

PSCI 3608 A
Migration Governance
Thursdays, 2:35-5:25pm
Please confirm location on Carleton Central

I General information

Instructor: Professor Cati Coe (please call me Professor Coe, Dr. Coe, or Prof)
Office Hours: Thursdays, 1-2:30pm, 5:30-6pm, in my office Loeb C677
Phone number: 613-520-2600 ext. 6116
Email: CatiCoe@cunet.carleton.ca

II Course description

Migration Governance examines various types of contemporary migration governance, from policies promoting the migration of highly skilled workers to refugee and guestworker programs. We also examine methods of managing migration, including power over space and time, extending borders, and controlling people through documents. We also focus on migrants' strategies to re-assert their own control over their lives and mobility, in response to these techniques of governance. This course will provide a comprehensive view of the variety of migration regimes in our contemporary world, which students should be able to compare and apply analytically by the end of the course.

III Course Format

The course format is an in-person lecture course. Lectures will be interspersed with group activities and discussions so that concepts introduced in lectures can be applied and analysed.

IV Learning outcomes

By the end of this course, students will be able to

- Distinguish between different forms of migration governance.
- Describe the various techniques of power that migrant-receiving countries are using to manage migration, the intended and unintended outcomes of these techniques, and the strategies by which migrants seek to evade such control.
- Integrate their understanding of migration governance cumulatively through the readings and lectures, thinking critically and constructively about the ideas presented.
- Apply the ideas and concepts presented in the course to real-life examples.
- Communicate their thoughts and ideas in formal and informal ways.

V Texts

There is one required text, which is available through the library free of charge:

- Abu-Laban, Yasmeen, Ethel Tungohan, and Christina Gabriel. *Containing Diversity: Canada and the Politics of Immigration in the 21st Century*. First edition. Toronto, Ontario: University of Toronto Press, 2023.

The readings will be made available through the reserves in Carleton's library (Ares), which will be linked to the Brightspace course page.

VI Evaluation at a glance

Attendance and participation in class discussion and activities, ongoing: 10%

Reading commentary and pop in-class quizzes, ongoing: 35%

Interview paper:

Recording: due October 9 (5%);

Personal Reflection and Rough Transcript: due October 16 (5%)

Paper: due October 30 (15%)

Analysis paper:

Argument and Outline: due November 27 (5%)

Presentation: due December 4 (5%)

Paper: due December 20 (20%)

VII Evaluation in detail

Attendance and participation in class sessions: Class discussions are designed to be interactive, with discussion and exercises aimed at fostering your capabilities and analytic skills. It is essential that you do the required reading for each class session, coming prepared to discuss them. Participation marks will reflect both the quality and quantity of engagement. Attendance will be taken. (10% of your final grade)

Reading commentary: For each reading each week, you are responsible for reading the assigned article or chapter and responding to the assignment in Feedback Fruits. Your commentary is due by midnight on the Wednesday prior to class. It is recommended that you read the text earlier in the week, responding to the questions posed, and posing your own, and then circling back before the deadline to respond to a colleague's post (35%).

Interview paper: For this assignment, you will interview a migrant, that is, someone born in a country other than in the country in which they are now living. There are several components to this assignment: you will turn in a recording on October 9 (5%), a personal reflection on and loose transcript of the interview on October 16 (5%) and a paper summarizing the key points of the interview on October 30 (15%). This interview will be used as the basis for the second analytic paper that connects to the themes raised by the course readings. In preparation for this assignment, you will turn in an argument and outline on November 27 (5%) and make a presentation on December 4 (5%), before the final paper is due on December 20 (20%).

More details about each of the assignments will be provided in class and through Brightspace.

Submission and Return of Term Work

Papers must be submitted directly to the instructor. All assignments in this course are to be submitted via Brightspace—email submissions will NOT be accepted. Make sure that your file functions properly prior to upload and submission: file corruption is something that happens at the user's end, before upload to Brightspace. Files that are unreadable are not grounds for an extension and will be deemed late.

Late Work

You have 5 grace days that you may use across the course for the written assignments (but not for the reading responses or the final paper), for when things go unexpectedly wrong. Special consideration may be given if you are dealing with a protracted medical or similar issue for which you can provide documentation.

Grade Inquiries

I'm always willing to review grades on assignments and explain my reasoning for a grade more fully to you. I only have two rules on the matter:

- 1) *No discussions about grades until 48 hours have passed after the assignment is returned, and*
- 2) *Students must prepare a list of specific issues to discuss, ones that engage faithfully with the feedback provided.* You need to be prepared to engage with the feedback in a conversation with me about it. Once you've done so, book an appointment with me. Note that I'll be providing detailed feedback on assignments. Note, too, that requests for re-marking raise the possibility of a lower as well as a higher grade.

ChatGPT and AI

Your work is required to be your own, without the use of ChatGPT and AI. Please come see me if you are struggling or tempted, so that we can strengthen your academic skills or study habits so that you can do well on your own.

VII Course Communications

There are many ways to communicate with me and each other in this class, but it is important that you learn where and how to direct your questions to ensure timely responses. Note that emailing me is almost always the last resort. Here's a guide to communicating with me and your peers:

- "I have questions about course content, assignments, and policies": ask these on the "Ask the Instructor" forum on Brightspace and/or during class time. Do NOT send emails about these matters. This is all about equity: everything I communicate about these matters should be accessible to every student in the course.
- "I have questions about work I'm doing on my own assignments": book an appointment with me to discuss. These are not matters that can be handled efficiently over email.
- "I need to discuss something private, or to set up a time to discuss something private": book an appointment with me to discuss. These are not matters that can be handled efficiently over email.

In general, use email only for quick questions of a personal nature, to book an office hour appointment, and/or to handle personal situations. I answer email Monday–Friday, 8:30am–4:30pm, but not outside of those times (i.e., weekday evenings and weekends). Provide a subject line and limit yourself to the issues outlined above, and be sure to consult this syllabus and the course overview materials on Brightspace to see if they answer your question before you click "send." Keep these simple guidelines in mind and you will find that I reply quite quickly (usually within 24 hours). Note that if you email me after 4:30pm on a Friday, however, the earliest time you should expect to receive a reply is sometime on Monday.

VIII Course schedule

Part I: Orientations

September 4: Why do People Move?

1. *Containing Diversity*, Introduction, pp. 1-5 (skip "Outline of the Book), and Chapter 1, pp. 13-27.

September 11: Key Concepts: Sovereignty, Legality/Illegality, Migration

1. Sharma, Nandita Rani. 2020. *Home Rule: National Sovereignty and the Separation of Natives and Migrants*. Durham: Duke University Press. Introduction, pp. 1-36.
2. Coutin, Susan Bibler. 2005. "Contesting Criminality: Illegal Immigration and the Spatialization of Legality." *Theoretical Criminology* 9(1): 5–33. <https://doi.org/10.1177/1362480605046658>.

September 18: Traditions of Managing Belonging in Canada

1. *Containing Diversity*, Chapter 2, pp. 28-66.

Part II: Categories of Migrants

September 25: Family Reunification

1. *Containing Diversity*, Chapter 6, pp. 179-220.
2. Riaño, Yvonne. 2012. "'He's the Swiss Citizen, I'm the Foreign Spouse: Binational Marriages and the Impact of Family-Related Migration Policies on Gender Relations.'" In *Gender, Generations and the Family in International Migration*. Amsterdam: Amsterdam University Press, pp. 265-283.

October 2: Highly Skilled Migration

1. *Containing Diversity*, Chapter 4, pp. 104-136.
2. Chatterjee, Soma. 2015. "Skills to Build the Nation: The Ideology of 'Canadian Experience' and Nationalism in Global Knowledge Regime." *Ethnicities* 15(4): 544–567.

October 9: Refugees

1. Sicakkan, Hakan G. 2011. "The Rights of Refugees." *Handbook of Human Rights*. Routledge. 359–372.
2. Sassen, Saskia. 2016. "At the Systemic Edge: Expulsions." *European Review*, 24(1): 89–104. <https://doi.org/10.1017/S1062798715000472>.
3. *Containing Diversity*, Chapter 3, pp. 70-96.

Recording due

October 16: Guestworkers

1. Dito, Mohammed. 2015. "Kafala: Foundations of Exclusion in GCC Labour Markets." In AlShehabi, Omar, Adam Hanieh, and Abdulhadi Khalaf, eds. *Transit States: Labour, Migration and Citizenship in the Gulf*. London: Pluto Press, pp. 79-100
2. *Containing Diversity*, Chapter 5, pp. 137-170

Reflection and Rough Transcript due

October 23 No Class (Fall Break)

Part III: Strategies of Governance

October 30: Internal Migration Controls

Bonded and Slave Labour:

1. Sharma, Nandita. 2020. "The 'People Out of Place': State Limits on Free Mobility and the Making of (Im)migrants." In *Paper Trails: Migrants, Documents, and Legal Insecurity*, edited by Sarah B. Horton and Josiah Heyman. Durham: Duke University Press, pp. 31-48.

Apartheid in South Africa:

1. Savage, Michael. 1986. "The Imposition of Pass Laws on the African Population in South Africa 1916–1984." *African Affairs* 85(339): 181–205.
<https://doi.org/10.1093/oxfordjournals.afraf.a097774>.

Hukou in China:

2. Alexander, Peter, and Anita Chan. 2004. "Does China Have an Apartheid Pass System?" *Journal of Ethnic and Migration Studies* 30(4): 609–29,
<https://doi.org/10.1080/13691830410001699487>.

1st paper due

November 6: Spatial and Temporal Strategies of Migration Control

1. Coutin, Susan Bibler. 2010. "Confined Within: National Territories as Zones of Confinement." *Political Geography* 29(4): 200–208.
2. Beck, Jess, et al. 2015. "Animal Scavenging and Scattering and the Implications for Documenting the Deaths of Undocumented Border Crossers in the Sonoran Desert." *Journal of Forensic Sciences*, 60 (s1) S11–20. <https://doi.org/10.1111/1556-4029.12597>.
3. Andersson, Ruben. 2014. "Time and the Migrant Other: European Border Controls and the Temporal Economics of Illegality." *American Anthropologist* 116(4): 795–809.

Second assignment given

November 13: Where is the Border?

United States and Central America: Van Ramshorst, Jared and Margath Walker. 2022. "Subordinating Space: Immigration Enforcement, Hierarchy, and the Politics of Scale in Mexico and Central America." *Borders in Globalization Review* 3(2): 14–25.

European Union and the Sahel: Molenaar, Fransje, Jérôme Tubiana, and Clothilde Warin. 2018. *Caught in the Middle: A Human Rights and Peace-Building Approach to Migration Governance in the Sahel*. The Hague: Clingendael Institute of International Relations, <https://www.clingendael.org/publication/human-rights-approach-migration-governance-sahel>. Introduction, Chapter 1, and Chapter 2, pp. 10-48

Australia and Micronesia: Mountz, Alison. 2011. "The Enforcement Archipelago: Detention, Haunting, and Asylum on Islands." *Political Geography* 30(3): 118–128.

November 20 : Technologies of Verification: Documents

1. Scheel, Stephan. 2017. "'The Secret is to Look Good on Paper': Appropriating Mobility within and against a Machine of Illegality" in *The Borders of "Europe,"* edited by Nicholas De Genova, pp. 37-64.
2. Boehm, Deborah A. 2020. "Documented as Unauthorized." In *Paper Trails: Migrants, Documents, and Legal Insecurity*, edited by Sarah B. Horton and Josiah Heyman. Durham: Duke University Press, pp. 110-126.

November 27: Technologies of Verification: Narratives

1. Holland, Madeline. 2018. "Stories for Asylum: Narrative and Credibility in the United States' Political Asylum Application." *Refuge* (Toronto. English edition) 34(2): 85–93.
2. *Film*: Robertson, Shari, and Michael Camerini. 2006. *A Well-Founded Fear*. United States: Docurama.

Argument and Outline due

December 4: Ways Forward? Policy Recommendations

1. *Containing Diversity*, Chapter 7, pp. 222-255, and Chapter 8, pp. 264-291.

Presentation due

December 20

Second paper due

Political Science Course Outline Appendix

REQUESTS FOR ACADEMIC ACCOMMODATION

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

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/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic: <https://walkincounselling.com>

Academic consideration for medical or other extenuating

circumstances: Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: 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, please contact Equity and Inclusive Communities (EIC)

at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: 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](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

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

<https://carleton.ca/equity/sexual-assault-support-services>.

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to 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.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

INTELLECTUAL PROPERTY

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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

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.

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, 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.*"

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.

RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640 Loeb
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 th floor Library
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501 Nideyinàn
Career Services (6611)	401 Tory