

Carleton University
Migration and Diaspora Studies
Arthur C. Kroeger College of Public Affairs

MGDS4900/5900A/GINS 4090C

Special Topics in Migration & Diaspora Studies: Migration Policymaking

Fall Term: September 9th to December 11th, 2026

Instructor: Zainab Amery

Class Time: Mondays from 11:35-14:25

Virtual Office Hours: (TBD) when arranged.

Email: Zainab.Amery@Carleton.ca

Please allow 24 hours for responses during the week.

Course Description:

Canada currently accepts more than 450,000 new immigrants a year, one of the highest rates per population of any country in the world. As of 2023, there were more than eight million immigrants, roughly 23 percent of the total permanent resident population in Canada (Statistic Canada 2023). That number is expected to grow by 2041 with migration numbers under the current *Immigration Levels Plan for 2022-2024* welcoming a planned 431,645 permanent residents in 2022, 447,055 last in 2023, and an expected 451,000 this year. By 2041, in Toronto, four out of five residents are expected to have been either born in another country themselves or be the children of immigrants. Statistics Canada predicts the Canadian population will reach 47.7 million in 2041, and 25 million of them will be immigrants or children of immigrants born in Canada and will account for 52.4 per cent of the total population (2022)¹. Just as important, they will be members of racialized groups from Africa and Asia making Canada one of the most diverse Western countries. With a plummeting population growth rate, Canada like other Western countries, is highly dependent on immigration for our future economic sustainability. At the same time, the politics of migration and migration policy appear to be more controversial than they have been since prior to the pre-WWII period. Critics of immigration argue that newcomers endanger economic prosperity by dependency on social welfare services, hinder social cohesion, strain international alliances and threaten our democratic traditions. In some cases, conflicts over immigration debates have been used to justify the overhaul of political institutions. Some like Emmanuel Comte suggests immigration was responsible for Brexit and the end of the UK's inclusion in the EU, pointing to UKIP leader Nigel Farage's statement "We have to, in this campaign, make people understand that EU membership and uncontrolled immigration are synonymous with each other" (29 April 2016).

In the first half of the course, we will consider policy making, specifically *migration policies*, that govern who may migrate and be included in the nation state as well as who are to be excluded. We will consider the history of migration policies, why humans migrate across national borders, for who and how migrate policies are made, the ethics that govern policy decisions, the construction and militarization of borders, the management of labor migration and immigrant admissions/exclusion in Canada and globally through a comparative approach.

In second half of the course, we will focus on the politics and policies of *immigrant integration*, examining the major debates around the reception and integration of immigrants into host societies and what some of the challenges to successful integration are. We will look at policies that address citizenship rights, voting rights, healthcare, education and language integration policies. What are some of the public

¹ Statistics Canada. (2022, September 8). Canada in 2041: A larger, more diverse population with greater differences between regions. *The Daily*. <https://www150.statcan.gc.ca/n1/daily-quotidien/220908/dq220908a-eng.htm>

accommodations immigrants and refugees need and what kinds of accommodations do or don't governments provide. We will also discuss how government policies can help promote immigrant integration or inhibit it.

This course starts from the premise that immigrant policy is never primarily simply about the inclusion or exclusion of immigrants. Though political debates are often framed around migration policy, the primary goal of this course is to provide students with a comprehensive understanding of how policies are made, the interconnectedness of international migration policymaking with other economic and social policies, the influences on policies and the multifaceted challenges that policy makers encounter in the field. These include economics where migration can significantly influence labor markets, productivity, and overall growth; and social well-being which could potentially influence or alter social cohesion and integration through the housing, education and healthcare sectors. Furthermore, international migration has profound effects on both domestic and international politics. It shapes policy debates, influences electoral outcomes, and affects foreign and diplomatic relations between nations. Immigration policy models have occurred globally where countries like Canada, the United States and members of the European Union have imposed systems of border control on other countries such as the safe third country agreement, directly or by making trade and aid conditional on forcing Southern nations to abide by desired immigration policy mechanisms such as in the case of countries such as Mexico, Turkey, and Rwanda. Thus, migration policies influence nearly all areas of state policymaking.

This course combines lectures, reading, discussion and group work to allow students to develop an understanding of concepts, theories, and data related to the politics of immigration and integration policymaking.

Course Learning Objectives:

Through a combination of, literary texts, visual mediums and individual presentations and research, students will

1. **acquire** a working knowledge of the interdisciplinary scholarship on historical migration, settlement and, integration policies in Canada;
2. **understand** and discuss the relationship between migration policy, governance and management.
3. **identify** core migration policy areas, stakeholders and beneficiaries
4. identify the stages of policy making;
5. **recognize** the importance of collaboration among national government institutions, civil society and the private sector for effective policy outcomes;
6. **develop** an understanding of the interplay between policy, migration and the influences of ethnographic experiences in contributing to transnational and diasporic identities; and
7. **present** analysis, both orally and through written assignments.

Course Structure and Methods

The course will be conducted in class during the scheduled course time. As this is a weekly seminar, it is expected that students will be present for the duration of each session. Students may miss one session without explanation. Further unexcused absences may result in a lower participation grade. Students are expected to log into Brightspace and their email regularly to check for announcements, activities, and assignment information and updates. Announcements will be posted to the course Brightspace whenever necessary. If there is any other information, thought to be important, it will be sent to the student's Carleton email address.

It is the student's responsibility to check their email regularly. Students having trouble with this course or its material, should contact Instructor via email as soon as possible to discuss any issues and arrange an appointment. Any changes to the delivery of the course, the content or speakers will be done in consultation with the students where possible and posted on the course website. Class activities are designed to build on each other. All assignments should be submitted through Brightspace in **Microsoft Word unless there is a problem.**

Active participation and completion of all coursework is required in this course for students to be successful. It will have a combination of lectures, films, and presentations. It requires reading, critical thinking, and active participation. There will be approximately 40-50 pages of required reading for each 3-hour class. Students are expected to have read the material in advance and come prepared with thoughtful insights and questions related to the topic under discussion and be prepared to ask questions and participate in discussion.

Computer Technology Requirements: Students will need a smartphone, tablet, or laptop. Some of the documents in this course will be available in PDF form. If students do not have Adobe Acrobat Reader software on their device, they should ensure it is downloaded before the start of the course.

Computer Help: Students who have computer hardware and/or software problems, can contact IT Services for any assistance with technology issues at: call ITS Service Desk at 613-520-3700 or email ITS Service Desk at its.service.desk@carleton.ca. Unfortunately, computer issues cannot be resolved by me (I wish). I am NOT a computer technician, nor am I an expert on most software.

Reading (s)/Textbook (s):

All course readings are available in Brightspace through **Library Reserves/ ARES**. Readings have been selected by the course instructor and compiled using online sources (noted by the hyperlinks), library journal sources (Access online) and PDFs. If the link disappears, please notify me immediately as I maintain copies of all the materials and can make them readily available. Please note that I reserve the right to make changes, should it be necessary, in consultation with the class. As this is an online course, it is important to keep up with the readings. **Students are not required to purchase textbooks or other learning materials for this course unless they chose to.**

Course Requirements & Methods of Evaluation:

Assignment	Weight	Due Date and Specifics
Research proposal and annotated bibliography	15%	2 pages double spaced, font 12, along with an annotated bibliography which must use 3 sources (max 4 pages plus title page and references. Due October 23 rd , 2026 @ 11:59 pm.
Policy Brief	20%	3-4 pages with a title page font 12, double spaced Due on November 16 th @ 11:59 pm
Seminar Reading presentation	15%	Individual readings to be assigned during the 1 st class. An outline should be submitted with three questions the evening before your presentation .
Participation	10%	Attendance at 10 seminar presentations and participation
Final Paper	40%	Due December 13 th , 2026, @ 11:59 pm in the Brightspace dropbox
Total Grade	100%	

Evaluative Specifics

1. **Weekly participation – 10 %**

This is a graduate-level seminar and relies heavily on in-class participation. Students should attend class ready to discuss the reading assigned for that class meeting. Participation can include providing personal insight to the material, outside articles, current events, or responding to peers. However, participation should always include deep engagement with the arguments, theories, and connections between the assigned readings. Though some students may be uncomfortable speaking in class, the success of the class lies in the participatory nature of all individuals. Consequently, the most stimulating discussions will happen when students complete the assigned readings, come prepared to participate and not just listen as the class and I benefit from hearing a wide range of perspectives. If you are a frequent contributor to class discussion, I urge you to be considerate of your classmates and provide opportunities for all to speak.

2. **Proposal and Annotated Bibliography: 15% due Friday, October 23rd at 11:59 pm**

The proposal is an opportunity for you to engage your final paper essay topic and for me to offer insight, direction, and encouragement. Remember that a proposal is not the final project, but rather a starting point, a work in progress or a framework, so to speak. It is important that you present a strong vision of what you intend to explore with your final essay, but you need not have worked out all the problems, details and nuances of your argument.

Students are to prepare a proposal that is **no more than 2 pages long** (12-point font, double-spaced), and should include a brief discussion of your main argument “what question are you answering” and the supporting critiques and evidence you will be using for your position. You may find that this plan needs to change, as you read further and as you write the final paper. This is acceptable, however if you are

concerned about this, please feel free to make an appointment to discuss it with me before you hand it in. ***This is not an outline. You must use paragraph form and proper citations.*** This evaluative component is directly related to your paper.

You will also be required to put together a tentative annotated bibliography of **three (3) referenced materials** that you intend to use for your final paper from **outside the course syllabus**. For each reference, you need to provide the full bibliographic citation for the work in question and a brief description. This description should be approximately 75-100 words long. Proposals and annotated bibliography not handed in on time will be **penalized at a rate of 5% per day, unless** you have a valid reason and/or you have spoken with me in advance.

3. Policy Brief Note Assignment – 20% Due Nov.16th @ 11:59

Please select a policy instrument that you are interested in researching and making recommendations about. You will prepare a 3–4-page **briefing note to a hypothetical Minister on migration on a topic of your choice**. Some examples might be:

- Increased funding for Labour market training programs
- Digitization of immigrant application models due to application backlogs
- Asylum applications taking too long to process
- Unaffordability of housing for new refugee
- Pause on sponsoring parents and grandparents to Canada
- How to respond to racialized immigrant selection in a specific embassy
- Labour market shortages amid housing costs and shortages
- How to respond to a backlog in applications at a specific embassy
- A rise in anti-immigration sentiments against foreign Labour hires
- How to incorporate AI into immigration selection models
- Deportation of asylum seekers who have been here for seven years or more
- Undocumented children

Your briefing note should answer the following questions:

- a. What is the policy measure that you want to analyze? Identify the measure and provide a description.
- b. Why is this policy measure significant? Explain why you would like to consider this policy measure through research and analysis including historical and empirical data.
- c. What consequences or impacts concern you most? What will the impacts be on immigrant and non-immigrant groups?
- d. What is your advice and recommendations on how the Minister should respond to the policy issue at hand? In outlining changes, you will have to make a case for it to the Minister and other potential departments politically or bureaucratically so keep this in mind.

Please write clearly and concisely. Submit your briefing note with a title page and references in APA format font 12.

4. Seminar Presentation Discussion Leader - 15 %

Throughout weeks 2-12 students will be responsible for presenting one of the readings throughout the term, including raising questions and leading a discussion. Students are encouraged to discuss the readings and their seminar format with the instructor the week before their presentations, if they have any questions.

Weekly discussion leaders will submit a PowerPoint presentation and discussion outline on the assigned reading and present a brief review of the reading. The discussion outline should be no more than two pages double, spaced and should synthesize the assigned reading. It should be a minimum of three open-ended questions to examine within the seminar. Examples of these questions could be locating major theoretical questions, substantive or methodological innovations or controversies, or weaknesses and/or strengths of the article and/or methodology. The outline should be submitted to the instructor to post the day before class by 11:59 pm.

Attention should be paid to the key concepts and terms identified for each week's readings including the following:

- A summary of the main argument – including analytical, theoretical, and methodological foundations.
- What is the principal theme of the paper?
- How convincing is the main argument? What insights does it provide and what are its limitations (look for contradictions, bias, oversights)? What are the strengths and weaknesses of the arguments presented?
- Does the reading challenge or reproduce, contradict or elaborate on assumptions within the context of that week's subject matter?
- What are the issues that the reading is trying to address?
- What questions, concerns or insights did you have when you read the article?
- Why is the author writing in this way or about this topic? What does their argument tell you about the positioning of the author?

The presentation should be a 10–15-minute PowerPoint presentation. You may use another presentation platform of your choice if you prefer. Strong presentations will begin with identifying the theme for the week in the form of a thematic overview of their selected reading.

5. Final Paper (40 %) – December 13th @ 11:59 pm

You will be responsible for handing in a final scholarly paper on a topic related to the course content based on your initial proposal. Ideally, the topic should be the same as the proposal that was submitted earlier in the term. Should you decide to research a different topic, please discuss it with me in advance. The specifics are as follows:

The final term essay is **to be submitted online through BRIGHTSPACE by 11:59 pm on December 13th 2026.** It must have a **title page that includes the course name, my name, your name, and student number.** *You are expected to keep a copy of your essay in case of a problem opening it.* Essays submitted after the due date will be docked **5%** per day and this includes weekends, unless you have a good reason for being late and/or an extension has been granted at least three days in advance.

Form and Style

Your research paper should be **(12-14 pages for undergraduate students; 14-16 pages for graduate students)**. double-spaced (not including cover page, headings, and references), with regular margins **(1" on each side and 1" top and bottom)** set up) and **12 point type**. Please don't add extra space between paragraphs (this means that you will have to indicate paragraphs by indenting the first line), **please number the essay's pages**. The paper will have **5%** deducted for each page (pro-rated) that falls below the minimum required.

Referencing and citation style

Your paper will also be evaluated for proper in text citations, and references. **Please utilize APA Referencing and Citation Style**. If you are citing electronic sources, you should consult style guides pertaining to this, including those which can be found online at the Carleton University Library homepage. **APA style requires dates and page or paragraph numbers for direct quotes**. Dalhousie University offers a quick PDF manual that can be found at https://libraries.dal.ca/content/dam/dalhousie/pdf/library/Style_Guides/apa_style6.pdf

Evaluation

The paper will be evaluated with regards to **CONTENT, ORGANIZATION and STYLE**.

Content includes *description* (identification and clear presentation of the main points) and *analysis* (indicating key concepts and crucial arguments, evaluating contending arguments, making your own argument, and providing supporting evidence and reasons for your argument). **Please note that you must examine contending positions and address those arguments that would challenge your own position.**

Organization includes an introduction with a *clear statement of purpose* (the problem you are addressing) that includes a thesis statement or a particular question to be debated, the body of the essay with a logical progression of points, and a conclusion synthesizing the arguments made throughout the paper. Your paper will also be evaluated for citation style and bibliography. *Please utilize APA citation styles*. If you are citing electronic sources, you should consult style guides pertaining to this, including those which can be found online at the Carleton University Library homepage. APA style requires dates and page or paragraph numbers for direct quotes.

The essay must cite **at least three (3) different academic sources** besides **(3) readings** contained in the course syllabus, and they must be used in a substantial rather than superficial, token manner. **5 % will be deducted for each source short of the minimum required**. **You may use Internet-based sources in addition to the academic and course sources, but these must be credible, well researched, and identify the sources of the information they present but not in place of academic sources.** Other sources such as videos, films, etc. are acceptable, as are web resources. Please be aware that many web resources are insufficiently reliable to be used as an academic resource – so choose your web references carefully. **PLEASE NOTE: I DO NOT ACCEPT WIKIPEDIA AS A REFERENCE.** If you like something on Wikipedia, go to the original source.

A rubric will be posted online for evaluation in advance of submission.

Course Requirements & Methods of Evaluation:

Completion of Work:

Deadlines are final, although leeway will be given for extraordinary circumstances (medical documentation is required for illness). Except in the case of an exceptional documented emergency, no extensions will be granted in the 24 hours before an assignment is due. All requests for extensions should be made to the instructor.

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Statement on Class Conduct

This class will be conducted in an open and supportive manner. You will be entertaining new and sometimes difficult, uncomfortable or perhaps threatening concepts and ideas. Please be respectful others in the classroom and expect the same respect from your classmates. The classroom allows us the privilege of learning and challenging norms and ideas, as long as you can support your position, it will be considered a valid position! The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton Grades

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

Please see the Undergraduate Calendar for information concerning course evaluation. In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course	DEF = Deferred	

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and

Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline) and briefly below.

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

For students with disabilities: The Paul Menton 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 pregnancy: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

For religious obligations: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details. <https://i.carleton.ca/provost/2024/duty-to-accommodate-religious-and-creed-based-observances/>

For survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

For student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Student Mental Health

"As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>"

Here is a list that may be helpful:

Emergency Resources (on and off campus)

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

Academic Integrity Standards

Carleton's [Academic Integrity Policy](#) is an essential element of a productive and successful career as a student. **Carleton's Academic Integrity Policy** addresses academic integrity violations, including plagiarism, co-operation and collaboration, misrepresentation, impersonation, withholding of records, disruption of classroom activities, periods of instruction, or Examinations, improper access to and/or dissemination of information, the violation of test and examination rules and the violation of the standards of academic integrity. Students are required to familiarize themselves with the university's academic integrity rules.

Co-operation and Collaboration

Cooperation and collaboration are important part of the classroom learning environment. Carleton encourages students to benefit from each other. However, this should not take place with activities designated by the instructor as individual activities (For example tests). For group work where students are expected to work in groups to complete a course requirement as a group, this is not considered to be a violation of the academic integrity policy.

Submission of the same work

Submitting the same assignment in two or more different courses is unacceptable. If you are using something you wrote in another class, you must cite it and make me aware of it.

Generative Artificial Intelligence

“As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course”.

The use of GAI is different in each individual course. In this course the intention of graded assignments is to ensure you develop the fundamental skills and knowledge required to meet the learning objectives laid out for this course and/or its assignments. Consequently, the use GAI tools to generate a graded assignment for a student, is not permissible and will be considered an academic integrity offence. This includes but is not limited to essays, presentations, book reviews etc.

Students may use generative AI for ungraded classroom activities such as brainstorming ideas for a paper, finding resources, to help develop an outline for your work and/or to contribute to your understanding of course materials. If you are unsure of your use, please consult me. However, be aware of the following:

- Generative AI tools can replicate and perpetuate existing biases (e.g., racist, sexist beliefs), toxic speech patterns (Bolukbasi et al., 2016; Welbl et al., 2021), or specific worldviews (Bender et al., 2021).
- Generative AI tools are not regulated,
- Some of the more sophisticated tools require one to pay for use. Consequently, providing inequitable access for those who can afford it.

Students can also access resources related to citing Generative AI on the [MacOdrum Library website](#). Additional resources are also available on Carleton’s [Artificial Intelligence Hub](#).

Plagiarism

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment.
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

Course Sharing Websites and Copyrights

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes, student discussion or seminar presentation and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time, and the risks of new variants and outbreaks are very real. There are several actions you can take to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Respect in the classroom

All students are expected to treat all members of the course with respect and always understanding. Students are reminded that all members of the Carleton University community have a right to a learning, teaching, working and living environment that is free of discrimination and harassment as prohibited under the Ontario Human Rights Code.

Carleton University aims to create a climate of mutual respect and understanding of the dignity and worth of each University Community member. All students are advised to read and understand the University policies that provide details on this responsibility and the consequences of not upholding these standards:

Carleton University, Human Rights Policy:

<https://carleton.ca/secretariat/wp-content/uploads/Human-Rights-Policy-and-Procedures-2025.pdf>

Carleton University, Student Rights and Responsibilities Policy:

<https://carleton.ca/secretariat/wp-content/uploads/Students-Rights-and-Responsibilities-Policy.pdf>

Diversity, Inclusion and a Welcoming Classroom:

This class will be conducted in an open and supportive manner where the diversity of students' backgrounds and perspectives is viewed as a resource in the classroom. Diversity refers to the various ways that we identify ourselves, including but not limited to race, color, religion, ethnicity, language, gender identity, sex, disability, age, sexual orientation, creed, ancestry, and our beliefs. From the onset we acknowledge differences, oppression and marginalization and we hope to establish a safe, more inclusive environment to discuss sometimes new and \difficult, uncomfortable, or perhaps threatening concepts and ideas. Please be respectful of others in the classroom and expect the same respect from your classmates. The classroom allows us the privilege of learning and challenging norms and ideas. If you can support your position, it will be considered a valid position!

Land Acknowledgement:

The instructor acknowledges the location of Carleton University campus on the traditional, unceded territories of the Algonquin nation. We acknowledge our responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Important Dates for 2026-27

Date	Notes
September 2	Deadline for course outlines to be made available to students for Early Fall, Full Fall and Fall/Winter courses
September 18-20	Deferred Exam Period: Full summer and late summer term deferred final examinations.
October 26	Deadline for course outlines to be made available to students for Late Fall courses.
October 26-30	Fall Break: No classes will take place. Students cannot be required to attend class or submit coursework from Sunday, October 25 to Sunday, November 1. The following exceptions may apply: If it is necessary to hold a test after Friday, October 23 due to exceptional circumstances, it can only be scheduled on Saturday, October 24. <i>This timing must be announced on the course outline that is distributed at the beginning of the term.</i>
October 31- Nov. 1 and 7-8	Final examinations in early fall undergraduate courses will be held.
November 11	Remembrance Day is on Wednesday, November 11. As much as possible, course instructors are asked to allow for a moment of silence for personal reflection at 11 a.m. in accordance with Senate policy .
November 20-22	Early fall undergraduate deferred final examinations will be held.
November 27	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period.
December 12-23	Final examinations in Full Fall and Late Fall courses and mid-term examinations in Fall/Winter courses will be held. Examinations are normally held all seven days of the week.
December 23	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 30	Deadline for course outlines to be made available to students for Early Winter and Full Winter courses.
January 22-24; January 29-31	Full fall and late fall term deferred final examinations will be held.

February 15-19	Winter Break: No classes will take place. Students cannot be required to attend class or submit coursework from Sunday, February 14 to Sunday, February 21. The following exceptions may apply: If it is necessary to hold a test after Friday, February 12, it can only be scheduled on Saturday, February 13. This timing must be announced on the course outline that is distributed at the beginning of the term.
February 18	Deadline for course outlines to be made available to students registered for Late Winter courses.
February 27-28, March 6-7	Final exams for Early Winter undergraduate courses will be held.
March 19-21 March 25	Early Winter term undergraduate deferred final examinations will be held. Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period.
April 11-23	Final examinations in Full Winter, Late Winter, and Fall/Winter courses will be held. Examinations are normally held all seven days of the week.

Schedule of Classes & Readings

Reading Schedule

Resources have been selected by the course instructor and compiled using online sources (noted by the hyperlinks), library journal sources (Access online), PDFs and reserved materials in the Carleton library. They will be posted on **Ares** though the library on our Brightspace website. They serve to provide additional sources for you, should you be interested in more information on a particular topic. It is not anticipated there will be any additional costs associated with the course.

Here are some general suggestions of what to keep in mind when reading an article:

- Isolate the central argument(s) presented in the article.
 - Identify the main points made in building the argument.
 - Discern what evidence the author has provided to support their argument.
 - Take note of what you find in the article to be particularly important, compelling, surprising, disturbing, etc.
 - Evaluate the logic of the argument and the quality and adequacy of the of the evidence.
 - Determine whether the article contains inconsistent or conflicting information; assess the author's argument relative to alternative positions you're familiar with.
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Lecture date	Course Theme	Readings	Due Dates
F1 Sept.14	Introduction to the course. What is migration? What is policy? Who are the migrants?	Banerjee, R. , Alboim, N., Anna Triandafyllidou, A., and Georgiana., M. (June 2025). <i>Canada's Long-Standing Openness to Immigration Comes Under Pressure</i>. Migration Policy Institute. https://www.migrationpolicy.org/article/canada-immigration-policy-inflection-point. De Haas, Hein, Katharina Natter, and Simona Vezzoli. 2018. "Growing Restrictiveness or Changing Selection? The Nature and Evolution of Migration Policies." <i>International Migration Review</i> 5 (2): 324–367. Hollifield, J. F., Martin, P. L., Orrenius, P. M., & Héran, F. (Eds.). (2022). <i>Controlling immigration: A comparative perspective</i>, fourth edition. Stanford University Press. Introduction Samy, Y., Duncan, H., & Palmer, M. (2020). Introduction. In <i>International Affairs and Canadian Migration Policy</i> (pp. 1–12). Springer International Publishing. https://doi.org/10.1007/978-3-030-46754-8_1 Optional Recommended Readings Canadian Government Policy Cycle, Government of Canada https://library.carleton.ca/guides/subject/canadian-government-policy-cycle Esses, Victoria M ; Abelson, Donald E. (2017). Introduction Twenty-First-Century Immigration to North America and Overview of Immigration Policy in Canada and the United States. (2017).	Seminar topics to be assigned

		In <i>Twenty-First-Century Immigration to North America</i> (Vol. 2). McGill-Queen's University Press Immigration Policies, United Nations https://www.un.org/en/development/desa/population/publications/pdf/policy/InternationalMigrationPolicies2013/Report%20PDFs/h_Ch_2.pdf Key Inigration Terms, International Organization for Migration/United Nations https://www.iom.int/keymigration-terms <i>Migration, United Nations</i> - https://www.un.org/en/global-issues/migration The Migration Policy Cycle, ICMPD https://www.icmpd.org/file/download/48092/file/THE0MIGRATION0POLICY0CYCLE_MAKING0T <i>The Migration Policy Cycle and Migration Crisis Response</i>, ICMPD https://www.icmpd.org/file/download/48430/file/The0Migration0Policy0Cycle0and0Migration0Crisis0Response0-0A0comparative0report0covering0GermanyC0ItalyC0RussiaC0Sweden0and0the0United0Kingdom0EN.pdf Policy Concepts in 1000 Words: The Policy Cycle and its Stages, Paul Cairney https://paulcairney.wordpress.com/2013/11/11/policy-concepts-in-1000-words-the-policy-cycle-and-itsstages/ <i>What is Migration Policy and Developing Migration Policy: What Frames and Influences Migration Policy</i> EMM https://emm.iom.int/handbooks/developing-migration-policy/what-migration-policy	
F2 Sept.21	Forms of Migration? Why do we need migration Policies?	Adamson, Fiona B., and Gerasimos Tsourapas. 2020. "The migration state in the global south: Nationalizing, developmental, and neoliberal models of migration management." <i>International Migration Review</i> 54.3: 853-882 Blair, Christopher W., Guy Grossman, and Jeremy M. Weinstein. 2022. Forced Displacement and Asylum Policy in the Developing World. <i>International Organization</i>, 76 (2): 337–378 Glanville, Luke. (2020). "Hypocritical Inhospitallity: The Global Refugee Crisis in the Light of History," <i>Ethics & International Affairs</i> 34(1): 3–12. Hollifield, J. F., Martin, P. L., Orrenius, P. M., & Héran, F. (2022). The Dilemmas of Immigration Control in Liberal Democracies. In J. F. Hollifield, P. L. Martin, P. M. Orrenius, & F. Héran (Eds.), <i>Controlling Immigration</i> (pp. 3–51). Stanford University Press. Mantoo, Shabia. (2023). Refugees" or "Migrants"? How word choices affect rights and lives. UNHRC. https://www.unhcr.org/news/stories/refugees-or-migrants-how-word-choices-affect-rights-and-lives (1 page)	

		Optional Recommended Readings Boswell, Christina. 2007. "Theorizing Migration Policy: Is There a Third Way?" IMR 41(1): 75-100. Drivers of migration, International Organization for Migration https://www.migrationdataportal.org/themes/migration-drivers Immigration Brettell, C., & Hollifield, J. F. (2015). <i>Migration theory: talking across disciplines</i> (3rd ed.). Routledge. Pp. 1-21 policies, United Nations Department of Economics and Social Affairs, Population Division (skim) https://www.un.org/en/development/desa/population/publications/pdf/policy/InternationalMigrationPolicies2013/Report%20PDFs/h_Ch_2.pdf Van Hear, N., Bakewell, O., & Long, K. (2018). Push-pull plus: reconsidering the drivers of migration. <i>Journal of Ethnic and Migration Studies</i>, 44(6), 927–944.	
F3 Sept.28	Migration Policy and International Law	Burstein, Meyer. (2017). Managing Immigration: A Short History of Turbulence and Public Policy. In <i>Twenty-First-Century Immigration to North America</i> (Vol. 2). McGill-Queen's University Press. Ferris, E. G., & Donato, K. M. (2020). The International Refugee Regime and A Tale of Two Compacts. In <i>Refugees, Migration and Global Governance</i> (1st ed., pp. 31–51). Routledge. https://doi.org/10.4324/9781351172806-2 Kostakopoulou, D. (2015). Capricious Games of Snakes and Ladders: The Nexus of Migration and Integration in Light of Human Rights Norms." <i>Issues in International Migration Law</i>, BRILL, pp. 91–110. Natter, Katharina. 2023. "The Il/liberal Paradox: Conceptualising Immigration Policy Trade-Offs across the Democracy/Autocracy Divide. <i>Journal of Ethnic and Migration Studies</i> 50 (3): 680–701 Simmons, B. A., & Shaffer, R. (2024). Border Anxiety in International Discourse. <i>American Journal of Political Science</i>, 68(2), 661–677. https://doi.org/10.1111/ajps.12791 Optional Recommended Readings Chetail, Vincent.(2019). <i>Introduction, International Migration Law</i>, pp.1-14. Oxford Academic. <i>Convention and Protocol Relating to the Status of Refugees</i>, , 1951 https://www.unhcr.org/3b66c2aa10 Helbling, Marc and Leblang, David. 2019. Controlling immigration? How regulations affect migration flows. <i>European Journal of Political Research</i> 58: 248-269.	

		Levy, Nathan, Pisarevskaya, Asya. & Scholten, Peter. 2020. "Between Fragmentation and Institutionalization: The Rise of Migration Studies as a Research Field." <i>Comparative Migration Studies</i> (8)2 Perruchoud, R. (2004). <i>International migration law glossary on migration</i>. International Organization for Migration. The Racist History of U.S. Immigration Policy https://www.youtube.com/watch?v=6yiQAmgl5s4 <i>The Universal Declaration of Human Rights, United Nations, 1948</i> https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf United Nations. 2018. <i>Report of the United Nations High Commissioner for Refugees Part II: Global compact on refugees</i> https://www.unhcr.org/gcr/GCR_English.pdf United Nations. <i>Global Compact for Safe, Orderly, and Regular Migration</i> https://www.iom.int/globalcompact-migration United Nations. <i>International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families</i>, https://treaties.un.org/doc/Treaties/1990/12/19901218%2008-12%20AM/Ch_IV_13p.pdf You will need to scroll down to the English version.	
F4 Oct.5	Pathways to Migration as a National Policy	Bialas, Ulrike. 2023. Ambiguous Ages, Ambivalent Youths: How Asylum Seekers in Germany Navigate Age Categorization. <i>Migration Politics</i> 2(3): 1–23. Chand, M., Tung, R.L.(2019). Skilled immigration to fill talent gaps: A comparison of the immigration policies of the United States, Canada, and Australia. <i>Journal of International Business Policy</i> 2, 333–355. Rother, Stefan. (2019). The Global Forum on Migration and Development as a venue of state socialism: a stepping stone for multi-level governance. <i>Journal of Ethnic and Migration Studies</i> 45(8):1258-1274. Paquet. (2019). Immigration Bureaucracies and Policy Formulation: The Case of Quebec. <i>International Migration</i> 58(1):166-181. Zhang, T., Banerjee, R., & Amarshi, A. (2023). Does Canada's Express Entry System Meet the Challenges of the Labor Market? <i>Journal of Immigrant & Refugee Studies</i>, 21(1), 104–118. https://doi.org/10.1080/15562948.2022.2133201 Recommended Readings Hamlin, Rebecca. 2021. <i>Crossing: How We Label and React to People on the Move</i>. Stanford University Press Hiebert, Daniel. (2016). <i>What's So Special About Canada? Understanding the Resilience of Immigration and Multiculturalism</i>, Washington, DC: Migration Policy Institute. https://www.migrationpolicy.org/research/whats-so-special-about-canada-understanding-resilience-immigration-and-	

		<u>multiculturalism</u> Crossman, Eden, Feng Hou, and Garnett Picot. (2020). <i>Two-Step Immigration Selection: A Review of Benefits and Potential Challenges</i>. Statistics Canada (Ottawa, ON). https://www150.statcan.gc.ca/n1/pub/11-626-x/11-626-x2020009-eng.htm Immigration and Refugee Protection Act and Regulations, Government of Canada https://laws.justice.gc.ca/eng/acts/i-2.5	
OCT. 12 Thanksgiving Day No Class			
F5 Oct.19	The Making of Migrants – Selection and Exclusion?	Rosenberg, A.S. (2022). The State, Sovereignty, and Migration Policy in <i>Undesirable Immigrants: Why Racism Persists in International Migration</i>. Chapter 2. Princeton: Princeton University Abdelaaty, Lamis Elmy(2021) Selective Sovereignty and the Refugee Regime', <i>Discrimination and Delegation: Explaining State Responses to Refugees</i> (New York, 2021; online edn, Oxford Academic) Paterson, Alex. (2024). <i>Intended to Fail: Systemic Anti-Palestinian Racism and Canada's Gaza Temporary Resident Visa Program</i>. Canadians for Justice and Peace in the Middle East. https://www.cjpme.org/gaza_visa_program Schmidt,C., H. Bergen, O. Hajjar, L. Larios, D. Nakache, R. Bhuyan, and J. Hanley. 2023. Navigating Bureaucratic Violence in Canada's Two-Step Immigration System. <i>Journal of Ethnic and Migration Studies</i>. 49(19): 4887-4906. Reitz, J. G. (2022). Canada: Continuity and Change in Immigration for 123 Nation-Building. In J. F. Hollifield, P. L. Martin, P. M. Orrenius, & F. Héran (Eds.), <i>Controlling Immigration</i> (pp. 123–167). Stanford University Press. https://doi.org/10.1515/9781503631670-009 Rey, Koslowski. 2018. Shifts in Selective Migration Policy Models: A Comparison of Australia, Canada, and the U.S. Pp. 108-129 in <i>High Skilled Migration: Drivers and Policies</i>. Oxford University Press. Scoppio, G., & Winter, W. (2020). Immigrants to Canada: Welcomed Citizens or Security Threats? In <i>International Affairs and Canadian Migration Policy</i> eds Samy, Y., Duncan, H., & Palmer, M. (pp. 87–110). Springer International Publishing AG. https://doi.org/10.1007/978-3-030-46754-8_5 Tsourapas, Gerasimos. 2019. “The Syrian Refugee Crisis and Foreign Policy Decision-Making in Jordan, Lebanon, and Turkey.” <i>Journal of Global Security Studies</i> 4(4): 464–481. <u>Optional Recommended Readings</u> Brown, Hana E. 2011. Refugees, Rights, and Race: How Legal Status Shapes Liberian Immigrants’ Relationship with the State. <i>Social Problems</i> 58(1): 144-163.	Proposal and Annotated Bibliography is due on Oct.23rd 11:59 pm. In the drop box

		Gelatt, J. (2023) <i>Unblocking the U.S. Immigration System: Executive Actions to Facilitate the Migration of Needed Workers</i>, Migration Policy Institute - https://www.migrationpolicy.org/research/us-executive-actionsmigration-workers De Genova ,N.(2013).Spectacles of Migrant ‘Illegality’: The Scene of Exclusion, the Obscene of Inclusion, <i>Ethnic and Racial Studies</i> 36(7): pp. 1180-1198. <i>Fact Sheet: U.S. Government Announces Sweeping New Actions to Manage Regional Migration</i>, US Department of Homeland Security https://www.dhs.gov/news/2023/04/27/fact-sheet-us-governmentannounces-sweeping-new-actions-manage-regional-migration (1.5 pages) Helbling, Marc, and David Leblang. (2019). Controlling immigration? How regulations affect migration flows. <i>European Journal of Political Research</i> 58.1: 248-269. Morgenstern, Sandra. (2023). How do information campaigns influence migration decisions? <i>Journal of Experimental Political Science</i>, Pp.1-13. <i>Refugee Status Determination</i>, UNHCR (https://www.unhcr.org/what-we-do/protect-humanrights/protection/refugee-statusdetermination) <i>Federal Skilled Worker Program (Express Entry): Six selection factors, Immigration, Refugees, and Citizenship Canada</i> https://www.canada.ca/en/immigration-refugees-citizenship/services/immigratecanada/express-entry/eligibility/federal-skilled-workers/six-selection-factors-federal-skilledworkers.html	
Fall Term Break – No class October 26-30th			
F6 Nov.2	Writing a Policy Briefing Note What is a briefing note and what is it used for? What is the difference between a briefing note and a policy brief?	<i>Do Migration Policies Work?</i>, Migration Policy Group https://hummingbird-h2020.eu/images/projectoutput/d8-2-policy-brief-mpg.pdf Fonberg. R. <i>Practical Guide to Writing Briefing Notes in The Government Of Canada</i>, https://www.naadsn.ca/wp-content/uploads/2020/08/dsfg_policy_brief_writing_guide_v2.pdf Mitchell, J. 2021. <i>How to write a briefing Note</i>. Carleton University http://www.atlas101.ca/pm/wp-content/uploads/2021/03/How-to-Write-a-Briefing-Note-James-Mitchell-2021.pdf <i>How to write a policy brief</i>. IDRC https://idrc-crdi.ca/en/funding/resources-idrc-grantees/how-write-policy-brief#:~:text=Define%20the%20purpose%20of%20your,points%20that%20support%20your%20goal. <i>Note on Briefing Notes</i>, Carleton University https://carleton.ca/profbrouard/wp-content/uploads/noteonBriefingNotes20220901.pdf	

		Skim Global Immigration Policies Government of Canada. (2023). <i>IRCC Departmental Plan, 2023-24</i> https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/departmental-plan-2023-2024/departmental-plan.html UK Immigration: The newly elected Labour governments approach to Immigration Policy https://www.faegredrinker.com/en/insights/publications/2024/7/uk-immigration-the-newly-elected-labour-government-approach-to-immigration-policy The Administration of the Immigration and Citizenship Programs, Department of Home Affairs, Australia https://immi.homeaffairs.gov.au/programs-subsite/files/administration-immigration-program-11thedition.pdf <i>Policy on Migration, International Federation of Red Cross and Red Crescent Societies</i> https://www.ifrc.org/sites/default/files/Migration-Policy_EN.pdf <i>EU migration and asylum policy.</i> https://www.consilium.europa.eu/en/policies/eu-migration-policy/	
F7 Nov.9	Migration and International Policies	Adamson, Fiona B., and Gerasimos Tsourapas. (2020). The migration state in the global south: Nationalizing, developmental, and neoliberal models of migration management. <i>International Migration Review</i> 54.3: 853-882. Duncan, H. (2020). Immigration Policy as Foreign Policy/Dis Politika Olarak Goc Politikasi. <i>Uluslararası İlişkiler / International Relations</i>, 17(68), 5-. https://doi.org/10.33458/uidergisi.856880 Erick, Jennifer. 2022. Bureaucratic Implementation Practices and the Making of Canada's Merit-Based on Immigration Policy. <i>Journal of Ethnic and Migration Studies</i>. 48(1): 110-128. Gargiulo, P. (2024) The Role of International Cooperation in the management of migration flows and the integration of migrants in <i>International Migration and the Law: Legal Approaches to a Global Challenge</i>. Di Stasi, A., Caracciolo, I., Cellamare, G., & Gargiulo, P. eds. (1st ed.). Taylor & Francis Group Ferris, E. G., & Donato, K. M. (2020). Pressures for change. In <i>Refugees, Migration and Global Governance</i> (1st ed., pp. 76–99). Routledge. https://doi.org/10.4324/9781351172806-4 <u>Optional Recommended Readings</u> <i>The EU-Turkey Deal, Five Years On: A Frayed and Controversial but Enduring Blueprint</i>, Migration Policy Institute. https://www.migrationpolicy.org/article/eu-turkey-deal-five-years-on	

		Legrain, P. (2008). <i>Open Borders Work, (Part 1 and 2)</i> https://www.fff.org/explore-freedom/article/open-borders-workpart-1/	
F8 Nov.16	Migration, and International Actors and Public Opinion	Abou-Chadi, Tarik. 2016. "Political and institutional determinants of immigration policies." <i>Journal of Ethnic and Migration Studies</i> 42.13: 2087-2110. De Coninck, David. 2020. "Migrant categorizations and European public opinion: Diverging attitudes towards immigrants and refugees." <i>Journal of Ethnic and Migration Studies</i> 46.9: 1667-1686 Goodwin, Adam. 2020. <i>The Deportation Machine: America's Long History of Expelling Immigrants</i>. Princeton U. Press Grigorieff, Alexis, Christopher Roth, and Diego Ubfal. 2020. "Does information change attitudes toward immigrants?" <i>Demography</i> 57.3: 1117-1143. Zogata-Kusz, A. (2022). Policy Advocacy and NGOs Assisting Immigrants: Legitimacy, Accountability and the Perceived Attitude of the Majority. <i>Social Sciences (Basel)</i>, 11(2), 77- https://doi.org/10.3390/socsci11020077 Optional Recommended Readings Brumat, L., & Vera Espinoza, M. 2024. Actors, Ideas, and International Influence: Understanding Migration Policy Change in South America. <i>International Migration Review</i> 58(1): 319-346. [South America] Christian Czymara. 2020. Propagated Preferences? Political Elite Discourses and European's Openness Towards Muslim Immigrants. <i>International Migration Review</i>. 54(4): 1212-1237. [Europe] Clayton, K, J. Ferwerda, and Y. Horiuchi. 2021. Exposure to Immigration and Admission Preferences: Evidence from France. <i>Political Behavior</i>. 43(1): 175-200. Neureiter, M. 2022. The Effects of Immigrant Integration Policies on Public Immigration Attitudes: Evidence from a Survey Experiment in the United Kingdom. <i>International Migration Review</i>. 56(4): 1040-1068. [UK]	Policy Briefing Note due Nov.16th at 11:59 pm in the drop box
F9 Nov. 23	Europe and the politics of migration	Ansems de Vries, L., and Elspeth Guild (2019) Seeking Refuge in Europe Spaces of Transit, the Violence of Migration Management. <i>Journal of Ethnic and Migration Studies</i>, 45:(12): 2156-2166. Bobić, M. and Šantic, D. (2019). Forced migrations and Externalization of European Union Border Control: Serbia on the Balkan Migration Route. <i>International Migration</i>. doi:10.1111/imig.12622 Ellermann, Antje. 2021. <i>The Comparative Politics of Immigration: Policy Choices in Germany, Canada, Switzerland, and the United States</i>. New York: Oxford University Press. Chapter 2.	

		Guiraudon, V. (2018). The 2015 Refugee Crisis was not a turning point: Explaining policy inertia in EU border control. <i>European Political Science</i> 17: 151-160 Van der Brug, W. and Eelco Harteveld. 2021. "The Conditional Effects of the Refugee Crisis on Immigration Attitudes and Nationalism," <i>European Union Politics</i>, 22 : 227-247 Triadafilopoulos, T. (2011) Illiberal Means to Liberal Ends? Understanding Recent Immigrant Integration Policies in Europe. <i>Journal of Ethnic and Migration Studies</i> 37(6): 861-880. Optional Recommended Readings <i>The UK's former policy to send asylum seekers to Rwanda</i> (2024).The Migration Observatory https://migrationobservatory.ox.ac.uk/resources/commentaries/ga-the-uks-policy-to-send-asylum-seekers-to-rwanda/ <i>Asylum and refugee resettlement in the UK</i> (2024). Migration Observatory. https://migrationobservatory.ox.ac.uk/resources/briefings/migration-to-the-uk-asylum/ The EU response to migration and asylum(2023). Council of the European Union. https://www.consilium.europa.eu/en/policies/eu-migration-policy/ Labour migration: improving legal avenues to work in the EU. (2024) European Parliament https://www.europarl.europa.eu/news/en/headlines/society/20230413STO79903/labour-migrationimproving-legal-avenues-to-work-in-the-eu	
F10 Nov.30	Global Citizenship and Integration Debates	Bloemraad, Irene, and Rebecca Hamlin. 2020. Migration, asylum, integration, and citizenship policy. <i>The new handbook of political sociology</i>: 880-908. Dancygier, R. M. (2017). <i>Dilemmas of Inclusion: Muslims in European Politics</i>. Princeton University Press. pp. 53-65. Goodman, Sara Wallace. (2023). Citizenship Studies: Policy Causes and Consequences. <i>Annual Review of Political Science</i> 26, 135-152. Freier, L. F., & Oba, L. L. (2023). Immigration, Policies, and Socioracial Hierarchies. In <i>Immigrant Lives</i>. Oxford University Press. https://doi.org/10.1093/oso/9780197687307.003.0021	
F11 Dec.7	Integration as policy	Ambrosius, Christian, and David Leblang. 2025. A Deportation Boomerang? Evidence from U.S. Removals to Latin America and the Caribbean. <i>Demography</i> 62 (2):419–439 Boucher, Anna Katherine. (2020). How 'Skill' Definition Affects the Diversity of Skilled Immigration Policies. <i>Journal of Ethnic and Migration Studies</i> 46(12):2533-50.	

		Fouka, Vasiliki. (2023). State Policy and Immigrant Integration. <i>Annual Review of Political Science</i> 27. Kaida, Lisa, Feng Hou and Max Stick. (2020). The Long-Term Economic Integration of Resettled Refugees in Canada: A Comparison of Privately Sponsored Refugees and Government-Assisted Refugees. <i>Journal of Ethnic and Migration Studies</i> 46(9):1687-708 Zonszein, S. (2023). Taking Part without Blending In: Legalization Policies and the Integration of Immigrants." https://drive.google.com/file/d/1YxTY0RCve3UC75b08twibr0XiZay8Cay/view Recommended Readings <i>Migrant Integration Policy Index</i>, Migration Policy Group https://www.mipex.eu/ De Graauw, Els, and Floris Vermeulen. (2016). Cities and the politics of immigrant integration: a comparison of Berlin, Amsterdam, New York City, and San Francisco. <i>Journal of Ethnic and Migration Studies</i> 42.6: 989-1012 Kreisberg, Nicole A., Els de Graauw, and Shannon Gleeson. 2022. "Explaining Refugee Employment Declines: Structural Shortcomings in Federal Resettlement Support." <i>Social Problems</i> 1-20 The Role of NGOs in Facilitating Migrant Integration in European Cities https://jpi-urbaneurope.eu/the-role-of-ngos-in-facilitating-migrant-integration-in-european-cities/	
F12 Dec.11 Time to be Scheduled	The present, the gaps and the future	De Graauw , Els. (2017). Filling the Federal Policy Void: State and Local Responses to Undocumented Immigration in the United States. Pp. 265-290 in Abelson, D. E., & Esses, V. M. <i>Twenty-first-century immigration to North America: newcomers in turbulent times</i>. McGill-Queen's University Press. Gammeltoft-Hansen, T., & Tan, N. F. (2017). The End of the Deterrence Paradigm? Future Directions for Global Refugee Policy. <i>Journal on Migration and Human Security</i>, 5(1), 28–56. https://doi.org/10.1177/233150241700500103 Papademetriou, D. G., Banulescu-Bogdan, N., & Hooper, K. (2018). The Future of Migration Policy in a Volatile Political Landscape. In <i>Policy File</i>. Migration Policy Institute.	Final Paper Due Dec.13th @ 11:59 pm - Dropbox in Brightspace

This outline maybe altered in consultation with students if required
