

Carleton University
Arthur Kroeger College of Public Affairs
Faculty of Public Affairs
MGDS 2000A: Global Migration and Transnationalism
Fall 2023 Sept. 5th to Dec. 8th



TERM: Fall 2022

Prerequisites: none

Class time and location: Friday 11:35 – 2:25 pm, **Room:** See course Brightspace page

Instructor: Zainab Amery

Virtual Office Hours: By appointment online through Zoom (Please make appointment ahead of time by email) until office space arranged.

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 on zoom 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, and the course name and number pertaining to your question (s). **Please put MGDS2000 in the subject line of all e-mails to ensure that they are received.**

Communication will only be through **Carleton accounts**. Your Connect account can be forwarded to any other account. Often non-Carleton emails go to the Junk file. 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.

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. If

you need help with Brightspace, the learning management system, you can find support here <https://carleton.ca/brightspace/students/>

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 and Shiller 2003). Appadurai (1996) echoes the importance of these two categories by suggesting the necessity of looking at global “ethnoscapes” 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. Seminar and discussion three hours a week

COURSE LEARNING OBJECTIVES

This course introduces students to the burgeoning fields of migration, transnationalism and diaspora studies, and the cultural, economic, social, and political implications of the movement of people and ideas. Students will

1. **Engage** with and contribute to ongoing debates in migration, transnationalism, and diasporic communities in our current era of globalization
2. **Describe** the theories of transnationalism and transnationalism of migrant life
3. **Analyze** and explain social, economic, cultural, and political issues in the migration context.
4. **Differentiate** how different categories of migrants are socially constructed
5. **Explain** how securitization of borders plays a role in migration regulation.

6. **Work** in groups to present a specific topic on migration and transnationalism to the group.
7. **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.
8. **Submit** an original research paper regarding a specific migration and transnationalism related issue.

COURSE STRUCTURE AND METHODS

This course will be delivered in person and through the course management system. In the event there is a Covid closure we will move to an online class. Students are expected to log into Brightspace regularly 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 assignments in addition to PowerPoints and will be run as a seminar. You should expect to spend at approximately 4 hours each week reading/viewing and completing assignments. All assignments will be submitted through Brightspace. You will access online lessons, course materials, and resources all on Brightspace this will include access to ARES for your course materials. Activities will consist of lectures, discussion activities and group presentations.

Required readings and other materials

All readings will be available for downloading through ARES on the course Brightspace platform and internet links in the syllabus. Course lectures and ppts should also be considered as part of the learning required. I have provided additional resources in each week. They are not mandatory readings but can enrich your learning or you may use them for your final paper. I have also included an extensive syllabus at the end of this syllabus.

Trigger Warning: Some content in this course may be disturbing and/or emotional, so I encourage you to prepare yourself before proceeding particularly in terms of videos. Please let me know should you encounter this difficulty with certain material required for the course to identify a remedy. In the even that you are concerned about any videos, you may excuse yourself from the class and speak with me after the class.

Course Requirements & Methods of Evaluation:

Evaluation format	Value	Date
Mid-term exam	25%	Written online during class time. To be discussed further in class. Nov.3rd, 2023
Group Project Presentation	15%	As assigned in class following your week selection
Final Paper	40 %	Friday, December 8 th , 2023, in the BRIGHTSPACE drop box by 11:59 pm.
Research proposal and annotated bibliography	20%	2 pages double spaced maximum, font 12, with a 1-page annotated bibliography which must use 3 non course reading sources . Due Friday October 13 th , 2023, at 11:59 pm.

1) Group presentation on one of the syllabus themes- 15%

You will work with a project team (3-4 students each depending on the number of students in the class) 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 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 or in person at the university. 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 or concerns.

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 1-page outline of your group's main presentation key points, 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 Brightspace. 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) Proposal and Annotated Bibliography: 20% Submitted online : **October 13th at 11:59 pm.**

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

Students are to prepare a proposal that is **to be no longer than 2 pages long** (12-point font, double-spaced), and should include a brief discussion of your main argument and the supporting critiques and evidence you will be using for your position. You may find that this plan needs to change as you do further read and as you write the final paper. This is acceptable, however if you are concerned about this, please feel free to make an appointment to discuss it with me before you hand it in. ***This is not an outline. You must use paragraph form and proper citations.***

This evaluative component is directly related to your paper. You will be required to put together an annotated bibliography of **three (3) referenced academic materials** that you intend to use for your final paper from **outside the course syllabus readings**. You can however use any of the additional resources or material from the extensive bibliography. For each reference, you need to provide the full bibliographic citation for the work in question and a brief description. This description should be approximately 75 words long. Proposals and annotated bibliography is not handed in on time will be **penalized at a rate of 5% per day unless** you have a valid reason and/or you have spoken with me in advance.

3) Final Essay– 40% - Due December 8th, 2023

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 8th, 2023th** with a title page that **includes the course name, my name, your name, and student number in the folder under assignments on Brightspace.** *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](https://libraries.dal.ca/content/dam/dalhousie/pdf/library/Style%20Guides/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 based on your topic proposal.** If you are unsure of whether your selected topic is appropriate, please speak with me. I would encourage you to speak with me early on in order to explore your topic. Some potential topics

Historical Migration to Canada
Ethnic group migration in Canada or elsewhere
Racialization of migration
Diaspora
Citizenship
Labour migration
Gender and migration
Asylum
Unaccompanied or undocumented children
Ethnic groups in diaspora
Securitization of migration
Transnationalism
Refugee camps

Temporary labour migration
Settlement of newcomers
Detention of newcomers
Deportation
Multiculturalism
Climate migration

These are just some examples. Feel free to explore the journals and books below to find a topic that interests you.

EVALUATION

The paper will be evaluated with regards to **CONTENT, ORGANIZATION and STYLE**.
A rubric is provided on Brightspace.

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

You will also benefit from browsing in the current journals section of the library and using various on-line databases that are listed at the back of this syllabus.

Completion of Work:

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

COPIES OF WRITTEN WORK SUBMITTED

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

STATEMENT ON CLASS CONDUCT

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

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

Diversity, Inclusion and a Welcoming Classroom:

This class will be conducted in an open and supportive manner where the diversity of students' backgrounds and perspectives is viewed as a resource in the classroom.

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

Land Acknowledgement:

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

CARLETON GRADES

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

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

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

Academic Regulations, Accommodations, Plagiarism, Etc.

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

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

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

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

****The deadline for contacting the Paul Menton Centre regarding accommodation for December full fall and late fall examinations and fall/winter midterm examinations is November 15, 2023.**

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

For religious obligations: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

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

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

Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton resources:

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

Off campus resources:

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

Plagiarism

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source.

Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

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

- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and 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).

Pandemic Measures

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

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

Fall 2023 Dates and Deadlines

August 29, 2023:	Deadline for course outlines to be made available to students registered in full fall, early fall and fall/winter courses.
September 1, 2023:	Last day for receipt of applications from potential fall (November) graduates.
September 4, 2023	Statutory holiday. University closed.
September 5, 2023	Academic orientation (undergraduate and graduate students). Orientation for new Teaching Assistants. All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
September 6, 2023	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 19, 2023	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses. Last day to withdraw from early fall courses with a full fee adjustment.

	Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2023 and must register for the fall 2023 term.
September 22-24, 2023	Full summer and late summer term deferred final examinations will be held.
September 30, 2023	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
October 1, 2023	Last day for academic withdrawal from early fall courses.
	Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
October 6, 2023	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 9, 2023	Statutory holiday. University closed.
October 23-27, 2023	Fall break, no classes.
November 15, 2023	Last day to request Formal Examination Accommodation Forms for December full fall and late fall final examinations and fall/winter midterm examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
November 15, 2023	Last day for academic withdrawal from full fall and late fall courses
November 24, 2023	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
December 8, 2022	Fall term ends. Last day of full fall and late fall classes. Classes follow a Monday schedule (full fall and fall/winter courses only). Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for full and late fall courses.
December 10-22, 2023	Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.
December 22, 2023	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 25, 2023 through January 3, 2024 inclusive	University closed.

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. They will be posted on Ares though the library on our Brightspace website. There are **Mandatory readings (READ)**, However, I have provided additional resources of resources on the same theme as **Supplemental**. **THESE ARE NOT MANDATORY** but rather for the purposes of writing your papers and you want additional resources on a particular theme. 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.8th</u>	Introduction and Overview of course – Who migrates and why?	Read Brubaker, R., (2005) "The 'diaspora' diaspora" <i>Ethnic and Racial Studies</i> 28(1): 1-19. Castles, Stephen et al. 2020 (5th edition). "Introduction" in <i>The Age of Migration: International Population Movements in the Modern World</i> . The Guilford Press. Pp. 1-20	
Supplemental Resources: Butler, Butler. (2001). "Defining Diaspora, Refining a Discourse". <i>Diaspora: A Journal of Transnational Studies</i> , 10.2: 189-219. 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 Everyday Multiculturalism: Transversal Crossings and Working-Class Cosmopolitanisms. In: <i>Everyday Multiculturalism</i> . Amanda Wise & Selvaraj Velayutham eds. pp 21-45. Basingstoke: Palgrave Macmillan Kevin Kenny, <i>Diaspora: A very short introduction</i> (New York: Oxford University Press, 2013). Koser, K. (2007). <i>International migration: A very short introduction</i> (Oxford: Oxford University Press). Levitt, Peggy and Nina Glick Schiller. (2004). Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society. <i>International Migration Review</i> 38. Schiller, Nina Glick, Linda Basch, Cristina Szanton Blanc. 1995. From immigrant to transmigrant: Theorizing transnational migration. <i>Anthropological Quarterly</i> 68(1): 48-63. 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			
No Presenters this week			
F2 Sept. 15th	The hassle with theories and terms: Keywords in Migration and Transnational Studies	Read Dahinden, Janine. 2017. "Transnationalism Reloaded: The Historical Trajectory of a Concept." <i>Ethnic and Racial Studies</i> 40(9):1474-85. Gabaccia, D. (2010) "Nations of Immigrants: Do Words Matter?" <i>The Pluralist</i> 5.3: 5-31 Robertson, Shanthi, 2019. "Status-making: Rethinking migrant categorization." <i>Journal of Sociology</i> 55(2): 219-233.	

Supplemental Resources:

Crawley, Heaven, and Dimitris Skleparis. 2008. "Refugees, migrants, neither, both: Categorical fetishism and the politics of bounding in Europe's 'migration crisis'." *Journal of Ethnic and Migration Studies* 44, no. 1 (2018): 48-64.

Casas-Cortes, M. et al., (2015) "New Keywords: Migration and Borders," *Cultural Studies* 29(1)1-33.

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Russell King. *Theories and Typologies of Migration: An Overview and a Primer*. Malmö Institute for Studies of Migration, Diversity and Welfare. 2012. Available online: https://www.researchgate.net/publication/260096281_Theories_and_Typologies_of_Migration_An_Overview_and_A_Primer

Presenters this week:

F3 Sept. 22	Refugees and Asylum Seekers	<p>Read</p> <p>Arar, Rawan, Lisel Hintz and Kelsey P. Norman. 2016. "The Real Refugee Crisis is in the Middle East, Not Europe." <i>The Monkey Cage Blog for The Washington Post</i> May 14, 2016. Available https://www.washingtonpost.com/news/monkey-cage/wp/2016/05/14/the-real-refugee-crisis-is-in-the-middle-east-not-europe/</p> <p>Kvittingen, Anna, Marko Valenta, Hanan Tabbara, Dina Baslan, and Berit Berg. 2018. "The Conditions and Migratory Aspirations of Syrian and Iraqi Refugees in Jordan." <i>Journal of Refugee Studies</i> 32 (1):106-124.</p> <p>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,). https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199652433.001.0001/oxfordhb-9780199652433-e-032</p> <p>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.</p>	
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Supplemental Resources:

Carens, Joseph. (2008): "The Rights of Irregular Migrants," *Ethics and International Affairs* 22.2 163-186.

Chimni, B.S. (2009). "The Birth of a Discipline: From Refugee to Forced Migration Studies." *Journal of Refugee Studies* 22 (1): 11-29.

Holzer, Elizabeth. 2012. A Case Study of Political Failure in a Refugee Camp. *Journal of Refugee Studies* 25(2), 257-281

Koser, Khalid (2001). "New Approaches to Asylum?" *International Migration* 39(6):85-101.

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Shacknove, Andrew (1985) "Who is a refugee?" *Ethics*, 95.2 :274-284

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			
Presenters this week			
F4 Sept. 29	Problematizing Migration: Ethics, morality, and inequality	Read Associated Press. Feb 28, 2022 . "Europe's different approach to Ukrainian and Syrian refugees draws accusations of racism." CBC, (1 page) Retrieved https://www.cbc.ca/news/world/europe-racism-ukraine-refugees-1.6367932 Harper, Jo. 2022, April 14. Poland's Two Different Borders, <i>Politico</i> , https://www.politico.eu/article/poland-two-very-different-borders-ukraine-belarus-war-refugees/ Crawley. H (2020) 'The Great Amplifier: COVID-19, migration and inequality', https://www.mideq.org/en/blog/great-amplifier-covid-19-migration-and-inequality/ . (1/2 page) De Haan, Arjan (2020) 'Labour Migration, Poverty, and Inequality', in Tania Bastia and R. Skeldon, <i>Routledge Handbook of Migration and Development</i> , pp.168-78. Parekh, Serena. (2020). "Why we should help even if we don't like them" in <i>No refuge: ethics and the global refugee crisis</i> . Oxford University Press. Pp.50-79	
Supplemental Resources: Ash, Konstantin & Nick Obradovich. 2020. "Climatic Stress, Internal Migration, and Syrian Civil War Onset." <i>Journal of Conflict Resolution</i> 64 (1) 3-31 Boswell, Christina. "The Elusive Rights of an Invisible Population (A Response to Carens)". <i>Ethics & International Affairs</i> 22.2(2008): 187-192. Cukier, & Vogel, L. (2022). Ukraine crisis highlights inequities in refugee care. <i>Canadian Medical Association Journal (CMAJ)</i> , 194(22), E779–E780 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 Kaida, Lisa, Feng Hou and Max Stick. 2020. "The Long-Term Economic Integration of Resettled Refugees in Canada: A Comparison of Privately Sponsored Refugees and Government-Assisted Refugees." <i>Journal of Ethnic and Migration Studies</i> 46(9):1687-708. Kainz, Lena, Natalia Banulescu-Bogdan & Kathleen Newland. 2020. "The Divergent Trajectories of the Global Migration and Refugee Compacts: Implementation Amid Crisis." Washington, D.C.: Migration Policy Institute/ Lustgarten, Abrahm and Meridith Kohut. 2020. "The Great Climate Migration Has Begun." New York Times Magazine. 4 pages and images. Retrieved https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html Song, Sarah. (2018). "Political Theories of Migration." <i>Annual Review of Political Science</i> . 21, 385–402 Van Hear, Nicholas. Reconsidering Migration and Class. <i>International Migration Review</i> (September 2000): S100-S121. Zero Tolerance: How Trump Turned Immigration into a Political Weapon (2019) https://www.youtube.com/watch?v=eW4kQ4akZ1A			

Presenters this week:

F5 Oct. 6th	The Politics of Migration: Control, Detention and the End of Asylum	<p>Read</p> <p>Schoenholtz, Andrew I, Jaya Ramji-Nogales, and Philip G. Schrag. 2021. Introduction in <i>The End of Asylum</i>. Georgetown University Press.</p> <p>Cook. (2022). Britain Looks to Israel for Ideas on How to Curb the “Problem” of Asylum Seekers. <i>The Washington Report on Middle East Affairs</i>, 41(4), 44–44.</p> <p>FitzGerald, David S. 2020. Remote control of migration: theorizing territoriality, shared coercion, and deterrence. <i>Journal of Ethnic and Migration Studies</i>, 46(1), 4-22.</p> <p>Young, Elliot . (2021). ‘Introduction” and “Conclusion” <i>Forever prisoners: how the United States made the world’s largest immigrant detention system</i>. Oxford University Press.</p> <p>Listen to the podcast: <i>Kids in cages</i> (Explore the website) https://zolberginstitute.org/initiatives/entry-denied-series/entry-denied-ep-4/</p>	
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Supplemental Resources:

- Alden, E. (2018) "Is Border Enforcement Effective? What We Know and What It Means? *Journal on Migration and Human Security*, Vol. 5 (2) 2018: 481-490.
- Amoore , Louse. (2006). “Biometric borders: Governing Mobilities in the War on Terror.” *Political Geography* 25, 336-351.
- Bauder, H. (2017). “Sanctuary Cities: Policies and Practices in International Perspective,” *International Migration* 55 : 174–187.
- Chacón, J. M. (2014) “Immigration Detention: No Turning Back?” *South Atlantic Quarterly* 113. 3
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- Engbersen, Godfried and Dennis Broeders. (2009). “The State versus the Alien: Immigration Control and Strategies of Irregular Immigrants”, *West European Politics* 32(5), 867-885.
- Freeman, Gary P.. (1995). “Modes of Immigration Politics in Liberal Democratic Societies”, *International Migration Review*, 29(4), 881-902.
- Galli, Chiara. 2019. "Humanitarian capital: how lawyers help immigrants use suffering to claim membership in the nation-state." *Journal of Ethnic and Migration Studies*:1-18.
<https://www.tandfonline.com/doi/full/10.1080/1369183X.2019.1582325>
- Gibney, Matthew J. (2015). Refugees and Justice Between States. *European Journal of Political Theory*. 14(4):448–63
- Hansen, Randall and Demetrios Papademetrios. (2014). *Securing Borders. The Intended, Unintended and Perverse Consequences*. Washington: Migration Policy Institute, (2014):1-21. Available online: <http://www.migrationpolicy.org/research/securing-borders-perverse-consequences>
- Herbert Grubel. (2013). *Canada’s Aristide* (2008). *Matters of State: Theorizing Immigration Policy*, in *How Many Exceptionalisms?* Philadelphia: Temple University Press, pp. 250-286.
- Immigration Selection Policies: Recent Record, Marginal Changes and Needed Reforms*. Vancouver: Fraser Institute. Available online: <https://www.fraserinstitute.org/sites/default/files/canadas-immigrant-selection-policies.pdf>
- Joppke, Christian .(1998). “Why Liberal States Accept Unwanted Immigration”, *World Politics*, 50(2), 266-293.
- Keefe Patrick Radden .2009. Snakeheads and Smuggling: The Dynamics of Illegal Chinese Immigration, *World Policy Journal*, pp. 33-44.

- Mehrunnisa, Ahmad Ali. (2006). "Children Alone, Seeking Refuge in Canada", in *Canadian Periodicals Index Quarterly*, 23(2).
- Mountz, Alison.(2015). In/visibility and the Securitization of Migration: Shaping Publics through Border Enforcement on Islands, in *Cultural Politics*, 11(2), 184-200
- Alison Mountz. 2020. *The Death of Asylum: Hidden Geographies of the Enforcement Archipelago*, University of Minnesota Press.
- P De Genova , Nicholas. (2002). "Migrant "Illegality" and Deportability in Everyday Life", *Annual Review of Anthropology* (31), 419-447
- Ramji-Nogales, J., Schoenholtz, A. I. and Schrag, P. G. 2007. Refugee roulette: Disparities in asylum adjudication. *Stan. L. Rev.*, 60, 295.
- https://heinonline.org/HOL/Page?handle=hein.journals/stflr60&div=19&g_sent=1&casa_token=
- Satzewich, Vic. (2015) "Introduction," in *Points of entry : how Canada's immigration officers decide who gets in* pp.1-18.
- Sadiq, Kamal and Gerasimos Tsourapas. 2021. The postcolonial migration state, *European Journal of International Relations*.
- 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". *Children and Youth Services Review*

Presenters this week:

F6 Oct. 13	Exile and Unsettled	<p>Read</p> <p>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.</p> <p>Olenka, Zosa and De Sas Kropiwnicki. 2014. Childhood in Exile: The Agency of Second-Generation Exiles Seeking Refuge from Apartheid, <i>Refuge</i> 30 (1): 35-46.</p> <p>https://refuge.journals.yorku.ca/index.php/refuge/article/view/38601/35015</p> <p>Said, Edward. 2001. "Reflections on Exile" in <i>Reflections on exile: and other literary and cultural essays</i>, (Harvard University Press): Pp.173-186.</p>	Annotated Bibliography and final Paper proposal on Brightspace
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Supplemental Resources:

- Arendt, Hannah. "We Refugees." *Altogether Elsewhere: Writers on Exile*, ed. Marc Robinson, Faber and Faber, 1994, pp. 110-119.
- Minh-ha, Trinh T. . 2010. "Foreignness and the New Color of Fear," from *Elsewhere, Within Here: Immigration, Refugeeism and the Boundary Event*. Routledge: 1-18.
- Nabar, N. (2009). Transnational Families Under Siege: Lebanese Shi'a in Dearborn, Michigan, and the 2006 War on Lebanon. *Journal of Middle East Women's Studies*, 5(3):145- 174.
- Naficy, Hamid.(2001). *An Accented Cinema: Exilic and Diasporic Film*. Princeton University Press
- Said, Edward. *Out of Place : A Memoir*. Available <https://yplus.ps/wp-content/uploads/2021/01/Said-Edward-Out-of-Place-A-Memoir-1.pdf>
- Tang, Eric, *Unsettled: Cambodian Refugees in the New York City Hyperghetto* (Philadelphia: Temple University Press, 2015).
- Woods, James .(20 February 2014). "On Not Going Home," *London Review of Books*, Retrieved <https://www.lrb.co.uk/v36/n04/james-wood/on-not-going-home>

Presenters this week:			
F7 Oct. 20th	Transnationalism, Diasporas and Social networks	Read 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. Raelene Wilding, "Virtual" intimacies? Families communicating across transnational contexts , <i>Global Networks</i> , vol.6, n°2, pp.125-142. Nedelcu, Mihaela 2018. "Digital diasporas". in <i>Routledge Handbook of Diaspora Studies</i> , Routledge pp.242-250. Yount-André Chelsie. 2018. "Gifts, trips and Facebook families: children and the semiotics of kinship in transnational Senegal". <i>Africa</i> 88 (4) 683-701.	
Supplemental Readings: Anat Ben-David. (2012). The Palestinian diaspora on the Web : Between de-territorialization and re-territorialization, » <i>Social Science Information</i> , V. 51, 4 Diminescu, Dana. "The connected migrant: an epistemological manifesto," <i>Social Science Information</i> , 2008 Eriksen, Thomas Hylland. (20017). Nationalism, and the Internet," <i>Anthropological Quarterly</i> , Volume 77(3):469-498. 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 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.			
Presenters this week:			
Fall Break Oct 23rd-27th			
F8 Nov. 3rd	Mid Term Exam	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 25%
F9 Nov. 10	Diaspora and Imaginations of Home	Read 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	

		<p>montréalaise). <i>British Journal of Canadian Studies</i>, 29.1 : 1-23.</p> <p>Bryce, Derek , Samantha Murdy, Matthew Alexander. (2017) "Diaspora, authenticity and the imagined past". <i>Annals of Tourism Research</i>, 66 (2017): 49-60.</p> <p>Haagsman. K and A. Mazzucato (2020) 'The Wellbeing of Stay Behind Family Members in Migrant Households', in T. Bastia and R. Skeldon, Routledge Handbook of Migration and Development, pp.181-90.</p> <p>Mitra Etemaddar, Tara Duncan, Hazel Tucker. (2016) "Experiencing 'moments of home' through diaspora tourism and travel". <i>Tourism Geographies</i> 18.5: 503-519.</p>	
Supplemental Resources <p>Ahmed S. (1999) 'Home and away: Narratives of migration and estrangement', <i>International Journal of Cultural Studies</i>. 2(3):329-347</p> <p>Feldman, Ilana. "Home as a refrain: Remembering and living displacement in Gaza." <i>History & Memory</i> 18, no. 2 (2006): 10-47.</p> <p>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.</p> <p>Newland, Kathleen. 2010. <i>Voice After Exit: Diaspora Advocacy</i>, Migration Policy Institute. https://www.migrationpolicy.org/sites/default/files/publications/diasporas-advocacy.pdf</p>			
Presenters this week:			
F10 Nov.17	Migration, Transnationalism, and Gender	Read Bastia, T and K. Haagsman (2020) "Gender, Migration, and Development", in: T. Bastia and R. Skeldon, <i>Routledge Handbook of Migration and Development</i> , pp.103-13. 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). Mansoor, Asma . (2919). Marriage conventions in Monica Ali's Brick Lane in <i>Diasporic Choices</i> Seredynska-Abou Eid, Renata. Ed. BRILL Pp.67-75 Murray, D. (2018). The Challenge of Home for Sexual Orientation and Gendered Identity Refugees in Toronto. <i>Journal of Canadian Studies</i> , 48(1).	
Supplemental Resources <p>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.</p>			

Fiddian-Qasmiyeh, Elena. "Gender and Forced Migration," in: Elena FiddianQasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press, (2014): pp. 394-408.

Senthanar, Sonja, Ellen MacEachen, Stephanie Premji and Philip Bigelow. 2020. "'Can Someone Help Me?' Refugee Women's Experiences of Using Settlement Agencies to Find Work in Canada." *Journal of International Migration and Integration* 21(1):273-94.

Valdez, Nicol M. and Van C. Tran. 2020. "Gendered Context of Assimilation: The Female Second-Generation Advantage among Latinos." *Journal of Ethnic and Migration Studies* 46(9):1709-36.

Presenters this week

F11 Nov.24	Migrant Labour and Remittances	<p>Read</p> <p>Boucher, Anna Katherine. 2020. "How 'Skill' Definition Affects the Diversity of Skilled Immigration Policies." <i>Journal of Ethnic and Migration Studies</i> 46(12):2533-50.</p> <p>Lindley, Anna. 2009. The Early Morning Phone call: Remittances from a Refugee Diaspora Perspective. <i>Journal of Ethnic and Migration Studies</i>. 35(8):1315-1334.</p> <p>Parrenas, Rhacel Salazar.2021. What is unfree labour in <i>Unfree: Migrant Domestic Work in Arab States</i>. Redwood City: Stanford University Press, 2021. Web. P.1-24</p> <p>Stasiulis, Daiva. 2020. "Elimi(Nation): Canada's "Post-Settler" Embrace of Disposable Migrant Labour." <i>Studies in Social Justice</i> 14, no. 1: 22-54.</p>	
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Supplemental Resources

Cameron, Roslyn, Farveh Farivar and Jaya Dantas. 2019. "The Unanticipated Road to Skills Wastage for Skilled Migrants: The Non-Recognition of Overseas Qualifications and Experience (ROQE)." *Labour & Industry* 29(1):80-97.

Carens, Joseph H., Live-in Domestic, Seasonal Workers, and Others Hard to Locate on the Map of Democracy", in *Population and Political Theory*, 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

Castles, Stephen, "Migration, Crisis and the Global Labour Market, in *Globalizations*, 8.3(2011): 311-324.

Faraday, Fay. (2012). *Made in Canada How the Law Constructs Migrant Workers' Insecurity*, pp.1-18. Metcalfe Foundation. Available online: <http://metcalffoundation.com/wp-content/uploads/2012/09/Made-in-Canada-Full-Report.pdf>

Ferrer, Ana, Garnett Picot, and W. Craig Riddell. (2014). *New Directions in Immigration Policy: Canada's Evolving Approach to the Selection of Economic Immigrants*, IZA DP No. 8682. Available online: <http://ftp.iza.org/dp8682.pdf>

Holmes, Seth. Fresh fruit, broken bodies: Migrant farmworkers in the United States. Vol. 27. University of California Press, 2013. (Chapter 2: "We are Field Workers": Embodied Anthropology of Migration AND Chapter 4: "How the Poor Suffer": Embodying the Violence Continuum

- Froilan T. Malit Jr., Ali Al Youha. September 18, 2013. *Labor Migration in the United Arab Emirates: Challenges and Responses*, 1 page. Available online: <http://www.migrationpolicy.org/article/labor-migration-united-arab-emirates-challenges-and-responses>
- Jinnah, Z. (2020). Negotiated Precarity in the Global South: A Case Study of Migration and Domestic Work in South Africa. *Studies in Social Justice*, 2020(14), 210–227.
- Kunz, Rahel. (2008). Remittances are Beautiful? Gender Implications of the New Global Remittances Trend, in *Third World Quarterly* 29.7(2008): 1389-1409.
- Kuptsch, Christiane and Pang Eng Fong (2006) *Competing for Global Talent*, Geneva: ILO, chapter 1.
- Lu, Yao and Feng Hou. 2020. "Immigration System, Labor Market Structures, and Overeducation of High-Skilled Immigrants in the United States and Canada." *International Migration Review*. 54(4) 1072-1103 * <https://doi.org/10.1177/0197918319901263>
- 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. *Journal of European Public Policy* 21(1), 76-95
- Preibisch, K. and J. L. Hennebry. (2012). Buy Local, Hire Global Temporary Migration in Canadian Agriculture, in *Legislative Inequality. Temporary Labour Migration in Canada*.
- Shachar, Ayelet and Ran Hirschl (2013). "Recruiting "Super Talent": The New World of Selective Migration Regimes", *Indiana Journal of Global Legal Studies* 20.1(2013): 71-107
- Shachar, Ayelet. (2006). The Race for Talent: Highly Skilled Migrants and Competitive Immigration Regimes. *New York University Law Review* 81,148-206
- Simone Reumert, Anne. 2022. "Sudanese Migrants' Labor in Times of Economic Crisis and Revolution," *Middle East Report* 303 (Summer)
- Solimano, Andrés Ed. 2008. *The International Mobility of Talent: Types, Causes, and Development Impact*, Oxford: Oxford University Press
- Tungohan, Ethel. (2018). "Temporary Foreign Workers in Canada: Reconstructing 'Belonging' and Remaking 'Citizenship'," *Social & Legal Studies* 27(2): 236-52 .

Presenters this week:

F12 Dec.1 st	Migration, Marriage, and the Family	<p>Read</p> <p>Brownyn Bragg and Lloyd Wong. 2016. "Cancelled Dreams: Family Reunification and Shifting Canadian Immigration Policy". In <i>Journal of Immigrant and Refugee Studies</i>, 14.1(2016): 46-65.</p> <p>Enriquez, Laura E. 2020. <i>Of Love and Papers: How Immigration Policy Affects Romance and Family</i>. Chapters 1 and 2 pp.1-29 University of California Press, Open Access https://www.luminosoa.org/site/chapters/10.1525/luminos.88.a/download/4213/</p> <p>Lee-An, Jiyoung. 2020. "'Fake' or 'Real' Marriage? Gender, Age, 'Race' and Class in the Construction of Un/desirability of Marriage Migrants in South Korea." <i>Studies in Social Justice</i> 14, no. 1: 125-45</p>	Final Paper due on Dec. 8th by 11:59 pm.
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Supplemental readings:

Coe, Cati. 2008. The Structuring of Feeling in Ghanaian Transnational Families. *City & Society* 20(2):222-250

- 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. *Social Politics: International Studies in Gender, State & Society*,
- Gaucher, Megan. (2014). "Attack of the Marriage Fraudsters. An Examination of the Harper Government's Anti-Marriage Fraud Campaign", *International Journal of Canadian Studies*. 50 (2014): 187-206.
- Gaucher, Megan. (2014). One Step Forward, Two Steps Back?: Relationship Recognition and the Making of Conjugal Citizens in Canadian Law. *Atlantis: Critical Studies in Gender, Culture and Social Justice*, 36.2: 61-72.
- Gillian Creese et. al. (2008). "The 'Flexible' Immigrant: Human Capital Discourse and the Family Household and Labour Market Strategies". *Journal of International Migration and Integration* 9.3 :269-288.
- Martin Collacott. (2013). *Canadian Family Class Immigration. The Parent and Grandparent Component Under Review*. BC: Fraser Institute. 32
- Merali. (2015). An Insider Viewpoint on Cultural Norms for Marriage and Mate Selection Relevant to Immigration Fraud Detection in South Asian International Arranged Marriages. *Cultural and Pedagogical Inquiry*, 6(2).
- Ratha, Dilip. 2016. Migration and Remittances Factbook.
- Samuel, Lina. 2010. "Mating, dating, marriage: Intergenerational Cultural Retention and the Construction of Diasporic Identities Among South Asian Immigrants in Canada." *Journal of Intercultural Studies*, 31 (1): 95-110
- Sherry Thorpe and Xiaobei Chen. (2015). Temporary Families? The Parent and Grandparent Sponsorship Program and the NeoLiberal Regime of Immigration Governance in Canada in *Migration, Mobility and Displacement*. 1.1(2015): 81-98.
- Schaeffer-Grabiel, F. (2004). Cyberbrides and Global Imaginaries: Mexican Women's Turn from the National to the Foreign. *Space and Culture*, 7(1), 33-48. <https://doi.org/10.1177/120633120325684>
- Nesteruk, O and A. Gramescu. 2012. "Dating and Mate Selection Among Young Adults from Immigrant Families." *Marriage and Family Review* 48 (1): 40-58
- Portes, A. (2009).: "Migration and development: Reconciling opposite views". *Ethnic and Racial Studies*, 32.1:5-22.
- Van Tubergen, F. and I. Maas. (2005). *Migration and Inter-marriage in the Netherlands: An Analysis of Population Data. Paper*, 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

Presenters this week: