

PSCI 3608A
Migration Governance
Thursdays, 11:35am-14:25pm
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, 14:30-16:30pm
Office: Loeb C677
Phone number: 613-520-2600 ext. 6116
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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 beyond the physical frontier, and controlling people through documentation. We also focus on migrants' strategies to re-assert their own control over their lives and mobility, in response to these techniques of governance. Finally, we explore how governance is not simply a feature of state policy and practices, but is consolidated by the actions and discourses of ordinary people in everyday social contexts. 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 small- and large-group activities and discussion so that concepts introduced in lectures can be applied and analysed.

IV Learning outcomes

By the end of this course, student 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.
- Write in a variety of formal and informal ways.

V Texts

There are no required texts. 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 quizzes, ongoing: 30%

Interview paper:

Recording or notes: due October 5th (5%);

Personal reflection and loose transcript: due October 12th (5%)

Paper: due October 19th (20%)

Short reflection paper on techniques of verification: due November 16th (5%)

Analysis paper:

Argument and Outline: due November 30th (5%)

Presentation: due December 7th (5%)

Paper: due December 8th, 5pm (15%)

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 quizzes: Reading quizzes will be given in class, generally at the beginning of class, and be based on the reading. If you have done the reading thoroughly and carefully, you should do well on the reading quizzes as well as all the other assessments in the class. I would encourage you to schedule at least three to four hours each week to prepare for class, which involves doing the assigned readings, taking comprehensive notes on them, and summarizing key arguments and points of contention within them. You may not make up the reading quiz if you happen not to be there, except in cases of documented and excused absence. However, each reading quiz will not be worth very much, and so missing one reading quiz is not catastrophic (30%).

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 or your notes on October 5th (5%), a personal reflection on and loose transcript of the interview on October 12th (5%) and a paper summarizing the key points of the interview on October 19th (20%). The interview will be used as the basis for the second paper.

Short reflection paper on techniques of verification: In this short 2-3 page paper, you will tie together the readings from November 9th with the film assigned November 16th.

Analysis paper: For this paper, you will analyse your interview in light of the course readings. You will turn in a statement of your argument and outline on December 2nd (5%); the paper itself will be due December 22nd at 9am (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 when things go unexpectedly wrong. Additional 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 academically or tempted by these technologies. This is a sign that we need to work on 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 (Thursdays, 14:30-16:30, or by arrangement at other times). 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 1: Orientations

September 7 Why do People Move?

1. McAuliffe, Marie and Anna Triandafyllidou, eds. 2021. *World Migration Report 2022*. International Organization for Migration (IOM), Geneva, Chapters 1-2, pp. 1-57

September 14 Key Concepts: Sovereignty, 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. 2007. *Nations of Emigrants Shifting Boundaries of Citizenship in El Salvador and the United States*. Ithaca: Cornell University Press. Chapter 2, pp. 46-73.
3. Abu-Laban, Yasmeen., Ethel Tungohan, and Christina Gabriel. 2022. *Containing Diversity: Canada and the Politics of Immigration in the 21st Century*. Toronto: University of Toronto Press. Chapter 2, pp. 28-66. [use this book for my lectures]

Part II: Categories of Migrants

September 21 Highly Skilled Migration

1. Ameeriar, Lalaie. 2017. *Downwardly Global: Women, Work, and Citizenship in the Pakistani Diaspora*. Durham NC: Duke University Press. Introduction, pp. 1-24
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.
3. Fong, Vanessa L. 2011. *Paradise Redefined Transnational Chinese Students and the Quest for Flexible Citizenship in the Developed World*. Stanford: Stanford University Press. Chapter 3, pp. 67-94

September 28 Guestworkers

1. Ong, Aihwa. 2006. *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*. Durham: Duke University Press. Chapter 3: Graduated Sovereignty, pp. 76-96.
2. 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
3. Akbar, Marshia. 2022. “Temporariness and the Production of Policy Categories in Canada.” *Journal of Ethnic and Migration Studies* pre-print: 1–18. [59 pages]

October 5 Refugees

1. Sicakkan, Hakan G. 2011. “The Rights of Refugees.” *Handbook of Human Rights*. Routledge. 383–396. Web.
2. Sassen, Saskia. 2014. “Introduction: The Savage Sorting.” *Expulsions: Brutality and Complexity in the Global Economy*. Cambridge: Harvard University Press, pp. 1-11.

3. Uddin, Nasir. *The Rohingya: An Ethnography of "Subhuman" Life*. First edition. New Delhi: Oxford University Press, 2020. Chapter 7, pp. 167-194.

Recording due.

October 12 Favored Migrants due to "Shared Ethnicity" and "Skill"

German "return migrants": Bommers, Michael. 2000. "National Welfare State, Biography, and Migration: Labour Migrants, Ethnic Germans, and the Re-ascription of Welfare State Membership." In *Immigration and Welfare: Challenging the Borders of the Welfare State*, edited by Michael Bommers and Andrew Geddes, pp. 90-108. London: Routledge.

Japanese Nikkeijin (descendants of Japanese migrants) as return migrants: Roth, Joshua Hotaka. 2002. *Brokered Homeland*. "Transnational Identifications at the Conference for Overseas Japanese," pp. 19-37.

Athletes: Agergaard, Sine, and Christian Ungruhe. 2016. "Ambivalent Precarity: Career Trajectories and Temporalities in Highly Skilled Sports Labor Migration from West Africa to Northern Europe." *Anthropology of Work Review* 37(2-3): 67-78.

Reflection and transcript due.

Part III: Strategies of Governance

October 19 Internal Migration Controls

Hukou in China:

1. Swider, Sarah Christine. 2015. "The Hukou System, Migration, and the Construction Industry." *Building China: Informal Work and the New Precariat*. Ithaca: ILR Press, an imprint of Cornell University Press, pp. 46-61.
2. Chan, Kam Wing. 2018. "Introduction: China's Hukou System, Migration, and Urbanization." In *Urbanization with Chinese Characteristics: The Hukou System and Migration*, edited by Kam Wing Chan with Fang Cai, Guanghua Wan, and Man Wang, pp. 1-18. London: Routledge, Taylor & Francis Group, 2018.

Apartheid in South Africa:

3. Savage, Michael. 1986. "The Imposition of Pass Laws on the African Population in South Africa 1916-1984." *African Affairs (London)* 85(339): 181-205.

Interview paper due

October 26 No Class (Fall Break)

November 2 Where is the Border?

European Union and the Sahel: Frowd, Philippe M. 2018. "Developmental Borderwork and the International Organization for Migration." *Journal of Ethnic and Migration Studies* 44(10): 1656-1672.

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.

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

November 9 Technologies of Verification: Documents & 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. 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. [could also go with Bibler Coutin on creation of illegality]
3. Horton, Sarah B. 2020. "Paper Trails: Migrants, Bureaucratic Inscription, and Legal Regulation." In *Paper Trails: Migrants, Documents, and Legal Insecurity,* edited by Sarah B. Horton and Josiah Heyman. Durham: Duke University Press, pp. 1-26.

November 16 Technologies of Verification: Documents & Narratives

Film: Robertson, Shari, and Michael Camerini. 2006. "A Well-Founded Fear." United States: Docurama. Short reflection piece due

November 23 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. Rosas, Gilberto. 2012. *Barrio Libre: Criminalizing States and Delinquent Refusals of the New Frontier.* Durham: Duke University Press. "Chapter 4: Against the United States: The Violent Inaugurations and Delinquent Exceptions of the New Frontier," pp. 96-114.
3. Andersson, Ruben. 2014. "Time and the Migrant Other: European Border Controls and the Temporal Economics of Illegality." *American Anthropologist* 116(4): 795–809.

November 30 Migration Governance from Below

1. Fikes, Keshia. 2009. *Managing African Portugal: The Citizen-Migrant Distinction.* Durham: Duke University Press. Ch 2: "Ri(gh)tes of Intimacy at Dopapesca," pp. 65-91.
2. McGranahan, Carole. 2018. "Refusal as Political Practice: Citizenship, Sovereignty, and Tibetan Refugee Status." *American Ethnologist* 45(3): 367-379.
3. Eleveld, Anja and Franca Van Hooren. 2018. "The Governmentalization of the Trade Union and the Potential of Union-Based Resistance: The Case of Undocumented Migrant Domestic Workers in the Netherlands Making Rights Claims." *Social & Legal Studies* 27(5): 596–615.

Argument and outline due

December 7 Presentations in class

December 8 Paper due

Appendix

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>

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:

Pregnancy accommodation: 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](#)).

Religious accommodation: 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](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring

accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities 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. For more information, please [click here](#).

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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: carleton.ca/sexual-violence-support.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional 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, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, 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.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course’s instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

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).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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

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

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.