

EURR 4201 A / 5201 W
Special Topics in European Studies
“Migration and Demographic Change in Europe”
Monday, 08:35 – 11:25 a.m.
River Building 3302

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Office Hours:	Mondays, 03:00 p.m. – 05:00 p.m. and by appointment (Skype-meetings possible as well)								
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	All course-related e-mails will be answered within 2 business days. For longer conversations, discussing more complex questions, detailed feedback and information on grades meeting during office hours (also by appointment if needed or via skype) is preferred.								
Remarks:	<table><tr><td>First class:</td><td>05 January</td></tr><tr><td>Last class:</td><td>06 April</td></tr><tr><td>No class:</td><td>16 February (Winter break)</td></tr><tr><td>No office hours:</td><td>05 January, 16 February, 06 April</td></tr></table>	First class:	05 January	Last class:	06 April	No class:	16 February (Winter break)	No office hours:	05 January, 16 February, 06 April
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	You are encouraged to attend a guest talk on Demographic Change in Europe, taking place on 19 March, from 2:30 p.m. till 4.00 p.m., in the Senate Room, Robertson Hall 608								

1) Course Description

Demographic change (the decline, aging and increasing diversification of populations) and immigration are commonly referred to as fundamentally important challenges to European societies and their future. While irregular migration flows, the integration (or exclusion) of migrants and groups with so-called ‘migratory background’, the rejection and missing support of asylum-seekers, and Europe’s general reluctance to identify itself as an important ‘immigration region’ and to accept newcomers very often dominate the headlines. In reality, the demographic challenges European societies are facing are out weighing these issues of immigration and integration. A genuine more liberal policy towards immigration could help better mitigate some of the negative medium- and long-term demographic effects. Instead, EU member states and other European states during the most recent financial crisis have once again stepped up their efforts to curb down on irregular migration and are keeping regular/legal channels of migration to Europe extremely limited.

This course introduces students to the study of population trends affecting European societies, including the general decline and aging of populations, and the beneficial effects migratory movements can have on labour markets, welfare state systems, societies and the demographic development of European populations. Case studies, prepared in close collaboration between students and the instructor, will question the demographic future of Europe, discuss current demographic processes, their social implications, and analyse current policy discussions and responses. Though the discussions will focus mainly on the case of European Union (EU) member states, additional reference will be given to cross-regional developments and the discussion of neighbouring European and North African states, in regards to their socio-political and population-related situation. The goal of the course is to link the field of critical mobility and migration studies with a thorough introduction to comparative population studies and broader political discussions (e.g. on European integration, human rights, border security, the (demographic) transformation of European societies and neighbouring regions/states, global discussions on population issues and migration governance).

2) Learning Outcomes, Content and Objectives

The course will critically engage with the societal and political challenges demographic change and migration are posing for European societies. Immigration and the integration of newcomers and 2nd and 3rd generation groups with so-called ‘migratory background’ mark strongly debated and contested fields of political practice in almost every European country – less so demographic change, the decline of and aging populations. An astonishing but deceptive stillness currently characterizes the discussion surrounding migration and demographic change, with a general reluctance of policy-makers and other societal actors to pro-actively engage in this discussion.

By the end of this course, students will be familiar with fundamental concepts and theories in comparative population and migration studies. They will be able to identify different processes of population development and be competent in evaluating political responses of states and the European Union to demographic change and migration in different thematic and country-related case studies. They will also be able to evaluate the implications of demographic change and migration for individuals, states and their populations/societies. This will help in justifying their own informed position with reference to the wellbeing and socio-political future of European states and societies. Their acquired expertise on demographic change and migration in the case of European societies will enable them to take part in academic and policy-oriented debates about population-related themes and broader social issues, including e.g. the sustainability of welfare-oriented social systems, the protection of human and migrant rights, and the social and political effects of population-related politics, the risks of a political neglect of important societal challenges, and the future of European and world populations. Students will be prepared to take consecutive courses in EURUS and other programs and disciplines that take an explicit interest in population-related processes and migration, or are focusing on closely related themes and issues like, e.g., citizenship, human rights, or the study of specific world regions or systems (including the European Union).

3) Course Readings

Please consult the attached course schedule to find the required readings for each session. All readings are available electronically at no cost to you through cuLearn, Ares and/or the Reserve Collection at Carleton Library. Please advise me if you have difficulties obtaining any of the required readings.

4) Requirements

4.1 General Remarks

This class is a weekly three-hour seminar course; it is divided into four sections (see schedule).

Section I (January 5th – January 19th) introduces the study of population issues, processes and current trends of demographic change and population aging. It provides a thorough knowledge on key concepts and theories of population and migration studies and puts Europe in context with developments in Canada and other non-European states and world regions.

Section II (January 26th – February 2nd) will provide close collaboration between the instructor and the *senior undergraduate students* in this class (who are required to give an individual class talk and will prepare this talk with some assistance from the instructor). These class talks will be accompanied by a briefing note that will be circulated in advance and should be read by all students prior the respective class talk takes place. Class talks, additionally assigned group projects on the basis of the required readings, and the inputs of the instructor will deliver a descriptive overview on (a) Europe, as the ‘oldest-old continent’ (demographic situation of European states and political salience of demographic change) – and – (b) Europe as a restrictive ‘Fortress’ vs. ‘Area of Mobility’ (migratory trends and political salience of migration and mobility).

Section III (February 9th – March 9th) provides four analytical in-depth studies on (a) demographic change and political responses to demographic change – and – (b) international migration and political responses to migratory movements. These in-depth studies are provided in close collaboration between the instructor and the *graduate students* in this class (who are required to give each a longer individual class talk and conduct their own ‘in-depth’ research; these class talks will again be accompanied by a briefing note prepared by the respective student).

Section IV (March 16th – April 6th) concludes the course by providing a synopsis on European trends and political responses, delivering insights into the situation of neighbouring (including non-European) states, summarizing and

reflecting on student projects and the learning results of students in this course and linking the delivered knowledge and insights with global discussions on demographic change and migration.

On *March 19th*, outside the regular course schedule, an international speaker (Prof. em. Hans-Dieter Laux, University of Bonn, Germany) will provide a guest talk on demographic change and migration trends in Germany and Europe. This guest talk will take place in the Senate Room (Robertson Hall 608), more details will be provided in class. Students are encouraged to attend this additional event, but there is no formal course obligation to do so.

4.2 Specific feature of this course: cuPortfolio

Students in this course will create an individual cuPortfolio. ePortfolios are already successfully implemented at many other Canadian and international universities as a tool that supports students in documenting, reflecting on and presenting their learning progress and their learning achievements in a particular course, across multiples courses and years, in class, during their time at university and off campus (e.g. potential employers). One of the leaders of Carleton's cuPortfolio pilot, Ms. Allie Davidson (EDC), will provide students in-class with the necessary (hands-on) training and knowledge. Students will be given time during class sessions to regularly update their learning achievements. They will be asked to upload most of their individual assignments (after having received feedback from the course instructor) and results of their group projects (sessions in sections I and II of the course, see schedule), and then collect individually, for themselves, additional resource items (so-called 'artifacts', including, e.g., images, videos, links to newspaper reports) and personal reflections on what they have learnt that are clearly linked to their assignments, to further illustrate their projects and provide additional learning content. The purpose and learning outcome of this assignment is that students will become able to reflect in an informed way on their learning progress and achievements in class and become more active agents in their own self-responsible path of learning.

Towards the end of the course, students are asked to share their cuPortfolios with the other students in class and reflect verbally with the help of their portfolio on their learning process, learning achievements and prospective new research and study interests they have acquired. At the end of the course, each student will have his/her own cuPortfolio. This portfolio can be extended to other courses or individually outside the class room; students can create public links (including a connection to e.g. their already existing 'linked-in' profile) and use their cuPortfolio then to showcase their accomplishments to potential employers, colleagues, friends and family. Some restrictions apply, including copyright-related concerns; information on this will be provided in class (training by EDC and additional advise by the course instructor).

Due to the technology-requirements of cuPortfolio students are encouraged to bring their own laptops to class and use them for the purposes of creating and managing cuPortfolio content, and other purposes including note taking. Facebook'ing, web-surfing, 'twittering', emailing etc. during class – if not clearly related to class assignments and class content – is not permitted. Students engaging in such activities will be asked to leave the classroom. Some students may not own laptops; therefore all class sessions that require computer usage will take place in a computer lab (see schedule). The instructor will help these students by helping them borrow laptops, finding work space and necessary equipment on campus (e.g. borrowing laptops from the library, from IMS/CTS, usage of the university's discovery centre), or offering other accommodations.

4.3 Assignments and Evaluation

This course brings together senior undergraduate and graduate students for a joint and collegial learning process. The assignments for each student group slightly differ; detailed information is provided in this course outline, during the first class (January 5th), and in subsequent class sessions and during office hours.

Each student is expected to attend all sessions and he/she must be prepared to actively participate in each session. Attendance and participation will be checked and noted throughout the term. All required readings and other assigned tasks must be completed prior to each class. Exceptions to this policy will only be made for academic accommodations, for medical reasons or personal emergencies substantiated by official documentation.

4.3.1 At a glance overview

A) Senior Undergraduate Students (EURR 4201A)

- Participation and Attendance – each class meeting – 10%
- Briefing Note (400-600 words, including all references) – individual deadline (see schedule) – 15%
- Class Talk (10-12 min) and 1 discussion question – individual deadline (see schedule) – 20%
- Research Paper (3,500-4,000 words, including all references) – April 6th, before class starts – 35%
- cuPortfolio first assessment – February 9th, before class starts – 5%
- cuPortfolio final assessment – March 16th, before class starts – 15%

Students must complete all evaluative elements to receive a passing grade.

B) Graduate Students (EURR 5201W)

- Participation and Attendance – each class meeting – 10%
- Summary of 1 scholarly article relevant to Class Talk (400-600 words, including all references) – January 26th, before class starts – 10%
- Briefing Note (400-600 words, including all references) – individual deadline (see schedule) – 10%
- Class Talk (15-20 min) and 2 discussion questions – individual deadline (see schedule) – 15%
- Research Paper (5,500-6,500 words, including all references) – April 6th, before class starts – 40%
- cuPortfolio first assessment – February 9th, before class starts – 3%
- cuPortfolio final assessment – March 16th, before class starts – 12%

Students must complete all evaluative elements to receive a passing grade.

4.3.2 Detailed description

There is no final exam for this course. Instead, *senior undergraduate students* are required to: (a) Write two written assignments (one briefing note and one research paper), (b) Give a class talk (and prepare 1 discussion question) and (c) Create an individual cuPortfolio by uploading and expanding learning content. They are also required to do all the required readings, attend all sessions, participate and contribute in class actively, throughout the term. Students must complete all evaluative elements to receive a passing grade. *Graduate students* in this course are required to: (a) Write three written assignments (one summary of a scholarly article relevant to their class talk, one briefing note and one research paper), (b) Give a class talk (and prepare two discussion questions) and (c) Create an individual cuPortfolio by uploading and expanding learning contents. They are also required to do all the required readings, attend all sessions, participate and contribute in class actively, throughout the term. Students must complete all evaluative elements to receive a passing grade.

Attendance and Participation (10% for senior undergraduate students, 10% for graduate students)

- 10% of the final grade is for attendance and participation. Students are expected to attend all classes and to actively engage – to participate in a meaningful and thoughtful way – in all class discussions. Students have to be prepared to discuss all readings, lectures, inputs provided by other students, the instructor and, other facilitators (e.g. EDC instructors, guest speakers). They also have to be prepared to summarize, in class, the key arguments of the assigned readings, lectures and discussions. It is a goal that students will be able to contrast different perspectives and opinions, and respond to the readings, lectures and discussions within the context of the course. There will be group projects, quizzes and other class exercises based on course readings, lectures and other inputs (e.g. guest talks, video clips, newspaper reports, cuPortfolios, other materials).
- It is recommended that students take notes when reading the mandatory texts and during class. This facilitates discussion and individual learning progress. Students will be evaluated on the basis of their active, constant, informed and thoughtful participation in class. Attendance will be taken at every class; missed classes, late arrivals and early departures will not receive full credit for attendance and participation. Exceptions to this policy will only be made for academic accommodations or for medical reasons or personal emergencies substantiated by official documentation.
- Additional information will be provided in class and during office hours.

Graduate students only: Summary of one scholarly article relevant to Class Talk (10% for graduate students)

- In order to facilitate a first grade early on in the course, and with the aim to engage graduate students with the topic of their class talk, briefing note and research paper, all graduate students are required to write a 400-600 words long summary (including all references, footnotes, endnotes etc.) on a scholarly article that is closely related to their individually assigned class talk and research topic. This assignment is due on January 26th, in hardcopy version, in class, before class starts. Cover page should state the topic, the name of the student, his/her student ID number, email address and a word count.
- The evaluation of the summary will be based on: (a) Success in identifying, presenting and assessing relevant information – and – (b) Success in designing a summary that is able to summarize and inform “at a glance” about the main arguments and main pieces of information that can be used for preparing the class talk, accompanying briefing note and subsequent research paper. Additional information will be provided in class and during office hours.
- After receiving feedback and a grade (see schedule), graduate students will upload this summary to their cuPortfolio (see below) and attach to it one additional resource item (e.g. images, videos, links to newspaper reports) and one short personal reflection on this item (50-150 words). This will be evaluated and graded in their cuPortfolio assignment (see below) and facilitate class discussion on our class meeting on March 23rd.

Briefing Note (15% for senior undergraduate students, 10% for graduate students)

- Due at the beginning of class in hardcopy, deadline depending on assignment of class talk (see schedule). Cover page should include the topic, the name of the student, his/her student ID number, email address and a word count.
- Each student will be individually assigned a topic during the first class (January 5th), in exceptional cases, during office hours or in one of the next subsequent class sessions. Once topics are assigned (students can choose topics based off a list of suggested topics prepared by the instructor), students are required to prepare their briefing note independently. The instructor will provide assistance, and for facilitating, personal meetings during office hours or meetings with the instructor via skype are preferred.
- This written assignment should be 400-600 words in length (including all references, foot- and endnotes etc.). Instructions as to how to write the briefing note will be provided in class and through cuLearn. For practical tips see: “How to write a briefing note” – <http://web.uvic.ca/~sdoyle/E302/Notes/WritingBriefingNotes.html>
- With the help of this assignment, students will become familiar with the topic they will convey to other students and discuss during their class talks (see below). The briefing note is also a starting point for their work on their assignment of a research paper (see below). Helpful for writing the briefing note is the literature assigned by the instructor as mandatory readings, his lectures and course discussions. The briefing note – as well as the final research paper – however, require additional reading of scholarly and other sources (e.g. statistics, media reports, internet sources). Own independent research is needed to successfully pass this assignment. Assistance and additional tips (e.g. as regards to sources) are available from the instructor. While *senior undergraduate students* will be provided with some assistance by the course instructor, it is expected that *graduate students* demonstrate more independence in this assignment.
- The briefing note is not meant as a research proposal or ‘rough draft’ for the class talk. Though this is one of the first assignments in the course, it requires careful preparation. Using cuLearn, the instructor will make each briefing note available to all students in class. These notes can be used as a basis for discussion following class talks, during other class discussions or for other assignments and projects. Students should therefore visit cuLearn at least once a week to receive these papers and the most current information pertaining to the scheduling of the course and required readings.
- Briefing notes will be marked along four criteria: (1) Argument, organization and logic: Is the paper presented in a logical and convincing manner?; (2) Research and use of evidence: Does the paper provide an effective overview on the assigned topic?; (3) Does it contain proper footnotes/endnotes and bibliographic style? As all other assignments in this course, this paper should be free of spelling and grammar errors; (4) Communication: Is the paper organized and written as clearly and concisely as possible? Assignments that do not address the assigned topic will be penalized.
- After submitting their briefing notes, students will receive feedback and a grade from the instructor during office hours (see schedule). This feedback is intended to help students in developing their research paper and in revising the briefing note before uploading it to their personal cuPortfolio.

- The evaluation of the briefing paper will be based on: (a) Success in identifying, presenting and assessing relevant information – and – (b) Success in designing a briefing paper that is able to summarize and inform “at a glance” other students about the main arguments presented during the class talk (including “take-home messages”). Additional information will be provided in class and during office hours.
- After receiving feedback and a grade (see schedule), senior undergraduate and graduate students will upload their briefing notes to their personal cuPortfolio (see below) and attach to it one additional resource item (e.g. images, videos, links to newspaper reports) and one short personal reflection on this item (50-150 words). This will be evaluated and graded in their cuPortfolio assignment (see below) and facilitate class discussion on our class meeting on March 23rd.

Class Talk (20% for senior undergraduate students, 15% for graduate students)

- During the first class meeting (January 5th) and, if needed, in subsequent sessions or during office hours, each student will be assigned an individual class talk topic.
- Once class talks are assigned, students are required to prepare their class talks – and the other assignment(s) (briefing note and, in the case of *graduate students*, a summary of a scholarly article, see above) independently. While some more assistance will be provided by the course instructor to *senior undergraduate students*, *graduate students* in this course are expected to demonstrate more independence in this assignment. For preparing briefing notes and class talks (and subsequent research papers), own independent research and personal meetings during office hours or meetings with the instructor via skype are preferred.
- Each student will later also submit a research paper (submission on the last day of the course, April 6th, in hardcopy, in class, before class starts) on this topic following feedback provided by the instructor on his/her previous briefing paper, class talk and summary of one scholarly article (*graduate students only*) (see below and above). Each class is accompanied by a briefing note (to be submitted prior to the session during which the class talk is given, see schedule), shared with all other students; the class talk is also closely related to the cuPortfolio assignments (see below) each student has in this course.
- In addition to the class talk and accompanying each class talk, each *senior undergraduate student* has to prepare one discussion question; each *graduate student* two discussion questions – these discussion questions will facilitate the discussion in class, of each individual class talk on the respective day the class talk is due (see schedule and individual assignment during first class meeting or during office hours).
- The class talks provided by *senior undergraduate students* are 10-12 minutes max. in length – in the case of *graduate students* they are expected to be 15-20 minutes max. in length – and they can be supported by powerpoint, prezi or the use of cuPortfolio or other adequate forms of presentation techniques and tools (using alternatives to powerpoint and prezi are strongly encouraged). Class talks hence are rather short, should be, at the same time, concise, precise and still offer enough detail. They therefore need to be well prepared in advance and should aim to encourage class discussion.
- The class talks prepared and provided by *senior undergraduate students* typically provide a first descriptive overview to the class on: (a) Europe, as the ‘oldest-old continent’ (demographic situation of European states and political salience of demographic change) – and – (b) Europe as a restrictive ‘Fortress’ vs. ‘Area of Mobility’ (migratory trends and political salience of migration and mobility). They take place on January 26th and February 2nd (see schedule). Class talks prepared and provided by *graduate students* in this course (class meetings between February 9th and March 9th) aim to deliver four analytical in-depth studies on: (a) Demographic change and political responses to demographic change – and – (b) International migration and political responses to migratory movements.
- The evaluation of this assignment will be based on: (a) Success in identifying, presenting and assessing relevant information, (b) Effective, succinct and smart communication of this information to the class, and (c) success in generating class discussion (i.e. with the help of the class talk and the prepared discussion question/s). Additional information will be provided in class and during office hours.

Research Paper (35% for senior undergraduate students, 40% for graduate students)

- Due as a hardcopy, in class, before class starts, on April 6th (see schedule). The assignment should carry the topic, the name of the student, his/her student ID number, email address and a word count.
- Based on their briefing note, their class talk, in the case of *graduate students*, also a summary of one scholarly article, and the feedback received from the instructor, students will be required to write a longer research paper (*senior undergraduate students*: 3,500-4,000 words, including all references, foot- and endnotes etc. – *graduate students*: 5,500-6,500 words, including all references foot- and endnotes etc.).
- This paper must reflect the topic that was assigned to the respective student at the beginning of the course (see above). Research papers that do not follow the initial briefing note and the class talk thematically will be penalized.
- The course readings, lectures, discussions in class and the feedback received on the initial ‘briefing note’ provide a good starting point to develop and finalize the research paper. This assignment requires additional research, the study of scholarly sources, and other sources (e.g. statistics, media reports, internet sources). Scholarly sources are academic journal articles, chapters in edited volumes and scholarly monographs.
- The purpose of the research paper is to provide senior undergraduate and graduate students with an opportunity to further analyze the topic discussed in the initial briefing note and discussed as a class talk, and to develop it into a comprehensive, scholarly class paper. It is expected that students engage critically with the existing scholarly literature and what they have learned during the course.
- The research paper will be marked along four criteria: (1) Argument, organization and logic: Is the paper presented in a logical and convincing manner?; (2) Research and use of evidence: Does the paper contain extensive and effective use of available research sources? Does the paper refer to class discussions, class talks and readings? Minimum of 10 sources; (3) Does it contain proper footnotes/endnotes and bibliographic style? As all other assignments in this course, this paper should be free of spelling and grammar errors; (4) Communication: Is the paper organized and written as clearly and concisely as possible? Research papers that do not address the initially assigned topic will be penalized by one letter grade. Additional information will be provided in class and during office hours.

cuPortfolio (20% for senior undergraduate students, 15% for graduate students)

- This assignment will be assessed twice (see schedule). First due date is February 9th (5% of the final grade for *senior undergraduate students*; 3% of the final grade for *graduate students*). Second due date is March 16th (15% of the final grade for *senior undergraduate students*; 12% for *graduate students*). Each time submission is due on the mentioned day, before class, in form of an electronic submission.
- Each student will be trained by a Carleton specialist on how to create and finalize his/her own cuPortfolio – Ms. Allie Davidson, EDC – who will come to class at least twice during the term. Additional training and support will be offered by the course instructor (see additional information provided above, section 4.2).
- Students will be given time during the class sessions to regularly update their learning achievements. Students in this course will be asked to upload the following items/assignments to their cuPortfolio: short biographic note (information provided in class), briefing note, summary of scholarly article (*graduate students only*) and results/summaries of three in-class group projects (see schedule). Before uploading these items, the original assignment (e.g. briefing note) following feedback and following grading can be updated, altered, and then uploaded to cuPortfolio.
- In addition to uploading these items/assignments, students are required to find independently, for themselves, one additional resource item (so-called ‘artifact’, including, e.g. images, videos, links to newspaper reports) that closely relates/’speaks’ to the biographic note, their briefing note, the summary of scholarly article (*graduate students only*) and the results/summaries of three in-class group projects, and a reflection on their class talk and, eventually, the discussions and questions that followed this class talk. Each of these ‘artifacts’ needs to be accompanied by a short personal reflection on this item (50-150 words; why it was uploaded, how it relates to your assignment, what you have learned etc.) when being uploaded to the cuPortfolio. Assistance and information on how to find and upload artifacts and personal reflection notes will be provided during the trainings provided by Ms. Allie Davidson and the course instructor. Together with the original assignments, these artifacts and personal reflections form the personal cuPortfolio of each student that will be evaluated and graded twice during the term (see above). These cuPortfolios will also facilitate class discussion on our class meeting on March 23rd.

- The purpose and learning outcome of this assignment is that students will become enabled to reflect in an informed way on their learning progress and achievements in class and become more active agents in their own self-responsible path of learning.
- More detailed information on cuPortfolio and how the individual cuPortfolio projects will be assessed will be provided during class and office hours.

4.4 General Classroom Etiquette

- Please arrive on time and avoid leaving classes early.
- Refrain from chatting, snickering etc. during classes.
- Refrain from distracting other students. You will be asked to leave the class if you engage in distracting behaviours in class
- Turn off your cell phone at the start of each class and put away your phones during class. You will be asked to leave if seen using your phone
- The use of laptops for class purposes (e.g. note-taking, for class projects, cuPortfolio usage etc.) is encouraged but remains also strictly limited to these purposes (no facebook-checking etc. that distracts other students)

4.5 Policies on Assignments

All assignments in this course should be free of spelling and grammar errors. They must include appropriate citations (endnotes or footnotes) and bibliography. The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences, which are outlined in the Undergraduate Calendar. Also, it is not acceptable to submit the same assignment in two different courses. Students can learn about academic integrity by means of an online training provided through cuLearn (log-on to cuLearn first, then follow this link <https://culearn.carleton.ca/moodle/enrol/index.php?id=36148>, this link will also be posted on the cuLearn page of this course).

Assignments are due as specified in this course outline. They should be submitted in person to the instructor in class, in a printed out hardcopy version, or – explicitly in the case of cuPortfolio assignments – electronically. If this is not possible, use the Political Science drop box located on the 6th floor of the Loeb Building, next to the door of the main department office (B640). Though the course instructor's office is in the same building, students need to submit using the drop box and not his regular mailbox. The Political Science drop box is emptied daily at 4:00 p.m. Papers received after this time will be stamped the following working day and will be assessed a penalty of 2% per day.

Do not submit papers through student colleagues; also, do not submit papers to the staff in the Political Science Office or anyone else in the office. Late papers without a date stamp will be assessed a penalty (2% per day) based on the date the instructor actually receives the paper.

Do not slip assignments under the instructor's office door, do not post them on the office door or place them in his mailbox. Do not submit research proposals and research papers by e-mail or fax.

It is the student's responsibility to ensure that the instructor receives all assignments and it is the student's responsibility to collect the graded assignments in a timely fashion. Students should make a copy of all their assignments before submitting them and are advised to keep all notes and drafts of their work until after the final grade has been assigned and awarded. As regards cuPortfolio-related assignments, students should always keep an electronic copy (e.g. screenshot) of the assignment for their records and in the case of any technical problems.

Assignments are due on the dates specified in the course outline. Late assignments will be subject to a penalty of 2% of the 100% assignment grade per 24 hours (not including weekends). Assignments will not be accepted two weeks after the due date.

Exceptions to this policy will only be made for academic accommodations, as outlined below, or for medical or personal emergencies substantiated by official documentation. If you anticipate a problem with one of the above deadlines, please approach the instructor as soon as you can and well in advance of the assignment due date.

5) Schedule

Section I

05 January: Course Overview and Requirements

- Course overview (topics and organization of course)
- Learning objectives and Learning outcomes
- Requirements and Assignments: Senior Undergraduate and Graduate Students
- Assessment and Feedback
- Information on Class Readings, cuLearn, cuPortfolio and Ares

12 January: The Study of Population Issues and Population Processes

- Fundamentals of Population Studies: Terms, Theories/Concepts and Processes
- Demographic Transition, Demographic Change and Population Aging
- International Migration and Mobility

“Concepts and Theories of Population Studies”

(1) Knox, P. et al. (2013), ‘Geographies of Population’. In: Knox, P. et al. (eds.), *Human Geography. Places and Regions in Global Context*. Fourth Canadian Edition. Pearson: Upper Saddle River, pp. 96-143 (excluding textboxes 3.1, 3.2, 3.3 and 3.4) – ARES (*This detailed and longer text will be revisited in subsequent classes*)

19 January: Current Trends of Demographic Change and Population Aging

- Demographic Transition, Demographic Change and Population Aging
- International Migration and Mobility
- In-Class student projects based on mandatory readings and assigned questions/tasks
- Workshop: Introduction to cuPortfolio; transfer of student findings to individual cuPortfolio (in-class/following class) – Guest instructor: A. Davidson (EDC, Carleton University)

Class takes place in River Building 2311 (computer lab).

Due: Senior undergraduate students who will give class talks on January 26th have to submit a briefing note (in class, hardcopy version, before class starts)

Group 1: “Demographic Transition/Change and Population Aging”

How does demographic change ‘work’ and what are the consequences of demographic change?

(2) Rowland, D. T. (2012), ‘A Silent Revolution’. In: Rowland, D. T., *Population Aging. The Transformation of Societies*. Springer: Dordrecht et al., pp. 3-18 – ARES

(3) Rowland, D. T. (2012), ‘The New Demography’. In: Rowland, D. T., *Population Aging. The Transformation of Societies*. Springer: Dordrecht et al., pp. 19-36 – ARES

Group 2: “Theories of Mobility and Migration”

Why do people migrate; what are the causes and effects of mobility?

(4) Massey, D. S. et al. (1993), ‘Theories of International Migration. A Review and Appraisal’, *Population and Development Review* 19(3): 431-466 – ARES

Group 1+2: “Basics of cuPortfolio”

Introduction to cuPortfolio, How to create a page in cuPortfolio, How to share a page, how to submit a page

(5) Educational Development Centre, Carleton University, *cuPortfolio Support* (Videos with the above mentioned titles), <http://carleton.ca/edc/services/ed-tech/ed-tech-tools/cuportfolio-support/> (*Link provided also via cuLearn*)

Section II

26 January: Overview I: Europe, the ‘Oldest-Old Continent’

- Demographic Change in selected European states (recent developments, current situation, future trends and issues)
- Political Salience of Demographic Change
- Class talks (senior undergraduate students) on individually assigned topics
- In-Class student projects based on mandatory readings and assigned questions/tasks
- Transfer of findings to cuPortfolio (in-class/following class)

Class takes place in River Building 2311 (computer lab).

Due: Senior undergraduate students who will give class talks on February 2nd have to submit a briefing note (in class, hardcopy version, before class starts).

Due: Graduate students have to submit their preparatory class talk assignment (in class, hardcopy version, before class starts).

Senior undergraduate students who have provided a briefing note last week will be provided with feedback and a first grade during office hours.

“Demographic situation and trends in selected European countries”

(6) Rau, R. et al. (2013), ‘Europe, the Oldest-Old Continent’. In: Neyer, G. et al. (eds.), *The Demography of Europe*. Springer: Dordrecht et al., pp. 119-137 – ARES

(7) Hungarian Presidency of the Council of the European Union (2011), ‘The Demographic Landscape of Europe: Projections and Analysis’. In: Hungarian Presidency of the Council of the European Union (ed.), *The Impact of European Demographic Trends on Regional and Urban Development*. Ministry of Interior Hungary: Budapest, pp. 21-35 – ARES

02 February: Overview II: Europe, the ‘Fortress’ vs. the ‘Area of Mobility’

- Migration as a challenge for state sovereignty (in the case of the EU)
- European integration in the field of migration, asylum and borders
- The thesis of ‘fortress Europe’ and the struggle of third country nationals to reach Europe (Political salience of immigration and cross-border mobility)
- Class talks (senior undergraduate students) on individually assigned topics
- In-Class student projects based on mandatory readings and assigned questions/tasks
- Transfer of findings to cuPortfolio (in-class/following class)

Class takes place in River Building 2311 (computer lab).

Due: Graduate students who will give class talks on February 9th have to submit a briefing note (in class, hardcopy version, before class starts)

Senior undergraduate students who have provided a briefing note last week will be provided with feedback and a first grade during office hours.

Graduate students who have provided a preparatory class talk assignment last week will be provided with feedback and a first grade during office hours.

Group 1: “State Sovereignty and International Migration (in the case of the EU)”

Political salience of migration. How migration became an issue for the European Union

(8) Hollifield, J. F./Wong, T. K. (2015), ‘The Politics of International Migration. “How Can We Bring the State Back In?’. In: Brettell, C. B./Hollifield, J. F. (eds.), *Migration Theory: Talking Across Disciplines*. 3rd edition. Routledge: New York and Milton Park, pp. 227-288 – ARES

(9) Geddes, A. (2014), ‘The European Union. Supranational Governance and the Remaking of European Migration Policy and Politics’. In: Hollifield, J. F. et al. (eds.), *Controlling Immigration. A Global Perspective*. Third Edition. Stanford University Press: Stanford, pp. 433-451 – ARES

Group 2: “The critique of ‘Fortress Europe’”

Anti-migration measures and the EU’s ‘Mediterranean graveyard’

(10) Walters, W. (2012), ‘Imagined Migration World. The European Union’s Anti-Illegal Immigration Discourse’. In: Geiger, M./Pécoud, A. (eds.), *The Politics of International Migration Management*. Palgrave Macmillan: Basingstoke et al., 73-95 – ARES

(11) den Hertog, L. (2012), *Two Boats in the Mediterranean and their Unfortunate Encounters with Europe’s Policies towards People on the Move*. Centre for European Policy Studies (CEPS): Brussels – ARES

Section III

09 February: In-Depth Studies: Demographic Change – Political Responses

- Current situation in selected EU/European and neighbouring states
- Political attempts to find an answer to pressing challenges of declining and aging populations
- Class talks (graduate students) on individually assigned topics

Due: Graduate students who will give class talks on February 23rd have to submit a briefing note by February 13th (before winter break) (hardcopy version, information as how to submit will be provided by instructor)

Due: All students have to submit their preliminary cuPortfolio, they will be provided with feedback and a grade within the next two weeks (electronic submission, before class starts, information as how to submit will be provided by instructor).

Graduate students who have provided a briefing note last week will be provided with feedback and a grade during office hours.

“Demographic trends in EU and neighbouring states – Policy responses”

(12) Van Der Gaag, N. /de Beer, J. (2014), ‘From Demographic Dividend to Demographic Burden: The Impact of Population Ageing on Economic Growth in Europe, *Tijdschrift voor economische en sociale geografie* – ARES

(13) Laux, H. (2012), ‘Demographic Change in Germany. Processes, Causes, Challenges’, *Geographische Rundschau* Special Ed, pp. 33-39 – ARES

(14) Eberstadt, N. (2011), ‘The Dying Bear. Russia’s Demographic Disaster’, *Foreign Affairs* 90 (6): 95-108 – ARES

16 February: No class today (winter break)

23 February: In-Depth Studies: International Migration – Political Responses (I)

- International migration into the EU and the challenge to regulate these flows
- Presence of international migrants within the European Union – Efforts of Integration
- Migration between EU member states
- Class talks (graduate students) on individually assigned topics

Due: Graduate students who will give class talks on March 2nd have to submit a briefing note (in class, hardcopy version, before class starts).

Graduate students who have provided a briefing note last week will be provided with feedback and a grade during office hours.

Students can receive feedback and a grade for their preliminary cuPortfolio.

“International migration and the diversification of flows (regarding Europe):

(15) Castles, S. et al. (2014), ‘Introduction’. In: Castles, S. et al. (eds.), *The Age of Migration. International Population Movements in the Modern World*. Fifth Edition. The Guilford Pres: New York and London, pp. 1-24 – ARES

(16) Castles, S. et al. (2014), ‘Migration in Europe since 1945’. In: Castles, S. et al. (eds.), *The Age of Migration. International Population Movements in the Modern World*. Fifth Edition. The Guilford Pres: New York and London, pp. 102-125 – ARES

(17) Bijak, J./Kupiszewski, M. (2013), ‘International Migration Trends in Europe Prior to 2002’. In: Kupiszewski, M. (ed.), *International Migration and the Future of Populations and Labour Force Resources in Europe*. Springer: Dordrecht et al., pp. 57-74 – ARES

02 March: In-Depth Studies: International Migration – Political Responses (II)

- European integration in the field of Migration, asylum and border management
- National prerogatives and dominance vs. harmonized and common policies
- Class talks (graduate students) on individually assigned topics

Due: Graduate students who will give class talks on March 9th have to submit a briefing note (in class, hardcopy version, before class starts)

Graduate students who have provided a briefing note last week will be provided with feedback and a grade during office hours.

“The project of a common EU policy on migration, asylum and borders”

(18) Guiraudon, V. (2000), ‘European Integration and Migration Policy: Vertical Policy-Making as Venue-Shopping’. *Journal of Common Market Studies* 38 (2): 251-271 – ARES

(19) Kicinger, A. (2013), ‘Migration Policy from the European Perspective: A Primer for Forecasters’. In: Kupiszewski, M. (ed.), *International Migration and the Future of Populations and Labour Force Resources in Europe*. Springer: Dordrecht et al., pp. 7-33.

(20) Bendel, P. (2014), *The Common European Asylum System: Achievements, Failures, Outlooks and Policy Learning for the EU and Canada*. Canada-Europe Transatlantic Dialogue (CETA) Policy Brief – ARES

09 March: In-Depth Studies: International Migration – Political Responses (III)

- Externalization and exterritorialization in the field of EU migration policy
- EU policy interventions in countries of origin/transit
- Class talks (graduate students) on individually assigned topics
- Workshop: Final touches to your cuPortfolio – Guest instructor: A. Davidson (EDC, Carleton University)

Class takes place in River Building 2311 (computer lab).

Graduate students who have provided a briefing note last week will be provided with feedback and a grade during office hours.

“Externalization and Exterritorialization of migration control, asylum, borders”

(21) Lavenex, S. (2006), ‘Shifting Up and Out: The Foreign Policy of European Immigration Control’, *West European Politics* 29 (2): 329-350 – ARES

(22) Geiger, M. (2014), ‘The Production of a Safe Neighborhood and the Disciplining of International Mobility’. In: Walton-Roberts, M./Hennebry, J. (eds.), *Territoriality and Migration in the E.U. Neighbourhood. Spilling over the Wall*. Springer: Dordrecht et al., pp. 225-243 – ARES

(23) Korneev, O. (2014), ‘Exchanging Knowledge, Enhancing Capacities, Developing Mechanisms: IOM’s Role in the Implementation of the EU-Russia Readmission Agreement’, *Journal of Ethnic and Migration Studies* 40 (6): 888-904 – ARES

Section IV

16 March: Population Decline, Population Aging – Replacement Migration as a Solution?

- Synopsis of trends and political responses
- Concept and idea of ‘Replacement Migration’
- Situation in source countries

Due: All students have to submit their finalized cuPortfolio. These cuPortfolios, following a quick check by the instructor, are shared with the group and become assigned mandatory reading for next week’s class (electronic submission, before class starts, information as how to submit will be provided by instructor).

“Replacement migration”

(24) Saczuk, K. (2013), ‘Development and Critique of the Concept of Replacement Migration’. In: Kupiszewski, M. (ed.), *International Migration and the Future of Populations and Labour Force Resources in Europe*. Springer: Dordrecht et al., pp. 233-242.

“Demographic situation in current source countries – Sources in the future?”

(25) Baldwin-Edwards, M. (2006), “Between a Rock & a Hard Place”: North Africa as a Region of Emigration, Immigration & Transit Migration’, *Review of African Political Economy* 108: 311-324 – ARES

(26) Fargues, P. (2011), ‘International Migration and the Demographic Transition: A Two-Way Interaction’, *International Migration Review* 45(3): 588-614 – ARES

19 March: Demographic change and migration in Germany and Europe

- Guest talk at Carleton University, Prof. em. Hans-Dieter Laux, University of Bonn, Germany).
 - Attendance for students in this course is **voluntary**, guest talk does **not** form official part of this course
 - Venue: Senate Room, Robertson Hall 608. Please make sure you arrive on time.

23 March: Presentation of Student Summaries

- Students present their cuPortfolios, engage with the other students in class, talk about their assignments, learning results and research interests

Class takes place in River Building 2311 (computer lab).

Mandatory readings

(27) All student cuPortfolios

30 March: Global Discussions on Demographic Change and Migration

- Discourses of innovative migration (and population) management at the global level
- Critical reflection on international conferences and global policy projects

“Critique of demographic discourses”

(28) Lam, D. (2011), ‘How the World Survived the Population Bomb: Lessons From 50 Years of Extraordinary Demographic History’, *Demography* 48 (4): 1231-1262 – ARES

“Success and failure of migration policies”

(29) Castles, S. (2004), ‘The Factors that Make and Unmake Migration Policies’, *International Migration Review* 38 (3): 852-884 – ARES

06 April: Conclusions – Migration and Demographic Change in Europe

- What we have learned and discussed
- Remaining questions and future challenges

Due: All students have to submit their Research Paper (in class, hardcopy version, before class starts)

Academic Accommodations

The Paul Merton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your ***Letter of Accommodation*** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of “F” for the course.

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb (Department of Political Science). Assignments will be retrieved every business day at **4 p.m.**, stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail.

Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Grades: Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available ONLY if the student is in good standing in the course.

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to the EURUS website is the official course outline.