MGDS 4900/5900 Special Topics in Migration and Diaspora Studies:

International Migration

COURSE OUTLINE

Instructor: Dr. Howard Duncan (howard.duncan@carleton.ca)

Class times (via Zoom): Mondays, 2:30 – 4:00 (except for Friday, December 11)

Office Hours: given the Covid-19 situation, instructor-student conversations will be arranged by appointment and will take place either by phone or email

Course Description

This course is an introduction to the phenomenon of international migration and, as such, will cover a wide range of topics rather than concentrate on any particular theme. Migration is a long-standing aspect of human life and, historically, has been the mechanism by which the planet has become populated throughout virtually the entirety of its land masses. Despite the pervasiveness of migration throughout human history and, therefore, what might be considered its naturalness, migration is a highly controversial endeavour and has become especially so with the invention of political borders that divide the earth into separate self-governing sovereign states. National governments have fallen over the migration controversy, the United Nations system was seen to be unable to cope with the migration crisis in the Mediterranean region in 2015-16, xenophobic populism rose as a political movement in many countries over the fears that citizens developed about migration and migrants, and, worldwide, deeply felt emotions about migration characterized the discussion even in countries where migration is not normally a political concern.

Despite the values-infused nature of the migration discussion, here we will take an empirical approach to the phenomenon, and this course will not take any specific positions on the matters of controversy. The objective is to enhance our understanding of migration, its inherent complexity, and why it has become so highly contentious. Although the course will offer examples of migration situations and examples of migration policy, these will be illustrative of general points. Specifically, this is not a course about migration to Canada or a course about Canadian migration policy, although there will be some references to the Canadian context as there will be to other national contexts.

Approximately 275 million people or 3.5% of the world's population are considered to be migrants, a figure that has been relatively steady for a number of decades. Although a small percentage, it represents a vast number of people who have moved for a myriad of reasons and whose migration has resulted in a vast panoply of effects on themselves, their societies of destination, and their homelands. With the significant exception of forced migration, people tend to migrate for personal or family reasons, but state policy is a powerful factor in where they go and how they get there as well as in how they are treated in their new homes. The ambition of this course is that students develop a deeper understanding of human

migration and of the challenges that it presents to governments and to the so-called international community, that is, those organizations such as those of the United Nations system that attempt to improve both the experience and the effects of migration.

The specific topics that we will cover are listed class-by-class below.

Learning Outcomes:

- An enhanced understanding of international migration worldwide
- Clarity of thought on a complex and, at times, emotion-filled topic
- Knowledge of how to research the area and ask interesting and probing questions
- Appreciation of the value of empirical data for understanding international migration

Required Texts and class procedures: Students are expected to exercise a good degree of self-direction regarding reading material. Below are readings, both required and suggested for each of the classes together with a list of academic journals (all available through the Carleton Library) and other valuable mainstream on-line resources. Prior to each class, students will find a set of short video lectures on the cuLearn website for the course. Students should view the lectures and then explore the reading materials in preparation for the class discussions which will take place via Zoom. Please be sure that you have a good internet connection including a webcam and microphone for these sessions. Other materials will also be available on the cuLearn website.

Note the dates and times of the Zoom sessions below. Each Zoom session will be between 60 and 90 minutes but we can exercise some flexibility as appropriate; during these sessions, the instructor will lead the discussion, but all students are expected to participate with commentary, by sharing what they have read, by asking questions, and by challenging what they have read and heard, including the instructor's comments. We hope for lively and stimulating sessions, but the responsibility for interesting sessions lies with all of us, not only the instructor. Students are expected to become familiar with the journals and other online resources that are listed below. For each class, students should develop questions and areas for further research based on the video lectures on cuLearn and the suggested readings. Students should make ample use of Google Scholar (https://scholar.google.com/) which can be searched with the questions that you formulate. Most of the journal articles will be available through the Carleton Library, but for any articles that are not readily available, read the abstracts to increase your awareness of the themes covered. Note that the Google Scholar allows you to specify the range of publication dates for your search. We recommend staying within the previous ten years.

Course Requirements and Grading Scheme:

- Attendance and Participation: (20% of final grade)
- First short paper of 500-700 words (15% of final grade): October 9, 2020
  - Students will select a topic for this paper based on material from the first four classes. Examples include the growth of international student migration; how demographic trends affect migration flows; the economic incentives for migration; or the rise of xenophobia in Europe. The challenge is to define a topic that can be treated within 700 words and to write concisely; papers should draw no more than two conclusions or make no more than two principal points.
- Proposal for Research Essay of 500 words (5% of final grade): October 30, 2020.
  - This proposal should describe with as much precision as possible the topic that will be explored in the research essay. The formulation of the topic should include a question to

be answered or an hypothesis to be explored together with background information that further articulates the topic, question, and/or hypothesis to be covered.

- Second short paper of 500-700 words (15% of final grade): November 6, 2020
  - Students will select a topic for this paper based on material from classes four to six. Examples include the benefits claimed for managed migration; how Canada manages migration; the conceptual difference between immigrants, refugees, asylum seekers, and undocumented migrants; and the challenges of accommodating "climate refugees" within the 1951 Geneva Convention on Refugees. The challenge is to define a topic that can be treated within 700 words and to write concisely; papers should draw no more than two conclusions or make no more than two principal points.
- Research Essay (3,000 – 4,000 words for undergraduate students; 4000-5000 words for Masters students) (45% of final grade): December 11, 2020
  - This essay is to be on the theme of the proposal submitted by October 30 as adjusted from discussions with the instructor. The paper is to be a research essay, meaning that the ideas it contains are to be supported by research into the primary literature (e.g., documents from national governments or international organizations; survey reports) and the secondary literature (e.g., academic publications; publications from think tanks or non-governmental organizations). Students are expected in this paper to provide a clear description of the theme of the paper, to develop this theme and support the ideas with empirical evidence from the primary and secondary literature, and to draw clear conclusions at the end of the paper. It is expected that the paper will be written clearly and understandably. Marks will be awarded for clarity of expression, for organization, and for the quality of the discussion including the use of evidence to support the major points made.

Submission of coursework:

All written assignments must be submitted to the electronic drop box in cuLearn. Unless a specific exception has been arranged, the instructor will not accept assignments sent by email.

Late Penalties and Failure to submit assignments:

- Any student who fails to hand in the research essay will receive a failing mark in the course.
- Penalties for late assignments will be as follows:
- Two points (of a % scale) for each day late (including weekends). Papers will not be accepted more than one week after the due date without a valid (e.g., written medical) reason
- Short papers and the abstract for the research essay: Late assignments will suffer an immediate deduction of 15% (on a 100% scale), and 3% for each day late.
- Consistent attendance is required in this course; it is expected that students who must miss a class for any reason will contact the instructor responsible for that session in advance, if at all possible.

CLASS ONE (Monday, September 14, 2:30 – 4:00)

Course Introduction

Our subject: international migration

What is migration? What are we talking about in this course? What will we include? Exclude? IOM definitions. UNHCR definitions. Who is a migrant? How many migrants are there in the world today?

Some basic concepts:

- Labour migration: permanent, temporary, skilled, unskilled
- Migration for education
- Family reunification; marriage migration
- Migration for religious or cultural reasons; chain migration
- Refugees, asylum seekers, ethnic cleansing, genocide, other forced migration
- Illegal, irregular, undocumented migration; smuggling and trafficking. Sensitive terminology to sort through.
- Lifestyle migration: adventure, retirement
- International vs internal migration; internally displaced people (IDPs)
- North-South flow combinations: it's not all South to North
- Return migration, multiple migration. The new paradigm? Transnationalism and globalization
- Migration management, national, regional, global
- Immigrant integration, the social side of immigration: labour market, social, housing, access to health and social services, discrimination and racism, education, etc. Citizenship.

Required readings:

Migration, United Nations (https://www.un.org/en/sections/issues-depth/migration/index.html) (read home page only)

Refugees and Migrants, United Nations (https://refugeesmigrants.un.org/definitions) (read home page only)

Who Counts as a Migrant? Definitions and their Consequences, The Migration Observatory, University of Oxford (https://migrationobservatory.ox.ac.uk/resources/briefings/who-counts-as-a-migrant-definitions-and-their-consequences/) (read home page only)

Key Migration Terms, International Organization for Migration/United Nations (https://www.iom.int/key-migration-terms) (skim through this for the most relevant terms)

Migrants by origin and destination, United Nations (https://www.un.org/en/development/desa/population/publications/pdf/popfacts/popfacts_2012-3_South-South_migration.pdf) (read in full - 4 pages)

Human migration, Wikipedia (https://en.wikipedia.org/wiki/Human_migration) (read in full)

CLASS TWO (Monday, September 21, 2:30 – 4:00)

The drivers of migration

Why do people migrate? Note the history of the population of the planet; all ultimately derived from migration from East Africa 60,000 or so years ago.

The concept of *international migration* presupposes sovereign states and national borders; the concept of *migration* is broader and does not presuppose sovereign states. The modern concept of the sovereign state is relatively recent deriving, many would argue from the Peace of Westphalia of 1648 which ended years of religious warfare in Europe. That international migration presupposes state sovereignty over its borders, it follows that government migration *policy* is a major force behind migration flows, whether to promote migration or to prevent it. The norm is for a set of policies to manage or control migration in the interests of the state. We will discuss migration policy throughout this course, but there is a deeper set of considerations to explore why people would leave their homelands and cross a border to live in another country.

More modern migration drivers:

- Economic
- Demographic
- Political
- Family reunification
- Culture
- Lifestyle migration
- Education

The concept of root causes and what to do about them (the international community and root causes – "don't blame the migrant, blame the root causes"). "Push Factors" vs "Pull Factors".

Influences on migration flows, numbers and directions

- Employment prospects
- Quality of life (social, environmental, other)
- Future prospects
- Political influences
- Pandemics, especially Covid-19
- Environmental disasters
- Immigration policy
- Social media; ICTs

Effects of migration

- Destination societies: population growth (if immigration exceeds emigration + deaths); population diversity; diaspora effects including political; economic effects
- Origin societies: population reduction (look at former USSR states and Balkan states); brain drain; remittances; brain gain possible
- Migrants themselves: employment; financial gain; emotional; exploitation, discrimination, etc.

Required reading and viewing:

- *Migration Factsheet No. 1 – Drivers of migration,* International Organization for Migration (https://www.iom.int/sites/default/files/our_work/ICP/migration_factsheet_1_drivers_of_migration.pdf) (read in full)

- *What drives international migration?* EU Science Hub, European Commission (https://ec.europa.eu/jrc/en/news/what-drives-international-migration) (read home page only)
- *Drivers of Migration,* Nicholas Van Hear, Oliver Bakewell and Katy Long, Migrating Out of Poverty (https://assets.publishing.service.gov.uk/media/57a08a7fed915d622c000787/WP1_Drivers_of_Migration.pdf) (read Executive Summary and sections 1 and 2)
- Watch this interview with the authors of *Empty Planet: The Shock of Global Population Decline,* Bricker and Ibbitson (https://www.youtube.com/watch?v=k5PzUzp-o10). (20 minutes) The book itself is not required reading but might be of interest to some students. See: https://www.penguinrandomhouse.com/books/545397/empty-planet-by-darrell-bricker-and-john-ibbitson/).

Suggested further reading:

- *Fertility, mortality, migration, and population scenarios for 195 countries and territories from 2017 to 2100: a forecasting analysis for the Global Burden of Disease Study (https://www.thelancet.com/article/S0140-6736(20)30677-2/fulltext)* For skimming only, but consider reading the Summary, Introduction, and Discussion sections.
- *The Great Migration Clash,* Joseph Chamie, former Director of the United Nations Population Division (http://www.ipsnews.net/2020/07/great-migration-clash/)

CLASS THREE (Monday, September 28, 2:30 – 4:00)

Why is migration so controversial?

Rise of anti-immigration politics, tightening of borders, restriction of rights and entitlements

Concerns expressed by those who are opposed to migration to their countries:

- Economic
- Cultural/national values
- Security
- Irregular migration; out-of-control migration
- Environmental

Effects of anti-immigration sentiments

- Racism and xenophobia
- Injustices committed against immigrants and minorities
- Political effects, policy effects
- Fear on the part of immigrants and minorities

Required readings and viewings :

- *Reports of surveys on attitudes towards migration and migrants (Gallup, Pew, etc.). Read three of the following examples:*

- *Attitudes Toward Diversity in 11 Emerging Economies.* Pew Research Centre, June, 2020 (*https://www.pewresearch.org/global/2020/06/16/attitudes-toward-diversity-in-11-emerging-economies/*)
- *Around the World, More Say Immigrants Are a Strength Than a Burden,* Pew Research Centre, March, 2019 (https://www.pewresearch.org/global/2019/03/14/around-the-world-more-say-immigrants-are-a-strength-than-a-burden/)
- *Does Information Change Attitudes Towards Immigrants?* IZA, December, 2016 (http://ftp.iza.org/dp10419.pdf)
- *Attitudes towards immigration*, IPSOS, August 2019 (https://www.ipsos.com/sites/default/files/ct/news/documents/2019-11/public-attitudes-towards-immigration-survey-for-imix-nov-2019.pdf)
- *Attitudes towards Immigration and their Antecedents,* European Social Survey, November, 2016 (https://www.europeansocialsurvey.org/docs/findings/ESS7_toplines_issue_7_immigration.pdf)
- *New Index Shows Least-, Most-Accepting Countries for Migrants,* Gallup, August, 2017 (https://news.gallup.com/poll/216377/new-index-shows-least-accepting-countries-migrants.aspx)
- *Americans Want More, Not Less, Immigration for First Time*, Gallup, July 2020 (https://news.gallup.com/po(ll/313106/americans-not-less-immigration-first-time.aspx)
- *Academic articles on attitudes towards migration and migrants (Use Google Scholar as your search engine). Some examples follow:*
  - *Determinants of Attitudes towards Immigration: Testing the Influence of Interculturalism, Group Threat Theory and National Contexts in Time of Crisis*, Livia García-Faroldi, International Migration, Volume 55, Issue 2, April 2017 (https://onlinelibrary.wiley.com/doi/abs/10.1111/imig.12261)
  - *Partisanship, local context, group threat, and Canadian attitudes towards immigration and refugee policy,* Timothy B Gravelle, Migration Studies, Volume 6, Issue 3, November 2018 (https://academic.oup.com/migration/article-abstract/6/3/448/4210417)
  - *The impact of biological and cultural racisms on attitudes towards immigrants and immigration public policies*, Alice Ramos et al, Journal of Ethnic and Migration Studies, Volume 46, 2020 - Issue 3 (https://www.tandfonline.com/doi/abs/10.1080/1369183X.2018.1550153)
  - Direct and indirect predictors of opposition to immigration in Europe: individual values, cultural values, and symbolic threat, Eldad Davidov et al, Journal of Ethnic and Migration Studies, Volume 46, 2020, Issue 3 (https://www.tandfonline.com/doi/abs/10.1080/1369183X.2018.1550152)
- *Presentation by Howard Duncan, Carleton University, to the Professional Association of Foreign Service Officers Conference, June 2019 (First 5 minutes) (*https://www.facebook.com/pafso.apase/videos/338921053450788/?v=338921053450788)

Suggested reading:

- *News reports; stay in tune with news from reputable sources in this area, both Canadian and international sources*
- https://www.pewresearch.org/topics/immigration-attitudes/

CLASS FOUR (Monday, October 5, 2:30 – 4:00)

The quest for managed migration:

Why manage migration? What is the problem that needs to be managed? Demand to migrate exceeds the supply of entry visas leading to "irregular flows".

Managed migration ideally leads to the "triple win" of simultaneous benefits for the migrants, the destination society, and the homeland society

Managed in whose interests? Destination society, origin society, the migrants. Is there common ground?

National migration programs and the attempt to manage migration

The aspiration of a *global* governance regime; Jagdish Bhagwati's concept of a World Migration Organization modelled on the WTO; the role of the international community regarding global governance

The United Nations' *Global Compact for Safe, Orderly, and Regular Migration* and *Global Compact on Refugees*

Saying "yes" and saying "no" to those who wish to migrate; managed migration requires both. The call for open borders.

Migration policy as foreign policy

Required readings:

- *Texts for the United Nations Global Compact for Safe, Orderly, and Regular Migration and the Global Compact on Refugees*
    - https://www.iom.int/global-compact-migration
    - https://www.unhcr.org/gcr/GCR_English.pdf
    - *Borders Beyond Control,* Jagdish Bhagwati, Foreign Affairs, January/February 2003 (See in MacOdrum Library); also available at http://www.jstor.org/stable/20033431

Suggested readings:

- *Special issue of International Migration (Volume 57-6, December 2019) on the United Nations Global Compact for Safe Orderly and Regular Migration and the United Nations Global Compact on Refugees (*https://onlinelibrary.wiley.com/toc/14682435/2019/57/6)
- *Measuring well-governed migration: The 2016 Migration Governance Index*, The Economist, a report commissioned by the International Organization for Migration, 2016
    - https://publications.iom.int/system/files/pdf/migration_governance_index_2016.pdf

CLASS FIVE (October 19, 2:30 – 4:00)

Canada's immigration policy

Guest speaker, Professor Ravi Pendakur, Department of Sociology, University of Ottawa

Required readings:

- *Immigration and Refugee Protection Act (*https://laws.justice.gc.ca/eng/acts/i-2.5/) Read the preamble, familiarize yourself with the basic structure of the legislation, and read the parts of the **regulations** concerning selection criteria, i.e., parts 6 – 9 (https://laws.justice.gc.ca/eng/regulations/SOR-2002-227/index.html)
- *Constitution Act, especially sections 91- 95 (*https://laws-lois.justice.gc.ca/PDF/CONST_E.pdf)
- *Multiculturalism Act (*https://laws-lois.justice.gc.ca/eng/acts/c-18.7/page-1.html)

Suggested reading:

- *The website of Immigration, Refugees, and Citizenship Canada (for general exploration only) (*https://www.canada.ca/en/immigration-refugees-citizenship.html)

CLASS SIX (Monday, November 2, 2:30 – 4:00)

Labour migration

The majority of the migrants in the world today are labour migrants, whether on temporary or permanent residency visas.

Global economic disparities

Global demographic disparities

Demand for visas exceeds supply: migrants will use other means to gain entry (asylum system, smugglers, traffickers)

Cultures of migration where there is an expectation that some members of a society will migrate to send back remittances

Permanent labour migration schemes: the traditional settler societies (Australia, Canada, New Zealand, United States). Nation-building; impact on aboriginal populations high.

Compare Canada with the others; refer to Class Five

Temporary labour migration schemes: Canada; Kafala system; US H1B visa system; care workers; seasonal agricultural workers

Protecting the rights of migrant workers. UN Convention and the SDGs; role of ILO, IOM. Bi-lateral agreements. The example of the Commission on Filipinos Overseas.

Required reading:

- *ILO Global Estimates on International Migrant Workers,* International Labour Organization (read executive summary only) https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_652001.pdf

- *International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families,* United Nations *(*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. It is 41 pages.)
- *Managing Highly-Skilled Labour Migration,* OECD Working Paper, March 2009 *(*https://www.oecd-ilibrary.org/docserver/225505346577.pdf?expires=1599057731&id=id&accname=guest&checksum=E2A669CEC55F5BD5CF9B60846F8F4A67

Suggested readings:

- *Transforming our world: the 2030 Agenda for Sustainable Development,* United Nations, 2015 *(*https://sdgs.un.org/goals). Note especially the sustainable development goals that refer explicitly to labour and labour migration)
- *International Organization for Migration publications:*
    - *Migration Policy Practice* (https://publications.iom.int/search-books?keyword=&category=463&subject=All&book_lang=All&country=All&year=All) (This is a policy-research magazine with articles on many aspects of migration; search for those involving labour migration and other themes that interest you)
    - *Migration and the 2030 Agenda* (https://publications.iom.int/system/files/pdf/sdg_en.pdf) (see pp. 25-29)

CLASS SEVEN (Monday, November 9, 2:30 – 4:00)

Refugees, asylum seekers, and irregular migration

Rights of refugees and asylum seekers (Guest lecture by Francois Crépeau, Mc Gill University; TBC)

The 1951 United Nations Convention Relating to the Status of Refugees and associated Protocol

The UN Global Compact on Refugees

The refugee camp and its management; protracted refugee situations

The use of the asylum system by economic migrants; controversies associated with this; the role of smugglers (Guest lecture by Professor Gabriella Sanchez, European University Institute; TBC)

Climate migration; other environmentally-induced migration; the limitations of international treaties, conventions

Required readings and viewing:

- *Convention and Protocol Relating to the Status of Refugees,* United Nations, 1951 *(*https://www.unhcr.org/3b66c2aa10) (Read the definition of 'refugee' and Articles 32-33 on non-refoulement)
- *Report of the United Nations High Commissioner for Refugees Part II: Global compact on refugees*, United Nations, 2018 *(*https://www.unhcr.org/gcr/GCR_English.pdf)
- *United Nations Convention against Transnational Organized Crime and the Protocols Thereto, specifically these two protocols: the Protocol to Prevent, Suppress and Punish Trafficking in*

Persons, Especially Women and Children; the Protocol against the Smuggling of Migrants by Land, Sea and Air, United Nations, 2000 *(*https://www.unodc.org/unodc/en/organized-crime/intro/UNTOC.html). (Read only the Forward by UN Secretary General Kofi Annan and Annexes II and III (the protocols on smuggling and trafficking))

- *Watch Ted Talk by Alexander Betts, University of Oxford: "Our Refugee System is Failing"* *(*https://www.ted.com/talks/alexander_betts_our_refugee_system_is_failing_here_s_how_we_can_fix_it?language=en) (Approximately 20 minutes)

CLASS EIGHT (Monday, November 16, 2:30 – 4:00)

The relationship between migration and development

Different perspectives, different objectives: "migration leads to development" vs "development ends migration"

Basic concepts and the claims made that migration does support development of countries of origin: remittances, diaspora bonds, trade, return migration and brain gain; the economics of the relationship; back to root causes

The "Migration Hump" theory

Global Forum on Migration and Development; UN High Level Dialogue on Migration and Development

Required readings and viewing:

- *Migration and Remittances,* World Bank/KNOMAD, April 2019 *(*https://www.knomad.org/sites/default/files/2019-04/Migrationanddevelopmentbrief31.pdf *)*
- *Academic articles on migration and development:*
  - *The Trade, Migration, and Development Nexus*, Philip Martin, Proceedings of the 2006 Conference on Migration, Trade, and Development, 2006, Federal Reserve Bank of Dallas, https://www.dallasfed.org/-/media/Documents/research/pubs/migration/martin.pdf?la=en
  - *Migration transitions: A theoretical and empirical inquiry into the developmental drivers of international migration*, Hein de Haas, International Migration Institute, 2010 https://www.migrationinstitute.org/publications/wp-24-10 (Sections 1,2,3,4, and 9)
  - *Re-thinking the Brain drain,* Oded Stark, World Development Vol. 32, No. 1, pp. 15–22, 2004 *(*http://ostark.uni-klu.ac.at/publications/2004/Rethinking%20the%20Brain%20Drain.pdf) (Don't worry about the mathematical symbols; note especially the introduction and conclusions)
- *Migration & Development in Africa: An Overview,* Richard Black, Jonathan Crush, Sally Peberdy with Savina Ammassari, Lyndsay McLean Hilker, Shannon Mouillesseaux, Claire Pooley, Radha Rajkotia, Southern African Migration Project, 2006 (https://samponline.org/wp-content/uploads/2016/10/MAD_1.pdf) (Read Chapter 1 only)
- *The Hidden Force in Global Economics: Sending Money Home,* A Ted Talk by Dr. Dilip Ratha, World Bank/KNOMAD, October, 2014 *(*https://www.ted.com/talks/dilip_ratha_the_hidden_force_in_global_economics_sending_money_home?language=en) (Approximately 20 minutes)

Suggested further readings:

- *The United Nations Sustainable Development Goals (https://www.un.org/sustainabledevelopment/sustainable-development-goals/) For the goals related to migration, see: https://www.un.org/en/development/desa/population/migration/events/coordination/16/documents/presentations/6b%20-%20Chen%20SDG%20indicators.pdf*
- Website of the Global Forum on Migration and Development (https://www.gfmd.org/)

CLASS NINE (Monday, November 23, 2:30 – 4:00)

The rise of rights on the political agenda

The concept of universal human rights; United Nations Universal Declaration of Human Rights

What are rights? Natural rights vs. legal rights; advocacy for legal rights.

The United Nations system; role of non-governmental organizations

Migrants' rights: beyond human rights?

The right to migrate vs the right to leave and return

Migrants as victims, as vulnerable, in need of rights protection; precarity

Required readings and viewing:

- *The Universal Declaration of Human Rights, United Nations, 1948 (*https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf)
- *Migration in an interconnected world: New directions for action: Report of the Global Commission on International Migration,* October, 2005. Read especially the synopsis, introduction and chapter 5 (*https://www.iom.int/jahia/webdav/site/myjahiasite/shared/shared/mainsite/policy_and_research/gcim/GCIM_Report_Complete.pdf)
- *Migrant Rights, The Migration Data Portal (https://migrationdataportal.org/themes/migrant-rights#definition) (Home page only)*
- *Statement by the Special Rapporteur on the human rights of migrants, François Crépeau, at the panel discussion organized by the President of the General Assembly in New York on 25 June 2013, in order to prepare for the High-Level Dialogue on migration and development,* Dr. Francois Crépeau, McGill University *(https://www.youtube.com/watch?v=JxqJFq95ABg) (Approximately 20 minutes)*

CLASS TEN (Monday, November 30, 2:30 – 4:00)

The Global Competition for Talent

Global demographic trends; ageing societies; shrinking societies; growing and youthful societies

Educational disparities worldwide

Demand for talent/skills and the global shortage of skills: results in global competition for talent including for migrants

Demand is now worldwide, not only in developed economies; China as example; Thousand Talent Program

Role of national policy, cities, universities, businesses, etc.

Who wins? Who loses?

Required readings:

- *World Population Prospects 2019: Highlights,* United Nations Population Division *(*https://population.un.org/wpp/Publications/Files/WPP2019_10KeyFindings.pdf)
- *McKinsey and Company reports on the "global war for talent". (Note that McKinsey is an international management consulting firm that coined the expression "war for talent" in 1997 and has been advising firms on how to "win" this war. These readings are an indication of the importance of contemporary demographic trends.*
    - *The War for Talent,* Mark Foulon et al, McKinsey Quarterly, January 1998 *(*https://www.researchgate.net/publication/284689712_The_War_for_Talent) (The report can be downloaded; see download pdf icon near top right of home page)
    - *Attracting and retaining the right talent*, Scott Keller and Mary Meaney, McKinsey and Company, November 2017 (https://www.mckinsey.com/business-functions/organization/our-insights/attracting-and-retaining-the-right-talent#)
- *Canada-related material*
    - *What Countries Are Winning the Global War for Talent?* Jörgen Sundberg, The Undercover Recruiter (https://theundercoverrecruiter.com/global-war-talent/) (Homepage only)
    - *Canada Wins, U.S. Loses In Global Fight For High-Tech Workers*, National Public Radio, January 2020 (https://www.npr.org/2020/01/27/799402801/canada-wins-u-s-loses-in-global-fight-for-high-tech-workers) (Homepage only, and listen to the 4 minute audio clip)
- *Attracting skilled international migrants to China,* a report from the Centre for China and Globalization, Beijing and published by The International Labour Organization and the International Organization for Migration, 2017. (https://publications.iom.int/system/files/pdf/attracting_skilled_en_0.pdf) Read sections 1,2,3, and 7)

Suggested further reading:

- *World University Rankings 2021,* Times Higher Educational Supplement *(*https://www.timeshighereducation.com/world-university-rankings/2021/world-ranking#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/stats)

CLASS ELEVEN (Monday, December 7, 2:30 – 4:00)

Immigrant integration

A relative term; what 'integration' means varies from country to country

From the immigrant's point of view

From the host society's point of view

Integration policy: varying objectives

The effects of transnationalism, multiple migration, globalization in general: do they weaken integration aspirations?

The role of cities in immigrant integration

The role of non-governmental organizations in immigrant integration

Return migration and re-integration

Required readings:

- *IOM/Eurasylum interview with Howard Duncan (Carleton University) and Michael Keith (Oxford University) (http://www.eurasylum.org/032010-dr-howard-duncan-metropolis-and-prof-michael-keith-compas-university-of-oxford/)*
- *International Migration journal, Volume 57, Issue 3, June, 2019. (https://onlinelibrary.wiley.com/doi/10.1111/imig.12593) Read the articles below:*
  - *"Integration Constellations" – The Interaction between Destination and Origin Countries and Civil Society Organizations in Migrant Integration,* Justyna Salamońska and Anne Unterreiner, International Migration, Volume 57, Issue 3, June, 2019
  - *The Social Inclusion and Inequality Nexus: EU versus non-EU migrants,* Cong Wang and Amjad Naveed, International Migration, Volume 57, Issue 3, June, 2019
  - *"Migrant Capital" and Domestic Work: Labour Trajectories of Immigrant Women in Spain,* Alberto del Rey, Jesús Rivera-Navarro, and Tania Paniagua de la Iglesia, International Migration, Volume 57, Issue 3, June, 2019
- *Background paper for the United Nations Workshop on Migration and Cities, Session VI on policy, governance, and planning,* Howard Duncan, Carleton University. (Prepared for the United Nations Expert Group Meeting on Sustainable Cities, Human Mobility, and International Migration, 2017.) (https://www.un.org/en/development/desa/population/events/pdf/expert/27/papers/VI/paper-Duncan-final.pdf)*

Suggested further readings:

- *Archived Metropolis Canada website (https://canada.metropolis.net/publications/special_e.html).* This is a general resource; pick and choose as needed.
- *Sage Handbook of International Migration*, eds. Inglis. Li, and Khadria. Sage Reference, ISBN 978-1-4129-6175-2, London, 2020 (A good contemporary resource; see Part III on incorporation/integration and Part IV, chapter 40.

CLASS TWELVE (Friday, December 11, 2:30 – 4:00)

Diversity and multiculturalism

Diversity and migration; a natural demographic outcome

Multiculturalism theory

Multiculturalism policy: Canada; Australia; Europe's rejection of multiculturalism; the United Kingdom example

Multicultural urban planning: multiculturalism in action

Multiculturalism and the contemporary social justice movement

Required readings and viewings:

- *Canada's Multiculturalism Act and Constitution Act (references above)*
- *Will Kymlicka, Queen's University, Canada*
    - *"Building Solidarity in Diverse Societies" Keynote speech to the European University Institute, Florence, Italy, January 2015 (*https://www.eucanet.org/expert-directory/kymlicka-will*) (50 minutes)*
    - *"Democracy and Multiculturalism" with Raphael Cohen-Almagor (University of Hull) https://www.researchgate.net/publication/265048048_Democracy_and_Multiculturalism* https://kf.or.kr/file/pdf/Will%20Kymlicka.pdf
- *Christian Joppke, University of Bern, Switzerland*
    - *Is Multiculturalism Dead?* A Durham Castle lecture, 2018 (https://www.youtube.com/watch?v=ei_F9-hXt_U) (1 hour, 20 minutes)
    - *"War of words: interculturalism v. multiculturalism" in Comparative Migration Studies*, 2018. https://comparativemigrationstudies.springeropen.com/articles/10.1186/s40878-018-0079-1
- *Professor Dr. Bhikhu Parekh, UK House of Lords, retired from the University of Hull*
    - *"What is Multiculturalism*?" https://www.india-seminar.com/1999/484/484%20parekh.htm
- *Stanford Encyclopedia of Philosophy, Multiculturalism,* Sara Song, University of California, Berkeley, 2016 (https://plato.stanford.edu/entries/multiculturalism/)

Further reading and reference materials

IOM World Migration Reports *(*https://publications.iom.int/books/world-migration-report-2020*).* Note that this is a link to all World Migration Reports produced by the IOM as well as to their many other publications. Be selective in your reading.

The Age of Migration*, Castles, Miller, de Haas (*http://www.age-of-migration.com/web-links*);* this is the 6th edition of a book that has been widely read for many years. Not essential but a recommended resource.

Some important peer-reviewed academic journals in the migration field (all available in the MacOdrum Library):

International Migration (https://onlinelibrary.wiley.com/journal/14682435)

International Migration Review (https://journals.sagepub.com/home/mrx)

Migration Studies (https://academic.oup.com/migration)

Journal of Ethnic and Migration Studies (https://www.tandfonline.com/toc/cjms20/current#:~:text=JEMS%20publishes%20research%20on%20all,racism%20and%20policies%20of%20integration.)

Journal of Refugee Studies (https://academic.oup.com/jrs)

Journal of International Migration and Integration (https://www.springer.com/journal/12134)

Some web-based resources:

- United Nations Population Division (https://www.un.org/development/desa/pd/)
- International Organization for Migration (IOM) (https://www.iom.int/)
- IOM's Global Migration Data Analysis Centre (GMDAC) (https://gmdac.iom.int/)
- United Nations High Commissioner for Refugees (UNHCR) (https://www.unhcr.org/)
- International Labour Organization (ILO) (https://www.ilo.org/global/lang--en/index.htm)
- World Bank, Global Knowledge Partnership on Migration and Development (KNOMAD) (https://www.knomad.org/)
- Migration Policy Institute (https://www.migrationpolicy.org/)
- Pew Research Centre (https://www.pewresearch.org/)
- International Centre for Migration Policy Development (ICMPD) (https://www.icmpd.org/home/)
- European Commission Joint Research Centre (https://ec.europa.eu/info/departments/joint-research-centre_en)
- Global Forum on Migration and Development (https://www.gfmd.org/)

Academic Accommodations:

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).

Religious Observance:

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

Pregnancy:

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

Plagiarism:

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

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without propercitation 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.

All suspicions of plagiarism will be dealt with according the Carleton's Academic Integrity Policy (http://carleton.ca/studentaffairs/academic-integrity/). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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

Standing in a course is determined by the course instructor subject to the approval of the Faculty

Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.