

**PSCI 4807A
Migration and Mobility: The Politics of Citizenship and Identity**

Class Time: Tuesdays 11:35-2:25
Location: A602 Loeb

Instructor: Christina Gabriel
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Office Hours: Thursday, 10 a.m. – 12:00 (or by appointment)

Course Description:

This seminar focuses on how the movements of people – including migrants, temporary workers, refugees - across borders challenge our understandings of state sovereignty, territory and citizenship. The first portion of the course provides an overview of debates within citizenship and migration studies focusing specifically on the role of the national state within countries in the global economic north. The second portion of the course examines different types of cross border mobility including labour migration, refugees and irregular movements of people with an emphasis on Canada.

Course Objectives:

- To review debates within the theoretical literature on migration, citizenship and globalization
- To map and assess current developments in the governance of migration.
- To consider the ways in which cross-border mobility raise questions about social justice and political membership
- To understand how hierarchies of gender, race, class and nation find expression in the politics of international migration and citizenship

Format:

This class is structured as a weekly three-hour seminar. The instructor will begin each three-hour session with a short lecture (20 minutes) to introduce key themes and ideas associated with each topic. Students will also make short presentations based on required readings. Each student is expected to come to all classes and must be prepared to actively participate. All required readings must be completed prior to each class.

Course Materials:

Course material is available through the reserve desk at the library. Additionally course material has been placed in the Political Science Reading Room, Loeb 666. As a courtesy to fellow students please only take one reading at a time and not the entire collection of weekly readings. Please advise the instructor if you encounter difficulties in obtaining the course materials.

Evaluation:

Students will be evaluated on the following basis:

- ***Essay Proposal**** **15%**

Students will be required to write an essay proposal based on a research topic of their choosing. The topic must be relevant to the broad themes and questions covered by this course. Each proposal should be five to seven pages long, including an annotated bibliography. Details attached. Due Date: February 5, 2008.

- ***Research Essay**** **35%**

Students will submit a research paper based on their essay proposal. The paper should be 12-15 pages (3,000-3,750 words). Details attached. Due Date: April 1, 2008.

- ***Short Annotations**** **20%**

Each student will submit five annotated entries (each entry worth 4%) based on the required course readings. Each annotation must be no longer than three-quarters of a page, single-spaced and is due on the same day as relevant reading. There will be no exceptions for late or missing annotations. Details attached.

- ***In-Class Presentation of Required Reading:*** **15%**

Students will present a short presentation on one required reading in the term. A two-page, double-spaced summary of the presentation must be submitted at the same time as the presentation. Details attached.

- ***Attendance & Participation:*** **15%**

Students will be evaluated on the basis of their active, informed and thoughtful oral participation in class discussions. See details attached. Attendance will be taken.

STUDENTS MUST COMPLETE ALL COURSE REQUIREMENTS IN ORDER TO OBTAIN A FINAL GRADE

***Policies on Assignments:**

All assignments in this course (with the exception of the single-space annotation) must be 12 pt font, double-spaced and have standard one-inch margins. As much as possible they should be free of spelling and grammatical errors. They must include appropriate citations and bibliography. Assignments that do not have any citations will be returned to the student ungraded. Students will be permitted to re-submit the paper, within a specified deadline, but an automatic 10% penalty will be levied.

The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences, which are outlined in the Undergraduate Calendar. Also, it is not acceptable to submit the same assignment in two different courses.

Assignments are due at the beginning of class on the date specified. They should be submitted directly to the Professor in class. If this is not possible use the Political Science Drop Box located on the sixth floor of the Loeb Building. The Drop Box is emptied daily at 4:00 p.m. Papers received after this time will be date stamped the following working day.

Please do not submit papers to the staff in the Political Science Office or put them in the Professor's mailbox. Late papers without a date stamp will be assessed a penalty based on the date the Professor actually receives the paper.

Do not slip assignments under my office door, post them on my office door or them it in my mailbox. Do not submit assignments by e-mail or fax. It is the student's responsibility to ensure that the Professor receives papers and it is the student's responsibility to collect the graded paper in a timely fashion. Students should make a copy of all of their assignments before submitting them and are advised to keep all notes and drafts of work until after the final grade has been assigned and awarded.

**** *Late Penalties***

Assignments are due on the dates specified in the course outline. Late papers will be subject to a penalty of 2% a day not including weekends. Assignments will not be accepted two weeks after the due date. No retroactive extensions will be permitted. Do not ask for an extension on the due date of the assignment. Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation.

The Senate deadline for completion of term work is April 9, 2008.

E-mail Policy

E-mail will be answered within two business days. Do not submit any class assignments by e-mail.

Academic Accommodation

For Students with Disabilities

Students with disabilities needing academic accommodations are required to contact a coordinator at the Paul Manton Centre to complete the necessary *letters of accommodation*. The student must then make an appointment to discuss their needs with the instructor at least two weeks prior to the first class test. This is to ensure sufficient time is available to make the necessary accommodation arrangements.

For Religious Observance:

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructor for alternative days and/or means of satisfying academic requirements. Such requests should be made in the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Schedule of Classes

Jan. 8 Introduction to Course

- Introductions
- Overview of course themes
- Review of course outline and requirements
- Sign-up for in-class presentations

Jan 15 Migration, Politics and Policy

- James Hollifield, "The Politics of International Migration: 'How Can We Bring the State Back In'" in *Migration Theory*. Caroline B. Brettel and James Hollifield, eds., (New York: Routledge, 2000) pp.137-185.
- Wayne A. Cornelius and Marc R. Rosenblum, "Immigration and Politics" *Annual Review Political Science* 08 (2005) pp. 99-119.
- Nicola Piper, "Gendering the Politics of Migration," *International Migration Review* 40:1 (Spring 2006) pp. 133-164.

Jan. 22 Migration in a Globalizing World

- Stephen Castles, "Migration and Community Formation under Conditions of Globalization" *International Migration Review* 36:4 (Winter 2002) pp. 1143-1168
- Henk Overbeek, "Globalization, Sovereignty, and Transnational Regulation: Reshaping the Governance of International Migration" in *Managing Migration: Time for a New International Regime?* Bimal Ghosh, ed. (UK: Oxford, 2000) pp. 48-74.
- Saskia Sassen, "Toward a Feminist Analytics of the Global Economy" in *Globalization and its Discontents* (New York: New Press, 1998) pp.81-109.
- John Torpey, "States and Regulation of Migration in the Twentieth Century North Atlantic World" in *The Wall Around the West: States, Borders and Immigration Controls in North America and Europe*. Peter Andreas and Timothy Synder, eds. (Lanham: Rowman and Littlefield, 2000) pp. 31-54.

Jan. 29 Migration and Citizenship I

- Yasmeen Abu-Laban, "Reconstructing an Inclusive Citizenship for a New Millennium: Globalization, Migration and Difference" in *International Politics* 37:4 (2000) pp. 506-526.
- Stephen Castles, "Nation and Empire: Hierarchies of Citizenship in the New Global Order" in *International Politics* 42 (2005).
- Barry Hindess, "Neo-Liberal Citizenship" *Citizenship Studies* 6:2 (2002) pp. 127-43.
- Ruth Lister et. al. "Gendered Citizenship: Migration and Multiculturalism" in *Gendering Citizenship in Western Europe: New Challenges for Citizenship in a Cross-National Context*. Ruth Lister, Fiona Williams et. al. (Great Britain: Policy Press, 2007) pp. 77-108.

Feb. 5 Migration and Citizenship II

- Irene Bloemraad, "Who Claims Dual Citizenship? The Limits of Postnationalism, the Possibilities of Transnationalism, and the Persistence of Traditional Citizenship" in *International Migration Review* 2004. pp 388-425
- Thomas Faist, "Transnationalization in International Migration: Implications for the Study of Citizenship and Culture" in *Ethnic and Racial Studies* 23:2 (March 2000) pp. 189-222.

- Yasemin Nuhoglu Soysal, “Postnational Citizenship: Reconfiguring the Familiar Terrain” in *The Blackwell Companion to Political Sociology*. Kate Nash and Alan Scott, eds. (Oxford: Blackwell, 2001) pp. 333-341.
- David A. Martin, “New Rules for Dual Nationality” in *Dual Nationality, Social Rights and Federal Citizenship in the U.S. and Europe*. Randall Hansen and Patrick Weil eds., (New York: Berghahn Books) pp. 34-60.

Proposal Due

Feb. 12 Migration, Security and Borders (Guest Speaker: Mark Salter, University of Ottawa)

- Yasmeen Abu-Laban, “The New North America and the Segmentation of Canadian Citizenship” in *International Journal of Canadian Studies* 29 (2004) pp. 18-40
- Fiona Adamson, “Crossing Borders: International Migration and National Security,” *International Security* 31:1 (Summer 2006) pp. 165-199.
- Peter Andreas, “The Mexicanization of the US-Canada border: Asymmetric Interdependence in a Changing Security Context” *International Journal* 60:2 (Spring 2005). pp. 449-462
- Thomas Faist, “Extension du domaine de la lutte: International Migration and Security Before and After 11 September 2001” in *The Migration Reader: Exploring Politics and Policies* eds. Anthony Messina and Gallya Lahav (Co: Lynne Rienner, 2006) pp.609-615.
- Mark Salter, “The Global Visa Regime and the Political Technologies of the International Self” in *Alternatives* 31:2 (2006) pp. 167-189.

Feb. 19 No Class - Reading Week Feb. 18 – Feb. 22 (Office Hours By Appointment Only)

Feb. 26 Migration Flows: High-Skilled & Entrepreneurs

- Trevor Harrison, “Class, Citizenship and Global Migration: The Case of the Canadian Business Immigration Program, 1978-1992” in *Canadian Public Policy* 22:1 (1996) pp. 7-23.
- Eleonore Kofman and Parvati Raghuram, “Gender and Global Labour Migrations: Incorporating Skilled Workers” *Antipode* 38:2 (2006) pp. 282-303.
- Sandra Laveneux, “The Competition State and Multilateral Liberalization of Highly Skilled Migration” in *The Human Face of Global Mobility*. eds Michael Peter Smith and Adrian Favell (NB: Transaction Publishers, 2006) pp. 29-52.
- Johanna Waters, “Flexible Citizens? Transnationalism and Citizenship Among Economic Migrants in Vancouver” in *Canadian Geographer* 47:3 (2003) pp. 219-234.

Mar. 4 Temporary Workers’ Programs and International Migration

- Tanya Basok, “Post-national Citizenship, Social Exclusion and Migrant Rights: Mexican Seasonal Workers in Canada” in *Citizenship Studies* 8:1 (2004) pp. 47-64.
- Stephen Castles, “Guestworkers in Europe: A Resurrection?” in *International Migration Review* 40:4 (Winter 2006) pp. 741-766.
- Ricardo Trumper and Lloyd Wong, “Canada’s Guest Workers: Racialized, Gendered and Flexible” in *Race and Racism in 21st Century Canada*. Sean Hier and B. Singh Bolaria eds., (Peterborough: Broadview Press, 2007).pp. 151-170.

Mar. 11 Gender, Migration and Care

- Abigail Bakan and Daiva Stasiulis, “Foreign Domestic Worker Policy in Canada and the Social Boundaries of Modern Citizenship” in *Not One of the Family: Foreign Domestic Workers in Canada* (Toronto: University of Toronto Press, 1997) pp. 29-52.
- Rhacel Salazar Parrenas, “The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy” in *Global Women. Nannies, Maids and Sex Workers in the New Economy*. Barbara Ehrenreich and Arlie Hochschild, eds., (New York: Owl Books, 2002) pp. 39-54.
- James Tyner, “The Global Context of Gendered Labor Migration from the Philippines to the United States” in *Gender and U. S. Immigration. Contemporary Trends*. Pierrette Hondagneu-Sotelo, ed., (Los Angeles: University of California Press, 2003) pp. 63-80.
- Kirsten Hill Maher, “Globalized Social Reproduction: Women Migrants and the Citizenship Gap” in *People Out of Place. Globalization, Human Rights and the Citizenship Gap* (New York: Routledge, 2004). pp. 131-151.

Mar. 18 Refugees

- Howard Adelman, “ Governance, Immigration Policy and Security: Canada and the United States Post 9/11” in *Maze of Fear. Security and Migration After September 11*. John Tirman, ed. (New York: New Press, 2004).
- Peter Nyers, “Abject Cosmopolitanism: The Politics of Protection in the Anti-Deportation Movement” in *Third World Quarterly* 24:6 pp. 1069-1093
- Astri Suhrke and Aristide Zoberg, “Issues in Contemporary Refugee Policies” in *Migration and Refugee Policies. An Overview*. Ann Bernstein and Myron Weiner eds., (New York: Lexington, 1999) pp. 142-180.
- TBA

**Mar. 25 ‘Irregular’ Movements of People
(Guest Lecturer – William Walters, Department of Political Science)
(Office Hours Cancelled)**

- K. Calavita and L. Suárez-Navaz, 'Spanish Immigration Law and the Construction of Difference: Citizens and "Illegals" on Europe's Southern Border', in *Globalization under Construction: Governmentality, Law, and Identity*. R. W. Perry and B. Maurer (eds) (Minneapolis: University of Minnesota Press, 2003).
- W. Cornelius. 2005 'Controlling "Unwanted" Immigration: Lessons from the United States, 1993-2004', *Journal of Ethnic and Migration Studies* 31:4 (2005): 775-94.
- N. De Genova. 'Migrant "Illegality" and Deportability in Everyday Life', *Annual Review of Anthropology* 31 (2002): 419-47.

April 1 Concluding Observations

- Teresa Hayter, “No Borders: The Case Against Immigration Controls” in *Feminist Review* 73 (2003).
- Franck Duvell, “Some Reasons and Conditions for a World Without Immigration Restrictions” in *ACME* 2:2 (2003) pp. 201-209.
- Joe Carens, “Aliens and Citizens: The Case for Open Borders” *Review of Politics* 49:2 (1987) pp.251-273.

Research Essay Due

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In-Class Presentation Based on Required Course Reading

Worth: 15%

Dates of Presentations will be arranged in class January . First Presentation on January 15, 2008.

All students will make a short presentation (ten minutes long) based on one assigned reading. Presentations that are too long (or too short) will be assessed accordingly.

Guidelines:

- Do not provide a detailed summary of the reading.
- Highlight key debates or issues raised by the author
- Discuss the strengths and weaknesses of the reading
- How does the reading relate to the other weekly assigned course readings and the broader themes of migration and citizenship
- Raise one question for classroom discussion.

Written Summary

You are required to submit a two-page summary (double-spaced) of your oral presentation. It must include your discussion question. This summary is due in the same class as your presentation. Late submissions will be penalized.

Note: *You cannot do an in-class presentation that is based on one of your required five short annotations.

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Short Annotations*

Worth: 20% [Five annotations @ 4% each]
Length: Between one half and three quarters of a page, single-spaced.
Due Date: Due on the same date as relevant reading.

Note: Missing or late annotations will not be accepted. In other words if you are absent from class you are not permitted to submit the annotation. Exceptions will be made only in case of illness or other documentable circumstances.

*Group collaboration is not permitted on this assignment.

Purpose:

The purpose of the short written annotations is:

- To engage with the required reading in a focused and critical manner
- To enhance your contributions to seminar discussions.

Task:

Throughout the term each student in the class will submit five written annotations based on the required readings. Be prepared, if called upon, to share the points in your annotation with the class. Each annotation should begin with relevant bibliographic details (author, title, source, publisher, year of publication). It should include the following information:

- Topic of the reading
- Key question or central argument
- Key supporting claims of the author
- Your identification of a strength and/or weakness of the reading
- One question for class discussion

Do not use point form.

Choice of Annotations: *

Those students with the surname beginning with A-L may choose one reading/per week from the following weeks. You must complete one annotation for each topic.

Jan. 22	Migration in a Globalizing World
Feb. 5	Migration and Citizenship II
Feb. 26	Migration Flows: High-Skilled and Entrepreneurs
Mar. 11	Gender, Migration and Care
Mar. 25	'Irregular' Movements of People

Those students with the surname beginning M-Z may choose one reading/per week from the following weeks. You must complete one annotation for each topic.

Jan. 29	Migration and Citizenship I
Feb. 12	Migration, Security and Borders
Mar. 4	Temporary Workers' Programs
Mar. 18	Refugees
Apr. 1	A World Without Borders

*Note: Students are not permitted to write an annotation on the same reading as their in- class presentation.

PSCI 4807 Migration and Mobility

Essay Proposal*

Due Date: February 15, 2008
Length: 12 pt font, five to seven pages
Worth: 15%

[* Submit two copies of proposal]

Purpose:

The purpose of this assignment is to allow students an opportunity to do some preliminary research on an aspect of migration and mobility. The proposal is intended to assist students to develop and frame their own research topic. Additionally, this assignment ensures that students are provided with some early feedback on their proposed topic and preliminary thesis.

Your subsequent essay must reflect the topic outlined in the essay proposal. Essays that do not follow the initial proposal topic will be penalized. Please choose carefully.

Task:

Your essay proposal must include:

- A statement of topic. Why is this of interest to you and how does it relate to course themes.
- A preliminary thesis suggesting the directions you will pursue in this paper
- A brief statement of why your thesis and topic is significant. Why is it important?
- A brief summary of what you have learned regarding key issues and debates in the relevant scholarly literature.
- A brief statement of how you plan to carry out the rest of your research

Annotated Bibliography:

Your proposal must also include an annotated bibliography of **five scholarly sources**. Each entry must include: (a) complete bibliographic details (b) topic of source (c) purpose/thesis and (d) why is this particular source important or relevant to your proposed topic.

Note:

The readings listed in your course outline provide a good starting point for identification of a topic and suggestions for other research sources. Where appropriate, course material should be integrated into your final essay. However, your annotated bibliography in the proposal should be a list of scholarly sources that do not appear on your course syllabus.

Research Essay

Due Date: April 1, 2008.
Worth: 35%
Length: 12 – 15 pages (3,000 – 3,750 words)

Purpose:

The purpose of the essay is to provide you with an opportunity to develop the topic identified in your initial research proposal into a comprehensive, scholarly research paper.

Marking:

The paper will be marked on three criteria:

- Argument, organization and logic. Is the thesis presented in a logical and convincing manner?
- Research and use of evidence: Does the paper contain extensive and effective use of available research sources? Does it contain proper footnotes/endnotes and bibliographic style?
- Communication: Is the paper organized and written as clearly and concisely as possible?

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Seminar Participation – 15%

This class runs as a seminar based discussion. Students should come to class having completed the required reading in advance. Your active and thoughtful participation is important to the learning process. Attendance counts in the assessment of participation and attendance will be taken in each class. Seminar assessment will be based on the following broad guidelines

Grades:

A +

- Attendance – Always
- Completed all the readings and is well prepared for class
- Draws connections between readings and course themes
- Offers excellent assessment on individual readings
- Provides original ideas on weekly topic
- Generates topical class discussion
- Always has insights on topic but is careful not to dominate discussion
- Asks relevant and topical questions

A/A-

- Attendance – Perfect or Near Perfect
- Completed all the readings and is prepared for class
- Draws links between readings and course themes
- Offers very good assessments on individual readings and is a frequent participant
- Generates topical class discussion
- Asks relevant and topical questions

B+

- Attendance - Near Perfect
- Completed all the readings and is prepared for class
- Offers useful observations of weekly reading
- Regular participant in weekly discussions

B/B-

- Attendance – Regular
- Completed most of the readings
- Good understandings of the theme of the required readings but may not always draw links between them
- Regular participant in discussion

C

- Attendance – Regular (or erratic)
- Has completed some of the required readings
- Does not actively participate in class discussion (or participation may not always reference weekly topic and/or substantive themes of reading)
- Oral contributions are sometimes off topic

D (or less)

- Both attendance and participation erratic

Academic Accommodations

For Students with Disabilities: Students with disabilities requiring academic accommodations in this course are encouraged to contact the Paul Menton Centre (PMC) for Students with Disabilities (500 University Centre) to complete the necessary forms. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first in-class test or CUTV midterm exam**. This will allow for sufficient time to process your request. Please note the following deadline for submitting completed forms to the PMC for formally scheduled exam accommodations: **March 14th, 2008** for April examinations.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The Undergraduate Calendar defines plagiarism as: "to use and pass off as one's own idea or product, work of another without expressly giving credit to another." The Graduate Calendar states that plagiarism has occurred when a student either: (a) directly copies another's work without acknowledgment; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Departmental Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more courses. The Department's Style Guide is available at: <http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html>

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Approval of final grades: 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.

Course Requirements: Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Connect Email Accounts: The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See <http://connect.carleton.ca> for instructions on how to set up your account.