

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 13th – April 4th, 2023

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,
2420 Richcraft Building**



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

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

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

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 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 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 Cr  peau. 2010. *Multiple Citizenship, Identity and Entitlement* in Canada. IRPP Study, No. 6. Montreal: Institute for Research on Public Policy.

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.

Course Structure and Methods

This course will be delivered in person and through the Brightspace course management system. Therefore, students are expected to log into Brightspace and their email regularly to check for announcements, activities, and assignment information and updates. Announcements will be posted to the course Brightspace whenever necessary. If there is any other information I think is important, I will also send it to your email address you have in Carleton. It is your responsibility to check your email regularly. If you are having trouble with this course or its material, you should contact me via email as soon as possible to discuss any issues and arrange an appointment. Any changes to the delivery of the course, the content or speakers will be done in consultation with the students where possible and posted on the course website. Online activities and in-class activities are designed to build on each other. All assignments are to be submitted through Brightspace in **Microsoft Word**.

Active participation and completion of all coursework is required in this course for you to be successful. It will have a combination of lectures, films, and presentations. It requires reading, critical thinking, and active participation. There will be approximately 40-50 pages of required reading for each 3-hour class. Students are expected to have read the material in advance and come prepared with thoughtful insights and questions related to the topic under discussion and be prepared to ask questions and participate in discussion. The success of the class lies in the participatory nature of all individuals. Consequently, the most stimulating discussions will happen when you complete the assigned readings, come prepared to participate not just listen when we meet synchronously.

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
Engagement Forum (3) and Seminar Participation (5 marks each)	15%	Three times during the term, you will engage with thematic topics in

		<p>the online discussion space through one comment and one reply thread minimally. Your comments and replies must be posted online in the forum one week following the required class. These are as follows:</p> <p>Engagement Forum 1- Ukrainian Refugee Settlement Due: Thursday January 26th @ 11:59 pm</p> <p>Engagement Forum 2 Multiculturalism Due: Thursday February 2nd @ 11:59 pm</p> <p>Engagement Forum 3 Migration and Labour Due Thursday Mar.31 @ 11: 59 pm.</p>
Research Proposal and annotated bibliography	20%	<p>2 pages double spaced, font 12, long with an annotated bibliography which must use 3 sources. Due February 17th. at 11:59 pm.</p>
Seminar Reading presentation and participation	25%	<p>Individual readings to be assigned during the 1st class. Attendance and participation in seminar class meetings is required for active engagement of the material in class.</p>
Final Paper	40%	<p>Due April 12th 2023 at 11:59 pm in the Brightspace dropbox</p>
Total Grade	100%	

Evaluative Specifics

1. Engagement Forums and Participation: 15% (3X5%)

Participation this course will consist of contributions to the course's **Engagement Forums** online. You will be responsible for posting a comment and a reply three times over the course of the term, reflecting on the readings, videos and key concepts highlighted in the class for that forum.

Your mark will be based on the quality of your contribution to the engagement forum. This means that your comments should be thought provoking, to encourage discussion. Contributions can take a variety of forms, including asking questions for clarification of your peers, making connections

between the assigned readings or videos for the week and previous readings, and providing a critical analysis of the readings and engaging with your peers. Your replies must move beyond simply stating “I agree with you”. Comments should be a minimum of 75 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.

2. Proposal and Annotated Bibliography: 20% Due February 17th 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 12, 2023.** 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.

Course Requirements & Methods of Evaluation:

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:

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

*The deadline for contacting the Paul Menton Centre regarding accommodation for December examinations (Fall) is **November 11, 2022** and for April examinations (Winter) is **March 15, 2023**.

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

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

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

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

Student Mental Health

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

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

Carleton resources:

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

Off campus resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Plagiarism

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

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

Pandemic Measures

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

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or

campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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

Winter 2023 Dates and Deadlines

January 2, 2023	Deadline for course outlines to be made available to students registered in full winter and early winter term courses.
January 4, 2023	University reopens.
January 9, 2023	Winter term begins. Full winter and early winter classes begin.
January 20-22, 27-29, 2023	Full fall and late fall term deferred final examinations will be held.
January 31, 2023	Last day to withdraw from full winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
February 17, 2023	April examination schedule available online.
February 20, 2023	Statutory holiday. University closed.
February 20-24, 2023	Winter break, no classes.
March 15, 2023	Last day for academic withdrawal from full winter, late winter, and fall/winter courses.
	Last day to request Formal Examination Accommodation Forms for April full winter, late winter, and fall/winter final

March 29, 2023	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. Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 7, 2023	Statutory holiday. University closed.
April 12, 2023	Winter term ends. Last day of full winter, late winter, and fall/winter classes. Classes follow a Friday schedule (full winter and late winter courses). Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for full winter and late winter courses.
April 13-14, 2023	No classes or examinations take place.
April 15-27, 2023	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.
April 27, 2023	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
May 19-31, 2023	Full winter, late winter, and fall/winter deferred final examinations will be held.

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
W1 Jan.13	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> <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>	Seminar topics to be assigned One reading per student.

		Van Hear, Nicholas. (2000). Reconsidering Migration and Class. <i>International Migration Review</i> S100-S121	
	No Presenters this week		
W2 Jan.20	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>Reliefweb. 2022. "How US and European Media Language Used to Describe the Ukrainian Crisis Reflects Deeply Rooted Racism against Non-European Refugees – World ReliefWeb." https://reliefweb.int/report/world/how-us-and-european-media-language-used-describe-ukrainian-crisis-reflect-deeply-rooted.</p> <p>Näre, L., Abdelhady, D. and Irastorza, N., 2022. What Can We Learn from the Reception of Ukrainian Refugees? <i>Nordic Journal of Migration Research</i>, 12(3), pp.255–258. Retrieved https://journal-njmr.org/articles/10.33134/njmr.620/</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>Additional Resources</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>Chapnick, Adam. (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>Ryan, Phil. 2010. <i>Multicultiphobia</i>. Toronto: University of Toronto Press. pp. 29-64. (ebook)</p>	<p>Engagement Forum 1- : Ukrainian Refugee settlement</p> <p>Due Jan.26</p> <p>Ukrainians have received an immediate and empathetic response as people fleeing horrible conflict conditions. Yet this unprecedented response is the opposite of what many other refugee populations have faced in recent years due in part many argue, to their European background. Provide one comment and one reply on this topic.</p>

		<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.27	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>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 Multiculturalism Backlash</i> . Taylor & Francis Group, pp.92-110.</p>	<p>Engagement Forum 2 – Multiculturalism Due: Thursday February 2nd @ 11:59 pm.</p> <p>Some say multiculturalism is fraught with many problems, such as “voluntary or government segregation”, the lack of real integration through the promotion of differences for example. thing</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>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>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>	<p>as multiculturalism Can multiculturalism really exist in Western societies or is multiculturalism a myth? Provide one comment and one response in the forum.</p>
	Presenters this week:		
W4 Feb.3 th	Citizenship Exceptionalism	<p>Shachar, Ayelet (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-Mascreñas. 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</i></p>	

		<p><i>World</i>, e.d. A. Triandafyllidou. Edinburgh: Edinburgh University Press or</p> <p>https://www.researchgate.net/publication/333193847_Multiculturalism_without_Citizenship/link/5ce03f0a458515712eb4aef0/download</p> <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. "Introduction"</i></p>	
	Presenters this week:		
W5 Feb.10th	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>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>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>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> <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.17th	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>Vipond, Robert. (2021). “Heritage Moments: Customs, Traditions, and Multicultural Citizenship in Canada,” <i>American Review of Canadian Studies</i> 51:1, 41-61.</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</i></p>	Proposal and Annotated Bibliography is due at 11:59 pm.

		<p><i>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> <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>	
--	--	---	--

		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.	
Winter Break February 20th – 24th			
W7 March 3th	Religious Diversity and Integration: The Muslim Question	<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>	

	Presenters this week:		
W8 March 10 th	The Crisis of Integration: The case of Arab Immigrants	<p>Abu-Laban, Yasmeen. (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 State, the Media, and Arab Canadians</i>, (p. 32-53). Toronto: UBC Press.</p> <p>Naber, Nadine. (2012). From Model Minority to Problem Minority, in <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>	
	Presenters this week:		
W9 March 17th	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</p>	

		<p>NeoLiberal Regime of Immigration Governance in Canada in <i>Migration, Mobility and Displacement</i>. 1.1(2015): 81-98</p> <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>VanderPlaats, 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 24th	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>Engagement Forum 3 – Migration and Labour Due Thursday Mar.31 @ 11: 59 pm.</p> <p>Canada is currently having a great deal of difficulty hiring</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> <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>	<p>workers and there has been a huge push to bring in more temporary labour. Should these new migrants be given permanent residency rather than temporary work visas in your opinion? Write one comment and reponse on the “exploitive” nature of temporary labour.</p>
	Presenters this week:		
W11 Mar.31 st	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>Besco, Randy and Erin Tolley (2018) “Does Everyone Cheer? The Politics of Immigration and Multiculturalism in Canada,” in Elizabeth Goodyear-Grant et al, <i>Federalism and the Welfare State in a Multicultural World</i> (Montreal and Kingston: MQUP,), 291-318</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>	

		Additional Resources Ishan Ashutosh. 2013. "Immigrant Protests in Toronto: Diaspora and Sri Lanka's Civil War." <i>Citizenship Studies</i> 17:2 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. 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 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 FitzGerald, D.S. 2017. The History of Racialized Citizenship, in <i>The Oxford Handbook of Citizenship</i> . Oxford University Press. Marinova, Nadejda K. (2017) <i>Ask What You Can Do For Your (New) Country: How Host States Use Diasporas</i> . Oxford University Press.	
	Presenters this week:		
Good Friday April 7th, 2023 No class – Class will be Wednesday April 12th			
W12 April 12th	Citizenship and Multiculturalism Moving Forward	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. Kymlicka, Will. (2021). "The Precarious Resilience of Multiculturalism in Canada," <i>American Review of Canadian Studies</i> 51:1, 122-1 Biles, John, Erin Tolley and Humera Ibrahim. (2005). Does Canada have a multicultural future? <i>Canadian Diversity</i> 4(1): 23-28 Additional Resources. Graves, Frank. (2015, March 12). Are Canadians Getting More Racist? <i>iPolitics</i> . 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 Kymlicka, Will. 2010. "The rise and fall of multiculturalism? New debates on inclusion and accommodation in diverse	Final Paper due on April 12 th , 2022 11:59 pm on Brightspace

		<p>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>Vertovec, Steven.(2010). “Towards post-multiculturalism? Changing communities, conditions and contexts of diversity.” <i>International Social Science Journal</i>. 61.199:83-95</p>	
	Presenters this week:		