

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

MGDS4900/5900B
Special Topics in Migration & Diaspora Studies:
Migration, Citizenship, and Multiculturalism
Winter Term: January 12th – April 4th, 2022

Instructor: Zainab Amery
Virtual Office Hours: Virtual office hours by appointment on zoom
Email: Zainab.Amery@Carleton.ca
Please allow 24 hours for responses during the week.

Course Time/Location: Friday: 11:35 – 2:20 pm



Ayman Baalbaki's *Destination X* shown here at the University of British Columbia's Art Gallery

Tentative nature course delivery and of the syllabus:

This course was intended to be an in-person course. However, with the new restrictions resulting from the increasing COVID numbers and provincial meeting guidelines, this outline has been adjusted to facilitate a **Blended** course from the start of the winter term January 10th, 2022. This syllabus is thus contingent on how the semester unfolds and has been modified to allow for a continued online presence, should it become necessary. The instructor reserves the right to adjust the course content outlined in the syllabus at any point during the semester. Any changes to the delivery of the course, the content or speakers will be done in consultation with the students at least one class in advance, where possible, and posted on the course website. Students must check their email regularly as they are responsible for keeping up with any changes.

The course will initially be conducted online through Brightspace and Zoom as a blend of asynchronous content and synchronous discussions, as assigned within the scheduled course time and will be pre-arranged with students based on discussion activities and in addition to the possibility of in-person learning where feasible. It will be re-assessed at the end of January, based on provincial recommendations and the university decisions in response to Covid.

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

Computer Help: Should you have computer hardware and/or software problems, you can contact IT Services for any assistance with technology issues at: call ITS Service Desk at 613-520-3700 or email ITS Service Desk at its.service.desk@carleton.ca. Unfortunately, computer issues cannot be resolved by me (I wish). I am NOT a computer technician, nor am I an expert on most software. We also have to be patient with each other since we are dependent on our WIFI and telephone data plans to keep us connected.

Course Structure and Methods

This course will be delivered online, and “possibly” in person, through the Brightspace course management system. To facilitate seminar interactions, I would ask all students to have their cameras on during the seminar presentations when we are online on Zoom. If you are unable to do so for a personal reason, please inform me by email to make me aware of your circumstances. Zoom classes will not be recorded for reasons of privacy. Students are expected to log into Brightspace regularly to check for announcements, activities, and assignment information and updates. You should expect to spend at least 8 hours each week reading/viewing and completing assignments. All assignments are to be submitted through Brightspace in **Microsoft Word**. Activities will consist of discussion activities and forums, guest speakers and group presentations.

Course Description:

Migration in search of safety and protection from environmental catastrophes, conflict and persecution, better basic living conditions, economic prosperity, and for the purpose of family reunification have been the primary push factors of the global migration phenomena. Concurrently, migrant receiving states have historically designed policies to encourage selective immigration to meet their labour force needs, and encourage economic and population growth. Canada for example, has roughly 8 million immigrants (21.5% of the total population living in Canada). Those with permanent and temporary migration account for 80% of population growth. In 2016, Statistics Canada found that 2.2 million children under the age of 15, or 37.5% of the total population of children, had at least one foreign-born parent and by 2036 these numbers were expected to reach 49% of Canada’s total population.¹ To this end, Canada like other Western states, is heavily dependent not only on immigrants but on their subsequent generations. Yet despite this overarching need, Grillo argues “there is widespread, acrimonious, debate about the impact of immigration and of the social, cultural and religious differences that seems to accompany it... scarcely any country in Europe, and indeed elsewhere – from North America to Australasia – where immigration, ‘integration’ and ‘multiculturalism’, have not become hotly contested issues, as may be observed in newspapers, television, and on the Internet, in parliamentary debates and ministerial statements”.² What is driving the negative views of immigrants today? Does it have to do with countries of origin? How are decisions being made about who gets in? Who should have priority? Refugees? Family members? Economic investors? Are immigrants from diverse cultures with different values able to coexist together in one society or are they destined to have a “a clash of civilizations”, as Samuel Huntington suggests? Do they pose a threat to democratic values as some have argued?

It would seem that multicultural diversity from migration has not lived up to our expectations. If this is indeed the case, how can the social construction of identity, belonging and citizenship extend equal rights to immigrants and their subsequent generations? Oberman argues, that while immigration restrictions are the prerogative of the nation state, citizenship restrictions are off the table; “The borders can be closed, but

¹ Government of Canada. 2020. A Snapshot of Immigration to Canada in 2019. Infographic. Retrieved <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/annual-report-parliament-immigration-2020.html#immigration2019>

² Grillo, Ralph. 2018. *Transnational Migration and Multiculturalism. Living with Difference in a Globalised World* B and RG Books of Lewes. P.10

citizenship must be accessible”³ and must be extended in an equitable manner.

No example exemplifies the controversies and challenges to migration, citizenship, and multiculturalism than Canada’s experiences with the Lebanese Canadian dual citizens in 2006. Billed “the summer of return” for diasporic Lebanese who number 15.4 million globally, they returned to Lebanon in droves, celebrating the departure of the Syrian and Israeli armies following a 15 year civil war and a number of regional conflicts with Israel. An estimated 40,000 – 60,000 Lebanese Canadians, were either visiting or had resettled in a peaceful Lebanon, open for business, when hostilities between Israel and Lebanon once more ensured. With most bridges and highways destroyed, these dual citizenship holders sought counselor assistance from the Canadian embassy to evacuate from Lebanon as did many other dual citizenship holders from the US, Australia, France, England, and Brazil. However, unlike these nations, the government of Canada was slow to assist its citizens, in part because a narrative emerged within Parliament in Canada, that suggested that citizens were “Canadians of convenience” and therefore should not be entitled to the support of the Canadian government (See Stasiulis and Amery 2010; Macklin and Crapeau 2010)⁴. Indeed, in the aftermath of the Lebanon evacuation and citizenship controversy, the Canadian government attempted to swiftly incorporate several new citizenship restrictions, including an attempt eliminate dual citizenship, changes to birthright citizenship transmission and access to consular services abroad. The Lebanon example raised several important questions for a multicultural nation of immigrants and indeed for many immigrant accepting nations, including the question of what constitutes belonging and citizenship? Are non-resident citizens entitled to protection? Does it matter what the other citizenship is, of a dual citizen, before consular services are to be made available? How many citizenships should one be able to hold? Who should or should not be entitled to obtain, retain, or transmit citizenship?

This course will examine contemporary trends and debates related to migration, multiculturalism, and citizenship, paying particular attention to contemporary case studies such as the Lebanon example. Some of the topics will include multiculturalism and its discontents; the explosive refugee crisis at a time of border securitization and an increasing population of irregular refugees with no legal status; diversity, belonging and citizenship issues; gender, citizenship, and multiculturalism; influences of state policies towards immigrants, refugee selection and service provision; and the racialization of immigration.

Course Learning Objectives:

1. Engage with current debates within the theoretical literature on migration, citizenship and multiculturalism.
2. Understand the core principles of the policies of multiculturalism, as well as its main criticisms
3. Describe Canada’s immigration and multiculturalism policy framework and its foundations.
4. Consider the ways in which migration raises questions about citizenship, identity and belonging by examining the experiences of several multicultural countries.
5. Participate and comment effectively and constructively in class discussion forums and seminar presentations on selected topics relevant to class content.
6. Express thoughtful and critical ideas through researching a paper on a relevant topic associated with migration, citizenship, and multiculturalism.

³ Oberman, K 2017, 'Immigration, Citizenship and Consent: What is Wrong with Permanent Alienage?', *Journal of Political Philosophy*, vol. 25, no. 1, pp. 91-107. <https://doi.org/10.1111/jopp.12093> p.

⁴ See Stasiulis, D. & Amery, Z. 2010. Securitizing Dual-citizenship: The Emotional Cartography of Citizenship among Lebanese-Australians and Lebanese-Canadians following the Summer 2006 War. In P. Tabar (Ed.), *Politics, culture and the Lebanese diaspora*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing

Macklin, Audrey, and François Crépeau. 2010. *Multiple Citizenship, Identity and Entitlement* in Canada. IRPP Study, No. 6. Montreal: Institute for Research on Public Policy.

Reading (s)/Textbook (s):

All course readings are available in Brightspace through **Library Reserves/ ARES**. Readings have been selected by the course instructor and compiled using online sources (noted by the hyperlinks), library journal sources (Access online) and PDFs. If the link disappears, please notify me immediately as I maintain copies of all the materials and can make them readily available. Please note that I reserve the right to make changes, should it be necessary, in consultation with the class. As this is an online course, it is important to keep up with the readings.

Course Requirements & Methods of Evaluation:

| Assignment | Weight | Due Date and Specifics |
|---|--------|---|
| Discussion Forums and Seminar Participation | 20% | Weekly from class 2-11. You are expected to post one comment and one reply in the Discussion forum each week. The forum will close Thursdays at 11:59 pm each week. Attendance and participation in synchronous or in class meetings |
| Research Proposal and annotated bibliography | 20% | 2 pages double spaced, font 12, long with an annotated bibliography which must use 3 sources. Due February 18 th at 11:59 pm. |
| Seminar Reading presentation | 20% | Individual readings to be assigned during the 1 st class. |
| Final Paper | 40% | Due April 8 th 2022 at 11:59 pm in the Brightspace dropbox |
| Total Grade | 100% | |

Evaluative Specifics**1. Discussion Forums and Participation: 20%**

Participation for the online course will consist of contributions to the course's **Discussion Forums** online. Each class from weeks 2-11, students will contribute to the discussion forum reflecting on the readings, videos and key concepts highlighted in the class.

Your participation mark partially will be based on the quality of your contribution to the discussion forum, particularly as we move back online. This means that your comments should be thought provoking, to encourage discussion. Each week I expect at least **one comment** post of quality which is a thread starter, **and one reply in response** to your peers' comments (two minimally in total for each class). Contributions can take a variety of forms, including asking questions for clarification, making connections between the assigned readings for the week and previous readings, and providing a critical analysis of the readings and answering questions. Comments should be a maximum of 100 words in length and reflect on elements of that week's content. You may post a link to a site or advert that relates to the readings and helps illustrate a point or deepen our analysis. You must post within the required week. Once the discussion week is over,

you will not be able to post anymore (Thursdays at 11:59 pm). A participation evaluation rubric posted on Brightspace in the rubric folder will help guide you in my expectations.

Additionally, each student is expected to participate regularly in class discussions. This is a seminar course and participation by every member of the class is essential and mandatory. You are responsible to have read all of the readings for each class, and to be prepared to contribute to group discussions. This contribution should be equal and respectful – and includes asking questions, clarifying points about the readings, addressing issues that are raised in the discussion or by the readings, and a willingness to change your position. Be prepared to engage in discussion for every class. Class attendance is essential, and it will be taken at the discretion of the instructor. Students who regularly miss class will receive **very low** participation grade.

2. Proposal and Annotated Bibliography: 20% Due February 18th at 11:59 pm.

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

Students are to prepare a proposal that is **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 reading and as you write the final paper. This is acceptable, however if you are concerned about this, please feel free to make an appointment on Zoom 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 a tentative annotated bibliography of **three (3) referenced materials** that you intend to use for your final paper from **outside the course syllabus**. For each reference, you need to provide the full bibliographic citation for the work in question and a brief description. This description should be approximately 75-100 words long. Proposals and annotated bibliography not be 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. Seminar presentation and participation - 25%

Throughout weeks 2-12 students will be responsible for presenting one of the readings throughout the term including raising questions and leading a discussion. Students are encouraged to discuss the readings and their seminar format with the instructor the week before their presentations, if they have any questions. A one page summary outline of your key points should be submitted to me before the class for posting online with your discussion question(s) based on your reading. Attention should be paid to the key concepts and terms identified for each week's readings including the following:

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

- Why is the author writing in this way or about this topic? What does their argument tell you about the positioning of the author?

4. Final Paper (40 %)

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

Due Date:

The final term essay is **to be submitted online through BRIGHTSPACE by 11:59 pm on April 8th, 2022**. It must have a **title page that includes the course name, my name, your name, and student number**. *You are expected to keep a copy of your essay in case of a problem opening it.* Essays submitted after the due date will be docked **5%** per day and this includes weekends, unless you have a good reason for being late and/or an extension has been granted at least three days in advance.

Form and Style

Your research paper should be **(10-12 pages for undergraduate students; 14-16 pages for graduate students)**, double-spaced (not counting cover page, headings, and references), with regular margins (**1" on each side and 1" top and bottom**) set up) and **12 point type**. Please don't add 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 page over the maximum.

Referencing and citation style

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

Topic

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

Evaluation

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

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

Organization includes an introduction with a *clear statement of purpose* (the problem you are addressing) that includes a thesis statement or a particular question to be debated, the body of the essay with a logical progression of points, and a conclusion synthesizing the arguments made throughout the paper. Your paper will also be evaluated for citation style and bibliography. *Please utilize APA citation styles*. If you are

citing electronic sources, you should consult style guides pertaining to this, including those which can be found online at the Carleton University Library homepage. APA style requires dates and page or paragraph numbers for direct quotes.

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

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

Grades

In accordance with the Carleton University Undergraduate Calendar Regulations, 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:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send 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*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for April examinations (Winter) is **March 16, 2022**.

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, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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 more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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: www.carleton.ca/sexual-violence-support

Accommodation 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 must 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>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

- 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).
- Knowledge of the content of **this syllabus is your responsibility**
- Audio-recording of lecture is **not permitted** unless discussed with the instructor
- It is your responsibility to check Brightspace and your Carleton email regularly
- **Readings and Multimedia Presentations:** Please be advised that some of material addressed in the course may be disturbing, offensive and/or controversial for some. Please feel free to contact me if you feel triggered by any of the material. Students may excuse themselves if they are uncomfortable
- Students must always retain a hard copy of all work that is submitted.
- 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.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>

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. As long as you can support your position, it will be considered a valid position!

Land Acknowledgement:

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

Important Dates and Deadlines

FALL TERM 2021

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|-----------------------|---|
| September 1, 2021 | Deadline for course outlines to be made available to students registered in fall and fall/winter term courses. |
| September 6, 2021 | Statutory holiday. University closed. |
| September 7, 2021 | Academic orientation (undergraduate and graduate students). Orientation for new Teaching Assistants. |
| September 8, 2021 | Fall term begins. Fall and fall/winter classes begin. |
| September 17-19, 2021 | Full and late summer term deferred final examinations to be held. |
| September 22, 2021 | Last day of registration for fall term and fall/winter courses. Last day to change courses or sections (including auditing) for fall term and fall/winter courses. |
| September 30, 2021 | Last day to withdraw from fall term 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 8, 2021 | December examination schedule (fall term final and fall/winter mid-terms) available online. |
| October 11, 2021 | Statutory holiday. University closed. |
| October 25-29, 2021 | Fall break, no classes. |
| November 12, 2021 | Last day to request Formal Examination Accommodation Forms for December 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 26, 2021 | Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar). |
| December 10, 2021 | Fall term ends. Last day of fall term classes. Classes follow a Monday schedule. Last day for 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 academic withdrawal from fall term courses. 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 fall term courses. |
| December 11-23, 2021 | Final examinations in fall term courses and mid-term examinations in fall/winter courses may be held. Examinations are normally held all seven days of the week. |

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|-----------------------------|--|
| December 23, 2021 | All 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-January 1, 2022 | University closed. |
| | |
| WINTER TERM 2022 | |
| January 3, 2022 | Deadline for course outlines to be made available to students registered in winter term courses |
| January 5, 2022 | University reopens. |
| January 10, 2022 | Winter term classes begin. |
| January 24, 2022 | Last day for registration for winter term courses. Last day to change courses or sections (including auditing) for winter term courses. |
| January 21-23, 28-30, 2022 | Fall term deferred final examinations will be held. |
| January 31, 2022 | Last day for withdrawal from winter term and winter portion of fall/winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript. |
| February 18, 2022 | April examination schedule available online. |
| February 21, 2022 | Statutory holiday. University closed. |
| February 22-25, 2022 | Winter Break, no classes. |
| March 16, 2022 | Last day to request Formal Examination Accommodation Forms for April 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. |
| March 29, 2022 | Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in winter term or fall/winter courses before the official examination period (see Examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar). |
| April 12, 2022 | Winter term ends. Last day of fall/winter and winter term classes. Last day for 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 academic withdrawal from fall/winter and winter term courses. 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 fall/winter and winter term courses. |
| April 13, 2022 | No classes or examinations take place. |
| April 14-28, 2022 | Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week. |
| April 15, 2022 | Statutory holiday. University closed |
| April 28, 2022 | All 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. |

Schedule of Classes & Readings

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. Additional resources are not required reading. They serve to provide additional sources for you, should you be interested in more information on a particular topic.

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

- Isolate the central argument(s) presented in the article.
- Identify the main points made in building the argument.
- Discern what evidence the author has provided to support their argument
- Take note of what you find in the article to be particularly important, compelling, surprising, disturbing, etc.
- Evaluate the logic of the argument and the quality and adequacy of the of the evidence.
- Determine whether the article contains inconsistent or conflicting information; assess the author's argument relative to alternative positions you're familiar with.

| Lecture date | Course Theme | Readings | Due Dates |
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| W1 Jan.14 | Introduction to the course and migration, multiculturalism, and citizenship | <p>Bloemraad, I., A. Korteweg and G. Yurdakul. (2008).Citizenship and Immigration: Multiculturalism, Assimilation, Challenges' to the Nation-State. <i>Annual Review of Sociology</i> 34: 153-79.</p> <p>Alba, R. and Foner, N. (2015). <i>Stranger No More: Immigration and the Challenges of Integration in North America and Western Europe</i>. Princeton: Princeton University Press; chapters 1 and 2: pp.1-46</p> <p>Kingsley, Patrick. (20158 December 8). What Caused the Refugee Crisis?, <i>The Guardian</i> Retrieved https://www.theguardian.com/commentisfree/2015/dec/09/what-caused-the-refugee-crisis-google</p> <p>Additional Resources</p> <p>Castles, Stephen et al. 2020 (5th edition). "Introduction" and "Theories of Migration" in <i>The Age of Migration: International Population Movements in the Modern World</i>, pp. 1-54. The Guilford Press.</p> <p>Joppke, Christian (1999) How immigration is changing citizenship: a comparative view, <i>Ethnic and Racial Studies</i>, 22:4, 629-652.</p> | Seminar topics to be assigned One reading per student. |

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| | | <p>MEDMIG <i>Final report: Destination Europe</i>, Executive summary, pp. 6-12. Retrieved http://www.medmig.info/wp-content/uploads/2016/12/research-brief-destination-europe.pdf</p> <p>Song, Sarah. (2018). Political Theories of Migration. <i>Annual Review of Political Science</i>. 21, 385–402</p> <p>United Nations. International Migration 2019 Report. Skim Key Findings and Parts I and II. Retrieved https://www.un.org/en/development/desa/population/migration/publications/migrationreport/docs/InternationalMigration2019_Report.pdf</p> <p>Van Hear, Nicholas. (2000). Reconsidering Migration and Class. <i>International Migration Review</i> S100-S121</p> | |
| | No Presenters this week | | |
| W2 Jan.21 | Immigration and Citizenship Policy Debates | <p>Satzewich, V. (2015). Is Immigrant Selection in Canada Racialized? Visa Officer Discretion and Approval Rates for Spousal and Federal Skilled Worker Applications. <i>Journal of International Migration and Integration</i>, 16(4), 1023-1040</p> <p>Ellermann, Antje & Goenaga, Agustín. (2019). Discrimination and Policies of Immigrant Selection in Liberal States. <i>Politics & Society</i> 47(1) 87-116</p> <p>Wong, Jan. (2014). Canada’s birthright citizenship policy makes us a nation of suckers. <i>Toronto Life</i> Retrieved https://torontolife.com/city/jan-wong-canada-birthright-citizenship-nation-of-suckers/ (2 pgs.)</p> <p>Chung, Carman. (2014) Born Equal: Citizenship by Birth is Canada’s Valuable Legacy. <i>British Columbia Civil Liberties Association</i>. Retrieved https://bccla.org/2014/08/born-equal-citizenship-by-birth-is-who-we-are/ (2 pages)</p> <p>Bissoondath, Neil. (1998). No Place Like Home. <i>New Internationalist</i> 305 (September). (3 pages) https://newint.org/features/1998/09/05/multiculturalism</p> <p>Adam Chapnick. (2011). A ‘Conservative’ national story? The evolution of Citizenship and immigration Canada’s Discover Canada. <i>American Review of Canadian Studies</i> 41(1): 20-36.</p> <p>Watch <i>Who gets in ?</i> (Director Barry Greenwald 1989) Available through Carleton’s Campus subscription to the NFB</p> <p>Additional Resources</p> <p>Ryan , Phil. 2010. <i>Multicultiphobia</i>. Toronto: University of Toronto Press. pp. 29-64. (ebook)</p> | |

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| | | <p>Gallagher, Stephen. (2008). Canada’s Broken Refugee Policy System. <i>Immigration Policy and the Terrorist Threat in Canada and the United States</i>. Alexander Moens and Martin Collacott, eds. Vancouver: Fraser Institute. pp. 53-69.</p> <p>Gusterson, H. (2017). From Brexit to Trump: Anthropology and the rise of nationalist populism. <i>American Ethnologist</i>, 44(2), 209-214.</p> <p>Citizenship and Immigration Canada. (2012). <i>Discover Canada: The Rights and Responsibilities of Canadian Citizenship. Study guide for the Canadian citizenship test</i>. Ottawa: Citizenship and Immigration Canada.</p> <p>Triadafilos Triadafilopoulos.(2013). Dismantling White Canada: Race, Rights, and the Origins of the Points System, in <i>Wanted and Welcome? Policies for Highly Skilled Immigrants in Comparative Perspective</i>, edited by Triadafilos Triadafilopoulos. New York: Springer, 15-38.</p> <p>Huntington, Samuel P. (2004). “The Hispanic Challenge.” <i>Foreign Policy</i> 141: 30-45.</p> <p>Toobin, Jeffrey. 27 July, (2015). American Limbo. <i>New Yorker</i>. http://www.newyorker.com/magazine/2015/07/27/american-limbo</p> | |
| | Presenters this week: | | |
| W3 Jan.28 | The Politics of Multiculturalism and Citizenship | <p>Kymlicka, Will. (2015). The Three Lives of Multiculturalism. In <i>Revisiting Multiculturalism in Canada: Theories, Policies and Debates</i>. Editors Shibao Guo and Lloyd Wong. Sense Publishers. pp.17-36.</p> <p>Vertovec, S and Susanne Wessendorf. (2010). Introduction, in <i>The Multiculturalism Backlash : European Discourses, Policies and Practices</i>, edited by Steven Vertovec, and Susanne Wessendorf, Taylor & Francis Group, pp.1-33.</p> <p>Schoenwaelder, Karen (2010), “Germany: integration policy and pluralism in a self-conscious country of immigration”, in Vertovec & Wessendorf, <i>The Multiculturalism Backlash</i> Taylor & Francis Grou., Pp. 152-170.</p> <p>Gibney, M. (2013) A Very Transcendental Power: Denaturalisation and the Liberalisation of Citizenship in the United Kingdom, <i>Political Studies</i>, 61(3): 637–655.</p> <p>Additional Resources</p> <p>de Hart, Betty. (2007). The End of Multiculturalism: The End of Dual Citizenship? in <i>Dual Citizenship in Europe</i>, Thomas Faist, ed. Ashgate: pp.77-102.</p> <p>Simon, Patrick & Valerie Sala Pala (2010), We’re not all multiculturalists yet: France swings between hard integration and soft anti-discrimination, in Vertovec & Wessendorf, <i>The</i></p> | |

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| | | <p><i>Multiculturalism Backlash</i>. Taylor & Francis Group, pp.92-110.</p> <p>Fleras, Augie. (2009). <i>The Politics of Multiculturalism</i>, Palgrave MacMillan: Chapters 3 & 4, pp. 55-112</p> <p>Entzinger, Han.(2003). The Rise and Fall of Multiculturalism: The Case of The Netherlands in <i>Towards Assimilation and Citizenship</i>, Christian Joppke and Eva Morawska, eds., Palgrave MacMillan: pp.59-86</p> <p>Kymlicka, Will (2010). The Rise and Fall of Multiculturalism? in <i>The Multiculturalism Backlash</i>, Steven Vertovec and Susanne Wessendorf, eds., Routledge: pp. 32-49</p> <p>Scheffer, Paul. (2011). <i>Immigrant Nations</i>, Polity: Chapter 1, pp. 1-33</p> <p>Mounk, Yascha. (2016). "Why I Still Want to Be an American Citizen. Slate.com Retrieved https://slate.com/news-and-politics/2016/12/why-i-still-want-to-be-an-american-citizen.html</p> | |
| | Presenters this week: | | |
| W4 Feb.4 th | Citizenship Exceptionalism | <p>Ayelet Shachar (2021) Unequal access: wealth as barrier and accelerator to citizenship, <i>Citizenship Studies</i>, 25:4, 543-563,</p> <p>Oberman. (2017). Immigration, Citizenship, and Consent: What is Wrong with Permanent Alienage? <i>The Journal of Political Philosophy</i>, 25(1), 91–107.</p> <p>Kohl, Katrine Sypli (2021) Making a familial care worker: the gendered exclusion of asylum-seeking women in Denmark, <i>Gender, Place & Culture</i>, 28:10, 1365-1386.</p> <p>Patler, Caitlin. 2017. "Citizens but for Papers: Undocumented Youth Organizations, Antideportation Campaigns, and the Reframing of Citizenship." <i>Social Problems</i> 65(1): 96-115</p> <p>Additional Resources</p> <p>Anderson et al. 2011. "Citizenship, Deportation, and the Boundaries of Belonging." <i>Citizenship Studies</i> 15(5): 547-563.</p> <p>Bloemraad, Irene. 2017. "Does Citizenship Matter?" Oxford Handbook of Citizenship. pp. 526-44.</p> <p>Chauvin, S. and B. Garcés-Mascareñas. 2012. "Beyond Informal Citizenship: The New Moral Economy of Migrant Illegality." <i>International Political Sociology</i> 6(3):241-59)</p> <p>Kymlicka, W. (2017). "Multiculturalism Without Citizenship?" Pp. 139-161 in <i>Multicultural Governance in a Mobile World</i>, e.d. A. Triandafyllidou. Edinburgh: Edinburgh University Press or https://www.researchgate.net/publication/333193847_Multiculturalism_without_Citizenship/link/5ce03f0a458515712eb4aef0/download</p> | |

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| | | <p>Shachar, Ayelet. 2017. "Citizenship for Sale?" In <i>The Oxford Handbook of Citizenship</i>.</p> <p>Stasiulis D & Ross D (2006) "Security, Flexible Sovereignty, and the Perils of Multiple Citizenship." <i>Citizenship Studies</i> 10(3): 329–348.</p> <p>Menjivar, C. 2006. "Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States." <i>American Journal of Sociology</i> 111 (4): 999-1037.</p> <p>Aptekar, Sofya. 2015. <i>The Road to Citizenship: What Naturalization Means for Immigrants and the United States</i>. "Introduction"</p> | |
| | Presenters this week: | | |
| W5 Feb.11th | Migration, public attitudes and the media | <p>Bloemraad, Irene, Els de Graauw, and Rebecca Hamlin. (2015). Immigrants in the Media: Civic Visibility in the USA and Canada. <i>Journal of Ethnic and Migration Studies</i> 41 (6): 874-896.</p> <p>Tolley, Erin. (2016). <i>Framed: Media and the Coverage of Race in Canadian Politics</i>. Vancouver: UBC Press. pp. 164-185</p> <p>Greenhill, Kelly M. (2016) Open Arms Behind Barred Doors: Fear, Hypocrisy and Policy Schizophrenia in the European Migration Crisis. <i>European Law Journal</i> 22 (3): 317–332.</p> <p>Meseguer C. & Kemmerling, A. (2018) What Do You Fear? Anti-Immigrant Sentiment in Latin America. <i>International Migration Review</i>, 52(1): 236-272.</p> <p>Vas, F (2015) Aylan Kurdi: <i>How a single image transformed the debate on immigration</i> https://www.sheffield.ac.uk/news/nr/aylan-kurdi-social-media-report-1.533951 (1 page)</p> <p>Davidson, Amy . (2016 January 4). Donald Trump's First, Ugly TV Ad, <i>The New Yorker</i>, Retrieved http://www.newyorker.com/news/amy-davidson/donald-trumps-first-ugly-tv-ad (1 page)</p> <p>Additional Resources:</p> <p>Crawley, H., McMahon, S. and Jones, K. (2016) <i>Victims and villains: Migrant voices in the British media</i>. Coventry: Centre for Trust, Peace and Social Relations, Coventry University https://curve.coventry.ac.uk/open/file/3ff683bc-b508-40d6-86e5-422e955c5960/1/Victims%20and%20Villains_Digital.pdf</p> <p>Duffy, B. and Frere-Smith, T. (2014). <i>Perceptions and Reality: Public Attitudes to Immigration</i>. London: Ipsos MORI</p> <p>Esses, Victoria Stelian Medianu, and Andrea S. Lawson.(2013). Uncertainty, Threat, and the Role of the Media in Promoting the Dehumanization of Immigrants and Refugees. <i>Journal of Social Issues</i> 69(3): 536-578.</p> | |

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| | | <p>Fleras, Augie. 2011. <i>The Media Gaze: Representations of Diversities in Canada</i>. Vancouver: UBC Press. pp. 140-155</p> <p>Hier, Sean P. and Daniel Le,tt. 2013. Racism, media, and analytical balance. <i>Communication in Question: Competing Perspectives on Controversial Issues in Communication Studies</i>. Joshua Greenberg and Charlene Elliot, eds. Toronto: Nelson. pp. 123-130.</p> <p>White, Aidan, ed. 2015. Moving Stories: International Review of how media cover migration. London: Ethical Journalism Network. Retrieved https://ethicaljournalismnetwork.org/moving-stories-international-review-of-how-media-cover-migration</p> | |
| | Presenters this week: | | |
| W6 Feb.18th | Immigration, Multiculturalism, and identity/sense of belonging and social cohesion | <p>Crul Maurice (2016). “Super-diversity vs. assimilation: how complex diversity in majority–minority cities challenges the assumptions of assimilation.” <i>Journal of Ethnic and Migration Studie</i>.42(1):54-68.</p> <p>Okin, Susan Moller. (1999). “Is Multiculturalism Bad for Women?” In <i>Is Multiculturalism Bad for Women</i>. Edited by Joshua Cohen, Matthew Howard, and Martha C. Nussbaum. Princeton: Princeton University Press. 9-24</p> <p>George, G., & Selimos, E. D. (2019). Searching for belonging and confronting exclusion: a person-centred approach to immigrant settlement experiences in Canada. <i>Social Identities</i>, 25(2), 125–140.</p> <p>Additional Resources</p> <p>Couton, P., & Gaudet, S. (2008). Rethinking social participation: The case of immigrants in Canada. <i>Journal of International Migration and Integration/Revue de l'integration et de la migration internationale</i>, 9(1), 21-44.</p> <p>Kalandides, A. & Vaiou D., (2012). Ethnic' neighbourhoods? Practices of belonging and claims to the city. <i>European Urban and Regional Studies</i>, 19(3), 254-266.</p> <p>Portes, Alejandro, et al. <i>Legacies.(2001 The Ethnic Identities of Children of Immigrants in The Story of the Immigrant Second Generation</i>, University of California Press, 2001. <i>ProQuest Ebook Central</i>, Chapter 7, 147-191.</p> <p>Reitz, J. G., Banerjee, R., Phan, M., & Thompson, J. (2009). Race, religion, and the social integration of new immigrant minorities in Canada. <i>International Migration Review</i>, 43(4), 695-726.</p> <p>Wray-Lake, L., Wells, R., Alvis, L., Delgado, S., Syvertsen, A., Metzgar, A. (2018). Being a Latinx adolescent under a Trump presidency: analysis of Latinx youth’s reactions to immigration politics. <i>Children and Youth Services Review</i></p> | Proposal and Annotated Bibliography is due at 11:59 pm. |

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| | | <p>Gary Freeman. (2004). Immigrant Incorporation in Western Democracies, <i>International Migration Review</i> 38, no. 3 (945-969).</p> <p>Bloemraad, I., and Wright, M. (2014). "Utter Failure" or Unity out of Diversity? Debating and Evaluating Policies of Multiculturalism." <i>International Migration Review</i>, 48(s1).</p> <p>Portes, Alejandro and Min Zhou. (2000). "Should Immigrants Assimilate." <i>Multiculturalism in the United States, Current Issues, Contemporary Voices</i>, edited by Peter Kivisto and Georgeanne Rundblad. Thousand Oaks, CA: Pine Forge Press. 317 -328</p> <p>Putnam, Robert D. (2007). E Pluribus Unum: Diversity and Community in the Twenty-First Century. <i>Scandinavian Political Studies</i> 30(2): 137-174.</p> <p>Masuoka, Natalie and Jane Junn. (2013). <i>The Politics of Belonging</i>. Chicago: University of Chicago Press. Chapter 2, p. 36-62</p> <p>Brubaker, R. (2010). Migration, Membership, and the Modern Nation-State: Internal and External Dimensions of the Politics of Belonging. <i>Journal of Interdisciplinary History</i>, 41(1):61-78.</p> <p>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.</p> <p>Kymlicka. Liberal Complacencies. 1999. "Is Multiculturalism Bad for Women?" In <i>Is Multiculturalism Bad for Women</i>. Edited by Joshua Cohen, Matthew Howard, and Martha C. Nussbaum. Princeton: Princeton University Press. 31-34</p> <p>Dustin, Moira and Phillips, Anne. 2008. "Whose Agenda Is It? Abuses of Women and Abuses of Culture in Britain". <i>Ethnicities</i>, vol. 8, n. 3, pp. 405-424.</p> <p>Honig Bonnie. 1999 "My Culture Made Me Do It." In <i>Is Multiculturalism Bad for Women</i>. Edited by Joshua Cohen, Matthew Howard, and Martha C. Nussbaum. Princeton: Princeton University Press. 35-40.</p> <p>Yuval-Davis, Nira. (2007). "Intersectionality, Citizenship and Contemporary Politics of Belonging." <i>Critical Review of International Social and Political Philosophy</i> 10(4):561- 74.</p> | |
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Winter Break
February 21st – 25th

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| <p>W7 March 4th</p> | <p>Religious Diversity and Integration: The Muslim Question</p> | <p>Adida, Claire, David Laitin and Marie-Anne Valfort, (2014, September 30). The Muslim Effect on Immigrant Integration in France, <i>The Washington Post</i>, Retrieved https://www.washingtonpost.com/news/monkey-cage/wp/2014/09/30/the-muslim-effect-on-immigrant-integration-in-france-2/ (1 page)</p> <p>Beaman, L. (2017). Religious Diversity in the Public Sphere: The Canadian Case. <i>Religions</i>, 8(12), 259</p> <p>Bouchard , Gérard and Charles Taylor. “Chapter VII: The Quebec System of Secularism,” in <i>Building the Future: A Time for Reconciliation, Report of the Taylor-Bouchard Commission</i>. Pp.131-154. Retrieved https://numerique.banq.qc.ca/patrimoine/details/52327/1565995</p> <p>Marfouk A. (2019). I’m neither racist nor xenophobic, but: dissecting European attitudes towards a ban on Muslims’ immigration. <i>Ethnic and Racial Studies</i>, 42(10): 1747-1765.</p> <p>Additional Resources</p> <p>Abdelgadir, A., and Fouka, V. (2018). Secular Policies and Muslim Integration in the West: The Effects of the French Headscarf Ban." Working paper.</p> <p>Adida et al. 2010. “Identifying barriers to Muslim integration in France.” PNAS Maxwell and Bleich. 2014. “What makes Muslims feel French?” <i>Social Forces</i> 93(1).</p> <p>Joppke, C. (2015). <i>Challenge to the Secular State (II): Islam in Europe, chapter 4</i> in <i>Secular State Under Siege</i>. Cambridge: Polity Press, pp. 128-171.</p> <p>Modood, T. 2006. ”British Muslims and the Politics of Multiculturalism”, in <i>Muslim and Citizenship: A European Approach</i>. Edited Modood, T. and Triandafyllidou, A. and Zapata-Barrero, R. London: Routledge, pp. 656-676.</p> <p>Nancy Foner, “Is Islam in Western Europe Like Race in the United States?” <i>Sociological Forum</i> 30(4), 2015: 885-899</p> <p>Modood, Tariq. (2003): "Muslims and the Politics of Difference." <i>The Political Quarterly</i> 74 100-115</p> | |
| | <p>Presenters this week:</p> | | |
| <p>W8 March 11th</p> | <p>The Crisis of Integration: The case of Arab Immigrants</p> | <p>Abu-Laban, Yasmeeen. (2013). On the Borderlines of Human and Citizen: The Liminal State of Arab Canadians.”In Jenna Hennebry & Bessma Momani (Eds.), <i>Targeted Transnationals: The State, the Media, and Arab Canadians</i>, (p. 68-88). Toronto: UBC Press.</p> <p>Amery, Zainab. (2013). The Securitization of Arabs in Canada’s Immigration and Citizenship Policies. In Jenna Hennebry & Bessma Momani (Eds.), <i>Targeted Transnationals: The</i></p> | |

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| | | <p><i>State, the Media, and Arab Canadians</i>, (p. 32-53). Toronto: UBC Press.</p> <p>Naber, Nadine. (2012). From Model Minority to Problem Minority, om <i>Arab America</i> New York, NY: NYU Press. 25-61.</p> <p>Noble, Greg & Paul Tabar (2017) Wounded Detachments: Cronulla, Social Memory and the Injuries of Racism, <i>Journal of Intercultural Studies</i>, 38:3, 271-283, DOI: 10.1080/07256868.2017.1314260</p> <p>Watch</p> <p>ABC News. (June 2021). <i>The 2005 Cronulla Riot: the triggers, the aftermath, and the impact on Australia</i> Four Corners. https://www.youtube.com/watch?v=eg6RTrBQ3Qc</p> <p>15 years after the Cronulla Riots https://www.sbs.com.au/ondemand/watch/1830544451584</p> <p>Assigned Film: Reel Bad Arabs https://www.youtube.com/watch?v=Ko_N4BcaIPY</p> | |
| | Presenters this week: | | |
| W9 March 18th | Thinking about Citizenship, Migration and Families | <p>Kasinitz, Philip, John H. Mollenkopf, Mary C. Waters, and Jennifer Holdaway. 2008. <i>Inheriting the City: The Children of Immigrants Come of Age</i>. New York: Russell Sage Foundation. Chapters 1, p. 1-24</p> <p>Kristol, Anne & Janine Dahinden. 2020. “Becoming a citizen through marriage: how gender, ethnicity and class shape the nation.” <i>Citizenship Studies</i> 24(1): 40-56.</p> <p>Mustasaari, Sanna. 2015. ‘The ‘nuclear family paradigm’ as a marker of rights and belonging in transnational families. <i>Social Identities</i> 21(4): 359-372.</p> <p>Bhuyan, R., Yoon, K., & Valmadrid, L. (2020). Family Reunification as an Earned Right: A Framing Analysis of Migrant Workers’ Pathways to Neoliberal Multicultural Citizenship in Canada. <i>New Political Science</i>, 42(4), 558–577.</p> <p>Additional Resources</p> <p>Aggarwal, Pramila and Tania Das Gupta. (2013). Grandmothering at Work: Conversations with Sikh Punjabi Grandmothers in Toronto.” <i>South Asian Diaspora</i>, 5(1), 77-90.</p> <p>Thorpe, Sherry and Xiaobei Chen. (2015). Temporary Families? The Parent and Grandparent Sponsorship Program and the NeoLiberal Regime of Immigration Governance in Canada in <i>Migration, Mobility and Displacement</i>. 1.1(2015): 81-98</p> | |

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| | | <p>Foner, Nancy, (1997). "The Immigrant Family: Cultural Legacies and Cultural Changes." <i>International Migration Review</i>, 31(4): 961-974.</p> <p>Bloemraad, I., Silva, F., Voss, K. 2016. Rights, Economics or Family? Frame Resonance, Political Ideology and the Immigrant Rights Movement. <i>Social Forces</i> 94(4): 1647-1674.</p> <p>Bragg, Bronwyn and Lloyd L. Wong. 2016. "Cancelled Dreams": Family Reunification and Shifting Canadian Immigration Policy." <i>Journal of Immigrant & Refugee Studies</i>, 14(1), 46-65.</p> <p>Collacott, Martin. (2013). <i>Canadian Family Class Immigration. The Parent and Grandparent Component Under Review</i>. BC: Fraser Institute. 32</p> <p>VanderPlaat, M., Ramos, H., & Yoshida, Y. (2013). What do sponsored parents and grandparents contribute?. <i>Canadian Ethnic Studies</i>, 44(3), 79-96.</p> <p>Espiritu, Yen Le. 2001. "'We Don't Sleep around like White Girls Do:' Family, Culture, and Gender in Filipina American Lives." <i>Signs</i> 26.2:415-440</p> <p>Root et. al. 2014. Discounting Immigrant Families: Neoliberalism and the Framing of Canadian Immigrant Policy Changes. RCIS Working Paper No. 2014/7</p> <p>Alba Richard and Nancy Foner. 2015. Mixed Unions and Immigrant-Group Integration in North America and Western Europe, <i>The ANNALS of the American Academy of Political and Social Science</i> 662:38-56.</p> <p>Maria E. Enchautegui and Cecilia Menjivar. (2015). "Paradoxes of Family Migration Policy. <i>Law and Policy</i>. 37:1-2. Pp.32-60.</p> | |
| | Presenters this week: | | |
| W10 March 25th | Citizenship, Global Labour Markets and Temporary Labour | <p>Lu, Yao and Feng Hou. (2020). Immigration System, Labor Market Structures, and Overeducation of High-Skilled Immigrants in the United States and Canada. <i>International Migration Review</i>. 54(4) 1072-1103</p> <p>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). <i>Labour & Industry</i> 29(1):80-97.</p> <p>Cook-Martin, D. 2019. "Temp Nations? A Research Agenda on Migration, Temporariness, and Membership." <i>American Behavioral Scientist</i> 63(9): 1389-1403.</p> <p>Tungohan, Ethel. (2018). "Temporary Foreign Workers in Canada: Reconstructing 'Belonging' and Remaking 'Citizenship'," <i>Social & Legal Studies</i> 27(2): 236-52 .</p> | |

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| | | <p>Additional Resources</p> <p>Parrenas, Rhacel Salazar. (2012). Partial Citizenship and the Ideology of Women’s Domesticity in State Policies on Foreign Domestic Workers. In <i>Transnationale Vergesellschaftungen</i>. Editor Hans-Georg Soeffner. Springer.</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>Basok, Tanya . (2004) Post-national Citizenship, Social Exclusion and Migrant Rights: Mexican Seasonal Workers in Canada”. In <i>Citizenship Studies</i> 8:1 pp. 47-64</p> <p>Jeffrey Reitz. 2013. “Closing the Gaps Between Skilled Immigration and Canadian Labor Markets: Emerging Policy Issues and Priorities,” in <i>Wanted and Welcome? Policies for Highly Skilled Immigrants in Comparative Perspective</i>, edited by Triadafilos Triadafilopoulos. New York: Springer. 147-165.</p> <p>Jenna L. Hennebry and Kerry Preibisch. 2012. "A model for managed migration? Re-examining best practices in Canada’s seasonal agricultural worker program," <i>International Migration</i> 50: 19-40.</p> | |
| | Presenters this week: | | |
| W11 April 1st | Citizenship and Political Participations | <p>Tolley, Erin. (2018). Political Players or Partisan Pawns? Immigrants, Minorities, and Conservatives in Canada. In <i>The Blueprint</i> University of Toronto Press, pp. 101–128.</p> <p>Westlake, Daniel. (2018). Multiculturalism, Political Parties, and the Conflicting Pressures of Ethnic Minorities and Far-right Parties. <i>Party Politics</i> 24 (4) 421-43</p> <p>Hou, Feng & Garnett Picot.(2020). The decline in the naturalization rate among recent immigrants in Canada: Policy Changes and Other Possible Explanations. <i>Migration Studies. Online First</i>. 1-24.</p> <p>Additional Resources</p> <p>Ishan Ashutosh. 2013. “Immigrant Protests in Toronto: Diaspora and Sri Lanka’s Civil War.” <i>Citizenship Studies</i> 17:2</p> <p>Bloemraad, I.(2006). Becoming a Citizen in the United States and Canada: Structured Mobilization and Immigrant Political Incorporation. <i>Social Forces</i>, 85(2): 667-695.</p> <p>Amalia and Nilda Flores-González. 2011. “Regarding Family: New Actors in the Chicago Protests.” Pp. 161-179 in <i>Rallying for Immigrant Rights: The Fight for Inclusion in 21st Century America</i>, edited by Kim Voss and Irene Bloemraad. Berkeley: University of California Press</p> | |

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| | | <p>Van Spanje, Joost. 2010. "Contagious Parties: Anti-Immigration Parties and Their Impact on Other Parties' Immigration Stances in Contemporary Western Europe." <i>Party Politics</i> 16(5) 563–586</p> <p>FitzGerald, D.S. 2017. The History of Racialized Citizenship, in <i>The Oxford Handbook of Citizenship</i>. Oxford University Press.</p> <p>Marinova, Nadejda K. (2017) <i>Ask What You Can Do For Your (New) Country: How Host States Use Diasporas</i>. Oxford University Press.</p> | |
| | Presenters this week: | | |
| W12 April 8th | Citizenship and Multiculturalism Moving Forward | <p>Laban Y. (2017). Building a New Citizenship Regime? Immigration and Multiculturalism in Canada in: Mann J. (eds) <i>Citizenship in Transnational Perspective. Politics of Citizenship and Migration</i>. Palgrave Macmillan.</p> <p>Biles, John, Erin Tolley and Humera Ibrahim. (2005). Does Canada have a multicultural future? <i>Canadian Diversity</i> 4(1): 23-28</p> <p>Bloemraad, I. and Wright, M. (2014). "Utter Failure" or Unity out of Diversity? Debating and Evaluating Policies of Multiculturalism". <i>International Migration Review</i>, vol. 48., pp. 292-334</p> <p>Vertovec, Steven.(2010). "Towards post-multiculturalism? Changing communities, conditions and contexts of diversity." <i>International Social Science Journal</i>. 61.199:83-95.</p> <p>Additional Resources.</p> <p>Kymlicka, Will. 2010. "The rise and fall of multiculturalism? New debates on inclusion and accommodation in diverse societies." <i>International Social Science Journal</i>. 61.199:97-112.</p> <p>Kymlicka, Will. (2012). <i>Multiculturalism: Success, Failure and Future</i>. Washington: Migration Policy Institute.</p> <p>Korteweg, A. and Triadafilopoulos, P. 2015. "Is Multiculturalism Dead? Groups, Governments and the 'Real Work of Integration'". <i>Ethnic and Racial Studies</i>, vol. 38</p> <p>Frank Graves. (2015, March 12). Are Canadians Getting More Racist? <i>iPolitics</i>.</p> | Final Paper due on April 8 th , 2022 11:59 pm on Brightspace |
| | Presenters this week: | | |