

Carleton University
Arthur Kroeger College of Public Affairs
Faculty of Public Affairs
MGDS 2000A: Global Migration and Transnationalism
Fall 2020 Sept.9th to Dec.4th



TERM: Fall 2020

Prerequisites: none

Class time and location: Friday, 2:35 to 5:25 pm

This is a blended **synchronous course with some** meetings online within the designated time.

Instructor : Zainab Amery

Virtual Office Hours: or by appointment online through Zoom (Please make appointment ahead of time by email.

Email: Zainab.Amery@Carleton.ca

Please allow for a 24-hour response time from Monday to Friday.

Big questions should be attended to through office hours and preferably by appointment and will therefore receive a response of this nature by email. This is normally to your benefit. You are required to include the following information in all your e-mail communication: Full name, your student ID number, and the course name and number pertaining to your question (s).

Communication will only be through **Connect Carleton accounts**. Your Connect account can be forwarded to any other account. Save a copy of all e-mail correspondence for the duration of the course until you receive your final letter grade.

This syllabus is your guide to this course. It frames almost everything you need to know about the readings, videos, course assignments, discussion forum, and due dates. It is your responsibility to know its contents. Please read the syllabus carefully. You are responsible for knowing and following the syllabus. We are all about to undertake a lot of firsts as we begin a term of online learning. Should it be necessary I reserve the right to change this this syllabus in consultation with the class.

Computer Technology Requirements: Reliable Internet access is required. You will need a smartphone, tablet, or laptop with a working camera and microphone. EDC suggests that headphones with a microphone are preferable. Audio and video are required to participate in the Zoom and Big Blue Button meetings. Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your device, you should download it before the start of the course.

Computer Help: Should you have computer hardware and/or software problems, you 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.

Course Structure and Methods

This course will be delivered entirely online, through the course management system. Therefore, students are expected to log into CuLearn on a daily basis to check for announcements, activities, and assignment information and updates. The course is structured in a series of weekly learning modules that will guide you through the content and weekly tasks. Additionally, there will be some online lecture elements, in addition to group discussion forums. You should expect to spend at least 10 - 12 hours each week reading/viewing and completing assignments. All assignments are to be submitted through CULearn. You will access online lessons, course materials, and resources all on CULearn. Activities will consist of chat, discussion activities and forums, and group presentations.

Please check cuLearn regularly for announcements, questions, class cancellations and / or any modifications to the course.

Course Description

This course will examine contemporary global migration and transnational studies from a comparative and interdisciplinary perspective, drawing from the social sciences, history, the arts and humanities. Accordingly, this course provides the background to the subject area from diverse perspectives and introduces students to a range of key debates. Over the past one hundred years, migration has transformed more and more countries around the world from West to Middle Eastern countries that are made up of large populations of migrant workers. Additionally, it has taken on new characteristics, becoming more globalized, more feminized, more diversified in the types of migration (temporary, business, investor, family) and geographic regions and more accelerated. These issues have become more prominent with the election of Donald Trump and the much-contested Republican Party and the securitization of European borders. Such characteristics have also been accompanied by new social /political global challenges. Since 9/11 and as a result of numerous global terrorist attacks, Islamophobia, and xenophobia, migrants and refugee/ asylum seekers have received more negative attention in the media, from state policy-makers, and the public. As a result, the flows of people across borders has become highly securitized and state migrant policies of countries such as Canada and other immigrant-receiving countries are becoming more restrictive and selective in determining who gets in. At the same time world conflicts, environmental disasters such as famines, earthquakes and tsunamis, political instability in countries such as the Ukraine, Rwanda, the Congo, Afghanistan, and throughout the Middle East region, poverty and inequality, and a lack of human rights in many regions, continue to push people to migrate or seek refuge as asylum seekers or refugees. Today we face a world refugee crisis of more than 2.5 million Syrians in refugee camps and many attempting to reach the safety of European countries with many of their citizens calling for their governments to securitize their borders. With such global concerns, are those states who won the citizenship lottery by birth, able to control the migration of potential “unwanted” migrants or should we move to open borders as many like Carens call for. While we are interested in who moves, where do they move to, and why are they moving, we must also focus on what Glick Shiller (2003) point to of utmost importance; how migration is affected by the “ways of being” and the “ways of belonging” (Glick Shiller 2003). Appadurai (1996) echoes the importance of

these two categories by suggesting the necessity of looking at global “ethnoscapes” (1996) and what it means for one to possess multiple identities and homelands in this highly connected transnational world and how does it transform the communities they contribute to.

OFFICIAL COURSE CALENDAR DESCRIPTION

Introduction to the social, cultural, economic and political implications of the movement of people with a multidisciplinary and multiscale approach to topics such as migration and immigration, diaspora identities, global culture, and transnationalism.

Prerequisite(s): second-year standing.

Lecture and discussion three hours a week

COURSE LEARNING OUTCOMES

This course introduces students to the burgeoning fields of Migration and Diaspora Studies, and the cultural, economic, social and political implications of the movement of people and Ideas. Students will

- learn about transnational migration and diasporic communities in our current era of globalization.
- Knowledge of theories of transnationalism and transnationalism of migrant life
- learn how to approach the study of the course’s topic from an interdisciplinary perspective.
- acquire broad-based knowledge on theories, trends and issues related to human migration in a global context;
- analyze social, economic, cultural and political issues in the migration context;
- gain an understanding of how different categories of migrants are socially constructed;
- understand how securitization of borders plays a role in migration regulation;
- evaluate empirical research findings and theories on international migration, its causes and consequences;
- engage in contemporary debates on migration and refugees and asylum seekers and humanitarian responses from an inter-disciplinary perspective, through examining historical experiences and current global struggles;
- utilize analytical skills to synthesise the above knowledge and articulate them both orally and in writing.

COURSE STRUCTURE AND METHODS

This course will be delivered entirely online, through the course management system. Therefore, students are expected to log into CuLearn on a daily basis to check for announcements, activities, and assignment information and updates. The course is structured in a series of weekly learning modules that will guide you through the content which will include a reading guide with weekly tasks and assignments in addition to PowerPoints. Additionally, there will be some online lecture elements with group discussion forums. You should expect to spend at least 10 - 12 hours each week reading/viewing and completing assignments. All assignments are to be submitted through CULearn. You will access online lessons, course materials, and resources all on CULearn this will include access to ARES for your course materials. Activities will consist of chat, discussion activities and forums, and group presentations.

REQUIRED READINGS

Online open access sources will be available from hyperlinks on the course outline or from journals or texts in the Carleton library. The instructor reserves the right to suggest additional readings throughout the course. The course website is located at <https://carleton.ca/culearn/> and all the materials will be on the ARES link.

ASSESSMENT METHODS

Components of Final Mark

| Evaluation format | Value | Date |
|---|-------|--|
| 1. Mid-term exam | 25% | Written as a take home and submitted online during class time November 6, 2020 |
| 2. Group Project Presentation | 15% | As assigned in class following your selection |
| 3. Final Paper | 40 % | December 4 th in the CULEARN dropbox by 11:59 pm. |
| 4. Discussion Forum and online activities | 15 % | Discussion forum and online activities. Discussion Contributions to be made by Sunday evening 11:59 each week. Throughout the term from weeks to 2 to 12 |

1) Group presentation on one of the syllabus themes- 20%

You will work with a project team (5-6 students each) assigned randomly from the beginning of the course based on which week you are interested in working on. The group is responsible for designing a project to present to the entire class in a creative manner highlighting the theme for the particular week you have chosen. The group is expected to work together online in putting the project together and should consult with each other online, through chat or zoom or Facebook. It will require collaboration amongst your group members. Your project should be connected to the theoretical discussions from class syllabus for the week you and your group members have chosen. You are encouraged to use a variety of media to enrich the class (e.g. blogs, personal photographs, newspapers, policies, songs, websites, museums, archives, movies, and storytelling). Students are encouraged to discuss the readings with the instructor the week before their presentations if they have any questions.

The class should have already read the readings, so it is important for your group to focus on analysing, evaluating and contextualizing the articles rather than just parroting what the reading says. You can be as creative as you like with your ½ hour. As facilitators you should be prepared to ask questions of your peers but also to respond to questions they may have. You want to generate discussion of the topics raised in the readings, so students are engaged with the material. Thus, your questions should open discussion with the class.

Please submit a 1page outline of your presentation as well as a list of questions or ideas you will use to facilitate your discussion at least one day in advance of the class. This outline will be posted on cuLearn. You may use Powerpoint if you wish, however, reading directly from the presentation as a “talking head” will result in not more than a B- grade.

2) Discussion Forums: 15%

There will be two forms of participation in this course. One is your presence and engagement with our discussions on-line using Zoom or Big Blue Button (depending on class size). **Links will be provided in CULearn.** We will meet at scheduled times during the appointed timetable hours. They will consist of class discussions and group work. The second element consists of the **Discussion Forums** online. Each week students are required to contribute to the discussion forum reflecting on the readings, videos and key concepts highlighted in the class. Instructions and a question prompts will be posted online each week with your reading guide.

Your participation mark will be largely based on the quality of your contribution to the discussion (not necessarily the quantity). That means that your comments should be thought provoking, in order to encourage discussion. However, I expect at least one post of quality each week that are in response either to my prompt or to your peers' comments. Contributions can take a variety of forms, including asking questions for clarification, making connections between the assigned readings for the week and previous readings, and providing a critical analysis of the readings and answering questions. Comments should be 100 to 150 words in length and reflect on elements of that week's content. You may post a link to a site or advert that relates to the readings and helps illustrate a point or deepen our analysis. You must post within the required week. Once the discussion week is over you will not be able to post anymore (Sundays at 11:59 pm). I will discuss this further in the first class. Additionally, a participation evaluation rubric will be posted on CULearn in the rubric folder.

NETIQUETTE

When posting on the discussion boards and chat rooms it is important to understand how to interact with one another online, "netiquette". We don't have facial expressions, body language or cues to help guide us in interpreting what is being said. Please read the core rules from Netiquette at <http://www.albion.com/netiquette/>

3) Final Essay- 40% - Due December 4th

You will be responsible for handing in a final scholarly paper on a topic related to the course content. The specifics are as follows:

DUE DATE:

The final term essay is **due at 11:59 pm, Friday December 4th, 2020th.** Kindly hand in the essay simply stapled (no folders please), **with 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 the one you submit gets lost.* 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 an extension has been granted at least three days in advance.

ASSIGNMENT SUBMISSION AND GRADING

Form and Style

Minimum of 8 and maximum of 10 pages, double-spaced (not counting cover page, headings, footnotes/endnotes, and references), with regular margins (**1" on each side and 1" top and bottom**), **12 point type**. Courier or any other font that uses more space per word than Times New Roman (the font used here) is not acceptable. Please don't add an 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 under the minimum required and **2%** for each page more than one over the maximum.

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

TOPIC

You are to write a critical essay on **any topic related to the course content. You must demonstrate awareness of relevant theoretical frameworks and concepts examined in class through their application to a specific issue.** If you are unsure of whether your selected topic is appropriate, please speak with me.

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.

Also note that the essay must cite **at least four (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 WILL NOT ACCEPT WIKIPEDIA AS A REFERENCE .** The following link to the Cornell University website which can assist you with this is as follows: <http://www.library.cornell.edu/olinuris/ref/research/webeval.html>.

You will also benefit from browsing in the current journals section of the library and using various on-line databases.

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.

Any item received after the due date will receive a late penalty of one grade point per day, i.e. an essay which received an A grade will be awarded an A- if it is one day late, a B+ if two days late and so on.

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.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally 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 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 COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy 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 and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

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 University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

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

F Failure. No academic credit WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

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.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

September 17, 2019: Last day for a full fee adjustment when withdrawing from **fall** and **fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will result in a permanent notation of WDN on the official transcript.

December 6, 2019: Last day for academic withdrawal from **fall** courses.

April 7, 2020: Last day for academic withdrawal from **fall/winter (full year)** courses.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

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

Pregnancy obligation: write to the professor 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, see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the professor 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, see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor 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, see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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 its 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/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

Academic Accommodations 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).

PETITIONS TO DEFER

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES (613-520-2600, phone ext.)

- Migration and Diaspora Studies (3858) 2402Richcraft
- Registrar's Office (3500) 300 Tory
- Academic Advising Centre (7850) 302 Tory
- Paul Menton Centre (6608) 500 Unicentre
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back (3822) 4th fl Library

READING SCHEDULE

Readings 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. Each week you will find mandatory readings and in some weeks, I have provided additional resources of other readings on the same theme. These **are not** mandatory. Please note that I reserve the right to make changes should it be necessary in consultation with the class

| Lecture date | Course Theme | Readings | Due Dates |
|----------------------|--|---|-----------|
| F1 <u>Sept.11</u> | Introduction and Overview of course - Why do people move? | <p><u>Read</u></p> <ol style="list-style-type: none"> 1. Castles, Stephen. (2014). "International Migration at a Crossroads". <i>Citizenship Studies</i> 18.2 190-207. 2. Schiller, Nina Glick, Linda Basch, Cristina Szanton Blanc. 1995. From immigrant to transmigrant: Theorizing transnational migration. <i>Anthropological Quarterly</i> 68(1): 48-63. 3. Levitt, Peggy and Nina Glick Schiller. (2004). Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society. <i>International Migration Review</i> 38. *Wise, Amanda. 2009. 4. Brubaker, R., (2005) "The 'diaspora' diaspora" <i>Ethnic and Racial Studies</i> 28.1 : 1-19. <p><u>Watch</u></p> <p>Tan Le : My immigration Story https://www.ted.com/talks/tan_le_my_immigration_story</p> <p>Peace by Chocolate: The Haddad Family https://www.youtube.com/watch?v=jXzTZiHTBrQ</p> <p>Supplemental Readings:</p> <ul style="list-style-type: none"> - Butler, Butler., (2001). "Defining Diaspora, Refining a Discourse". <i>Diaspora: A Journal of Transnational Studies</i>, 10.2: 189-219. - Koser, K. (2007). <i>International migration: A very short introduction</i> (Oxford: Oxford University Press. - Trilling, D. (2017): "Should we build a wall around North Wales?" <i>London Review of Books</i> 39.14 15-18. Retrieve from https://www.lrb.co.uk/v39/n14/daniel-trilling/should-we-build-a-wall-around-north-wales - Russell King. <i>Theories and Typologies of Migration: An Overview and a Primer</i>. Malmö Institute for Studies of Migration, Diversity and Welfare. 2012. Available online: https://www.mah.se/upload/Forskningscentrum/MIM/WB/WB%203.12.pdf - Everyday Multiculturalism: Transversal Crossings and Working-Class Cosmopolitanisms. In: <i>Everyday Multiculturalism</i>. Amanda Wise & Selvaraj Velayutham eds. pp 21-45. Basingstoke: Palgrave Macmillan - Cave, Damien . (2010, May 17). "A Generation Gap over Immigration". <i>New York Times</i> Available online http://www.nytimes.com/2010/05/18/us/18divide.html - Kevin Kenny, <i>Diaspora: A very short introduction</i> (New York: Oxford University Press, 2013). | |

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|----------------|--|--|--|
| F2 Sept. 18 | The hassle with theories and terms: Keywords in Migration and Transnational Studies | <p>Read</p> <ol style="list-style-type: none"> Gabaccia, D. (2010) "Nations of Immigrants: Do Words Matter?" <i>The Pluralist</i> 5.3: 5-31. Casas-Cortes, M. et al., (2015) "New Keywords: Migration and Borders," <i>Cultural Studies</i> 29.1 :1-33. Zetter, R. (2007). "More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization," <i>Journal of Refugee Studies</i> 20.2 :172-192. Chimni, B.S. (2009). "The Birth of a Discipline: From Refugee to Forced Migration Studies." <i>Journal of Refugee Studies</i> 22 (1): 11-29. <p>Watch Amreeka https://media.oregonstate.edu/media/t/1_bstoygw8</p> | |
| F3 Sept. 25 | Refugees and Asylum Seekers | <p>Read</p> <ol style="list-style-type: none"> Hansen, Randall (2014)"State Controls: Borders, Refugees, and Citizenship", in <i>The Oxford Handbook of Refugee and Forced Migration Studies</i>, ed. Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona, New York: Oxford University Press,). Yarris, K.E. and Castañeda, H, (2015) "Discourses of Displacement and Deservingness: Interrogating Distinctions between 'Economic' and 'Forced' Migration." <i>International Migration</i>, 53.3 :64-69 Carens, Joseph. (2008): "The Rights of Irregular Migrants," <i>Ethics and International Affairs</i> 22.2 163-186. <p>Watch Dadaab Refugee Camp https://vimeo.com/4251145</p> <p>Europe or Die https://www.youtube.com/watch?v=6aBCsCWEWYY</p> <p>Supplemental readings:</p> <ul style="list-style-type: none"> Shacknove, Andrew (1985) "Who is a refugee?" <i>Ethics</i>, 95.2 :274-284 Khalid Koser, "New Approaches to Asylum?" <i>International Migration</i> 39.6 (2001):85-101 . OECD 2015 . <i>Is this humanitarian migration crisis different?</i> Migration Policy Debates, N°7. Available online: http://www.oecd.org/migration/Is-this-refugee-crisis-different.pdf Liza Schuster .2005. A Sledgehammer to Crack a Nut: Deportation, Detention and Dispersal in Europe. <i>Social Policy & Administration</i> 39(6), 606-621 Elizabeth Holzer .2012. A Case Study of Political Failure in a Refugee Camp. <i>Journal of Refugee Studies</i> 25(2), 257-281 | |

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| F4 Oct. 2 | Problematizing Migration Forms: Ethics, morality and rights | <p>Read</p> <ol style="list-style-type: none"> 1. Helleiner, Jane. (2013). Unauthorized Crossings, Danger and Death at the Canada-US Border. In <i>Journal of Ethnic and Migration Studies</i> 39.9:1507-1524 2. Smith, Rogers. (2014). National Obligations and Noncitizens: Special Rights, Human Rights, and Immigration. <i>Politics & Society</i>, 42(3), 381-398 3. Gibney, Matthew J. (2015). Refugees and Justice Between States. <i>European Journal of Political Theory</i>. 14(4):448-63 <p>Watch Between Borders: American Migrant Crisis https://www.nytimes.com/video/world/americas/100000003901101/central-america-child-migrants.html</p> <p>Supplemental Readings:</p> <ul style="list-style-type: none"> - Boswell, Christina. "The Elusive Rights of an Invisible Population (A Response to Carens)". <i>Ethics & International Affairs</i> 22.2(2008): 187-192. - Van Hear, Nicholas. Reconsidering Migration and Class. <i>International Migration Review</i> (September 2000): S100-S121. - Song, Sarah. (2018). "Political Theories of Migration." <i>Annual Review of Political Science</i>. 21, 385-402 | |
| F5 October 9 | The Politics of Migration: Control, Immigration Detention and Sanctuary Cities | <p>Read</p> <ol style="list-style-type: none"> 1. Satzewich, Vic. (2015) "Introduction," in <i>Points of entry : how Canada's immigration officers decide who gets in</i> pp.1-18. (Electronic Access -Scholars Portal ebook) or Available online: http://www.ubcpres.ca/books/pdf/chapters/2015/PointsOfEntry.pdf 2. Chacón, J. M. (2014) "Immigration Detention: No Turning Back?" <i>South Atlantic Quarterly</i> 113. 3 3. Alden, E. "Is Border Enforcement Effective? What We Know and What It Means?" <i>Journal on Migration and Human Security</i>, Vol. 5 (2) 2018: 481-490. 4. Bauder, H. (2017). "Sanctuary Cities: Policies and Practices in International Perspective," <i>International Migration</i> 55 : 174-187. <p>Watch Sanctuary Now!": Historical and Contemporary Movements for Sanctuary https://politicsofsanctuary.wordpress.com/videos/</p> | |

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| | | <p>Supplemental readings:</p> <ul style="list-style-type: none"> - Hansen, Randall and Demetrios Papademetrios. (2014). <i>Securing Borders. The Intended, Unintended and Perverse Consequences</i>. Washington: Migration Policy Institute, (2014):1-21. Available online: http://www.migrationpolicy.org/research/securing-borders-perverse-consequences - Amoore ,Louse. (2006). “Biometric borders: Governing Mobilities in the War on Terror.” <i>Political Geography</i> 25, 336-351. - Wray-Lake, L., Wells, R., Alvis, L., Delgado, S., Syvertsen, A., Metzgar, A. (2018). “Being a Latinx adolescent under a Trump presidency: analysis of Latinx youth’s reactions to immigration politics”. <i>Children and Youth Services Review</i> - Herbert Grubel. (2013). <i>Canada’s Immigration Selection Policies: Recent Record, Marginal Changes and Needed Reforms</i>. Vancouver: Fraser Institute. Available online: https://www.fraserinstitute.org/sites/default/files/canada-immigrant-selection-policies.pdf - Zolberg , Aristide (2008). Matters of State: Theorizing Immigration Policy, in <i>How Many Exceptionalisms?</i> Philadelphia: Temple University Press, pp. 250-286. - Freeman, Gary P.. (1995). “Modes of Immigration Politics in Liberal Democratic Societies”, <i>International Migration Review</i>, 29(4), 881-902. - Joppke, Christian .(1998). “Why Liberal States Accept Unwanted Immigration”, <i>World Politics</i>, 50(2), 266-293. - Engbersen, Godfried and Dennis Broeders. (2009). “The State versus the Alien: Immigration Control and Strategies of Irregular Immigrants”, <i>West European Politics</i> 32(5), 867-885. - P De Genova , Nicholas. (2002). “Migrant “Illegality” and Deportability in Everyday Life”, <i>Annual Review of Anthropology</i> (31), 419-447 - Keefe Patrick Radden .2009. Snakeheads and Smuggling: The Dynamics of Illegal Chinese Immigration, <i>World Policy Journal</i>, pp. 33-44. - Mehrunnisa, Ahmad Ali. (2006). “Children Alone, Seeking Refuge in Canada”, in <i>Canadian Periodicals Index Quarterly</i>, 23(2). - Mountz, Alison.(2015). In/visibility and the Securitization of Migration: Shaping Publics through Border Enforcement on Islands, in <i>Cultural Politics</i>, 11(2), 184-200 | |
| F6 October 16 | Exile and Unsettled | <p><u>Read</u></p> <ol style="list-style-type: none"> 1. Ludwig, Bernadette (2016). “Wiping the Refugee Dust from My Feet’: Advantages and Burdens of Refugee Status and the Refugee Label,” <i>International Migration</i> 54.1: 5-18. | |

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| | | <p>2. Said, Edward. 2001. <i>Reflections on exile: and other literary and cultural essays</i>, (Harvard University Press): 137-149.</p> <p>3. Nabar, N. (2009). Transnational Families Under Siege: Lebanese Shi'a in Dearborn, Michigan, and the 2006 War on Lebanon. <i>Journal of Middle East Women's Studies</i>, 5(3):145-174.</p> <p>Watch</p> <p>Days in Exile https://www.youtube.com/watch?time_continue=13&v=wKLkuvMKzE&feature=emb_logo</p> <p>Edward Said Out of Place https://www.aljazeera.com/programmes/aljazeeraworld/2018/11/edward-place-181114122149652.html</p> <p>Edward Said Framed https://www.youtube.com/watch?time_continue=59&v=4QYrAqrshw</p> <p>Supplemental readings:</p> <ul style="list-style-type: none"> • Tang, Eric, <i>Unsettled: Cambodian Refugees in the New York City Hyperghetto</i> (Philadelphia: Temple University Press, 2015). • Woods, James .(20 February 2014). "On Not Going Home," <i>London Review of Books</i>, Retrieved https://www.lrb.co.uk/v36/n04/james-wood/on-not-going-home | |
| F7 October 23 | Transnationalism, Diasporas and Social networks | <p>Read</p> <ol style="list-style-type: none"> 1. Baser, B. and Halperin, A.(2019) "Diasporas from the Middle East: Displacement, Transnational Identities and Homeland Politics", Special Issue <i>British Journal of Middle Eastern Studies</i>, Vol. 46 (2): 215-221. 2. Raelene Wilding, "Virtual" intimacies? Families communicating across transnational contexts , <i>Global Networks</i>, vol.6, n°2, pp.125-142. 3. Panagakos A. N. et H. A. Horst. (2006). "Return to Cyberia: technology and the social world of transnational migrants," <i>Global Networks</i>, vol.6, n°2, pp.109-124. <p>Watch</p> <p>Bridging the Diaspora Divide - Teresa H. Clarke at TEDxEuston https://www.youtube.com/watch?v=sg6F-M6v1iM</p> <p>Supplemental Readings:</p> <ul style="list-style-type: none"> - Diminescu, Dana. "The connected migrant: an epistemological manifesto," <i>Social Science Information</i>, 2008 | |

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| | | <ul style="list-style-type: none"> - Anat Ben-David. (2012). The Palestinian diaspora on the Web : Between de-territorialization and re-territorialization, » <i>Social Science Information</i>, V. 51, 4 - Johnson, Heather. (2013). “Moments of Solidarity, Migrant Activism, and (Non) Citizens at Global Borders: Political Agency at Tanzanian Refugee Camps, Australian Detention Centers, and European Borders.” <i>Citizenship, Migrant Activism, and the Politics of Movement</i>. Peter Nyers and Kim Rygiel (eds.) NY: Routledge - Eriksen, Thomas Hylland. (20017). Nationalism, and the Internet,” <i>Anthropological Quarterly</i>, Volume 77(3):469-498. - | |
| October 26-30 Reading Week | | | |
| F8 Nov. 6 | | Mid Term exam to be written and submitted during class time online. Will consist of four short essay questions from weeks 1-7. | Midterm exam |
| F9 Nov. 13 | Diaspora and Imaginations of Home | <ol style="list-style-type: none"> 1. Annick Germain. (2016). The fragmented or cosmopolitan metropolis?: A neighbourhood story of immigration in Montreal (la métropole fragmentée ou cosmopolite? une histoire de quartiers de l’immigration montréalaise). <i>British Journal of Canadian Studies</i>, 29.1 : 1-23. 2. Mitra Etemaddar, Tara Duncan, Hazel Tucker. (2016) “Experiencing ‘moments of home’ through diaspora tourism and travel”. <i>Tourism Geographies</i> 18.5: 503-519. 3. Ranjan Bandyopadhyay (2008) “Nostalgia, Identity and Tourism: <i>Bollywood</i> in the Indian Diaspora”, <i>Journal of Tourism and Cultural Change</i>, 6.2 (2008): 79-100. 4. Bryce, Derek , Samantha Murdy, Matthew Alexander. (2017) “Diaspora, authenticity and the imagined past”. <i>Annals of Tourism Research</i>, 66 (2017): 49-60. <p>Watch Transnational Fiesta (1992) http://www.ethnovisions.net/EV/Transnational.html</p> | |
| F10 Nov. 20 | Transnationalism, Diaspora and Gender | <p>Read</p> <ol style="list-style-type: none"> 1. Murray, D. (2018). The Challenge of Home for Sexual Orientation and Gendered Identity Refugees in Toronto. <i>Journal of Canadian Studies</i>, 48(1). 2. Ives, N., Hanley, J., Walsh, C., Este, D. (2014). Transnational elements of newcomer women’s housing insecurity: remittances and social networks. <i>Transnational Social Review</i>, 4(2-3). 3. Cohen, Rina. 2000. "Mom is a Stranger": The Negative Impact of Immigration Policies on the Family Life of Filipina Domestic Workers” <i>Canadian Ethnic Studies Journal</i> 32 (2). | |

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| | | <p>Supplemental Readings</p> <ul style="list-style-type: none"> - Brigham, Susan. M. 2015. "Mothering has no borders: the transnational kinship networks of Undocumented Jamaican domestic workers in Canada." Pp. 135-153 in <i>Engendering Transnational Voices</i>. Waterloo: Wilfrid Laurier Press. - Fiddian-Qasmiyeh, Elena. "Gender and Forced Migration," in: Elena FiddianQasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), <i>The Oxford Handbook of Refugee and Forced Migration Studies</i>, Oxford: Oxford University Press, (2014): pp. 394-408. (On Reserve in library) | |
| F11 Nov.27 | Migrant Labour | <p>Read</p> <ol style="list-style-type: none"> 1. Shachar, Ayelet and Ran Hirschl (2013). "Recruiting "Super Talent": The New World of Selective Migration Regimes", <i>Indiana Journal of Global Legal Studies</i> 20.1(2013): 71-107 2. Ferrer, Ana, Garnett Picot, and W. Craig Riddell. (2014). <i>New Directions in Immigration Policy: Canada's Evolving Approach to the Selection of Economic Immigrants</i>, IZA DP No. 8682. Available online: http://ftp.iza.org/dp8682.pdf 3. Ethel Tungohan. (2018). "Temporary Foreign Workers in Canada: Reconstructing 'Belonging' and Remaking 'Citizenship'," <i>Social & Legal Studies</i> 27(2): 236-52 . <p>Watch</p> <p>Migrant Dreams (2020) https://www.tvo.org/video/documentaries/migrant-dreams</p> <p>EU Immigration's Shocking New Trend (Yes Europeans migrating our of home countries) https://www.youtube.com/watch?v=lGcrV4e6cT0</p> <p>Supplemental readings:</p> <ul style="list-style-type: none"> - Froilan T. Malit Jr., Ali Al Youha. September 18, 2013. <i>Labor Migration in the United Arab Emirates: Challenges and Responses</i>, 1 page. Available online: http://www.migrationpolicy.org/article/labor-migration-united-arab-emirates-challenges-and-responses - Carens, Joseph H., Live-in Domestic, Seasonal Workers, and Others Hard to Locate on the Map of Democracy", in <i>Population and Political Theory</i>, pp. 206-234. ed. James S. Fishkin and Robert E. Goodin (Oxford: Blackwell, 2010) Available online: http://s3.amazonaws.com/migrants_heroku_production/datas/139/Carens_2008_original.pdf?1311345104 - Andrés Solimano Ed. .2008. <i>The International Mobility of Talent: Types, Causes, and Development Impact</i>, Oxford: Oxford University Press | |

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| | | <ul style="list-style-type: none"> - Castles, Stephen, "Migration, Crisis and the Global Labour Market, in <i>Globalizations</i>, 8.3(2011): 311-324. - Lucie Cerna and Meng-Hsuan Chou . 2014. The regional dimension in the global competition for talent: Lessons from framing the European Scientific Visa and Blue Card. <i>Journal of European Public Policy</i> 21(1), 76-95 - Christiane Kuptsch and Pang Eng Fong (2006) <i>Competing for Global Talent</i>, Geneva: ILO, chapter 1. - Fay Faraday. (2012). <i>Made in Canada How the Law Constructs Migrant Workers' Insecurity</i>, pp.1-18. Metcalfe Foundation. Available online: http://metcalfoundation.com/wp-content/uploads/2012/09/Made-in-Canada-Full-Report.pdf - K. Preibisch and J. L. Hennebry.(2012). Buy Local, Hire Global Temporary Migration in Canadian Agriculture, in <i>Legislative Inequality. Temporary Labour Migration in Canada</i>. - Ayelet Shachar. (2006). The Race for Talent: Highly Skilled Migrants and Competitive Immigration Regimes. <i>New York University Law Review</i> 81,148-206. | |
| F12 Dec. 4 | Migration, Remittances, and Family | <p><u>Read</u></p> <ul style="list-style-type: none"> - Kunz, Rahel. (2008). Remittances are Beautiful?' Gender Implications of the New Global Remittances Trend, in <i>Third World Quarterly</i> 29.7(2008): 1389-1409. - Brownyn Bragg and Lloyd Wong. "Cancelled Dreams: Family Reunification and Shifting Canadian Immigration Policy". In <i>Journal of Immigrant and Refugee Studies</i>, 14.1(2016): 46-65. - Samuel, Lina. 2010. "Mating, dating, marriage: Intergenerational Cultural Retention and the Construction of Diasporic Identities Among South Asian Immigrants in Canada." <i>Journal of Intercultural Studies</i>, 31 (1): 95-110 <p><u>Watch</u></p> <p>Some Kind of Arrangement https://www.nfb.ca/film/some_kind_of_arrangement/</p> <p>Supplemental readings:</p> <ul style="list-style-type: none"> - Schaeffer-Grabiell, F. (2004). Cyberbrides and Global Imaginaries: Mexican Women's Turn from the National to the Foreign. <i>Space and Culture</i>, 7(1), 33-48. https://doi.org/10.1177/120633120325684 - Gaucher, Megan. (2014). "Attack of the Marriage Fraudsters. An Examination of the Harper Government's Anti-Marriage Fraud Campaign", <i>International Journal of Canadian Studies</i>. 50 (2014): 187-206. - Second Generation Youth Dating and Marriage Nesteruk, O and A. Gramescu. 2012. "Dating and Mate Selection Among Young Adults from Immigrant Families." <i>Marriage and Family Review</i> 48 (1): 40-58 | Final Paper due |

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| | | <ul style="list-style-type: none"> - Van Tubergen, F. and I. Maas. (2005). <i>Migration and Intermarriage in the Netherlands: An Analysis of Population Data. Paper</i>, presented at the spring meeting of the International Sociological Association Research Committee 28, Oslo, Norway. Available online: http://www.frankvantubergen.nl/home/attachments/article/96/FVT_IM_2007_SSR.pdf - Coe, Cati. 2008. The Structuring of Feeling in Ghanaian Transnational Families. <i>City & Society</i> 20(2):222-250 - Sherry Tho A. Portes. (2009).: "Migration and development: Reconciling opposite views". <i>Ethnic and Racial Studies</i>, 32.1:5-22. - rpe and Xiaobei Chen. (2015). Temporary Families? The Parent and Grandparent Sponsorship Program and the NeoLiberal Regime of Immigration Governance in Canada in <i>Migration, Mobility and Displacement</i>. 1.1(2015): 81-98. - Gaucher, Megan and Alexa DeGagné. (2014). Guilty until Proven Prosecuted: The Canadian State's Assessment of Sexual Minority Refugee Claimants and the Invisibility of the non-Western Sexual non-Citizen. <i>Social Politics: International Studies in Gender, State & Society</i>, - Gaucher, Megan. (2014). One Step Forward, Two Steps Back?: Relationship Recognition and the Making of Conjugal Citizens in Canadian Law. <i>Atlantis: Critical Studies in Gender, Culture and Social Justice</i>, 36.2: 61-72. - Gillian Creese et. al. (2008). "The 'Flexible' Immigrant: Human Capital Discourse and the Family Household and Labour Market Strategies". <i>Journal of International Migration and Integration</i> 9.3 :269-288. - Martin Collacott. (2013). <i>Canadian Family Class Immigration. The Parent and Grandparent Component Under Review</i>. BC: Fraser Institute.(2013): 32 | |
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Appendix 1

Selected Books on Migration and Diaspora

A Good Indian Wife - Anne Cherian (Indian/American)
A Map of Home - Randa Jarrar (Egyptian/American)
Americanah - Chimamanda Ngozi Adichie (Nigerian/ American)
Among the White Moon Faces - Shirley geok Lim (Malay/Singaporean experience)
An Unsafe Haven - Nada Awar Jarrar (Lebanese/American)
Arabian Jazz- Diana Abu – Jaber – (Jordanian/ American)
Behold The Dreamers - Imbole Mbue (Cameroonian/ American)
Bless me, Ultima - Rudolfo Anaya (Chicano/American)
Brick Lane – Monica Ali (Bangladeshi /British)
Brother - David Chariandy (Trinidadian /Canadian)
Cockroach – Rawi Hage (Lebanese/Canadian)
Crazy Rich Asians – Kevin Kwan (Singaporean /American)
Dear Junia – Tom Mekanjuola (African /British)
Desirable Daughters – Bharati Mukherjee (Indian/American)
Dreaming in Cuban: a novel - Cristina Garcia (Cuban/American)
DeNiro's Game – Rawi Hage (Lebanese/Canadian)
Diary of an Undocumented Immigrant – Ramon “Tianguis” Perez, Dck J Reavis (Translator)
(Mexican /American)
Drops of This Story - Suheir Hammad's (Palestinian /American)
E-mails from Scheherazad - Mohja Kahf – (Arab-Americans)
Everything begins & ends at the Kentucky Club - Benjamin Alire Sáenz (Mexican Americans)
Family Life – Akhil Sharma (Indian/American)
Free Food for Millionaires - Min Jin Lee (Korean/American)
Ghana Must Go - Taiye Selasi (Ghanian/Nigerian/British/American)
Hindi Bindi Club – Monica Pradhan (Indian/American)
Homegoing - Yaa Gyas (Ghana and Atlantic Slave Trade)
House of Stone - Anthony Shadid (Lebanese/American)
How the Garcia girls lost their accent - Julia Alvarez (Dominican/American)
Hunger of Memory: The Education of Richard Rodriguez - Richard Rodriguez (Mexican/American)
Interpreter of Maladies - Jhumpa Lahiri (Indian /American)
Jasmine - Bharati 1Mukherjee (Indian /American)
Joy Luck Club – Amy Tan (Chinese /American)
Koolaid's: the art of war - Rabih Alameddine (Lebanese/American)
Lebanese Blonde -Joseph Geha (Lebanese/American)
Leaving Tangier - Tahar Ben Jelloun (Moroccan/Spanish)
Learning to Fly – Paul Yee (Chinese/Canadian)
Loom - Thérèse Soukar Chehade (Lebanese /American)
Lost in Translation - Eva Hoffman (Polish/Canadian)
Meatless Days - Sara Goodyear Suleri (Pakistani/British)
Midnight's Children - Salman Rushdie (Indian/British)
Native speaker - Chang – Rae Lee (Korean/American)
No Place Safe – Deborah Ellis (Iraqi, Roma and Russian/England/France)
Once in a promised land: a Novel - Laila Halaby (Jordanian /American)
Open City - Teju Cole (Nigerian /American)
Only in London – Hanan Al-Shaykh (Lebanese/American)
Paper Fish - Tina De Rosa (Italian /American)
Red, Yellow, Green - Alejandro Saravia, translated by María José Giménez
(Bolivia, Khurdish /Canadian)
Renegade, or Halo-Halo -Timothy Mo (Filipino/global)

Salt and Saffron - Kamala Shamsie (Pakistani/American)
Season of Migration to the North - Tayeb Salih (Sudanese/British)
Someone You Love Is Gone - Gurjinder Basran (Indian / Canadian)
Stealing Buddha's dinner: a memoir - Bich Minh Nguyen (Vietnamese/American)
The American Brat - Bapsi Sidhwa (Pakistan/American)
The Book of Salt - Monique Truong (Vietnamese/American)
The Book of Khalid - Ameen Rihani (Lebanese/American)
The Dew Breaker - Edwidge Danticat (Haitian/American)
The Namesake - Jhumpa Lahiri (Indian/American)
The revolt of the cockroach people - Oscar Zeta Acosta (Chicano/American)
The Shadow lines - Ghosh, Amitav (Indian/British)
The Story Hour – Thrity Umrigar (Indian/British)
The Story of Maha - Sumayya Lee (Indian/South African)
The Tattooed Soldier – Hector Tobar (Guatemalan/American)
We are not in Pakistan - Shauna Singh Baldwin (Pakistani/American)
We Need New Names - [NoViolet Bulawayo](#) (Zimbabwean/American)
West of Jordan – Liala Halaby (Jordanian/American)
When I was Puerto Rican - Esmeralda Santiago - (Puerto Rican/American)

APPENDIX 2
RESOURCES
BOOKS AND JOURNAL ARTICLES

- Abu-Laban Yasmeeen, and Christina Gabriel. 2002. *Selling Diversity: Immigration, Multiculturalism, Employment Equity, and Globalization*. Peterborough: Broadview.
- Amery, Zainab. 2014. "The Securitization and Racialization of Arabs in Canada's Immigration and Citizenship Policies," in *Targeted Transnationals The State, the Media, and Arab Canadians*, eds. Jenna Hennebry and Bessma Momani, Vancouver: UBC Press.
- Hennebry, Jenna and Zainab Amery. 2014. " "Arab" Migration to Canada: Far from Monolith," in *Targeted Transnationals The State, the Media, and Arab Canadians*, eds. Jenna Hennebry and Bessma Momani, Vancouver: UBC Press.
- Balibar, E., 2009. *We, the people of Europe?: Reflections on transnational citizenship*. Princeton University Press.
- Bakan, Abigail and Daiva Stasiulis eds. 1997. *Not One of the Family: Foreign Domestic Workers in Canada*. Toronto: University of Toronto Press.
- Bauder, Harald and John Shields (eds.). 2012. *Immigration and Settlement*. Toronto: Canadian Scholar's Press.
- Harald Bauder. 2003. "'Brain Abuse', or the Devaluation of Immigrant Labour in Canada," *Antipode*, VOL.35, No. 4 : pp. 699-717.
- Betts, Alexander. 2009. *Forced Migration and Global Politics*, Oxford: Wiley & Sons
- Benhabib, Seyla. 2004. *The Rights of Others: Aliens, Residents, and Citizens*. Cambridge University Press.
- Boyd, Monica. "Recruiting High-Skilled Labour in North America: Policies, Outcomes and Futures", in *International Migration* 52.3(2014): 40-54.
- Braziel, J.E. & A. Mannur, eds. *Theorizing Diaspora*. Blackwell Publishing, 2003
- Carens, Joseph H. 2010. "Live-in Domestic, Seasonal Workers, and Others Hard to Locate on the Map of Democracy," in *Population and Political Theory*, ed. James S. Fishkin and Robert E. Goodin (Oxford:Blackwell, 2010): pp. 206-234.
- Castles, Stephen, Hein De Haas & Mark J. Miller .2014. *The Age of Migration: International Population Movements in the Modern World*, 5th edition. Palgrave 2 Macmillan (UK) Guilford Press (US).
- Castles, Stephen. 2006. Guestworkers in Europe: A Resurrection?. *International Migration Review*, 40(4)741-766.
- Castles, Stephen and M. Miller *The Age of Migration: International Population Movements in the Modern World* (Basingstoke: Macmillan, 2003)* (Useful overview; pp. refs are to 3rd edition)

- Cohen, Robin *The New Helots: Migrants in the International Division of Labour* (Aldershot: Gower 1987)
- Chaliand, Gérard and Jean-Pierre Rageau *The Penguin Atlas of Diasporas* (Harmondsworth: Penguin 1995)
- Cohen Robin (ed) *The Cambridge Survey of World Migration* (Cambridge: Cambridge University Press, 1995)
- Cohen, Robin (ed) *Theories of Migration*, (Cheltenham: Edward Elgar, 1996)
- Cohen, Robin, *Global Diasporas: An Introduction*. London: University College of London (UCL) Press, 1997.
- Dufoix, Stephane, *Diasporas*, Berkeley: University of California Press, 2008.
- Fiddian-Qismeyeh, E., Loescher, G., Long, K. and Sigona, N. (eds.), *The Oxford Handbook of Refugee and Forced Migration Studies*, 2014.
- Fleras, Augie. *Evolving Realities and Emerging Challenges in a Postnational World*. Vancouver: UBC Press.
- Fouron, G.E. and Schiller, N.G., 2001. The generation of identity: redefining the second generation within a transnational social field in Cordero-Guzmán, H. et al (eds), 2001.
- Garcés-Mascareñas, B. & Penninx, R. (eds), 2015. *Integration Processes and Policies in Europe. Contexts, Levels and Actors*, (Heidelberg, New York, Dordrecht, London: Springer, 2005).
- Golash-Boza, Tanya, *Immigration Nation: Raids, Detentions and Deportations in Post-9/11 America*, Paradigm Publishers, 2012.
- Gomberg-Muñoz, Ruth, *Labor and Legality: An Ethnography of a Mexican Immigrant Network* Oxford University Press, 2010.
- Hanlon, B. and Vicino, T. *Global Migration: The Basics*, (London and New York: Routledge, 2014)
- Hoerder, Dirk. *Cultures in Contact: World Migrations in the Second Millennium* (Durham: Duke University Press, 2002)
- Hoerder, Dirk and Leslie Page Moch (eds) *European Migrants: Global and Local Perspectives* (Boston 1996).
- Ilibitson, John. 2014. Bootstrap immigrants: Assessing the conservative transformation of Canada's immigration policy *Waterloo: Centre for International Governance Innovation (Electronic Access E-book Scholars Portal)*
- Levitt, Peggy and Mary C. Waters (eds.), *The Changing Face of Home: The Transnational Lives of the Second Generation*. New York: Russell Sage Foundation.
- Knowles, Valerie. *Strangers at Our Gates: Canadian Immigration and Immigration Policy, 1540-2006* Revised Edition. (Toronto: Dundurn Press., 2007

- Kalandides, A. & Vaiou D., Ethnic' Neighbourhoods? Practices of Belonging and Claims to the City. *European Urban and Regional Studies*, 19.33 (2012) 254-266.
- Li, Peter S. *Destination Canada: Immigration Debates and Issues* (2003). (e-book, available through the library website)
- Manalansan, M.F., "Queer intersections: Sexuality and gender in migration studies". *International Migration Review*, 40.1(2006):224-249.
- Pan, Lynn (ed) *The Encyclopaedia of the Chinese Overseas* (1999) .
- Preibisch, Kerry . "Pick-Your-Own Labor: Migrant Workers and Flexibility in Agriculture," *International Migration Review*, 44.2(2010):441.
- Preibisch, Kerry. "Migrant Agricultural Workers and Processes of Social Inclusion in Rural Canada," *Canadian Journal of Latin American and Caribbean Studies*, 2.57(2004): 203-220.
- Simmons, Alan B. *Immigration and Canada*. (Toronto: Canadian Scholar's Press:2010).
- Kelley, Ninette and Michael Trebilcock. 2010. *The Making of the Mosaic: A History of Canadian Immigration Policy*, 2nd ed. (Toronto: University of Toronto Press, 2010)
- Roderic Beaujot and Don Kerr (eds.). *The Changing Face of Canada: Essential Readings in Population*, 2007.
- Sassen, Saskia. *Losing Control: Sovereignty in the Age of Globalization*. (Columbia University Press: 1996).
- Sharma, Nandita. *Home Economics: Nationalism and the Making of 'Migrant Workers' in Canada* (Toronto: University of Toronto Press: 2006).
- Sawchuk, Peter and Arlo Kempf. "Guest Worker Programs and Canada," *Journal of Workplace Learning* 20.7/8 (2008): 492-502.
- Shachar, Ayelet. 2009. *The Birthright Lottery: Citizenship and Global Inequality*. Harvard University Press.
- Schuck, Peter H. and Rogers M. Smith. *Citizenship Without Consent: Illegal Aliens in the American Polity*. (Yale University Press:1985).
- Triadafilopoulos, Triadafilos ed. *Wanted and Welcome? Highly Skilled Immigration Policies in Comparative Perspective*. (New York: Springer: 2011).
- Tolley, E and Robert Young. *Immigrant Settlement Policy in Canadian Municipalities*. Montreal: McGill- (Queens University Press:2012).
- Vertovec, Steven and Robin Cohen (eds.) *Migration, Diasporas and Transnationalism* (Cheltenham: Edward Elgar: 1999)

JOURNALS

Diaspora

Ethnic and Racial Studies

Forced Migration Review <http://www.fmreview.org/>

Georgetown Immigration Law Journal <https://www.law.georgetown.edu/immigration-law-journal/>

International Journal of Refugee Law <https://academic.oup.com/ijrl>

International Migration <https://onlinelibrary.wiley.com/journal/14682435>

International Migration Review

Immigrants and Minorities

Journal of Ethnic and Migration Studies

Journal of Refugee Studies

Migration news

Migration Policy Issues

Migration Review Tribunal and Refugee Review Tribunal annual report

Migration World Magazine

Race and Class

ONLINE RESOURCES

Canadian Council for refugees- <http://ccrweb.ca/>

- <http://www.cermes.info/en/index.php>

ERCOMER - The European Research Centre on Migration and Ethnic Relations,
<http://www.ercomer.eu/>

Forced Migration On-line: <http://www.forcedmigration.org/>

Forced Migration Review <http://www.fmreview.org>

Focus Migration - <http://www.forcedmigration.org/about/whatisfm>

Human Rights Watch <http://hrw.org>

IMES - Institute of Migration and Ethnic Studies - <http://imes.uva.nl/>

International Catholic Migration Commission <http://www.icmc.net/>

International Organization for Migration – IOM <http://www.iom.int/cms/en/sites/iom/home.html>

Jesuit Refugee Service (JRS) <http://en.jrs.net/index>

International Labour Organization, Labour Migration Branch - <http://www.ilo.org/migrant/lang-en/index.htm>

International Migration Law database - <http://www.imldb.iom.int/section.do>

Metropolis - national / International Site http://canada.metropolis.net/centres/index_e.html

Migration Policy Institute - <http://www.migrationinformation.org>

Migration research centre. University of Bremen - <http://www.migration.uni-bremen.de>

Migration Research Unit - <http://www.geog.ucl.ac.uk/mru/>

Migration dialogue. UC-Davis. California <http://www.migration.ucdavis.edu>

Migrant Integration Policy Index - <http://www.mipex.eu/>

Multiculturalism Policy Index- <http://www.queensu.ca/mcp/index.html>

PRS Project (Oxford): <http://www.rsc.ox.ac.uk/policy/prs-project>

United Nations High Commissioner for Refugees (UNHCR): <http://www.unhcr.org>

UN Office for the Coordination of Humanitarian Affairs: <http://reliefweb.int/>

United Nations Population Division - <http://esa.un.org/unmigration>

US Committee for Refugees: <http://www.refugees.org>

Virtual Library on Migration and Ethnic Relations: <http://www.ercomer.org/wwwvl/>