

The University of British Columbia

Political Science 328c

THE COMPARATIVE POLITICS OF IMMIGRATION

SPRING 2022

THIS COURSE HAS AN OPTIONAL CBEL (COMMUNITY BASED EXPERIENTIAL LEARNING) COMPONENT

Tuesdays and Thursdays, 12:30pm – 2:00pm
Buchanan A201

INSTRUCTOR

Professor Antje Ellermann (she/her)

Office Hours: Tuesdays 9:30am – 11:30am & by appointment
(Office hours will be exclusively on Zoom until February 7, at which point I will reassess.)

Office: C.K. Choi 322 (Centre for Migration Studies)

Email: antje.ellermann@ubc.ca

Course page: UBC Canvas

TEACHING ASSISTANT

Addye Susnick (they/their)

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Office hours: By appointment on Zoom

LAND 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 AND LEARNING OBJECTIVES

Human mobility has become one of the most contested issues in contemporary politics. This course introduces 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, the politics of immigration, the ethics of borders, the politics of borders, and immigrant inclusion and belonging.

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 several determinants of immigration politics in liberal democracies.
- Describe determinants of public opinion on immigration and anticipate public responses to particular policy choices.
- 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 Indigenous perspectives. Identify the role of immigration in settler colonialism.

COURSE FORMAT

The format of the course is two 1.5-hour lectures per week (Tuesdays and Thursdays, 11:00 – 12:30pm). CBEL students will spend additional hours on placement. While the course is lecture-oriented, student participation is strongly encouraged and welcome. Class discussion is an integral part of this course. Throughout the course, we will watch 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.

Because of the uncertainties of COVID-19, the course will be taught on Zoom until January 24. Should UBC decide to return to in-person instruction, all subsequent lectures will take place in-person in Buchanan A201. Lecture recordings will be made available on Canvas for students who miss class because of illness.

COMMUNITY BASED EXPERIENTIAL LEARNING

Students enrolled in Poli328C have the opportunity to take part in a Community Based Experiential Learning (CBEL) experience combining classroom learning with community placements. **Participation is optional and spaces are limited.**

Students who participate in CBEL will be placed with a community organization that works with immigrants and/or forced migrants. Activities with placement organizations in the past have included interviewing recent migrants, assisting recent arrivals in integrating to life in Vancouver, assisting caseworkers with sponsorship cases or asylum eligibility, event planning and facilitation, and research. While we will do our best to ensure a good fit between students and placements, students are expected to be flexible regarding the organization they are paired with, the mode of placement (in-person | hybrid | remote), and the precise tasks to be undertaken.

CBEL projects involve a **time commitment of approximately 20 hours** over the course of the term—likely between the beginning of February and early April—and may not be at regular intervals. In-person placements will only be offered where UBC and the placement organization have protocols in place to support in-person placements. Some placements may take a hybrid format, whilst others might be completely remote.

Assignments and Assessment

CBEL placements **supplement** course content. You will still be responsible for attending class, preparing course readings, and completing assignments as outlined on this syllabus. CBEL students **write only ONE article review** (instead of two) and only **ONE talk response paper** (instead of two) in recognition of the time spent on placement. Instead of the regular presentation assignment, CBEL students will **prepare and record a differently structured presentation** to reflect on their learning whilst on placement. If you accept a placement, you commit to completing all the CBEL-student assignments listed on this syllabus (rather than those of non-CBEL students).

Applying for Placements

More information will be provided about the CBEL opportunities and application process in class on **January 20**. You will have until **January 25 by 12pm** to fill out an **application form** and to send your **resume**. Remember, placements are optional: showing no interest in participating will not reflect negatively on you.

REQUIRED TEXTS AND VIDEO ACCESS

All readings and streaming videos are available free of charge on the course website. Where students are asked to watch videos in their own time, note that 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

First things

For as long as we will be meeting on Zoom, and unless you have legitimate reasons for anonymity, **display your full name on your screen**. This will help me (and your peers) to get to know you. Everybody is encouraged to indicate their preferred pronouns next to their name (they/them/theirs; she/her/hers; he/him/his).

Switch on your camera during class, unless you have legitimate concerns about doing so 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.

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 article review for a given class**.

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>).

The [UBC Centre for Migration Studies](#) (CMS), organizes immigration-related programing on campus. Events of interest will be announced in class. You can also contact [Sofia Ramos](#) if you wish to be placed on the CMS email list.

ASSIGNMENTS

This course has no exams!

Instead, assignments are structured to

- (1) facilitate student learning and engagement throughout the term
- (2) give students autonomy in setting some of their deadlines (by signing up for particular dates)
- (3) allow students to make up for a poor grade by not placing too much weight on any one assignment

As a result, keeping track of assignments will require some extra attention by everyone. Please make sure you note down all of your sign-up dates and other deadlines in your calendar. I will also give reminders about assignment completion in class.

Participation	10% of final grade	Due within 24 hours after the end of each class
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I expect students to **attend all lectures**, either on Zoom or, should we return to in-person instruction, in person. 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, 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.** If you have to miss a class because illness, you can watch the Zoom recording

instead and submit your question after. While you are welcome to ask more than one question, you cannot earn more than 1 participation point per class.

There are 23 classes in this course (not including the CBEL workshop). Students submitting 22 or 23 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:

Participation points	Participation grade
23	94
22	94
21	93
20	90
19	86
18	83
17	79
16	76
15	72
14	69
13	65
12	62
11	58
10	55
9	51
8	48
7	44
6	41
5	37
4	34
3	30
2	27
1	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 Documentary Discussion	10% of final grade	Due @ 10 am 7 days after documentary
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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 11am on the following Tuesday. For discussion questions posted on a Thursday, the discussion will be closed by 11am on the following Thursday. **There will be a total of 6 documentary discussions.**

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 first 300 words of posting. Discussions scores will account for **10% 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.

Article Reviews (2 reviews for non-CBEL students, 1 review for CBEL students)

20% of final grade *per review*

Due @ 10 am 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 class** (you will see these listed on the Course and Readings Schedule below). If there are more than one

recommended reading listed under a given date, it is up to you which reading you will focus your review on.

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. **Non-CBEL students:** 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 your 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. **CBEL-students:** Sign up for one article review at a date of your choice.
3. Sign-up deadline for all students: **January 20, 11pm**
4. 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** on the day for which the article is assigned.
5. Read all of the **required readings** for the assigned date. You should take some notes, though not in as detailed a manner as for the recommended article.
6. Read one **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?
7. 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)?
8. Include a bibliography in Chicago Author-Date style (https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html). Make sure you correctly reference all of the articles discussed.
9. Word limit: You are allowed to go up to 10% above the word limit (i.e., up to 1,100 words). We will not read beyond this point.
10. 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.
- 11. 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) for non-CEBL students only

20% of final grade

Recording submitted by 9 am 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-up) by **January 20**, 11pm
- 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 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.

Talk Response Paper (2 for non-CBEL students, 1 for CBEL students)

10% of final grade *per paper*

1st paper: due April 7 @ 11 pm

2nd paper: due April 14 @ 11 pm

Skills gained: To gain familiarity with the format of academic talks and roundtable discussions. To critically engage with a research presentation.

Students will watch two pre-recorded talks. The **first talk** by Prof. Yang-Yang Zhou ([Prolonged Social Contact to Internally Displaced Migrants Does Not Reduce Prejudice Among Locals in Wartime Settings](#)) will take the place of our January 27 class.

The **second talk** is a panel discussion ([The Language around Migration](#)) will take the place of our March 10 class.

Non-CBEL students will write a response paper for each talk (= 2 response papers) whereas **CBEL students** will pick one of the talks for their paper (= 1 response paper).

Response papers are similar to article reviews in that they engage with a talk's strengths and weaknesses. At the same time, response papers are more informal in that they also **allow for inclusion of the author's "personal" response**, e.g., their learning and opinions.

Your response paper should meet the following requirements:

- Provide a **brief summary** of the talk (approximately 200 words), followed by an assessment of its **strengths and weaknesses** (approximately 300 words)
- Word limit: **500 words**. You are allowed to go up to 10% above the word limit (i.e., up to 1,100 words). We will not read beyond this point.
- For the "The Language around Migration" paper, you are expected to make reference to relevant points from Lectures 4 and 5 as well as the (short) assigned reading for March 10.
- Inclusion of any academic references should follow the same Chicago style format of the Article Review.
- I strongly recommend to write your response paper **right after the talk** while everything is still fresh in your mind. The submission deadline for the first paper is **April 7 @ 11pm**; the submission deadline for the second paper **April 14 @ 11pm**.
- Submit your paper to **Canvas and Turnit.com**.

CBEL Reflection Presentation (CBEL students only)

Initial reflection	due February 12, 11pm	
Outline	due March 21, 11pm	5% of final grade
Recorded presentation	due April 24, 11pm	25% of final grade

Skills gained: Critically connecting community practice and academic knowledge, engaging in professional and personal self-reflection, preparing and delivering a presentation within clear time limits, preparing effective PowerPoint slides and developing public speaking skills.

Your academic CBEL assessment will take the form of a recorded **presentation** synthesizing and reflecting on your placement experience and course material.

This assignment includes three parts:

1. a brief initial reflection
2. an early outline
3. your final presentation.

You will submit a brief (1 page, 1.5 spaced) reflection identifying **2-3 learning goals** for the placement, **anticipated challenges**, and **2-3 key questions** you would like to find answers to during your placement. This will be **due February 12, 11pm** on Canvas.

A written outline of your presentation is **due March 21, 11pm** and will account for **5%** of your final grade. This early outline will be based on a list of specified requirements (listed in a separate handout). Your responsiveness to feedback you receive on this outline will be considered in your final presentation grade.

Your recorded presentation (12-15 minutes long) is due in Canvas on **April 24, 11pm**, and will account for **25%** of your final grade.

Detailed instructions for initial reflections, outlines, and presentations will be provided in a separate document.

Placement Assessment (CBEL students only)

20% of final grade

Placement organizations will evaluate the degree of **personal commitment and professional conduct** you bring to your placement. This professional assessment will account for **20%** of your final grade.

Course requirements and due dates summary

(note: this course has no exams!)

Non-CBEL students

- | | | |
|----|---|-----|
| 1. | Attendance (every class - submit participation question within 48 hours) | 10% |
| 2. | Participation in discussion forum (6 total - due 7 days after each documentary) | 10% |
| 3. | Article review #1 (students sign up, submit @ 10am the day of) | 20% |
| 4. | Article review #2 (students sign up, submit @ 10am the day of) | 20% |
| 5. | Class presentation (students sign up, submit @ 9am the day of) | 20% |
| 6. | January 27 Talk response paper #1 (due April 7 @ 11pm) | 10% |
| 7. | March 10 Talk response paper #2 (due April 14 @ 11pm) | 10% |

CBEL students

- | | | |
|----|--|-----|
| 1. | Attendance (every class – submit participation question within 48 hours) | 10% |
| 2. | Participation in discussion forum (6 total – due 7 days after each documentary) | 10% |
| 3. | Article review (students sign up, submit @ 10am the day of) | 20% |
| 4. | Talk response paper (choose either Jan 27 or Mar 10) (due April 7 or 14, 11pm) | 10% |
| 5. | CBEL reflection presentation | |
| | a. Initial reflection (due February 12, 11pm) | |
| | b. Presentation outline (due March 21, 11pm) | 5% |
| | c. Recorded presentation (due April 24, 11pm) | 25% |
| 6. | Placement assessment (provided by placement supervisor) | 20% |

INSTRUCTOR AND TEACHING ASSISTANT 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.

Prof. Ellermann's weekly office hours are on **Tuesdays, 9:30 – 11:30am**. Until January 24, office hours will be exclusively on Zoom. Should UBC protocols allow, I will switch to a hybrid format starting January 25.

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 regular office hours but would like to meet with me, please email me to arrange for an alternative time.

Addye Susnick will hold office hours by appointment over Zoom. Please email them at addye.susnick@ubc.ca to schedule a meeting.

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** and **presentations**. 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 you require accommodation for the **article review** or **presentation**, you will be **assigned a different sign-up week**.

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

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:

Class ID: 32936180

Enrollment Key: Poli328c

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.

Visit ubcjps.com and ubcjia.ca for submission requirements. When in doubt, submit your work.

UBC POLICIES

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). 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.

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
<http://amssasc.ca>

Equity and Inclusion Office
2306 – 1874 East Mall (Brock Hall)
604.822.6353
equity@equity.ubc.ca
<http://equity.ubc.ca>

COURSE SCHEDULE AND READINGS

PART I WHY DO PEOPLE MIGRATE?

Lecture 1 (Zoom) Course Overview January 11

Learning objectives:

- Familiarization with syllabus and course requirements
- Overview of historical and contemporary trends in migration and forced displacement



In-class video

Documentary [Uprooted: Refugees of the Global Economy](#) (2001)

National Network for Immigrant and Refugee Rights (28 min)

No readings!

Lecture 2 (Zoom) Why do People Migrate? Economics & Social Networks January 13

Learning objectives:

- How to write a readings review | How to make a class presentation
- Why does economic development result in out-migration?
- What sustains migratory movements in the long run?

Required reading:

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

Lecture 3 (Zoom) Why do People Migrate? Climate Change & Violent Conflict January 18

Learning objectives:

- What do we know about climate-induced displacement?
- What is the relationship between climate displacement and conflict?
- Should climate migrants be considered as a special category of forced migrant?



In-class video

Sassen, Saskia. 2016. "[What is behind the New Migrations: A Massive Loss of Habitat](#)" (48 mins)

Required readings:

Learning objectives:

- Discuss the historical development of the international refugee regime
- What are the protections established by the Geneva Refugee Convention? What are its shortcomings?
- What are the goals of Global Compact on Refugees and the Global Compact for Safe, Orderly, and Regular Migration? What are the prospects of their implementation?

Required readings: (Note that this is a **reading intensive** class – to compensate, there won't be any required readings for the next two classes)

- Mayblin, Lucy. 2014. "Colonialism, Decolonization, and the Right to be Human." *Journal of Historical Sociology* 27 423-441
- Hathaway, James C. 2007. "Why Refugee Law Still Matters." *Melbourne Journal of International Law* 8: 89–103
- Lena Kainz, Natalia Banulescu-Bogdan & Kathleen Newland. 2020. ["The Divergent Trajectories of the Global Migration and Refugee Compacts: Implementation Amid Crisis."](#) Washington, D.C.: Migration Policy Institute.

Recommended reading:

- Zaun, Natascha. 2018. "States as Gatekeepers in EU Asylum Politics: Explaining the Non-Adoption of a Refugee Quota System." *Journal of Common Market Studies* 56 1 44-62

Lecture 6 The Language Around Migration (Pre-recorded [Panel](#)) January 27

Instead of attending class, read the below article and watch the pre-recorded panel discussion in your own time. Then write a response paper based on the panel (see "Assignments"), making sure to reference our discussions/readings from Lectures 4 and 5.

Required reading:

- Mourad, Lama & Kelsey P. Norman. December 24, 2019. "The World is Turning its Back on Refugees." *The Atlantic*.

Lecture 7 FOR CBEL STUDENTS ONLY: February 1 (TBC) **Centre for Community Engaged Learning Workshop**

This workshop is for CBEL students only. Non-CBEL students get some free time. 😊

PART III IMMIGRATION AND SETTLER COLONIALISM

Lecture 8 (Zoom) Immigrants as Colonizers

February 3

Learning objectives:

- What is settler colonialism?
- What is the role of immigration in colonization?



In-class Video

Documentary *Colonization Road* (2016)

Directed by Michelle St. John (50 min)

Required reading:

- 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 reading:

- 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

Lecture 9 “Unsettling” Migration Studies: A Rereading of Borders and Citizenship

February 8

Learning objectives:

- How does centring Indigeneity challenge conventional understandings of borders | sovereignty | citizenship | immigrant integration?



Video

Colonization Road continued

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
- 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 reading:

- 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." *The Canadian Historical Review* 90 (3) 427-462

**Lecture 10 Immigration, Citizenship and "Truth & Reconciliation:"
Possibilities for Allyship and Decolonization**

February 10

Learning objectives:

- Understand the complex positionings of different groups of settlers
- Reflect on ways in which settlers might support decolonization



Video

Colonization Road continued

Required reading:

- Bhatia, Amar. 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

Recommended reading:

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

PART IV THE POLITICS OF IMMIGRATION

Lecture 11 Public Attitudes toward Immigration February 15

Learning objectives:

- Understand patterns in immigration attitudes
- What drives public opinion on immigration?



Video to watch in class

The White Season – Rivers of Blood (2008)

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

Required readings:

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

Recommended readings:

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

Lecture 12 How Malleable is Public Opinion on Immigration? February 17

Learning objectives:

- Under what conditions do people change their views on immigration?
- What strategies of persuasion are most effective?

Required reading:

- 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

Recommended readings: (students writing their article review: choose **one** article)

- 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
- Adida, Claire L., Adeline Lo & Melina Platas. 2018. "Perspective Taking Can Promote Short-term Inclusionary Behavior toward Syrian Refugees" *Proceedings of the National Academy of Sciences* 115 (38) 9521-9526



Video

The White Season – Rivers of Blood continued

No Class on February 22 & 24 – Reading Week

Lecture 13 Pro-immigrant Mobilization March 1

Learning objectives:

- Are pro-immigrant protests effective in realizing their goals?
- Are there unintended consequences? Do pro-immigrant protests increase the risk of popular backlash?

Required reading:

- 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

Lecture 14 The Rise and Impact of Populist Anti-Immigrant Parties March 3

Learning objectives:

- What can account for the rise of anti-immigrant parties?
- What is their impact on the mainstream and on the party system more broadly?

Required reading:

- 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

Recommended reading:

- Steenvoorden, Eefje & 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

Lecture 15 Political Institutions and the Making of Immigration Policy March 8

Learning objectives:

- What can account for variation in immigration policy among similarly situated countries?
- What roles do political institutions play in mediating policy choices?

Required reading:

- Ellermann, Antje. 2021. *The Comparative Politics of Immigration: Policy Choices in Germany, Canada, Switzerland and the United States*. New York: Cambridge University Press. Read Chapter 2

Recommended reading:

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

**Lecture 16 Prolonged Social Contact to Internally Displaced Migrants Does Not Reduce Prejudice Among Locals in Wartime Settings
(Pre-recorded Panel)**

March 10

Instead of attending class, watch the pre-recorded talk by Prof. Yang-Yang Zhou in your own time. Then write a response paper based on the talk (see “Assignments”), making sure to reference class materials on immigration attitudes.

PART V THE ETHICS OF BORDERS

Lecture 17 Liberalism, Communitarianism and the Ethics of Borders

March 15

Learning objectives:

- What are normative arguments in favour of closed borders?
- What are normative arguments in favour of open borders?

Required readings: (Note that this is a **reading intensive** class – to compensate, there won’t be any required readings for the next class)

- 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 reading:

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

Lecture 18 Admissions Dilemmas – In-class Group Exercise

March 17

Learning objectives:

- Understand the many trade-offs that inform the making of immigration policies
- Develop ethically informed policy choices

PART VI THE POLITICS OF BORDERS

Lecture 19 (Zoom) The Global Mobility Divide

March 22

Learning objectives:

- Understand global patterns of mobility rights
- Understand the role of visa policy in regulating mobility

Required reading:

- 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

Recommended reading:

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

Lecture 20 The Human Cost of Border Control March 24

Learning objectives:

- Understand the direct and indirect ways in which border controls can violate human rights
- Evaluate the policy efficacy of border control measures

Required reading:

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

Recommended reading:

- Koslowski, Rey & Marcus Schulzke. 2018. "Border Security UAVs in the United States and the European Union." *International Studies Perspectives* 19 (4) 305-32



In-class video

Mediterranea (2015)

Directed by Jonas Carpignano (110 min)

Lecture 21 Technologies of Mobility Control and Surveillance March 29

Learning objectives:

- Understand the ways in which mobility controls and border technologies have evolved over time
- Understand the role of the state in the regulation of movement

Required reading:

- 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

Recommended reading:

- 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 continued

PART VII IMMIGRANT INCLUSION AND BELONGING

Lecture 22 Labour Market Inclusion and Discrimination March 31

Learning objectives:

- What are the labour market challenges facing immigrants?
- What factors can account for variation in labour market inclusion?
- What is the economic impact of immigration?



Video

Doctors Without Residency

Directed by Tetchena Bellange (10 min)

Required reading:

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

Recommended reading:

- 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

Lecture 23 Multiculturalism and its Critics April 5

Learning objectives:

- Why has multiculturalism come under attack?

- Does multiculturalism facilitate immigrant integration?

Required reading:

- Banting, Keith and Will Kymlicka. 2010. "Canadian Multiculturalism: Global Anxieties and Local Debates." *British Journal of Canadian Studies* 23 (1) 43-72

Recommended Reading:

- 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)

Lecture 24 Activism, Solidarity and Possibilities of Belonging April 7

Learning objectives:

- Explore the visions of immigrant activists and their allies for new possibilities of belonging

Required reading:

- Lowry, Michelle and Peter Nyers. 2005. "'No One is Illegal': The Fight for Refugee and Migrant Rights in Canada." *Refuge* 21 (3) 67-72

Recommended reading:

- Anderson, Bridget. 2010. "Mobilizing Migrants, Making Citizens: Migrant Domestic Workers as Political Agents." *Ethnic and Racial Studies* 33 (1) 60-74



Video

Things Arab Men Say (continued)