different empirical case and assess their usefulness in understanding the case.
* Format: It is up to you whether you use PPT slides. If you decide to incorporate a video or audio clip this should be no longer than 2 minutes.
* Put effort into your presentation: come with prepared presentation notes but don’t let them get in the way of engaging your audience.
* Upload your notes and, if applicable, PP slides to Canvas (do not circulate to the class)

Your presentation will account for 15% of your course grade.

Readings reviews

Each week’s readings speak to a central debate in migration studies. Your review should

(1) identify the central theme of the readings and critically relate them to each other: What questions do they hold in common? Where do they agree with each other? Where do they differ?

(2) critically engage with the arguments/contributions made by the various authors: What arguments do you find most compelling, and why? What are the strengths/weaknesses of the various readings? How do the various arguments expand our understanding of a substantive or methodological question?

As you assess the readings, consider the following criteria (they may not equally apply to all of the readings):

*Theory*: Is the theory internally consistent? If it is a causal theory, does it specify causal mechanisms? Is the theory needed for the generation of hypotheses? Is it innovative?

*Methods*: Is the research design and methods appropriate? What are the limitations arising from the choice of methods? Are these acknowledged?

*Evidence*: Does the empirical evidence support the argument? Are rival interpretation of the results possible?

*Contribution*: What does the study contribute to the existing literature? What do we know now that we didn’t know before?

Your readings review should

* be 10-12 pages in length, double-spaced. Make sure to reference all sources fully.
* keep all summary to a minimum. Do not summarize entire readings but only those aspects that directly pertain to the questions/arguments you are focusing on. Most of your review should be your own analysis of the readings.
* at the end include 3 discussion questions

1. **Response/reaction paper (10%)**

You are required to attend one migration-related research talk at UBC. The [UBC Centre for Migration Studies](http://www.migration.ubc.ca) (CMS) has a regular talk schedule and also makes available recordings of past talks (go to “past events”). You are free to choose whatever talk most interests you. If you wish to attend a non-CMS talk instead, check with me first.

After the talk, write a short response/reaction paper along the lines of discussants’ comments. It should be about 3 pages double-spaced, broken into:

(1) 1 - 1.5 page summary of the talk

(2) 1.5 – 2 pages assessment of its strengths and weaknesses

I strongly recommend to write the paper right after the talk while everything is still fresh in your mind. The response paper has to be submitted no later than **midnight** **of December 13.**

1. **Final paper (35%)**

*Option A: Research paper*

This assignment allows you to choose your research question, engage with the relevant literature, and employ empirical evidence to test your argument. Your research question should be a compelling one (typically a puzzle, or a “why” question, work best) and be migration-related. This paper could be a first stab at a paper to be presented at an academic conference, a journal article, or a thesis topic.

*Option B: Policy Analysis*

This assignment allows you to evaluate specific migration or citizenship policies and to identify and analyze alternative options. Your paper should clearly establish and justify the criteria that you will use to evaluate policy and engage with existing research on the topic. Your paper will conclude with policy recommendations. The format of this paper can be closer to a research report than to a traditional academic paper.

*Option C: Literature Review*

Choose a substantive or methodological area in migration studies and conduct a literature review. This essay will provide a critical assessment of the “state of the field” – again, this will be selective: like the readings review, this paper will focus on a particular theme or question. Writing a literature review is a great way to explore a literature and identify gaps in knowledge that can then become the focus of your dissertation.

Requirements for *all* options:

* Papers should be 20-25 pages in length
* Email the instructor with a one-page proposal (clearly stating which paper option you have chosen) by **November 8, 2pm**
* Submit the final paper as a Word attachment by **December 15, midnight.**

**LATENESS PENALTIES**

*Review*

If the paper is handed in after the deadline (midnight Sunday) but before class (Monday, 2pm), you will receive a **penalty of 2%**. If the paper is not handed in before class, you will receive a **penalty of 5%**. After that the usual term paper lateness policy applies.

*Response paper and term paper*

Late submission of these papers will incur a **1% penalty for each day**, including weekend days. The first day’s penalty will be incurred by papers that are handed in on the day of the deadline but after the time indicated.

#### **EXTENSIONS**

#### If you require an extension (for whatever reason) **contact me before the deadline and as soon as the problem arises**. Requests for extensions made after the deadline will not cannot be assumed to be accommodated.

*Better safe than sorry*

Computers crash, bags get stolen, we’ve all had our share of bad luck. The loss of your course paper will likely cause you some sleepless nights. Therefore: back-up your work regularly (I suggest at least once an hour) either on a USB stick or, preferably, a server. You should make use of free back-up services, such as OneDrive. You can also keep copies in your email account.

**INSTRUCTOR AVAILABILITY**

I am available to meet with you, both in person and on Zoom, should you have any questions or want to discuss any issues or concerns relating to this course.

My office hours are listed on page 1 of the syllabus. If you cannot attend my office hours, email me to make an appointment. **Email is generally the best way to reach me.**

**EMAIL POLICY**

1. **For all questions that will require an answer longer than a short paragraph please see me in office hours instead**
2. During the work week, I generally respond to emails in a timely manner (usually within 48 hours).
3. On weekends, I do not check email regularly. Please do not expect a response before the beginning of the work week.
4. Like face-to-face conversations, emails should convey mutual respect. Specifically, any email should start out addressing the recipient by name (as graduate students, you are welcome to address me by my first name) and should end with the sender’s name.

**COVID-19 RELATED POLICIES**

You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.”

**ILLNESS AND ABSENCE**

Should you have to miss a class, **please notify me in advance**.

**If you are sick, it is important that you stay home.** Complete a self-assessment for COVID-19 symptoms here: https://bc.thrive.health/covid19/en. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.

If you are well enough to work but are taking precautions to avoid infecting others,

**you are expected to write a brief (2-3 pages double-spaced) synthesis of the week’s readings**.

This synthesis is in lieu of participation credits. The same policy applies if you miss a class for non-medical/non-personal emergency reasons (such as attending a conference).

**If you miss class because of illness** I recommend you see me in virtual office hours to catch you up.

**If you are feeling ill and cannot attend class on the date of your readings review/presentation:** We will reschedule your readings reviews/presentation for another week. If you have already written your readings reviews submit the paper to the class/instructor. If you have already prepared the presentation you will present at the next class you will attend.

**If I (the instructor) am feeling ill:** If I am unwell, I will not come to class. I will make

every reasonable attempt to communicate plans for class as soon as possible (by email,

on Canvas, etc.). If I am well enough to teach, but am taking precautions to avoid infecting others, we will hold the class online. If this happens, you will receive an email and an

announcement in Canvas informing you how to join the class. Our classroom will still be available for you to sit in and attend an online session.

If you experience ongoing medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. If you are registered with the Centre for Accessibility, you should notify your instructor at least two weeks before examination dates.

For UBC’s full policy on academic concessions, see <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>

**MASK MANDATE**

Provincial Health Orders and UBC policy now mandate masks in all indoor public spaces on campus. These spaces include classrooms, residence halls, libraries, and common areas. Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in [the PHO Order on Face Coverings (COVID-19)](https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/office-of-the-provincial-health-officer/covid-19/covid-19-pho-order-face-coverings.pdf). Such requests must be made through the Center for Accessibility (Vancouver campus).

After review, students that are approved for this accommodation will be provided with a letter of accommodation to share with faculty members teaching courses in which they are registered. In the intervening time, these students are welcome in the class.

Mask wearing protects you as well as others in your environment. Let’s do everything we can as a community to stop the spread of this virus.

**REACH OUT AND ASK FOR HELP IF YOU NEED IT**

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office. I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer student’s support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record.

For more information: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: <https://students.ubc.ca/health-wellness>

**GENERAL ACADEMIC POLICIES**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here: https://senate.ubc.ca/policies-resources-support-student-success.

Regular attendance in seminar and participation is expected. All assignments must be completed and handed in.

Read the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (to defer an assignment deadline, for example) and other procedures that may affect you.

Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the course instructor. If the student remains unsatisfied with this process, he/she may proceed to the head of the department or further to a formal committee established in accordance with University policies.

Religious holidays – UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty. (Policy # 65.)

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with an Accessibility advisor to determine what accommodations/services you are eligible for.

**ACADEMIC INTEGRITY AND RESPONSIBILITY**

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on essays, exams, and other projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others’ work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person’s permissible contribution. If you are uncertain, consult your instructor or TA.

Academic communities depend on their members’ honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others’ work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean’s Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean’s Office. After an interview in the Dean’s Office, your case may be forwarded to the President’s Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Academic communities also depend on their members’ living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines, and attending class and engaging in class activities. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor or TA before the deadline or before your absence.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor’s prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

**RESPECTFUL UNIVERSITY ENVIRONMENT**

UBC recognizes that “the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued.” The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at<http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC’s Equity and Inclusion Office (http://equity.ubc.ca), or the UBC Ombudsperson for Students: <https://ombudsoffice.ubc.ca>

**EQUITY AND HARASSMENT**

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC’s Policy #3 on Discrimination and Harassment defines harassment as: “unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents.” Such behavior is not acceptable and will not be tolerated at UBC. If you or someone you know has encountered sexual violence or harassment, you can find confidential support and resources at the AMS Sexual Assault Support Centre, (SASC), and the Equity and Inclusion Office. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life.

Resources are available at:

Sexual Assault Support Centre, (SASC)

249M, Student Union Building, UBC

604-827-5180

[sasc@ams.ubc.ca](mailto:sasc@ams.ubc.ca)

<http://amssasc.ca>

Equity and Inclusion Office

2306 – 1874 East Mall (Brock Hall)

604.822.6353

[equity@equity.ubc.ca](mailto:equity@equity.ubc.ca)

<http://equity.ubc.ca>

**Seminar Schedule and Readings**

**INTRODUCTION**

**Week 1 Introduction: Why do People Migrate? September 13**

**Required readings:**

Marta Bivand Erdal & Ceri Oeppen. 2018. “Forced to Leave? The Discursive and Analytical Significance of Describing Migration as Forced and Voluntary. *Journal of Ethnic and Migration Studies* 44(6) 981-998 (**to read before class**)

Saskia, Sassen. 2016. “What is behind the New Migrations: A Massive Loss of Habitat” (**to watch in class**)

<https://www.youtube.com/watch?v=FPlq_ywzrQ4> (48 mins)

**Further readings:**

Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, and J. Edward Taylor. 1993. “Theories of International Migration: A Review and Appraisal.” *Population and Development Review* 19(3) 431-466

Adhikari, Prakash. 2013. “Conflict–Induced Displacement, Understanding the Causes of Flight.” *American Journal of Political Science* 57(1) 82–89

Bastia, Tanja. 2014. “Intersectionality, Migration, and Development.” *Progress in Development Studies* 14(3) 237-248

Berlemann, Michael, and Max Friedrich Steinhardt. 2017. “Climate Change, Natural Disasters, and Migration - A Survey of the Empirical Evidence.” *CESifo Economic Studies*. 63(4) 353-385

Peters, Margaret and Alisha Holland. 2020. “Political Information, Opportunities, and Migration Timing.” *International Organization* 74(3) 560–583

Boucher, Anna K. & Justin Gest. 2018. *Crossroads: Comparative Immigration Regimes in a World of Demographic Change.* Cambridge: Cambridge University Press.

**Week 2 Disciplinary Approaches to the Study of Migration September 20**

**Required readings:**

Bretell, Caroline B. & James F. Hollifield. 2015. “Migration Theory: Talking Across Disciplines.” In: Brettell, Caroline B. and James F. Hollifield, *Migration Theory: Talking Across Disciplines*. 3rd ed. New York: Routledge. 1-21

Hollifield, James F. & Tom K. Wong. 2015. “The Politics of International Migration: How Can We “Bring the State Back In.” In: Brettell, Caroline B. and James F. Hollifield, *Migration Theory: Talking Across Disciplines*. 3rd ed. New York: Routledge. 227-288

Wimmer, Andreas & Nina Glick Schiller. 2003. “Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology.” *The International Migration Review* 37(3) 576-610

Adamson, Fiona B. & Gerasimos Tsourapas G. 2020. “The Migration State in the Global South: Nationalizing, Developmental, and Neoliberal Models of Migration Management.” *International Migration Review* 54(3) 853-882

Mayblin, Lucy & Joe Turner. 2021. “Introduction.” *Migration Studies and Colonialism.”* Cambridge: Polity. 1-17 only

Manalansan IV, Martin F. 2006. “Queer Intersections: Sexuality and Gender in Migration Studies.” *International Migration Review* 40(1) 224–49

**Further readings:**

Fitzgerald, David Scott. 2015. “The Sociology of International Migration,” Brettell, Caroline B. and James F. Hollifield, *Migration Theory: Talking Across Disciplines*. 3rd ed. New York: Routledge. 115-147

Abraham, David. 2015. “Law and Migration.” In: Brettell, Caroline B. and James F. Hollifield, *Migration Theory: Talking Across Disciplines*. 3rd ed. New York: Routledge. 289-317

Calavita, Kitty. 2006. “Gender, Migration, and Law: Crossing Borders and Bridging Disciplines.” *International Migration Review* 40: 104-132

Eric Fong & Elic Chan. 2008. “An Account of Immigration Studies in the United States and Canada, 1990–2004.” *The Sociological Quarterly* 49(3) 483-502

**BORDERS**

**Week 3 Immigration and Settler Colonialism September 27 Chadima, Talia**

**Required readings:**

Ellermann, Antje and Ben O’Heran. 2021. “Unsettling Migration Studies: Indigeneity and Immigration in Settler Colonial States.” In: Catherine Dauvergne (ed.) *Research Handbook on the Law and Politics of Migration.* Edward Elgar. 21-34

Frymer, Paul. 2014. “A Rush and a Push and the Land Is Ours”: Territorial Expansion, Land Policy, and U.S. State Formation.” *Perspectives on Politics* 12(2) 119-144

Laurie K. Bertram. 2018. “‘Eskimo’ Immigrants and Colonial Soldiers: Icelandic Immigrants and the North-West Resistance, 1885”. *The Canadian Historical Review* 99(1) 63-97

Volpp, Leti. 2015. “The Indigenous As Alien.” UC Irvine Law Review, 5, 289-300 + 316-326 **only**

Simpson, Audra. 2014. *Mohawk Interruptus: Political Life Across the Borders of Settler States*.“ Chapel Hill: Duke University Press. Chapter 1 “Indigenous Interruptions: Mohawk Nationhood, Citizenship, and the State” 1-35

Lightfoot, Sheryl R. 2021. “Decolonizing Self-Determination: Haudenosaunee Passports and Negotiated Sovereignty.” *European Journal of International Relations* (early view)

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| Amar Bhatia. 2013. “We Are All Here to Stay? Indigeneity, Migration and ‘Decolonizing’ the Treaty Right to Be Here.” *Windsor Yearbook of Access to Justice* 13(2) 39-64 |

**Further readings:**

Bohaker, Heidi & Franca Iacovetta. 2009. “Making Aboriginal People ‘Immigrants Too’: A Comparison of Citizenship Programs for Newcomers and Indigenous Peoples in Postwar Canada, 1940s–1960s.” *The* *Canadian Historical* *Review* 9(3) 427-461

Amadahy, Zainab, and Bonita Lawrence. 2009. "Indigenous Peoples and Black People in Canada: Settlers or Allies?" In Arlo Kempf (ed.) *Breaching the Colonial Contract*. Dordrecht: Springer. 105-136

Byrd, Jodi. 2010. “Preface” and “Introduction: Indigenous Critical Theory and the Diminishing Returns of Civilization”. In: *Transit of Empire: Indigenous Critiques of Colonialism*. Minneapolis: University of Minnesota Press.

Mawani, Renisa. 2010. Colonial Proximities: Crossracial Encounters and Juridical Truths in

British Columbia, 1871-1921. Vancouver: UBC Press

**Week 4 The Ethics of Borders October 4 Melika, Claudia**

**Required readings:**

Song, Sarah. 2018. “Political Theories of Migration.” *Annual Review of Political Science*. 21, 385–402 (**skim** to get a sense of the larger border debate in political theory)

Walzer, Michael. 1983. *Spheres of Justice: A Defense of Pluralism and Equality.* New York: Basic Books. Chapter on “Membership,” 31-63

Carens, Joseph. 1987. “Aliens and Citizens: The Case for Open Borders” *The Review of Politics* 49(2) 251-273. Read pages 251-252, 255-362, 364-273 (**skip** discussion of Nozick and utilitarianism)

Smith, Rogers. 2014.” National Obligations and Noncitizens: Special Rights, Human Rights, and Immigration.” *Politics & Society* 42(3) 381-398 **replace. with**

**Shachar Ayelet @ Ran Hirschl. 2007. “Citizenship as Inherited Property.” *Political Theory* 35(3) 253-287**

**Maybe one of Chandima’s suggestions:**

* Undoing Border Imperialism by Harsha Walia (eBook avail on library: <https://go.exlibris.link/dnVyHSbF>)

Ellermann, Antje & Goenaga, Agustín. 2019. “Discrimination and Policies of Immigrant Selection in Liberal States.” *Politics & Society* 47(1) 87-116

**Further readings:**

Fine, Sarah & Lea Ypi. 2016. *Migration in Political Theory – The Ethics of Movement and Membership.* Oxford: Oxford University Press.

Joseph Carens. 2015. *The Ethics of Immigration*. New York: Oxford University Press

Gibney, Matthew. 2004. *The Ethics and Politics of Asylum: Liberal Democracy and the Response to Refugees*. Cambridge: Cambridge University Press

Ellermann, Antje. 2014. “The Rule of Law and the Right to Stay: The Moral Claims of Undocumented Migrants.” *Politics & Society* 42(3) 293-308

**Week 5 No Class (Thanksgiving) October 11**

**Week 6 UBC Symposium on the Migration Dynamics of North America October 18**

9:30-12:00pm Borders, Protection and Asylum (strongly recommended)

1:30-3:30pm Demographics and Economic Migration (required)

**Week 7 Mobility and State Control of Borders October 25 Kaylee**

**Required readings:**

Torpey, John. 1998. “Coming and Going: On the State Monopolization of the Legitimate “Means of Movement.” *Sociological Theory* 16 (**only** pages 239-249)

McKeown, Adam. 2012. “How the Box Became Black: Brokers and the Creation of the Free Migrant.” *Pacific Affairs* 85(1) 21-45

Steffen Mau, Fabian Gülzau, Lena Laube & Natascha Zaun. 2015. “The Global Mobility Divide: How Visa Policies Have Evolved over Time.” *Journal of Ethnic and Migration Studies* 41(8) 1192-1213

Menjívar, Cecilia. 2014. "Immigration Law Beyond Borders: Externalizing and Internalizing Border Controls in an Era of Securitization." *Annual Review of Law and Social Science* 10 353-369

Statham, Paul. 2021. “‘Street-level’ Agents Operating Beyond ‘Remote Control’: How Overseas Liaison Officers and Foreign State Officials Shape UK Extraterritorial Migration Management.” *Journal of Ethnic and Migration Studies* 47(1) 25-45

Kalman, Ian. 2018. "Proofing Exemption: Documenting Indigeneity at the Canada–US Border." *Anthropologica* 60(1) 212-222

**Further readings:**

Joppke, Christian. 1998. “Why Liberal States Accept Unwanted Immigration.” *World Politics* 50(2) 266-293

Ellermann, Antje. 2013. “When Can Liberal States Avoid Unwanted Immigration? Self-Limited Sovereignty and Guest Worker Recruitment in Switzerland and Germany.” *World Politics* 65(3) 491-538

Bonjour, Saskia. 2016. “Speaking of Rights: The Influence of Law and Courts on the Making of Family Migration Policies in Germany”. *Law & Policy* 38(4) 328-348

Helbling, Marc & David Leblang. 2019. “Controlling Immigration? How Regulations Affect Migration Flows.” *European Journal of Political Research* 58: 248-269

Mountz, Alison. “The Enforcement Archipelago: Detention, Haunting, and Asylum on Islands.” *Political Geography* 30, 118-128

**THE POLITICS OF MIGRATION**

**Week 8 Public Opinion on Immigration November 1 Robert**

**Required readings:**

Hainmueller, Jens, & Hopkins, Daniel J. 2014. “Public Attitudes Toward Immigration.” *Annual Review of Political Science* 17(1) 225-249

Sniderman, Paul, Louk Hagendoorn & Markus Prior. 2004. “Predisposing Factors and Situational Triggers: Exclusionary Reactions to Immigrant Minorities.” *American Political Science Review* 98(1) 35-49

Hainmueller, Jens & Dominic Hangartner. 2013. "Who Gets a Swiss Passport? A Natural Experiment in Immigrant Discrimination." *American Political Science Review* 107(1) 159-187

Harris, Adam S., Michael G. Findley, Daniel L. Nielson & Kennard L. Noyes. 2018. “The Economic Roots of Anti-immigrant Prejudice in the Global South: Evidence from South Africa.” *Political Research Quarterly.* 71(1) 28-241

Natalia Banulescu-Bogdan. 2018. “When Facts Don’t Matter: How to Communicate More Effectively about Immigration’s Costs and Benefits.” *MPI Report*. Washington, D.C.: Migration Policy Institute. <https://www.migrationpolicy.org/research/when-facts-dont-matter-immigration>

**Skim** parts of: International Organization for Migration. 2015. [*How the World Views Migration*](https://publications.iom.int/books/how-world-views-migration). Geneva: IOM.

**Further** **readings:**

Wright, Matthew, Morris Levy & Jack Citrin. 2016. “Public Attitudes Toward Immigration Policy Across the Legal/Illegal Divide: The Role of Categorical and Attribute-Based Decision-Making.” *Political Behavior* 38(1) 229-253

Levy, Morris & Matthew Wright. 2020. *Immigration and the American Ethos.* Cambridge: Cambridge University Press

Bansak, Kirk, Jens Heinmueller & Dominik Hangartner. 2016. “How Economic, Humanitarian, and Religious Concerns shape European Attitudes toward Asylum Seekers.” *Science* 354(6309) 217-222

Hangartner, Dominik, Elias Dinas, Moritz Marbach, Konstantinos Matakos, and Dimitrios Xefteris. 2019. “Does Exposure to the Refugee Crisis Make Natives More Hostile?” *American Political Science* *Review,* 113(2) 442-455

Rosenzweig, Leah R. & Yang-Yang Zhou. 2021. “Team and Nation: Sports, Nationalism, and Attitudes Toward Refugees.” *Comparative Political Studies.* (early view)

**Week 9 The Rise and Impact of Anti-Immigration Parties November 8 Bret, Hannah**

**SUBMISSION DEADLINE FOR PAPER PROPOSAL**

**Required readings:**

Ivarsflaten, Elisabeth. 2008. "What Unites Right-Wing Populists in Western Europe? Re-Examining Grievance Mobilization Models in Seven Successful Cases." *Comparative Political* Studies 41(1) 3-23

Steenvoorden, Eefje, and Eelco Harteveld. 2018. "The Appeal of Nostalgia: The Influence of Societal Pessimism on Support for Populist Radical Right Parties." *West European Politics* 41 (1):28-52

Van Spanje, Joost. 2010. “Contagious Parties: Anti-Immigration Parties and Their Impact on Other Parties’ Immigration Stances in Contemporary Western Europe.” *Party Politics* 16(5) 563–586

Westlake, Daniel. 2018. "Multiculturalism, Political Parties, and the Conflicting Pressures of Ethnic Minorities and Far-right Parties." *Party Politics* 24(4) 421-43

**Further readings:**

Adida, Claire L., Adeline Lo & Melina Platas. 2018. “Engendering Empathy Among Americans Can Promote Inclusionary Behavior toward Syrian Refugees.” *Proceedings* *of the National Academy of Sciences* 115(38)

Bustikova, Lenka. 2014. Revenge of the Radical Right. *Comparative Political Studies*, 47(12) 1738-1765

Laurence, James & Lee Bentley. 2018. "Countervailing Contact: Community Ethnic Diversity, Anti-immigrant Attitudes and Mediating Pathways of Positive and Negative Inter-ethnic Contact in European Societies." *Social Science Research* 69: 83-110

Ford, Robert, Will Jennings & Will Somerville. 2015. "Public Opinion, Responsiveness and Constraint: Britain's Three Immigration Policy Regimes." *Journal of Ethnic and Migration Studies* 41(9) 1391-1411

**Week 10 The Making of Migration Policy November 15 Bea, Omer**

**Required readings:**

Peters, Margaret. 2015. “Open Trade, Closed Borders: Immigration in the Era of Globalization.” *World Politics,* *67*(1) 114-154

Ellermann, Antje. 2021. *The Politics of Immigration: Policy Choices in Germany, Canada, Switzerland, and the United States.* New York:Cambridge University Press (Chapters 1 + 2 and one empirical chapter of your choice)

Blair, Christopher, Guy Grossman and Jeremy Weinstein. 2021. “Forced Displacement and Asylum Policy in the Developing World.” *International Organization* (early view)

**Further readings:**

Boswell, Christina. 2007. “Theorizing Migration Policy: Is There a Third Way?” *International Migration Review* 41(1) 75-100

Triadafilopoulos, Triadafilos. 2010. “Global Norms, Domestic Institutions and the Transformation of Immigration Policy in Canada and the US.” *Review of International Studies* 36(1) 169-193

Paquet, Mireille. 2021. “Researching, Monitoring, and Managing: Immigration Policy Work in Canada, *American Review of Canadian Studies* 51(1) 62-77

Kawar, Leila. 2012. “Juridical Framings of Immigrants in the United States and France: Courts, Social Movements, and Symbolic Politics.” *International Migration Review* 469(2) 414-455

Abou-Chadi, Tarik. 2016. "Political and Institutional Determinants of Immigration Policies." *Journal of Ethnic and Migration Studies* 42 (13) 2087-2110

**Week 11 Nation State Approaches to Migration Policy, and What’s So Special About Canada? Guest seminar with Dan Hiebert November 22**

**Required reading:**

Czaika, Mathias & Hans De Haas. 2013. “The Effectiveness of Immigration Policies.” *Population and Development Review* 39: 487–508

Bonjour, Saskia. 2011. “The Power and Morals of Policy Makers: Reassessing the Control Gap Debate.” *International Migration Review* 45(1) 89-122

Daniel Hiebert. 2016. “[What’s So Special about Canada: Understanding the Resilience of Immigration and Multiculturalism](https://www.migrationpolicy.org/research/whats-so-special-about-canada-understanding-resilience-immigration-and-multiculturalism)”. MPI Report. Washington, D.C.: Migration Policy Institute

Paquet, Mireille. 2020. “Immigration, Bureaucracies and Policy Formulation: The Case of Quebec” *International Migration* 58: 166-181  
**OR**

Paquet, Mireille. 2021. “Researching, Monitoring, and Managing: Immigration Policy Work in Canada, *American Review of Canadian Studies* 51(1) 62-77

**CITIZENSHIP AND EXCLUSION/INCLUSION**

**Week 12 Citizenship and the Nation-State November 29**

**Required readings:**

Brubaker, Rogers. 1990. “Immigration, Citizenship, and the Nation-State in France and Germany: A Comparative Historical Analysis.” *International Sociology* 5: 379-407

Erin Aeran Chung, Darcie Draudt & Yunchen Tian. 2020. “Regulating Membership and Movement at the Meso-level: Citizen-making and the Household Registration System in East Asia” *Citizenship Studies* 24(1) 76-92

Willem Maas. 2008. “Migrants, States, and EU Citizenship's Unfulfilled Promise,” *Citizenship Studies*, 12(6) 583-596

Lightfoot, Sheryl. 2013. “The International Indigenous Rights Discourse and Its Demands for Multilevel Citizenship,” in Maas, Willem (ed.) *Multilevel Citizenship*. Philadelphia: University of Pennsylvania Press 127-146

Green, Joyce. 2017. “The Impossibility of Citizenship Liberation for Indigenous People.” In Jatinder Mann (ed.). *Citizenship in Transnational Perspective: Australia, Canada, and New Zealand.* Palgrave Macmillan, 175-188

**Further readings:**

Howard, Marc Morjé. 2006. “Comparative Citizenship: An Agenda for Cross-national Research.” *Perspectives on Politics*, 4(3), 443-455

Bloemraad, Irene. 2006. *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. UC Press

Rafaela Dancygier et al. 2015. “Why Are Immigrants Underrepresented in Politics? Evidence from Sweden” *American Political Science Review* 109(4) 703-724

De Graauw, Els. 2020. “City Government Activists and the Rights of Undocumented Immigrants: Fostering Urban Citizenship within the Confines of US Federalism.” *Antipode* (early view)

Mann, Jatinder (ed.). *Citizenship in Transnational Perspective: Australia, Canada, and New Zealand*. Palgrave Macmillan

**Week 13 Integration and Belonging December 6 Anne, Hannah**

**Required readings:**

Marta Bivand Erdal & Ceri Oeppen. 2013. “Migrant Balancing Acts: Understanding the Interactions Between Integration and Transnationalism.” *Journal of Ethnic and Migration Studies* 39(6) 867-884

Banting, Keith. 2014. Transatlantic Convergence? The Archeology of Immigrant Integration in Canada and Europe.” *International Journal* 69(1) 66-84

Bertossi, Christophe. 2011. “National Models of Integration in Europe: A Comparative and Critical Analysis.” *American Behavioral Scientist* 55(12) 1561-1580

Wright, Matthew & Irene Bloemraad, 2012. “Is There a Trade-off between Multiculturalism and Socio-Political Integration? Policy Regimes and Immigrant Incorporation in Comparative Perspective.” *Perspectives on Politics* 10(1) 77-95

Loren B. Landau & Iriann Freemantle. 2010. “Tactical Cosmopolitanism and Idioms of Belonging: Insertion and Self-Exclusion in Johannesburg” *Journal of Ethnic and Migration Studies*, 36(3) 375-390

Chavez, Karma R. 2010. “Border (In)securities: Normative and Differential Belonging in LGBTQ

and Immigrants’ Rights Discourse.” *Communication and Critical/Cultural Studies* 7: 136-155.

**Further readings:**

Chung, Erin Aeran. 2020. *Immigrant Incorporation in East Asian Democracies*. New York: Cambridge University Press

Sara Wallace Goodman. 2012. “Fortifying Citizenship: Policy Strategy for Civic Integration in Western Europe.” *World Politics* 64(4) 659-698

Neureiter, Michael. 2019. "Evaluating the Effects of Immigrant Integration Policies in Western Europe Using a Difference-in-differences Approach." *Journal of Ethnic and Migration Studies* 45(15) 2779-2800

Claire Adida, David Laitin and Marie-Anne Valfort. 2016. *Why Muslim Integration Fails in Christian-Heritage Societies*. Cambridge: Harvard University Press.

Rahsaan Maxwell. 2012. *Ethnic Minority Migrants in Britain and France: Integration Trade-Offs.* New York: Cambridge University Press

Dancygier, Rafaela. 2017. *Dilemmas of Inclusion: Muslims in European Politics*. Princeton: Princeton University Press.

**SUBMISSION DEADLINE FOR RESPONSE PAPER: December 13 midnight**

**SUBMISSION DEADLINE FOR FINAL PAPER: December 15 midnight**

**APPENDICES**

**Appendix 1: Class participation assessment**

**Name:**

**Grade:**

**Comments:**

|  |
| --- |
| **1. Knowledge of assigned readings**  Uneven demonstration of knowledge of readings  Clear and consistent demonstration of knowledge of readings/arguments  Exceptional understanding of readings/arguments |
| **2. Logic and quality of analysis**  Some gaps in analytical thinking  Consistent demonstration of analytical thinking  Exceptional demonstration of analytical thinking |
| **3. Respect of diverse perspectives**  Comments were not always respectful of others’ viewpoints  Comments were consistently respectful |
| **4. Engagement with others**  Comments occasionally engaged with others’ contributions  Comments consistently engaged with and built on others’ contributions |
| **5. Clarity of expression**  Comments sometimes lacked clarity  Comments were consistently clear and well formulated |
| **6. Overall quality of participation**  Did not quite meet expectations  Fully met expectations  Exceeded expectations |
| **7. Overall quantity of participation**  Did not quite meet expectations  Fully met expectations  Exceeded expectations |

**Appendix 2: Class presentation assessment**

**Name:**

**Grade:**

|  |
| --- |
| **1. Overall consistency with assignment**  Didn’t fully meet criteria  Right on target |
| **2. Choice of case study**  Not that suitable  Allowed for effective analysis |
| **3. Quality of analysis**  Analysis needs sharpening  Analysis is clear and nuanced  Quality of analysis is exceptional |
| **4. Presentation style**  Delivery needs some improvement  Excellent delivery |
| **5. Preparedness for Q&A (where applicable)**  Insufficient knowledge of case  Well-prepared for Q&A |

**Appendix 3 Readings review assessment**

**Name:**

**Grade:**

|  |
| --- |
| **1. Consistency with assignment**  Some requirements missing  Right on target |
| **2. Demonstrated knowledge and understanding of readings**  Understanding of readings could be improved  Clear and consistent demonstration of knowledge of readings  Exceptional understanding of readings |
| **4. Identification of central themes and authors’ engagement with themes**  Needs improvement  Right on target |
| **5. Engagement with and evaluation of author’s arguments**  Insufficient justification of assessment  Good engagement and justification of positions taken  Exceptional engagement and justification of positions taken |
| **4. Organization**  Needs some restructuring/clearer organization  Strong organization |
| **5. Citation of sources**  Some citation issues  Citations well handled |
| **6. Writing style**  Major writing problems  Minor writing issues  Excellent writing |