

PSCI 3608 B
Migration Governance
Tuesdays 8:35 a.m. – 11:25 a.m.
In-person in Mackenzie 3328

Instructor: Dr. Eric Van Rythoven

Office Hours: By Zoom appointment on Mondays between 10:00am – 12:00pm

Email: ericvanrythoven@cmail.carleton.ca

Contact Policy: Email is the best way to contact me. I will normally reply within 24-48 hours, weekends excluded. Please include the course code in the subject line of the email. For longer questions I recommend scheduling a zoom appointment or arranging to meet in-person. All email must be through official Carleton university email accounts.

1. Course Overview

International migration is a fundamental feature of global politics yet it is marked by contestation, struggle, and violence. This course offers an introduction to some of the key themes concerning, and related to, cross-border movements of people. The course is global in scope, with reference given to specific cross-regional/global themes and specific regional and country case studies. The goal is to link the field of mobility/migration studies with discussions on other global themes and broader political discussions.

2. Learning Outcomes

This course aims to deepen students' general knowledge of international migration and to provide them with the conceptual tools to critically assess contemporary developments in migration policy. The course begins with an overview of key debates concerning migration including key drivers and causes, migration in historical perspective, different theories of migration, and the multi-layered governance of migration. The latter part of the course spends each week focused on a specific theme in migration studies including the political economy of migration, refugees and asylum, the securitization of migration, the visual politics of migration, climate change, cruelty, as well as durable solutions.

By the end of the course students will be able to:

- demonstrate factual knowledge about the historical and contemporary migration system;
- explain central concepts and theories in migration studies
- identify key sources driving migration behaviour and policy; and
- critically analyze and assess contemporary developments in migration policy

3. Required Texts

There is no required textbook for this course. All required readings will be posted on Brightspace.

4. Evaluation

<i>Item</i>	<i>Value</i>	<i>Timeline</i>
Group Presentation	20%	According to the Presentation Schedule
Social Reading	20%	Before we discuss the reading in class
Quizzes	30%	January 31 st , February 28 th , March 21 st
Research Essay	30%	April 11 th

Group Presentation (20%)

In small groups students will be responsible for delivering a class presentation based on an assigned academic reading. Presentation articles can be found on Brightspace in the Presentation Schedule. The presentation will be **20 minutes** long and consist of:

1. a brief analytical summary of the article
2. an assessment of the article's strength and weaknesses
3. its significance to the broader study of migration
4. at least two discussion questions for the class.

At the conclusion of the presentation the group will lead a brief class discussion of the article for **10 minutes**. This means the entire presentation will last **30 minutes**. The presentation must also include power point slides and be accompanied by a *1-page* single-spaced summary handout submitted to the Instructor. The presentation will be evaluated based on content, collaboration, organization, and presentation style, as well as the quality of their power point and summary handout.

Accountability Mechanism: If you believe a group member was not equitably contributing to the workload please email me a brief 1-paragraph summary of the situation after the presentation. These responses will help inform my decision as to whether a group member will receive a different grade from the rest of the group. Alternatively, if you believe someone in your group exhibited exceptional effort let me know.

Sign up for presentations begins on January 10th, and presentations will begin on January 31st. Sign up is organized on a first come, first-serve basis. Students who do not sign up for presentation by January 31st will be automatically assigned a group. Beyond their selected presentation article, students are not required to read any of the other presentation articles, but they are recommended.

Weekly Social Reading (20%)

Starting on January 17th, students will cover a portion of the class reading through the social annotation platform Perusall each week. If you are unfamiliar with Perusall, I highly recommend you watch [this introductory video](#). The Perusall course code will be posted on the Brightspace course page.

In an assigned group students will asynchronously read, highlight, raise questions, post comments, and interact with each other in a conversation anchored to a class reading. Other students in your group, as well as the Instructor, will be able to see your annotations and respond directly to them. You can use annotations to:

- Highlight key definitions, concepts, and arguments
- Flag passages you find interesting or relevant to international politics or contemporary events more broadly
- Raise questions over material you do not understand
- Insert criticism of an author's argument (e.g. evidence, logic, conclusiveness)
- Connect a reading to other texts and material we have covered in class
- Respond to another students comments (e.g. signaling points of agreement or disagreement)

The goal of social reading is to approach challenging academic texts in a cooperative manner, rather than have students read them in isolation. Students will be graded on their contribution to social reading based on the rubric posted on Brightspace. Grading will occur at **four random times** during the semester. You can see the social reading schedule, grading rubric, and instructions for logging into Perusall on the Brightspace course page. We will cover sign-up for Perusall in our first class.

Due dates: Your annotations to a reading must be completed before we discuss that reading in class.

Quizzes (3 x 10% = 30%)

Throughout the semester there will be three multiple choice quizzes based on the course readings and lectures. The quizzes will be 30 minutes long and will be completed in-class.

Quiz #1 – January 31st

Quiz #2 – February 28th

Quiz #3 – March 21st

Research Essay (30%)

Students will write a research paper exploring a select issue in international migration. The issue can be regional (e.g. Syrian refugees) or it can be thematic (e.g. populism

and migration) in nature. The expectation of the research essay is that students will use the readings we covered in class while at the same deepening their study with independent research on a topic that interests them. **Your paper must have a clear research question and central thesis which organize the paper.** The paper will be graded on the basis of argument, organization, and writing style.

The research paper should be 3000 - 3500 words in length (footnotes, bibliography and cover page do not count towards this total). Papers are due on April 11th at 11:59pm and must be submitted via Brightspace.

Late Paper Policy: Papers are deducted 3% for each day they are late (e.g. an 80% grade becomes 77% for 1 day late).

5. Schedule and Assigned Readings

Class 1 – January 10th | Introduction: Making Sense of Migration

Mavroudi, E. & Nagel, C. (2016). Making sense of global migration. In *Global Migration: Patterns, processes and politics* (pp. 1-27). Routledge.

Castles, S. (2013). The forces driving global migration. *Journal of Intercultural Studies*, 34(2), 122-140.

Castles, S., & Van Hear, N. (2011). Root Causes *Global Migration Governance* ed A Betts.

Class 2 – January 17th | Migration in Historical Perspective

Mavroudi, E. & Nagel, C. (2016). Global migration in historical perspective. In *Global Migration: Patterns, processes and politics* (pp. 28-56). Routledge.

Castles, S. (2018). Social transformation and human mobility: Reflections on the past, present and future of migration. *Journal of intercultural studies*, 39(2), 238-251.

Geiger, M. (2013). The Transformation of Migration Politics: From Migration Control to Disciplining Mobility. In M. Geiger & P. Antoine (Eds.), *Disciplining the Transnational Mobility of People* (pp. 15-40). Palgrave Macmillan,.

Class 3 – January 24th | Theories of Migration

Mavroudi, E. & Nagel, C. (2016). Migration and development. In *Global Migration: Patterns, processes and politics* (pp. 91-117). Routledge.

Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1993). Theories of international migration: A review and appraisal. *Population and development review*, 431-466.

Arango, J. (2000). Explaining migration: a critical view. *International social science journal*, 52(165), 283-296.

Class 4 – January 31st | Migration Governance

Quiz #1

Betts, A. (2010). Global migration governance—the emergence of a new debate. *Policy Brief*. Oxford, University of Oxford.

Kunz, R., Lavenex, S., & Panizzon, M. (2011). Introduction: Governance through partnerships in international migration. In *Multilayered Migration Governance* (pp. 21-40). Routledge.

Geiger, M., & Koch, M. (2018). World Organizations in Migration Politics: The International Organization for Migration. *Journal of International Organizations Studies (JIOS)*, 9(1), 23-42.

Class 5 – February 7th | Political Economy of Migration

Mavroudi, E. & Nagel, C. (2016). Migrant labour in the economy. In *Global Migration: Patterns, processes and politics* (pp. 57-89). Routledge.

Strauss, K., & McGrath, S. (2017). Temporary migration, precarious employment and unfree labour relations: Exploring the ‘continuum of exploitation’ in Canada’s Temporary Foreign Worker Program. *Geoforum*, 78, 199-208.

Tigno, J. V. (2014). At the Mercy of the market?: State-enabled, market-oriented labor migration and women migrants from the Philippines. *Philippine Political Science Journal*, 35(1), 19-36.

Class 6 – February 14th | Refugees and Asylum

Mavroudi, E. & Nagel, C. (2016). Refugees. In *Global Migration: Patterns, processes and politics* (pp. 118-150). Routledge.

Milner, J. (2014). Introduction: Understanding global refugee policy. *Journal of Refugee Studies*, 27(4), 477-494.

Koser, K. (2011). Internally Displaced Persons. *Global Migration Governance*, 210-23.

No Class – February 21st | *Winter Break Break*****

Class 7 – February 28th | Securitization of Migration

Quiz #2

Huysmans, J. (2000). The European Union and the securitization of migration. *JCMS: Journal of Common Market Studies*, 38(5), 751-777.

Ibrahim, M. (2005). The securitization of migration: A racial discourse. *International migration*, 43(5), 163-187.

Slaven, M. (2021). Populism and Securitization: The Corrosion of Elite Security Authority in a US–Mexico Border State. *Journal of Global Security Studies*, 6(4), 1-18.

Class 8 – March 7th | Visual Politics of Migration

Bleiker, R., Campbell, D., Hutchison, E., & Nicholson, X. (2013). The visual dehumanisation of refugees. *Australian journal of political science*, 48(4), 398-416.

Johnson, H. L. (2011). Click to donate: Visual images, constructing victims and imagining the female refugee. *Third World Quarterly*, 32(6), 1015-1037.

Adler-Nissen, R., Andersen, K. E., & Hansen, L. (2020). Images, emotions, and international politics: the death of Alan Kurdi. *Review of International Studies*, 46(1), 75-95.

Class 9 – March 14th | Climate Change and Migration

McAdam, J. (2011). Environmental Migration *Global Migration Governance* ed A Betts.

Bettini, G. (2013). Climate barbarians at the gate? A critique of apocalyptic narratives on 'climate refugees'. *Geoforum*, 45, 63-72.

Boas, I. (2014). Where is the South in security discourse on climate change? An analysis of India. *Critical Studies on Security*, 2(2), 148-161.

Class 10 – March 21st | Cruelty and Migration

Quiz #3

Bashovski, M. (2022). Everyday Cruelties: Political Economies of Migration and Indifference. *Global Studies Quarterly*, 2(2), 1-11.

Goetze, C. (2022). When the state shatters families. The US family separation policy of 2018, cruelty and patrimonial sovereignty. *Global Studies Quarterly*, 2(2), 1-10.

Sajjad, T. (2022). Strategic Cruelty: Legitimizing Violence in the European Union's Border Regime. *Global Studies Quarterly*, 2(2), 1-14.

Class 11 – March 28th | Movie

The Swimmers (2022)

Class 12 – April 4th | Durable Solutions

Crisp, J., & Long, K. (2016). Safe and voluntary refugee repatriation: from principle to practice. *Journal on Migration and Human Security*, 4(3), 141-147.

Ager, A., & Strang, A. (2008). Understanding integration: A conceptual framework. *Journal of refugee studies*, 21(2), 166-191.

Milner, J. (2014). Can global refugee policy leverage durable solutions? Lessons from Tanzania's naturalization of Burundian refugees. *Journal of Refugee Studies*, 27(4), 553-573.

Class 13 – April 11th | Summary and Wrap up

No readings

6. Appendix

Covid-19 Pandemic Measures

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

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

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

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public

health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

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

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 for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

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.

Plagiarism

Carleton's [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.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work 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.