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

Migration Policymaking

COURSE OUTLINE

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

Class schedule: Fridays from 11:35am – 2:25pm

Class location: See course Brightspace page

Office Hours: By appointment. Please contact the instructor to arrange an appointment, which may take place either in-person, by Zoom, phone, or email.

This course will explore international migration policy, how and why it is made, and the national and international conditions that affect its development. Funding for academic research often requires an account of how the research will be useful for policy-making, a difficult requirement to fulfill for those academics not familiar with how policy is actually made. This course will offer insights into the reality of migration policy development, the role that research plays, and the multiplicity of other influences that are brought to bear on governments as they think through how to manage migration in the interests of their societies. The course will approach migration policy-making from an empirical rather than a normative or theoretical perspective.

The class will meet in-person on Fridays at 11:35am. Note that the classroom sessions will be reserved for discussions of the topics listed below. There will be no lectures during the classroom sessions; rather, pre-recorded lectures will be available online via Brightspace during the week prior to the classroom meeting. Students are expected to have watched the video lectures prior to the class as well as to have read the materials for each class. Organizing the course in this way is intended to make for lively weekly discussions to which all students are expected to contribute. The final grade will include 20% for class participation.

The ambition of this course is that students develop a better understanding of the complexities of making policy regarding international migration and an appreciation of the challenges that policymakers in this field face. Not only is international migration in itself a complex phenomenon, but it has numerous significant effects on other aspects of societies including their economies, their social well-being, housing, education, health care, as well as major effects on both domestic and international politics.

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

Learning Outcomes:

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

Required texts and class procedures: Below are readings, both required and suggested for each of the classes together with a list of academic journals (all available through the Carleton Library) and other valuable mainstream on-line resources. Prior to each class, students will find a set of short video lectures on the Brightspace website for the course. Students should view the lectures and then explore the reading materials in preparation for the class discussions. Other materials will also be available on the Brightspace website.

Note the dates and times of the classes below. Each session will be approximately 120 minutes, but we can exercise some flexibility as appropriate; during these sessions, the instructor will lead the discussion, but all students are expected to participate with commentary, by sharing what they have read, by asking questions, and by challenging what they have read and heard, including the instructor's comments. We hope for lively and stimulating sessions, but the responsibility for interesting sessions lies with all of us, not only the instructor. Students are expected to become familiar with the journals and other online resources that are listed below, and are expected to exercise a good degree of self-direction in going beyond the required readings for the course. For each class, students should develop questions and areas for further research based on the video lectures on Brightspace and the suggested readings. Students should make ample use of Google Scholar (https://scholar.google.com/) which can be searched with the questions that you formulate. Most of the journal articles will be available through the Carleton Library, but for any articles that are not readily available, read the abstracts to increase your awareness of the themes covered. Note that Google Scholar allows you to specify the range of publication dates for your search. We recommend staying within the previous ten years.

Course Requirements and Grading Scheme:

- Attendance and Participation: (20% of final grade)
- Short paper of 500-700 words (15% of final grade): October 7, 2021, no later than 11:59 pm
  - For this paper, students will write on a topic of their choosing based on material from the first four classes. Examples might include the policy cycle as an ideal; the role of research in policy ("evidence-based policy-making"); whether policy-making can be fully rational rather than political only; the goals of migration policy-making; etc. The challenge is to define a topic that can be treated within 700 words and to write concisely; papers should draw no more than two conclusions or make no more than two principal points.
- Proposal for Research Essay of 500 words (5% of final grade): October 28, 2021, no later than 11:59 pm.
  - This proposal should describe with as much precision as possible the topic that will be explored in the research essay. The formulation of the topic should include a question to be answered or a hypothesis to be explored together with background information that further articulates the topic, question, and/or hypothesis to be covered. Further instructions will be given during the preceding classes.
- Briefing note of 500-700 words (15% of final grade): November 4, 2021, no later than 11:59 pm
  - Students will prepare a briefing note intended for a hypothetical Minister on a migration-related topic of their choice but based on material from classes four to six. Examples might include how to respond to a serious refugee situation; how to respond to a shift in the economic conditions of the society and what that means for an immigrant selection program; how to respond to a rise in anti-immigration sentiments in a society. The challenge is to define a topic that can be treated within 700 words and to write concisely; the briefing note must give advice on how the Minister should respond to the situation

treated in the note. Students will be guided by the material for and presentations during the class of October 6.

- Research Essay (3,000 – 4,000 words for undergraduate students; 4,000-5,000 words for Masters students) (45% of final grade): December 9, 2021, no later than 11:59 pm.
  - o This essay is to be on the theme of the proposal submitted by October 29 as adjusted from discussions with the instructor. The paper is to be a research essay, meaning that the ideas it contains are to be supported by research into the primary literature (e.g., documents from national governments or international organizations; survey reports) and the secondary literature (e.g., academic publications; publications from think tanks or non-governmental organizations). In this paper, students are expected to provide a clear description of its theme, to develop this theme and support the ideas with empirical evidence from the primary and secondary literature, and to draw clear conclusions at the end of the paper. It is expected that the paper will be written clearly and understandably. Marks will be awarded for clarity of expression, for organization, and for the quality of the discussion including the use of evidence to support the major points made.

Submission of coursework:

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

Late Penalties and Failure to submit assignments:

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

Schedule of topics:

CLASS ONE (Friday, September 8, 11:35 – 2:25): What is policy?

Course Introduction

In this first class, we will go through some of the fundamentals of the course, the course outline, what is expected of students, assignments, grading, and so on. We will also introduce the theme of the course: policy with respect to international migration.

Our subject: International migration policy

- What is international migration?
- What is migration policy?
- Policy vs programming vs law vs regulations

- Policy vs politics
- The "policy cycle": myth or reality?
- Government policy as an exercise of sovereignty
- Migration policy by non-state actors such as universities and private sector employers

Required readings on migration:

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

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

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

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

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

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

Suggested reading:

E. G. Ravenstein and the "laws of migration". D. B. Grigg: (https://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/2584/Grigg%20on%20Ravenstein.pdf)

Familiarize yourself with the following resources: (Read quickly only for the first class to gain an early impression):

Introduction to Policy, Government of Canada (https://www.canada.ca/en/heritage-information-network/services/digital-preservation/concepts-developing-policies/introduction-policy.html)

The Policy Cycle, Government of Newfoundland and Labrador (https://www.policynl.ca/policydevelopment/policycycle.html)

Canadian Government Policy Cycle, Government of Canada (https://library.carleton.ca/guides/subject/canadian-government-policy-cycle)

The Integrated Policy Framework, Canada School of the Public Service (https://www.csps-efpc.gc.ca/video/integrated-policy-framework-eng.aspx#transcript)

The Migration Policy Cycle, ICMPD (https://www.icmpd.org/file/download/48092/file/THE0MIGRATION0POLICY0CYCLE_MAKING0T)

[HE0CASE0FOR0COHERENT_0INCLUSIVE0AND0EVIDENCE-INFORMED0POLICY_MAKING.pdf](#)

The Migration Policy Cycle and Migration Crisis Response, ICMPD (https://www.icmpd.org/file/download/48430/file/The0Migration0Policy0Cycle0and0Migration0Crisis0Response0-0A0comparative0report0covering0GermanyC0ItalyC0RussiaC0Sweden0and0the0United0Kingdom0EN.pdf)

Policy Concepts in 1000 Words: The Policy Cycle and its Stages, Paul Cairney (https://paulcairney.wordpress.com/2013/11/11/policy-concepts-in-1000-words-the-policy-cycle-and-its-stages/)

Understanding Public Policy: Theories and Issues 2nd edition, Paul Cairney (https://paulcairney.files.wordpress.com/2019/03/chapter-2-upp-2nd-ed-8.3.19.pdf)

Immigration Policies, United Nations (https://www.un.org/en/development/desa/population/publications/pdf/policy/InternationalMigrationPolicies2013/Report%20PDFs/h_Ch_2.pdf)

Suggested readings on policy:

The Policy and law making process, Government of South Africa (https://www.etu.org.za/toolbox/docs/govern/policy.html#:~:text=A%20policy%20document%20is%20not,can%20be%20prosecuted%20in%20court.)

CLASS TWO (Friday, September 15, 11:35 – 2:25): What is migration and why do we need policy regarding it?

Although migration has been regulated through the requirement for passports since at least 450 BC, it has only been since World War 1 that they have become near-universally required for crossing international borders. Throughout history, border crossings have been subject to permissions from territorial authorities, motivated by concerns over security, political stability, economics, access to public goods, and exercising sovereignty by controlling who is allowed to be in the territory. Managing borders has become a more pressing issue over the past generation owing to heightened levels of migration and a heightened demand to migrate for safety, economic betterment, or other life enhancements. Even though it is roughly 3% of the world's population that has migrated, a recent Gallup poll indicates that approximately 900 million people or 16% wish to leave their country of residence permanently. Intended countries of destination are simply not equipped to manage anything approaching this level of migration. During this class, we will begin to look at how governments design policy to manage migration for the best outcomes possible, the so-called "win-win-win" scenario.

- Forms of migration: labour, family reunification, forced, education, marriage, return migration
- Effects on societies, positive and negative
- Managing these effects through policy instruments
- The salience of public opinion

Required readings/viewings:

- *Migration Factsheet No. 1 – Drivers of migration,* International Organization for Migration (https://www.iom.int/sites/default/files/our_work/ICP/migration_factsheet_1_drivers_of_migration.pdf) (read in full)
- *What drives international migration?* EU Science Hub, European Commission (https://ec.europa.eu/jrc/en/news/what-drives-international-migration) (read home page only)
- *Drivers of Migration,* Nicholas Van Hear, Oliver Bakewell and Katy Long, Migrating Out of Poverty (https://assets.publishing.service.gov.uk/media/57a08a7fed915d622c000787/WP1_Drivers_of_Migration.pdf) (read Executive Summary and sections 1 and 2)
- Watch this interview with the authors of ***Empty Planet: The Shock of Global Population Decline,*** *Bricker and Ibbitson* (https://www.youtube.com/watch?v=k5PzUzp-o10). (20 minutes) The book itself is not required reading but might be of interest to some students. See: https://www.penguinrandomhouse.com/books/545397/empty-planet-by-darrell-bricker-and-john-ibbitson/).
- *Immigration policies,* United Nations *(https://www.un.org/en/development/desa/population/publications/pdf/policy/InternationalMigrationPolicies2013/Report%20PDFs/h_Ch_2.pdf) (As this is somewhat dated, a quick scan is all that is needed.)*

CLASS THREE (Friday, September 22, 11:35 – 2:25): The basics of migration policy: what is it for?

A belief commonly expressed by the United Nations and the International Organization for Migration, among others, is that international migration is universally beneficial if it is managed well. Opinion about what counts as well-managed migration and what are considered to be its resulting benefits vary from country to country, institution to institution, and among political parties. There simply is no widely accepted account of well-managed migration. Regardless, it is generally accepted that it is better to manage migration than not to do so, to have stability rather than chaos. Beyond this, the objectives of migration policy are many. Some ask whether they are converging towards a universally accepted norm, for example, as established by the United Nations' *Global Compact on Safe, Orderly, and Regular Migration*. We will look at this question of convergence during this course.

- Admissions vs exclusions
- Immigration as a discretionary means to defined ends
- Economic benefits; managing migration for its development benefits
- Demographic benefits
- Moral responsibilities
- Borders and prohibitions/exclusions
- Migration to the Global North and to the Global South

Required Readings:

For each of the references below, a scan of the most pertinent material is all that is required. Otherwise, the documents are too lengthy to be required reading. Students should note the various rationales offered to support the policy decisions/recommendations contained.

Policy on Migration, International Federation of Red Cross and Red Crescent Societies (https://www.ifrc.org/sites/default/files/Migration-Policy_EN.pdf)

Migration and Development: Achieving Policy Coherence, International Organization for Migration (https://publications.iom.int/books/mrs-no-34-migration-and-development-achieving-policy-coherence#:~:text=Policy%20coherence%20between%20migration%20and,hinder%20investment%20in%20international%20development). Students should download this document to read the executive summary only.

IRCC Departmental Plan, 2022-23 (https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/departmental-plan-2022-2023/departmental-plan.html)

White Paper on International Migration for South Africa, Department of Home Affairs (http://www.dha.gov.za/WhitePaperonInternationalMigration-20170602.pdf)

The Administration of the Immigration and Citizenship Programs, Department of Home Affairs, Australia (https://immi.homeaffairs.gov.au/programs-subsite/files/administration-immigration-program-11th-edition.pdf)

CLASS FOUR (Friday, September 29, 11:35 – 2:25): Migration policy as domestic policy

Apart from those countries that have signed the 1951 United Nations Convention Relating to the Status of Refugees, there is nothing in international law that requires countries to admit migrants or to have a policy regarding migrants, if only to prevent their entry. Immigration is a matter left to the discretion of individual states. All other things being equal, states will adopt a position on migration that satisfies domestic objectives, that is, states will adopt a position on migration to serve what they consider to be their national self-interest. Therefore, even though international migration, by definition, involves more than one country, migration policy tends to be first and foremost domestic policy. During this class, we will look at some of the principal considerations of setting migration policy to serve the national interest. In a subsequent class, we will look at how migration policy serves as foreign policy as well.

- The ends to be served; the means used
- The question of who gets in and who doesn't?
- The question of numbers: what is the right number to admit each year?
- Policy coherence: links to economic policy, social policy, foreign policy, etc. A "whole of government approach", "Whole of society approaches".
- The democratic imperative to reflect the will of the public
- Consultations with stakeholders
- The role of NGOs and advocacy organizations in policy-making
- The role of immigrants and refugees in policy-making
- Evidence-based policy making: who are the experts who matter?
- Who implements domestic migration policy?

Required readings:

Refer again to the readings from the previous class plus:

Canada's New Tech Talent Strategy Takes Aim at High-Skilled Immigrants in the United States, Migration Policy Institute (https://www.migrationpolicy.org/news/canada-recruitment-us-immigrant-workers?eType=EmailBlastContent&eId=26d1df81-c5f1-4671-84d7-3a392e3f436e)

Immigration Policy as Foreign Policy, Howard Duncan (https://www.jstor.org/stable/pdf/26980733.pdf?refreqid=excelsior%3Aab1b01ce36b58d3309f0966d305e2351&ab_segments=&origin=&initiator=&acceptTC=1)

International Affairs and Canadian Migration Policy, eds. Howard Duncan and Yiagadeesen Samy (https://link.springer.com/book/10.1007/978-3-030-46754-8) (Introduction and Conclusion only)

The Canadian Express Entry System for Selecting Economic Immigrants, Daniel Hiebert, Migration Policy Institute (https://www.migrationpolicy.org/research/canadian-express-entry-system-selecting-economic-immigrants)

Do Migration Policies Work?, Migration Policy Group (https://hummingbird-h2020.eu/images/projectoutput/d8-2-policy-brief-mpg.pdf)

Suggested readings:

For a Bigger Bolder Canada, Century Initiative (https://uploads-ssl.webflow.com/5f931bff6aee7ca287dbada2/5f99ce137eaf1ee0243f1d98_CI-Report.pdf)

Unblocking the U.S. Immigration System: Executive Actions to Facilitate the Migration of Needed Workers, Migration Policy Institute (https://www.migrationpolicy.org/research/us-executive-actions-migration-workers)

CLASS FIVE (Friday, October 6, 11:35 – 2:25): How to write a policy briefing note in the Government of Canada

From the vantage point of a university, migration policy development can appear to be an intellectual endeavour of finding the right ideas to manage migration, whether to serve domestic interests or foreign policy objectives. Although there are without doubt intellectual aspects to policy development, it goes well beyond the formulation of ideas when seen from within government bureaucracies. Policy serves many interests within a polity, and its development becomes a rather practical affair for those responsible. Among the many bureaucratic tasks associated with policy work is the preparation of briefing notes of various sorts. To the uninitiated, briefing notes are mysterious, and how to prepare them is equally mysterious. Given that many who take this course will consider government as their favoured employer, in this class we will discuss what briefing notes are to do, how they are prepared, their approval processes, and their uses. It is intended that a guest speaker from a government department will lead this conversation.

- What is a briefing note and what is its purpose?
- Common formats and requirements
- Briefing notes for Ministers, for Deputy Ministers

- Notes for House of Commons Question Period

Required readings:

Practical Guide To Writing Briefing Notes In The Government Of Canada, Robert Fonberg (https://www.naadsn.ca/wp-content/uploads/2020/08/dsfg_policy_brief_writing_guide_v2.pdf)

Note on Briefing Notes, Carleton University (https://carleton.ca/profbrouard/wp-content/uploads/noteonBriefingNotes20220901.pdf)

How To Write Briefing Notes, Theresa McKeown & Associates (https://www.publicsectorwriting.com/?page_id=6)

CLASS SIX (Friday, October 13, 11:35 – 2:25): Migration policy as foreign policy

Migration policy serves primarily domestic interests but there are numerous instances of migration policy serving as foreign policy. The distinction between domestic and foreign policy needs to be made clear if we are to categorize some examples as foreign policy. It is important to do so to understand what is at stake in setting a policy agenda and to increase the potential for the policy to succeed. Changing things within one's borders is one thing; altering the behaviour of the government of another country is quite a different matter requiring different approaches and different forms of consultation and negotiation. Attempts to bring irregular migration into the U.S. to a halt is domestic policy if it is simply a matter of deterrence through incarceration, deportation, and walls. But if the policy ambition is to have the governments of the sending countries participate in the effort to end irregular migration into the U.S., it then becomes foreign policy. But note that foreign policy is always also designed to serve the national interest.

- What is foreign policy?
- How can migration policy count as foreign policy?
- Migration and trade agreements
- Migration and international relations
- Weaponizing migration

Required readings:

International Affairs and Canadian Migration Policy, eds. Howard Duncan and Yiagadeesen Samy (https://link.springer.com/book/10.1007/978-3-030-46754-8) (Introduction and Conclusion only)

Immigration Policy as Foreign Policy, Howard Duncan (https://www.jstor.org/stable/pdf/26980733.pdf?refreqid=excelsior%3Aab1b01ce36b58d3309f0966d305e2351&ab_segments=&origin=&initiator=&acceptTC=1)

EU-Turkey Statement and Action Plan, European Parliament (https://www.europarl.europa.eu/legislative-train/theme-towards-a-new-policy-on-migration/file-eu-turkey-statement-action-plan)

The EU-Turkey Deal, Five Years On: A Frayed and Controversial but Enduring Blueprint, Migration Policy Institute (https://www.migrationpolicy.org/article/eu-turkey-deal-five-years-on)

Memorandum of understanding on cooperation in the fields of development, the fight against

illegal immigration, human trafficking and fuel smuggling and on reinforcing the security of borders between the State of Libya and the Italian Republic, Odysseus Network (https://eumigrationlawblog.eu/wp-content/uploads/2017/10/MEMORANDUM_translation_finalversion.doc.pdf)

Italy-Libya agreement: Five years of EU-sponsored abuse in Libya and the central Mediterranean, Medecins Sans Frontieres (https://www.msf.org/italy-libya-agreement-five-years-eu-sponsored-abuse-libya-and-central-mediterranean)

CLASS SEVEN (Friday, October 20, 11:35 – 2:25): Migration policy and international law

Beginning with the 1648 Treaty of Westphalia and the tradition of state sovereignty that it is often regarding as initiating, how countries manage their international borders and treat international migration is considered the responsibility and the right of each sovereign state. Despite many calls for a global normative regime governing international migration, it remains a highly protected aspect of state sovereignty. Over the past 20 years, the so-called international community has become more engaged in migration policy, offering several reports together with recommendations for how governments should approach migration. Most are rooted in the United Nations Universal Declaration of Human Rights (1948), one of the few widely ratified UN documents that touches on migration broadly and which, although not a treaty, is commonly regarded as having the force of international law. The more recent United Nations' Global Compact on Safe, Orderly, and Regular Migration and the Global Compact on Refugees are similarly rooted in the 1948 Universal Declaration but are not considered as having the force of international law.

- The status of international instruments and their enforcement
- International law and national policy and legislation
- Global governance and national sovereignty

Required readings:

The Universal Declaration of Human Rights, United Nations, 1948 (https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf)

Convention and Protocol Relating to the Status of Refugees, United Nations, 1951 (https://www.unhcr.org/3b66c2aa10) (Read the definition of 'refugee' and Articles 32-33 on non-refoulement)

Report of the United Nations High Commissioner for Refugees Part II: Global compact on refugees, United Nations, 2018 (https://www.unhcr.org/gcr/GCR_English.pdf)

*United Nations Global Compact for Safe, Orderly, and Regular Migration (*https://www.iom.int/global-compact-migration

International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, United Nations *(*https://treaties.un.org/doc/Treaties/1990/12/19901218%2008-12%20AM/Ch_IV_13p.pdf. You will need to scroll down to the English version. It is 41 pages.)

CLASS EIGHT (Friday, November 3, 11:35 – 2:25): Selecting who gets in

In a previous class, we will have discussed one of the main functions of migration policy, that of determining who will be given legal permission to enter the country, for which purposes, and for which durations. There is a vast multitude of migrant selection regimes throughout the world offering prospective migrants enormous choice over which country to apply to for an entry visa. For some countries, Canada among them, the selection system has become a means by which they can compete more effectively for the migrants that they want. Selection policy can be both a means for excluding those whose presence is unwanted and a means by which a country can engage effectively in the contemporary global competition for talent.

- Permanent resident visas
- Temporary resident visas
- Refugees and asylum seekers
- Who does the selecting? Governments, employers, educational institutions, the immigrants themselves? Who should do the selecting? On what grounds?
- Selection by Artificial Intelligence software
- Policy vs practice; implications for the global competition for talent

Required readings:

Points-Based Preferential Immigration Treatment for Highly Skilled Foreign Professionals, Government of Japan (https://www.ro.emb-japan.go.jp/files/100500331.pdf)

Federal Skilled Worker Program (Express Entry): Six selection factors, Immigration, Refugees, and Citizenship Canada (https://www.canada.ca/en/immigration-refugees-citizenship/services/immigrate-canada/express-entry/eligibility/federal-skilled-workers/six-selection-factors-federal-skilled-workers.html)

Refugee Status Determination, UNHCR (https://www.unhcr.org/what-we-do/protect-human-rights/protection/refugee-status-determination)

CIMM – Question Period Note - Use of AI in Decision-Making at IRCC – November 29, 2022, Immigration, Refugees, and Citizenship Canada (https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/committees/cimm-nov-29-2022/question-period-note-use-ai-decision-making-ircc.html)

The use of Digitalization and artificial intelligence in migration management, OECD (https://www.oecd.org/migration/mig/EMN-OECD-INFORM-FEB-2022-The-use-of-Digitalisation-and-AI-in-Migration-Management.pdf)

CLASS NINE (Friday, November 10, 11:35 – 2:25): Deciding who to exclude/deport

The other side of the "selection coin" is who to exclude and, for those who have gained entry despite prohibitions, who to deport. So long as there remain international borders that restrict entry, immigration will always be a matter both of permitting and prohibiting entry. Note that there is no right to migrate in

current international law; again, the principle of state sovereignty is manifest here, and therefore governing migration means both saying yes and saying no to those who wish to enter a country of destination. Many have and continue to call for borders that are universally open to migrants, but there is no realistic possibility of this happening anytime soon. Therefore, policies for managing migration will include policies on exclusions and deportations. The question is how these policies are drafted and implemented, and this immediately raises the difficult challenge of managing migration outside the bounds of authorized entry, what some refer to as irregular migration, others more stridently as illegal migration, and yet others as undocumented migration.

- Implementing selection criteria means saying no to some
- Irregular/undocumented migration; asylum seeking
- Concerns over criminality
- Fraudulent entry; smuggling and trafficking
- Should there be open borders?
- Rights to migrate vs national interests
- Assisted voluntary return policy

Required readings:

Fact Sheet: U.S. Government Announces Sweeping New Actions to Manage Regional Migration, US Department of Homeland Security (https://www.dhs.gov/news/2023/04/27/fact-sheet-us-government-announces-sweeping-new-actions-manage-regional-migration)

Frontex: who we are, European Union (https://frontex.europa.eu/about-frontex/who-we-are/tasks-mission/#:~:text=Frontex%20is%20a%20centre%20of,trends%20and%20cross%2Dborder%20crime.)

Frontex: A Literature Review, International Migration (https://onlinelibrary.wiley.com/doi/abs/10.1111/imig.12729)

Open Borders Work, Philippe Legrain (https://www.fff.org/explore-freedom/article/open-borders-work-part-1/) Note that this is part 1 of a two-part article. See the link to part two in the article itself.

CLASS TEN (Friday November 17, 11:35 – 2:25): Migration policy in Canada

Canada has been considered a leader on immigration policy and practice for many decades and, by and large, maintains this reputation to this day. Although there have been many changes to immigration levels and selection criteria over the years, the fundamentals of the system are as they were established in the late 1960s when the country adopted a so-called "colour-blind" system of selecting immigrants according to their education and skills rather than according to country of origin as had previously been the case. Adopting a "points system" for selecting immigrants has resulted in an extraordinary change in the demographic make-up of the country and especially its large cities. Toronto and Vancouver now have populations where roughly half of their residents were born outside Canada. The resulting levels of ethnic, racial, and religious diversity led to the adoption of the "Multiculturalism Policy" in 1971 followed in 1988 by Parliament adopting the Multiculturalism Act. The intention is to have a guest speaker offer a contemporary understanding of Canada's immigration policy and the challenges that it faces today.

- Guest lecture from a senior policy official of the Government of Canada
- Principal objectives of the policies and associated programs
- Permanent immigration streams
- Temporary migration streams
- A responsibility shared with provincial and territorial governments
- The important roles of NGOs

Required readings:

Immigration and Refugee Protection Act and Regulations, Government of Canada (https://laws.justice.gc.ca/eng/acts/i-2.5/) (Review its structure, objectives, regulations structure only)

Scan the IRCC website: https://www.canada.ca/en/immigration-refugees-citizenship.html

Suggested readings:

Skilled immigration to fill talent gaps: A comparison of the immigration policies of the United States, Canada, and Australia, Chand and Tung, Journal of International Business Policy (https://link.springer.com/article/10.1057/s42214-019-00039-4)

CLASS ELEVEN (Friday November 24, 11:35 – 2:25): Migration policy in the European Union

In the aftermath of the Second World War, Europe was a region of the world losing population to North and South America, Australia, and New Zealand. But as its national economies regained their prosperity, Europe has become a major destination region for migrants from Africa and Asia. The Mediterranean Sea has become notorious as a dangerous passage of irregular migration from North Africa. The world watched Europe struggle in 2015-16 with major numbers of refugees and other migrants escaping from the civil war in Syria, the conflict in Afghanistan, and troubles elsewhere in the world. More recently, Europe has become a refuge for Ukrainians escaping the war in their country. But the European Union has also been the site of an extraordinary experiment in open borders within the EU and the related Schengen area, an experiment that has been somewhat scaled back because of migration pressures as well as the UK withdrawal from the EU. Europe represents a significant case study in international co-operation on migration management and displays both the benefits that can come from co-operative policy-making as well as the difficulties that arise when countries need to decide whether the benefits of trading away some sovereignty over their borders are worth the costs of doing so.

- Guest lecture from a senior official of the European Commission (Brussels) or the International Organization for Migration (Geneva)
- Asylum policy
- Assisted voluntary return
- Labour migration
- Responsibility-sharing: the European Commission/Council and the EU member states
- Seminal EU agreements

Required readings:

Common European Asylum System, European Commission, Migration and Home Affairs (https://home-affairs.ec.europa.eu/policies/migration-and-asylum/common-european-asylum-system_en)

EU Migration and Asylum Policy, Council of the European Union (https://www.consilium.europa.eu/en/policies/eu-migration-policy/)

Labour migration: improving legal avenues to work in the EU, European Parliament (https://www.europarl.europa.eu/news/en/headlines/society/20230413STO79903/labour-migration-improving-legal-avenues-to-work-in-the-eu)

CLASS TWELVE (Friday, December 1, 11:35 – 2:25: Migration policy and integration policy

Migration policy tends to be treated primarily in terms of managing national borders, of determining who gets in and who doesn't. But some countries take migration policy further to manage how those who are admitted fare after their arrival. The process of settling in, sometimes called integration, sometimes assimilation, sometimes absorption, is not always considered a matter for national policy, but in countries such as Australia, Canada, The Netherlands, and Germany, integration policy has become an inherent aspect of managing migration. How integration is regarded varies from locale to locale. For some, it is a matter of ensuring that immigrants do well in their country of destination; for others, integration is a way of protecting a national culture in the presence of large numbers of migrants. Yet other countries do not regard integration as a process that requires government intervention, that it is something that essentially looks after itself. The U.S. is an example. Here, we will look at the interests that are served through integration policy.

- Successful migration policy requires a successful integration effort
- Elements of integration; multiculturalism policy and integration
- Integration, diasporas, and social cohesion
- Human rights and integration; migrants' rights
- Selection criteria and integration
- Citizenship
- Limits to a society's capacity to integrate newcomers
- Measuring integration policy: MIPEX

Required readings:

Migrant Integration Policy Index, Migration Policy Group (https://www.mipex.eu/)

New Civic Integration Act, Government of The Netherlands (https://www.government.nl/topics/integration-in-the-netherlands/civic-integration-act)

Multiculturalism Act, Government of Canada (https://laws-lois.justice.gc.ca/eng/acts/c-18.7/page-1.html)

Building Solidarity in Diverse Societies, Will Kymlicka, Queen's University, Canada, Keynote speech to the European University Institute, Florence, Italy, January 2015 *(*https://www.eucanet.org/expert-directory/kymlicka-will) (50 minutes)

CLASS THIRTEEN (Friday, December 8, 11:35 – 2:25: Final discussion

This final session of the term will be devoted to an open discussion of issues as identified by the students in the class.

Further reading and reference materials

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

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

Migration Theory: Talking across Disciplines, *Edited by Caroline B. Brettell, James F. Hollifield;* this is the fourth edition of a widely read resource.

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

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

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

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

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

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

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

Some web-based resources:

- United Nations Population Division (https://www.un.org/development/desa/pd/)
- International Organization for Migration (IOM) (https://www.iom.int/)
- IOM news feed (https://www.iom.int/news/iom-issues-migration-recommendations-czech-eu-presidency)
- IOM Publications E-Alert: (https://mailchi.mp/c2c9c32ce6d8/test-publications-e-alert-august-11570192?e=161f1227d2)
- IOM's Global Migration Data Analysis Centre (GMDAC) (https://gmdac.iom.int/)

- United Nations High Commissioner for Refugees (UNHCR) (https://www.unhcr.org/)
- International Labour Organization (ILO) (https://www.ilo.org/global/lang--en/index.htm)
- World Bank, Global Knowledge Partnership on Migration and Development (KNOMAD) (https://www.knomad.org/)
- Migration Policy Institute, Washington and Brussels (https://www.migrationpolicy.org/)
- Migration Policy Group, Brussels (https://www.migpolgroup.com/)
- Migration Policy Centre, Florence (https://migrationpolicycentre.eu/)
- Pew Research Centre, Washington (https://www.pewresearch.org/)
- International Centre for Migration Policy Development (ICMPD), Vienna (https://www.icmpd.org/home/)
- European Commission Joint Research Centre (https://ec.europa.eu/info/departments/joint-research-centre_en)
- Global Forum on Migration and Development (https://www.gfmd.org/)
- Asia-Pacific Migration Network (https://apmigration.ilo.org/)
- Oxford University's Migration Observatory (https://migrationobservatory.ox.ac.uk/)

Course Administration and Policies

Students should be familiar with Carleton University policies that are applied in this and all courses, in addition to services and supports that are available to all students.

Statement on 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, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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.

Statement on 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:

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

Academic accommodation

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

Pregnancy obligation: Write to the 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).

Religious obligation: Write to the 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).

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, please request your accommodations for this course through the Ventus Student Portal 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). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the University Academic Calendars. 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).

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

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 will be provided to students who compete or perform at the national or international level. Write to us 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

Submission, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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

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