

**The University of British Columbia**

**Political Science 328c**

**THE COMPARATIVE POLITICS OF IMMIGRATION**

FALL 2020

Tuesdays and Thursdays, 11am – 12.30pm Pacific Time (ONLINE)

**INSTRUCTOR**

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

Zoom Office Hours: Tuesdays 8:30 – 9:30am & 5.30 – 6:30pm Pacific Time & by appointment

E-mail: antje.ellermann@ubc.ca

Course web page: UBC Canvas

**TEACHING ASSISTANT**

**Camille Desmares (she/her)**

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Zoom Office hours: Thursdays, 6pm Pacific Time

**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 their culture, history, and traditions from one generation to the next on this site.

**COURSE DESCRIPTION**

Human mobility has become one of the most contested issues in contemporary politics. This course provides an introduction to key scholarly debates in the study of migration and citizenship in political science and related disciplines. We comparatively examine the ways in which states and societies (particularly in the Global North) have responded to, and have become transformed by, immigration. We also seek to understand the multifold experiences of immigrants. The course covers a wide range of themes: theories of international migration, forced migration and humanitarian protection, immigration and settler colonialism, public opinion on immigration, the politics of immigration, the ethics of borders, the politics of borders, and the politics of immigrant inclusion.

**COURSE LEARNING OBJECTIVES**

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

- Describe and contrast several 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 determinants of immigration politics in the Global North.

- Describe determinants of public opinion on immigration and predict public responses to particular policy choices. 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 in the migration literature from an Indigenous perspective. Identify the role played by immigration in enabling settler colonialism.

## COURSE FORMAT

- This course will be taught remotely and **synchronously** (live) on Tuesdays and Thursdays from 11am to 12.30pm (i.e., ending at 12.20pm) Pacific Time. **Lectures will be recorded** and made available on Canvas for students who are unable to attend classes synchronously.
- While the course is lecture-oriented, student participation is strongly encouraged and welcome. Class discussion and student presentations are an integral part of this course. Throughout the course, we will watch immigration documentaries that focus on the lived experiences of immigrants and their host communities. We will reflect on these documentaries in instructor-initiated on-line discussions.
- In order to facilitate interpersonal connections in this online course students will be assigned to **breakout groups** who will meet regularly during class time. **Discussions in breakout groups will not be recorded.**

## ACCOMMODATION OF STUDENTS IN DISTANT TIME ZONES

- Students who are not able to attend lecture because of time zone difference are expected to watch the lecture recordings and submit their participation questions in a timely manner.
- Students in distant time zones will further have the opportunity to participate in **weekly out-of-class tutorials** in lieu of in-class breakout groups. These tutorials will be led by Camille Desmares.

## REQUIRED TEXTS AND VIDEO ACCESS

All readings and streaming videos are available free of charge on the course website. Because the library requires verification for off-campus users, **students should access these resources by logging into EZproxy** using their authorized CWL. Do not use UBC's myVPN service simultaneously with EZproxy as this can cause access problems.

## COURSE REQUIREMENTS AND ASSIGNMENTS

### First things

**Unless you have legitimate reasons for anonymity** (see below), **display your full name on Zoom**. This will help me (and your peers) to get to know you. Everybody is encouraged to indicate their preferred pronouns on their name sign (they/them/theirs; she/her/hers; he/him/his).

**Switch on your camera during class**, unless you have legitimate concerns about doing so (see below) or are dealing with bandwidth issues. It is very difficult for instructors to “read the room” and connect with students if students’ cameras are switched off.

**LEGITIMATE REASONS FOR ANONYMITY** (also see *Academic Freedom* below)

Some students who participate in class from countries where freedom of expression is curtailed can potentially face government harassment if they express views deemed inappropriate by their government. If you are concerned about government harassment and prefer not to display your name (and live image) on Zoom, **let your instructor know right away**. Note that students discussions in breakout groups **will not be recorded**, and the **recording by students is prohibited**.

## Readings

Students are expected to **come to class having completed all the assigned required readings**. The average reading load for each week is 50 pages. Classes with an above average reading load are marked as “**reading intensive**.” To compensate, there will be several classes without assigned readings. Keeping up to date with the readings is essential for understanding the lectures and for completing the written assignments. The syllabus also one recommended reading for each week. Recommended readings are optional, except for those students who write their reading review for a given week.

Students are strongly encouraged to follow non-tabloid newspapers with coverage of Europe and North America. Good sources are the *Financial Times* and the *New York Times*, the online BBC news service or *The Economist* (all can be access through the library website. Staying on top of current affairs will deepen your understanding of the arguments discussed in class by applying them to real-world politics. I also recommend the following immigration-specific news services Migration Information Source (<http://www.migrationinformation.org>).

UBC Migration, a UBC-based network of migration scholars and practitioners, organizes immigration-related programing on campus. Events of interest will be announced in class.

Participation	10% of final grade
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I expect students to **attend all lectures**, either by attending synchronously or by watching recorded lectures. In addition to engaging with the assigned readings, lectures will also cover important concepts, theories, and empirical cases beyond those of the assigned texts. In evaluating written assignments, I will assume that students are familiar with all materials (including documentaries) discussed in class.

Your **class participation** will account for **10% of your final grade**.

**In order to gain participation points, you will submit one relevant question** that engages with the prior class. In the past, students have asked to apply arguments covered in lecture to additional cases, proposed alternative explanations, or requested clarification of lecture materials and readings, among other questions. I usually begin class by answering a few student questions submitted after the previous class.

**I also encourage students to add class feedback** to their questions: What works for you? What doesn't work for you? Do you need any additional support?

To gain a participation point, students are required to **submit a question on Canvas no later than 24 hours after the end of lecture**. Canvas will automatically close submission of questions 24 hours after the end of each lecture. While you are welcome to ask more than one question, you cannot earn more than 1 participation point per class.

There are 24 classes in this course (excluding the introductory class on September 10). Students submitting 23 or 24 questions will receive the **highest possible grade of 94 (A+)**. (Note that this allows you to miss 1 class without any grade penalty). Participation grades are counted as follows: Beginning with the third missed class, each missed class will be multiplied by 3.5 and then subtracted from 93. Students with 23 or 24 participation points will receive an additional grade point (see table below).

Participation points	Participation grade
24	94
23	94
22	93
21	90
20	86
19	83
18	79
17	76
16	72
15	69
14	65
13	62
12	58
11	55
10	51
9	48
8	44
7	41
6	37
5	34
4	30
3	27
2	23
1	20

If you experience medical, emotional, or personal **problems that affect your attendance** or academic performance, please notify **Arts Academic Advising**.

**On-line Discussion Forum**

**20% of final grade**

**Due 10am PT on 7th day after discussion opened**

After each in-class documentary (starting with *God Grew Tired of Us*), I will post one or more discussion questions related to the documentary on the Canvas Discussion Forum. Students are required to

respond to **one instructor-posed question and the posting of at least one other student within 7 days.** For discussion questions posted on a Tuesday, the discussion will be closed by 10am on the following Tuesday. For discussion questions posted on a Thursday, the discussion will be closed by 10am on the following Thursday.

Individual postings should not exceed 300 words. Students can, but are not expected to, write multiple postings. In case of multiple postings, the discussion score will be based on the multiple postings read as one extended posting. Discussions scores will account for **20% of the final grade.**

### Discussion scores

**10 points** for a posting that fulfills **all** of the below criteria:

1. directly responds to the discussion question
2. reflects a clear understanding of the documentary
- 3. advances a well-argued perspective that does not simply repeat what has already been said**
4. makes connections to course readings and lectures where appropriate
5. is respectful of other perspectives
6. engages with fellow students' comments
7. is logically organized
8. has no major spelling or grammatical errors

**8 points** for postings that meet all of the above criteria **except** for 7. and/or 8.

**5 points** for a posting that meets the below criteria:

- engages with the discussion question
- reflects a clear understanding of the documentary
- is respectful of other perspectives
- engages with fellow students' comments

**0 points** for all other postings (or failure to post by the deadline)

Calculation of discussion grade:

The base line for each student is 30. Points will be added to this baseline and multiplied by 6:

- students who receive a discussion score of 0 will receive a grade of 30 (F)
- students who receive a discussion score of 5, will receive a grade of 62 ( $5 \times 6.4 + 30$ ) (C)
- Students who receive a discussion score of 8 receive a grade of 81 ( $8 \times 6.4 + 30$ ) (A-)
- students who receive a discussion score of 10 receive a grade of 94 ( $10 \times 6.4 + 30$ ) (A+)

At the end of the term, discussion grades will be added up and divided by the number of discussions.

**2 Article Reviews**

**40% of final grade (20% each)**

**Due 10am PT on sign-up day**

**Skills gained:** Writing this assignment will provide you with basic skills of **writing a literature review.**

On UBC Canvas, **for each article review**, students will sign up for **one recommended reading for a given week** (you will see these listed on the Course and Readings Schedule below). Your article review should be about **1000 words** long. It should sum up the article in about 500 words and critically engage with it in another 500 words, identifying both strengths/contributions and weaknesses/omissions. Each article review will account for **20%** of your final grade.

Detailed instructions:

1. Sign up for **two article reviews** (i.e., sign up for two readings, each listed under a different date – this date should also be different from the sign-up date for the class presentation). I strongly recommend you **allow at least 2 weeks between your article review sign-ups** in order to benefit from feedback on your first submitted article review.
2. Your **choice of reading** should depend on (1) your level of personal interest in the subject matter (2) your work schedule and (3) availability of slots. If you want to get a better sense of what the articles are about before you commit, start reading the abstracts. Also note that the articles vary not only in length, but also in nature: while most are empirically grounded analyses that seek to make a causal argument (*why* things are the way they are), others provide a normative argument (what things *should* be like), and some are directed at an audience of policy makers. The due date is **10am PT** on the day for which the article is assigned.
3. Read the **required reading/s** for the assigned date. You should take some notes, though not in as detailed a manner as for the recommended article.
4. Read the **recommended article** carefully, taking detailed notes. You will likely find that you will need to read the article more than once.

Write the first part of the assignment, the summary, in ~ 500 words, paying attention to the below questions:

- What is the **purpose** of the article? What does the author want to achieve? Who is the intended audience?
  - What is the **argument**?
  - **How** is the argument made? How does the author go about proving or exploring it? What kind of evidence do they use to illustrate or try prove their arguments?
    - i. Note that for articles that employ quantitative data you are not expected to understand the ins and outs of the analysis. But you can still pay attention to what variables (factors) the author selects, both as something that does the explaining (the independent variable) and something that is to be explained (dependent variable).
  - What are the **conclusions**? What are the main findings? Does the author identify any weaknesses in the analysis?
5. You are now ready to move from description to **analysis**. This part should once again have a length of ~500 words.

- What are the article’s **contributions** to the literature? You are expected to have read the required readings for that class. Now think of your article as in conversation with the required reading/s. Does the article challenge these readings? Does it provide new insights?
- Are you convinced by the author’s argument and findings? Why? Why not?
- What is the most important thing you have learned from the article?
- What questions are you left with about the topic after having read all the articles (required and recommended)?

6. Include a bibliography in Chicago Author-Date style

([https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)). Make sure you correctly reference all of the articles discussed.

7. Word limit: You are allowed to go up to 10% above the word limit (i.e., up to 1,100 words). However, we will not read beyond this point.
8. Copy-edit. Re-read your article several times to make sure that there are no spelling or grammatical errors, that your writing is clear, and that your sentences build logically on each other.

**9. Submit your paper to both Turn-it-in and Canvas**

Assessment criteria:

Your article review will be graded for based on how well you address the points above. An A-range paper will meet all of the criteria above.

**Class presentation (recorded)**

**20% of final grade**

**Recording submitted by 9am PT of sign-up day**

**Skills gained:** To prepare and deliver a presentation within clear time limits. To prepare effective Powerpoint slides and develop public speaking skills.

Students sign up for one class for which they will record a brief (5 min) **presentation**, using PowerPoint Slides. Before preparing your presentation, make sure to read both the required and the recommended reading for that class. The presentation will account for **20%** of your final grade.

Detailed instructions:

- Sign-up for a presentation slot of your choice (subject to availability, and excluding the dates of your article review sign-ups).
- Your presentation should apply one argument or concept central to the readings to a **new empirical case** and assess their usefulness in understanding the case. A new empirical case could be a geographic location or a new migration-related policy area.

- You can either use the case study for illustrative purposes – it illustrates an argument or concept – or as a test case, where you examine if an argument from the readings applies to your case. In case of the latter, pay close attention to issues of comparability: if an argument is developed with liberal democracies in mind, we would not necessarily expect it to hold in authoritarian contexts (we call this “scope conditions”: the conditions under which we can reasonably expect for a theory to hold).
- Prepare Powerpoints slides. Some helpful tips:
  - Think about your key points, structure your presentation, practice it and time it. Only once you done all this (and fit it within 5 minutes) start developing your slides. **Remember that your presentation needs to stand on its own.** The purpose of slides is simply to enhance the viewing/listening experience and, where appropriate, present data in visual form.
  - Create a consistent look: use the same font, colors across all your slides. Be consistent in use of headings and subheadings. Use simple slide transitions (no sounds!).
  - **Less text is always more.** If you include a lot of text you are asking the audience to divide their attention between you and the slides, which compromises the effectiveness of your presentation. Should you decide to include a few wordy slides, make sure to unveil bullet points one by one.
  - Visuals: use non-complex photos that clearly speak to the concept or argument you’re talking about. Keep it simple.
  - Audio/video clips: because this is such a short presentation: **no video or audio clips**
- Record your presentation, capturing both your PowerPoint presentations and your face. Your presentation should be no longer than 5 minutes. I recommend starting out with fully written presentation notes and then condense the text to bullet form once you’ve practiced a few times. Don’t read from your notes but maintain eye contact with your audience. Finally, dress the part – your clothes are a form of communication, and this should be a professional experience.
- Upload your recording (for instructions, see Canvas) by **9am PT of the sign-up day.** Because of the size of the class I will not be able to integrate all presentations into my lectures. A variety of considerations will inform my selection of which presentations to show in class – just because your presentations was not selected doesn’t indicate anything about its quality! Students will be able to watch all presentations on Canvas.

Assessment:

You will be assessed on the basis of (1) your choice of case study; (2) the quality of your analysis; (3) the structure of your presentation (3) the effectiveness of your slides; and (4) the delivery of your presentation.

Immigrant admissions exercise

10% of final grade

Breakout groups November 10

This breakout group assignment will take place on November 10, when you will receive additional instructions. Should you have to miss this class for medical reasons or a family emergency, **it is your responsibility to get in touch with me** no later than 48 hours after class in order to receive a **make-up assignment**.

#### Course requirements and due dates summary

1. Class participation (ongoing)	10%
2. Participation in discussion forum (ongoing)	20%
3. Article review #1 (students sign up)	20%
4. Article review #2 (students sign up)	20%
5. Presentation (students sign up)	20%
6. Immigrant admissions exercise (Group work on Nov 10)	10%

## INSTRUCTOR AND TA AVAILABILITY

### Office Hours

Both your instructor and Teaching Assistant are available to meet with you, should you have any further questions or want to discuss any issues or concerns relating to this course.

My weekly **Zoom office hours** are on **Tuesdays, 8:30 – 9:30 am and 5:30 – 6:30 pm Pacific Time**. Office hours serve as an “open door” to your instructor: you do not need to make an appointment, and are free to come with questions, comments, or concerns about anything related to the course or your experience at UBC. Because of various administrative and professional obligations there will be weeks when I need to change the day or time of office hours. I will announce this both in class and on Canvas. If you are unable to make my office hours but would like to meet with me, please email me to arrange for an alternative time.

Camille will hold office hours via Zoom on Thursdays, 10am Pacific Time.

### Email

Because emailing has become such a common form of student-instructor interaction, I have instituted a number of email policies that you should be aware of:

1. During the work week, I generally respond to student emails in a timely manner (usually within 48 hours).
2. On weekends, I do not check email regularly. Please do not expect a response before the beginning of the work week.
3. Like face-to-face conversations, emails should convey mutual respect. Specifically, any email should start out addressing the recipient by name (e.g., “Professor Ellermann” or “Dr. Ellermann”) and should end with the name of the addressee (i.e., your full name).

## Grading

UBC courses are graded on a percentage basis; corresponding letter grades will be assigned by the Registrar automatically. Grades will be assigned according to the following criteria:

### **80% to 94% (A- to A+)**

Exceptional performance: exceptional original thinking, superior understanding of subject matter, strong and consistent evidence of ability to critically evaluate, superior capacity to synthesize materials, excellent organization of materials. Work at this level will be clearly written, with no spelling or grammatical mistakes.

### **68% to 79% (B- to B+)**

Competent performance: evidence of original thinking, good grasp of subject matter, ability to critically evaluate, capacity to synthesize and critically compare arguments, good organization of materials. Work at this level will generally be clearly written, containing at most a few, if any, spelling and grammatical mistakes.

### **50% to 67% (D to C+)**

Adequate performance: adequate understanding of subject matter, some ability to critically evaluate, ability to sum up arguments but not always able to make connections between them, adequate organization of materials, some evidence of original thought. Work at this level is sometimes unclear, and contains some spelling and grammar problems.

### **0% to 49% (F)**

Inadequate performance: little or no evidence of original thought, little or no evidence of understanding of subject matter, little or no critical analysis, limited or irrelevant use of the literature, poor organization of materials. Work at this level is usually poorly written, with numerous spelling and grammar problems.

## Penalties for Lateness

Because they deal with content that will also be discussed in lecture on the day of the deadline, I do not offer extensions for **article reviews, presentations, or the Nov 10 group exercise**. Late submission of these assignments will incur a grade of 50. Submissions that are more than 7 days late will incur a grade of 0.

If Arts Academic Advising provides you with concessions for the **article review** or **presentation**, you will be **assigned a different sign-up week**.

If you receive academic concession for the November 10 **group exercise**, you will receive an alternative assignment.

If you receive academic concessions for class participation or participation in the discussion forum, you will receive additional time for completion of these assignments.

## 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, back-up, back-up. Back-up your work regularly (I suggest at least once an hour) either on a USB stick or, preferably, on a server. You should make use of free back-up services, such as Dropbox. You can also keep copies in your email account.

## **ACADEMIC FREEDOM (FOR STUDENTS OUTSIDE OF CANADA)**

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>.

## **ACADEMIC ACCOMMODATIONS AND CONCESSIONS**

### Academic Accommodation for Students with Disabilities:

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.

**Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success.** Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

### Academic Accommodations for Religious or Spiritual Experiences

The University is obligated to comply with the BC Human Rights Code in accommodating student observances of sincerely held religious beliefs. If you would like to request an academic concession because of a conflict with a religious observance, please see your academic advisor. To learn more visit: <https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>

## Academic Concessions

**If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for academic concessions.**

If your situation is related to an experience of sexual violence, you have the option of contacting UBC's [Sexual Violence Prevention and Response Office \(SVPRO\)](#) (604 822 1588) who can assist you with your academic concession.

For more information on concessions, please see: <https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>

**If you miss marked coursework (assignment, exam, presentation, attendance and participation in class)** and are an Arts student, review the Faculty of Arts' [academic concession page](#) and then complete Arts Academic Advising's [online academic concession form](#), so that an advisor can evaluate your concession case.

If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and then contact me where appropriate.

## **ACADEMIC INTEGRITY**

### **Plagiarism**

The Faculty of Arts considers plagiarism to be *the most serious academic offence* that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." Below is an excerpt on reckless plagiarism from UBC Faculty of Arts' leaflet, "Plagiarism Avoided: Taking Responsibility for Your Work" (<http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html>).

"The bulk of plagiarism falls into this category. Reckless plagiarism is often the result of careless research, poor time management, and a lack of confidence in your own ability to think critically. Examples of reckless plagiarism include:

- Taking phrases, sentences, paragraphs, or statistical findings from a variety of sources and piecing them together into an essay (piecemeal plagiarism);
- Taking the words of another author and failing to note clearly that they are not your own. In other words, you have not put a direct quotation within quotation marks;
- Using statistical findings without acknowledging your source;  
Taking another author's idea, without your own critical analysis, and failing to acknowledge that this idea is not yours;
- Paraphrasing (i.e. rewording or rearranging words so that your work resembles, but does not copy, the original) without acknowledging your source;
- Using footnotes or material quoted in other sources as if they were the results of your own research; and

- Submitting a piece of work with inaccurate text references, sloppy footnotes, or incomplete source (bibliographic) information." (My comment: Please note that every *verbatim* citation requires the use of *quotation marks*.)

Bear in mind that this is only *one example* of the different forms of plagiarism. Before preparing for their written assignments, students are strongly encouraged to familiarize themselves with the following sources on plagiarism:

- the Faculty of Art's online booklet on plagiarism at <http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html>
- the discussion of Academic Integrity on <http://www.arts.ubc.ca/faculty-amp-staff/resources/academic-integrity.html>
- the library's resources at <http://clc.library.ubc.ca/airc.html#Research>. This website includes helpful tutorials on how to avoid plagiarism.

If after reading these materials you still are unsure about how to properly use sources in your work, please ask me for clarification.

## TURNITIN

In accordance with departmental policy, in this course you will be required to submit your research paper in electronic form to a service called TurnItIn. UBC subscribes to this service that checks written material for originality by searching for matching text. This service is in increasing use in universities as protection for students against the impact of academic fraud on scholarship competitions, graduate and law school admissions, and degree reputation. Students will submit their research papers to the TurnItIn website, where software scans the paper against a database which includes public websites, paper writing services, essays submitted to TurnItIn, and journal articles. The service then produces a report on the paper's originality. The instructor will review the reports, and where necessary, the papers themselves.

Please note that TurnItIn stores information on servers that reside in the United States. If you do not wish to use your name when creating your TurnItIn account, please use an alias and inform the instructor of your alias. You may also wish to use a non-identifying email account.

**Students are required to electronically submit one paper to Canvas and submit the same paper electronically to TurnItIn.**

Still a little uncertain or paranoid about what constitutes plagiarism? For a quick refresher visit: <http://www.indiana.edu/%7Ewts/pamphlets/plagiarism.shtml> and/or: <http://sja.ucdavis.edu/files/plagiarism.pdf>

The following directions are taken directly from the UBC VP Academic website:

To submit your paper to TurnItIn, log on to the TurnItIn site, at:

[www.turnitin.com](http://www.turnitin.com)

You will be asked to create a unique “user profile,” consisting of an ID (e-mail address) and password (see upper right hand corner of the TurnItIn homepage). Once this ID is created, you will be able to add courses to your profile. To add a course, you will need the “course ID” which is:

**Course ID: 26394836**

**Enrollment Key: Migration**

Once added to a course, you will be able to submit your papers to the service.

You can submit a paper in two ways:

- File Upload - Turnitin currently accepts submissions in Microsoft Word, WordPerfect, RTF, PDF, PostScript, plain text, and HTML formats.
- Cut and Paste - You can cut and paste the text of your submission into a text box

Note: Ensure that your name and identifying information does not appear in the document you submit.

Assignments are not accessible to the public once submitted to TurnItIn, and you, as the author, retain ownership of your original material. Your work will be added to TurnItIn’s archive for comparison against subsequently submitted material, thus ensuring that your work is not plagiarized.

## **PUBLICATION OPPORTUNITIES**

Students are encouraged to submit work to the *Journal of Political Studies (JPS)* and the *Journal of International Affairs (JIA)*. The JPS and JIA are entirely student-led, blind peer-reviewed journals that publish undergraduate work. Both journals publish all types of papers from multiple disciplines. Submissions are due on December 23, 2020. Visit [ubcips.com](http://ubcips.com) and [ubcjia.ca](http://ubcjia.ca) for submission requirements. When in doubt, submit your work.

## **UBC POLICIES**

### **General Academic Policies**

Regular attendance in lectures and tutorials and participation (in tutorials) 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 exam, 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 TA or 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 Access and Diversity advisor to determine what accommodations/services you are eligible for.

### **University Values and Priorities:**

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 under <https://senate.ubc.ca/policies-resources-support-student-success>.

### **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.

## **Illness and Absence**

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

## **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>

## **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>

## COURSE SCHEDULE AND READINGS

### PART I INTRODUCTION

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September 8 UBC Imagine Day – no class

September 10 Course Overview

- No readings

September 15 Why do People Migrate? Economics & Social Networks

- Massey, Douglas S. 1988. "Economic Development and International Migration in Comparative Perspective," *Population and Development Review* 14 (3) 383-413



Video

Documentary *Uprooted: Refugees of the Global Economy* (2001)

National Network for Immigrant and Refugee Rights (28 min)

### PART II FORCED MIGRATION AND THE POLITICS OF PROTECTION

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September 17 The International Refugee Regime

- Hathaway, James C. 2007. "Why Refugee Law Still Matters." *Melbourne Journal of International Law*. 8: 89–103

*Recommended:*

- Betts, Alexander. 2015. "The Normative Terrain of the International Refugee Regime." *Ethics and International Affairs* 29 (4) 363–375

September 22 Refugee Resettlement

- Hyndman, Jennifer and James McLean. 2006. "Settling Like a State: Acehese Refugees in Vancouver." *Journal of Refugee Studies*, 19(3) 345-360

*Recommended:*

- Labman, Shauna. 2007. "Resettlement's Renaissance: A Cautionary Advocacy." *Refugee*. 24(2): 35-47



Video

Documentary *God Grew Tired of Us: The Story of Lost Boys of Sudan* (2007)  
Directed by Christopher Dillon Quinn and Tom Walker (86 min)

### September 24 Refugee Experiences

- Corbett, Sara. April 1, 2001. "The Lost Boys of Sudan; The Long, Long, Long Road to Fargo." *The New York Times*



Video

*God Grew Tired of Us: The Story of Lost Boys of Sudan*

### September 29 LGBTQ2S+ Asylum Seekers - Guest Speaker: Kay Scorer, Scorer Law

Kay Scorer (they/them) is an immigration lawyer in Vancouver, focussing on refugee law and serving the LGBTQ2S\* community. Kay received their Juris Doctor degree (J.D.) from the University of Windsor, where they were selected Valedictorian of the 2015 graduating class. Prior to graduating law school, Kay obtained a Bachelor of Tourism Management from Thompson Rivers University with a major in entrepreneurship, earning Kay the Tourism Medal for earning the highest GPA in the faculty.

Kay has appeared in the Federal Court of Canada, the British Columbia Court of Appeal, the Supreme Court of British Columbia, the Provincial Court of British Columbia, the Refugee Protection Division ("RPD"), Immigration Division, and the Immigration Appeals Division ("IAD"). Kay has also appeared in criminal and immigration cases in Alberta and Manitoba, and has experience working on applications for leave and judicial review in the Federal Court of Canada.

Kay is a proud member and advocate of the LGBTQ2S\* (lesbian, gay, bisexual, trans\*, queer and two-spirited) community, and has a history of dedication and commitment to working with LGBTQ2S\* organizations in both Canada and the USA.

- Hamlin, Rebecca. 2012. "International and Administrative Insulation: A Comparison of Refugee Status Determination Regimes in the United States, Canada, and Australia." *Law & Social Inquiry* 37 (4) 933-968
- Crawley, Heaven. 2000. "Gender, Persecution and the Concept of Politics in the Asylum Determination Process." *Forced Migration Review*. 9: 17-20

*Recommended:*

- Zetter, Roger 1991. "Labelling Refugees: Forming and Transforming a Bureaucratic Identity." *Journal of Refugee Studies* 4(1) 39-62

## PART III IMMIGRATION AND SETTLER COLONIALISM

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## October 1 Immigration and Settler Colonialism

- 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.

*Recommended:*

- 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



Video

Documentary *Colonization Road* (2016)  
Directed by Michelle St. John (50 min)

## October 6 "Unsettling" Migration Studies: A Rereading of Borders and Citizenship – READING INTENSIVE

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

*Recommended:*

- Bohaker, Heidi and Franca Iacovetta. 2009. "Making Aboriginal People 'Immigrants Too': A Comparison of Citizenship Programs for Newcomers and Indigenous Peoples in Postwar Canada, 1940s-1960s."



Video

*Colonization Road*

## October 8 Immigration and "Truth & Reconciliation:" Possibilities for Solidarity and Decolonization

- Abu-Laban, Yasmeen. 2019. Immigration and Settler-Colonies Post-UNDRIP: Research and Policy Implications. *International Migration*, Early View (doi:10.1111/imig.12685)

*Recommended:*

- Johnston, Caleb & Pratt, Geraldine. 2017. "Tlingipino Bingo, Settler Colonialism and Other Futures. *Environment and Planning D: Society and Space*, 35(6), 971-993

## PART IV PUBLIC OPINION ON IMMIGRATION

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### October 13 Public Attitudes toward Immigration

- Freeman, Gary P. 1995. "Modes of Immigration Politics in Liberal Democratic States," *International Migration Review* 29(4) 881-887 only
- Hainmueller, Jens, & Hopkins, Daniel J. 2014. "Public Attitudes Toward Immigration." *Annual Review of Political Science* 17(1) 225-249

*Recommended:*

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

**October 15      How Malleable is Public Opinion on Immigration? - READING INTENSIVE**

- Facchini Giovanni, Yotam Margalit and Hiroyuki Nakata H. 2016. "Countering Public Opposition to Immigration: The Impact of Information Campaigns," *IZA Discussion Paper* No. 10420. Bonn: Institute for Labor Economics
- Levy, Morris, Matthew Wright and Jack Citrin. 2016. Mass Opinion and Immigration Policy in the United States: Re-Assessing Clientelist and Elitist Perspectives." *Perspectives on Politics* 14(3) 1537-5297

*Recommended:*

- 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



Video

*The White Season – Rivers of Blood* (2008)

BBC documentary about British MP Enoch Powell's infamous anti-immigration speech

**October 20      Media Representations of Immigrants**

- Lawlor, Andrea and Erin Tolley. 2017. "Deciding Who's Legitimate: News Media Framing of Immigrants and Refugees." *International Journal of Communication* 11: 967–991

*Recommended:*

- Gadarian, Shana Kushner. 2014. "Anxiety, Immigration, and the Search for Information" *Psychology* 35(2) 133-164



Video

*The White Season – Rivers of Blood* (continued)

**PART V              THE POLITICS OF IMMIGRATION POLICY**

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## October 22 Non-Electoral Mobilization For and Against Immigrants

- Lars Erik Berntzen and Manès Weisskircher (2016) "Anti-Islamic PEGIDA Beyond Germany: Explaining Differences in Mobilisation." *Journal of Intercultural Studies* 37:6, 556-573
- Zepeda-Millán, Chris. 2016. "Weapons of the (Not So) Weak: Immigrant Mass Mobilization in the US South." *Critical Sociology* 42 (2) 269-287

### Recommended Reading:

- Flores, René D. 2017. "Do Anti-Immigrant Laws Shape Public Sentiment? A Study of Arizona's SB 1070 Using Twitter Data." *American Journal of Sociology* 123 (2) 333-384



Video

*The White Season – Rivers of Blood* (continued)

## October 27 The Rise and Impact of Populist Anti-Immigrant Parties

- Schain, Martin A. 2006. "The Extreme-Right and Immigration Policy-Making: Measuring Direct and Indirect Effects." *West European Politics* 29(2) 270-289

### Recommended:

- 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

## October 29 The Politics of Migration Control – READING INTENSIVE

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

### Recommended:

- Ellermann, Antje. 2010. "Undocumented Migrants and Resistance in the Liberal State." *Politics & Society* 38(3) 408-429

## November 3 Political Institutions and the Making of Immigration Policy

- Ellermann, Antje. In Press. *The Comparative Politics of Immigration: Policy Choices in Germany, Canada, Switzerland and the United States*. New York: Cambridge University Press. Read Chapter 2 (Theory) only

### Recommended:

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

## PART VI THE ETHICS OF BORDERS

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### November 5 Liberalism, Communitarianism, and the Ethics of Borders - READING INTENSIVE

- Carens, Joseph. 1987. "Aliens and Citizens: The Case for Open Borders," *The Review of Politics*. 49(2) 251-273
- Walzer, Michael. 1983. *Spheres of Justice: A Defense of Pluralism and Equality*. New York: Basic Books. Chapter on "Membership" 31-63

#### Recommended:

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

### November 10 Admissions Dilemmas – Graded breakout group exercise

- No readings

## PART VII THE POLITICS OF BORDERS

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### November 12 Colonizers, Sovereignty and Borders

- Herbst, Jeffrey (1989). "The Creation and Maintenance of National Boundaries in Africa." *International Organization* 43(4) 673-692
- Reread your notes on Audra Simpson (January 30)

#### Recommended reading:

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



#### Video

Documentary *The Border Crossed Us* (2005)

Directed by Rachael J. Nez (27 min)

### November 17 Remote Border Controls and the Externalization of Asylum

- Hyndman, Jennifer and Alison Mountz. 2008. "Another Brick in the Wall? Neo-*Refoulement* and the Externalization of Asylum by Australia and Europe," *Government and Opposition* 43(2) 249-269

#### Recommended:

- Ashutosh, Ishan, and Alison Mountz. 2011. "Migration Management for the Benefit of Whom? Interrogating the Work of the International Organization for Migration." *Citizenship Studies* 15(1) 21-38



Video

*Mediterranea* (2015)

Directed by Jonas Carpignano (110 min)

## November 19 The Human Costs of Border Control

- Cuttitta, Paolo. 2018. "Delocalization, Humanitarianism, and Human Rights: The Mediterranean Border Between Exclusion and Inclusion." *Antipode* 50 (3) 783-803

*Recommended:*

- Koslowski, Rey & Marcus Schulzke (2018). "Border Security UAVs in the United States and the European Union." *International Studies Perspectives* 19(4) 305-324



Video

*Mediterranea* (continued)

## PART VIII THE POLITICS OF IMMIGRANT INCLUSION

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### November 24 Economic Inclusion and Labour Market Discrimination

- Hiebert, Daniel (2009). "The Economic Integration of Immigrants in Metropolitan Vancouver." *Choices* 15(7) 2-42

*Recommended:*

- Oreopoulos, Philip & Diane Dechief. 2011. "Why Do Some Employers Prefer to Interview Matthew, But Not Samir? New Evidence from Toronto, Montreal, and Vancouver." Canadian Labour Market and Skills Researcher Network, Working Paper No. 95, 1-53  
[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2018047](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2018047)



Video

*Doctors Without Residency*

Directed by Tetchena Bellange (10 min)

### November 26 Sociocultural Inclusion

- Huntington, Samuel P. 2004. "The Hispanic Challenge." *Foreign Policy* 141, 30-45
- Jack Citrin, Amy Lerman, Michael Murakami & Kathryn Pearson. (2007). "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics* 5(1) 31-48

*Recommended*

- Zolberg, Aristide R. and Long Litt Woon. 1999. "Why Islam Is Like Spanish: Cultural Incorporation in Europe and the United States." *Politics and Society* 27(1) 5-38



Video

Documentary *Farmingville* (2004)

Directed by Carlos Sandoval and Catherine Tambini (79 mins)

**December 1      Is Multiculturalism Bad for Immigrant Integration? – READING INTENSIVE**

- Koopmans, Ruud. 2013. "Multiculturalism and Immigration: A Contested Field in Cross-National Comparison," *Annual Review of Sociology* 39 147-169
- Wright, Matthew and 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

*Recommended*

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



Video

Documentary *Things Arab Men Say* (2016)

Directed by Nisreen Baker (52min)

**December 3                      Conclusion**

- No readings