

CARLETONUNIVERSITY

Summer Term 2020-21

Migration and Diaspora Studies

6 May – 17 June 2021

Arthur C. Kroeger College of Public Affairs

MGDS 4900 S / 5900 S

Inequalities of Global Migration

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Course description

Migration means different things in different contexts, has varied implications for sending and receiving communities, and impacts different socio-economic groups in distinct ways. This course explores migration from a global and inter-sectional perspective. We will first look at the scale of global migration movement, contextualising current migration movements in historical perspective. The course will highlight migration movements' geographical and socio-economic selectivity, and how migration policies impact these. We will explore the connections migrants maintain with 'home', and the implications for both sending and receiving communities. We will discuss the socio-economic impacts of migration movements, including the inequalities that are both at the source of and impacted by migration.

Preclusions: n/a

Learning Outcomes:

- ✓ The course will provide students with an insight into the links between migration and inequalities, in its various dimensions.
- ✓ Students will obtain an overview of the international literature on the subject, and be able to critically assess this.
- ✓ They will apply critical thinking, as part of the group presentations, written assignments, and in class discussions.

Course approach

The course consists of a combination of lectures, discussion, and student presentations; this aims to promote everybody's participation and peer learning. Active participation is a requirement to make this successful!

Each week has two (virtual) meetings, and the first will be mostly in lecture format (with Q&A), and the second will consist of group presentations – to be assigned in week 1 and 2.

Each meeting will be scheduled for two hours, with a short break, plus space for an informal half hour at the end.

Assignments consist of a presentation (group) during the course, followed by a short write up by the group, and a final research paper.

Grades will be determined as follows: attendance (15%), group presentation (20%) and short write-up (15%), and final assignment 50% (see below for details).

Course calendar and texts

Readings will be made available via Ares Library reserves or on the Brightspace page for the course (some of the readings are available [open access] on-line as indicated).

1. Introduction to the course: Perspectives on migration (Thursday 6 May)

In this first lecture we look at main perspectives of migration, whether migration is an exceptional phenomenon, or integral part of how societies and economies develop. We will also consider our own positioning, in Ottawa, and the position of Indigenous people in Canadian migration narratives.

Readings:

- Hein de Haas (2019) 'Paradoxes of Migration and Development', <https://www.migrationinstitute.org/publications/paradoxes-of-migration-and-development>
- Hélène Pellerin (2019) 'Indigenous Peoples in Canadian Migration Narratives: A story of marginalization' <https://journals.library.ualberta.ca/aps/index.php/aps/article/view/29347/21393>

Additional readings:

- Arjan de Haan (1999), 'Livelihoods and Poverty: The role of migration - a critical review of the migration literature', *The Journal of Development Studies*, 36:2, 1-47.
- Kam Wing Chan and Xiaxia Yang (2020) Internal Migration and Development. A perspective from China, in T. Bastia and R. Skeldon, *Routledge Handbook of Migration and Development*, pp.567-84.

2a. Global migration movements: present and past (lecture, Tuesday 11 May)

In this section we look at the major trends of migration across the globe, distinguish the different types of migration (forced, economic, refugee) and how these are associated with trends of economic growth, state formation and colonial expansion and decline.

On 11 May we will assign groups for presentations (first presentation 20 May).

Reading:

- J.P. Ferrie and T.J Hatton (2013) ‘Two Centuries of International Migration’,
<http://ftp.iza.org/dp7866.pdf>

Additional readings:

- J. Lucassen and L. Lucassen (2017) ‘Theorizing Cross-Cultural Migrations: The Case of Eurasia since 1500’ *Social Science History*, 41(3), 445-475. doi:10.1017/ssh.2017.19

- S. Deardorff Miller (2020) ‘Conflict-Induced Displacement and Development’, in T. Bastia and R. Skeldon, *Routledge Handbook of Migration and Development*, pp.363-72.

- W. Neil Adger and R. Safra de Campos (2020) ‘Climate-Change Disruptions to Migration Systems’, in T. Bastia and R. Skeldon, *Routledge Handbook of Migration and Development*, pp.382-95.

2b. Selectivity and segmentation of migration (lecture, also: prepare group work, discuss assignments)

This lecture starts to explore why and how (and where) people migrate. While some theories see migration as a result of push and pull forces, and as a ‘lottery’, migration tends to be a selective process, and migration streams tend to be segmented – with significant impacts on inequalities and uneven development to which we return later.

Reading:

- Julie Vullnetari (2020) ‘The Interface between Internal and International Migration’, in T. Bastia and R. Skeldon, *Routledge Handbook of Migration and Development*, pp.54-62.
- Hannah Cross (2020) ‘The Burkina Faso – Côte d’Ivoire Migration Corridor’, in T. Bastia and R. Skeldon, *Routledge Handbook of Migration and Development*, pp.469-73.

Additional readings:

- Examples of ‘migration corridors’, in Part VI of T. Bastia and R. Skeldon (2020) *Routledge Handbook of Migration and Development*, pp.435-500.
- A. de Haan, K. Brock & Ngolo Coulibaly (2002) ‘Migration, Livelihoods and Institutions: Contrasting Patterns of Migration in Mali’, *The Journal of Development Studies*, 38:5, 37-58, DOI: 10.1080/00220380412331322501
- K. Schewel (2020) ‘Understanding Immobility: Moving Beyond the Mobility Bias in Migration Studies’, *International Migration Review*, 54(2):328-355. doi:10.1177/0197918319831952

3a. ‘80% of research focuses on North, 80% migrants stay in South’ (lecture, Tuesday 18 May)

The literature on migration is biased towards South-North migration, and the implications for the North (and mostly by Northern scholars). During this week we explore some of the reasons for this bias, and

alternative narratives; and the importance of continental, internal, and shorter-distance migration and their implications for inequalities.

Readings:

- Flahaux, ML., H. de Haas (2016) 'African Migration: Trends, patterns, drivers', *Comparative Migration Studies*, 4, 1 <https://doi.org/10.1186/s40878-015-0015-6>
- Chapter 1 and 2 of the African Union's *Africa Migration Report* <https://au.int/en/documents/20201015/africa-migration-report>

Additional reading:

- A. de Haan and B. Rogaly (2002) 'Introduction: Migrant workers and their role in rural change', *The Journal of Development Studies*, 38:5, 1-14, DOI: [10.1080/00220380412331322481](https://doi.org/10.1080/00220380412331322481)

3b. Group work / presentation

4a. 'Home and away': interconnectedness and different meanings for migrants and those who stay behind (lecture, Tuesday 25 May)

During this week we discuss the various meanings, and subjectivity of migrants.

Reading:

- Ahmed S. (1999) 'Home and away: Narratives of migration and estrangement', *International Journal of Cultural Studies*. 2(3):329-347. doi:[10.1177/136787799900200303](https://doi.org/10.1177/136787799900200303)

Additional readings:

- K. Haagsman and A. Mazzucato (2020) 'The Wellbeing of Stay Behind Family Members in Migrant Households', in T. Bastia and R. Skeldon, *Routledge Handbook of Migration and Development*, pp.181-90.
- K. Gardner (1993) 'Desh-Bidesh: Sylheti images of home and away', *Man*, 28(1), new series, 1-15. doi:10.2307/2804433.
- B. Zeitlyn (2013) Desh bidesh revisited, *Identities*, 20:3, 253-269, doi: [10.1080/1070289X.2013.806265](https://doi.org/10.1080/1070289X.2013.806265)

4b. Group work / presentation

5a. Migration and inequalities : a global perspective (lecture, 1 June)

Inequality is both a source and consequence of inequality. During week 5 we will look at the relationship at a macro and global level, to understand how unequal development leads to migration, and whether – and under what conditions - migration contributes to reducing inequality.

- M. Clemens (2016) Why Today's Migration Crisis Is an Issue of Global Economic Inequality <https://www.cgdev.org/blog/why-todays-migration-crisis-issue-global-economic-inequality> (blog and video).
- UN (2020) International Migration : A force for inequality, under the right conditions, <https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/02/World-Social-Report-2020-Chapter-5.pdf>

Additional readings:

- B. Milanovic (2015) 'Global Inequality of Opportunity: How much of our income is determined by where we live?'. *The Review of Economics and Statistics* 97 (2): 452–460. https://doi.org/10.1162/REST_a_00432
- D. McKenzie David (2017) 'Poverty, Inequality, and International Migration: Insights from 10 years of migration and development conferences' <https://www.cairn.info/revue-d-economie-du-developpement-2017-3-page-13.htm>.

5b. Group work / presentation

6a. Migration and inequalities: in sending and receiving communities (lecture, 8 June)

Week 6 focuses on how migration is closely interlinked with various forms of inequalities and deprivation, of class, gender, race and caste, and whether migration can contribute to social mobility.

Reading:

- I. Palmaray (2020) 'Migration and Inequality: An interdisciplinary overview', in T. Bastia and R. Skeldon, *Routledge Handbook of Migration and Development*, pp.95-102.
- A. de Haan (2020) 'Labour Migration, Poverty, and Inequality', in T. Bastia and R. Skeldon, *Routledge Handbook of Migration and Development*, pp.168-78.

Additional readings:

- T. Bastia and K. Haagsman (2020) 'Gender, Migration, and Development', in: T. Bastia and R. Skeldon, *Routledge Handbook of Migration and Development*, pp.103-13.
- G. Herrera (2020) 'Care, Social Reproduction, and Migration', in T. Bastia and R. Skeldon, *Routledge Handbook of Migration and Development*, pp.232-41.
- K. Vartak and C. Tumbey (2019) 'Migration and Caste', *Handbook of Internal Migration in India*, edited by S Irudaya Rajan and Sumeetha M, pp. 253-67 [[Download](#)]
- A. de Haan (2020) 'Labour Migrants During the Pandemic: A comparative perspective'. *Ind. J. Labour Econ.* 63, 885–900 <https://doi.org/10.1007/s41027-020-00283-w>
- H. Crawley (2020) 'The Great Amplifier: COVID-19, migration and inequality', <https://www.mideq.org/en/blog/great-amplifier-covid-19-migration-and-inequality/>.

6b. Group work / presentation

7. Migration policies (lecture, 15 June)

In our final section we discuss the role of policies, their role in changing or maintaining the inequalities of global migration.

Readings:

- H. de Haas Czaika, M., Flahaux, M.-L., Mahendra, E., Natter, K., Vezzoli, S. and Villares-Varela, M. (2019) 'International Migration: Trends, determinants, and policy effects', *Population and Development Review*, 45: 885-922. <https://doi.org/10.1111/padr.12291>
- R. Sabates-Wheeler (2020) 'Social Protection, Development, and Migration. Challenges and prospects', in T. Bastia and R. Skeldon, *Routledge Handbook of Migration and Development*, pp.261-72.

Additional readings:

- Chapter 8 in Africa Migration Report <https://au.int/en/documents/20201015/africa-migration-report>
- Chapters in Part IV of T. Bastia and R. Skeldon (2020) *Routledge Handbook of Migration and Development*, pp.273-340.
- Adamson FB, Tsourapas G. (2020) 'The Migration State in the Global South: Nationalizing, developmental, and neoliberal models of migration management', *International Migration Review*. 54(3):853-882. doi:[10.1177/0197918319879057](https://doi.org/10.1177/0197918319879057)

7b. Group work / presentation (last class, 17 June)

Evaluation

Grades will be determined as follows: attendance 15%, group presentation 20% and short write-up 15%, and final assignment 50%.

The presentation will be in the form of group presentations, on the themes discussed in that week of the course; groups will be formed during week 1 and 2 of the course. Presentation will be assessed with the following criteria: clear and engaging presentation, logic of argumentation, coverage of the subject and material.

Groups will submit a short write-up (ca. 2 pages, 800-100 words, in blog form, see for example [this guide](#)), one week after the presentation.

Groups will be assigned on, and expectations discussed on 11 May.

The final assignment will be an individual research paper. The theme of this can build on the group presentation. Criteria for assessment will be shared in week 2. There is no preference for style guide, but

consistency in style, spelling etc is required. The university policy on plagiarism applies (see below). Length of paper: for undergraduate students (4900) students 12-15 pages (12 inch font, double-spaced, one-inch margins, excluding bibliography); for graduate students (5900) 15-20 pages (12 inch font, double-spaced, one-inch margins, excluding bibliography).

Deadline for the final research paper: 27 June

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Requests for Academic Accommodations

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 me 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.

Religious obligation: write to me 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, 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).

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 must be provided to students who compete or perform at the national or international level. Write to me 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>