PSCI 4610A

POLITICS OF MIGRATION MANAGEMENT

Wednesday, 8:35 a.m. – 11:25 a.m.
230 Tory Building
(reconfirm location on Carleton Central)

Instructor: Dr. Martin Geiger, Assistant Professor
Office: Loeb Building, 6th floor – D Tower – Room D696
Office Hours: By appointment (Wednesdays, 02:00 p.m. – 03:00 p.m.)
Note: Please confirm location and preferably book a day and time for office hours with me by email
Phone: Please use email and my office hours instead (skype is also possible)
Email: martin.geiger@carleton.ca

Important Remarks:

First class: Wednesday, September 6th – Last class: Wednesday, November 29th
No classes: October 25 (fall break) and December 6th (to accommodate extra work of students conducting skype talks and preparing optional co-teaching in PSCI 1501, see below).

The use of laptops, tablets and phones during class time will only be permitted for purposes closely related to the course, including note-taking, accessing readings and other course materials. There will be a break during which students can write text messages, use their phones and access Facebook and other social media sites. The instructor may apply a one-time penalty (five percent, to be deducted from the final grade) for any unsanctioned and not class-related use of electronic devices.

Students in this class can earn three bonus percentage points (applied to their final grade at the end of the course) when they volunteer to present their PSCI 4610 group project also to a junior undergraduate lecture on migration (PSCI 1501). Detailed information and a list of possible dates for this ‘co-teaching’ opportunity will be provided in class, at the beginning of the term.

1) Course Description

This seminar course critically engages with innovative policies and instruments under the umbrella of ‘migration management’, and the proliferation of stakeholders (states, international organizations, NGOs, private companies, etc.) involved in shaping and contributing to migration governance.
Migration management marks a new, and strongly contested, field of political practice, as well as theoretical and empirical inquiry. In the opinion of its proponents, it provides more effective and efficient solutions to tackle manifold and complex challenges and situations related to migration and mobility. Researchers, migrant advocates, support groups and human rights organizations, in contrast, often criticize the technocratic and apolitical nature of migration management, while highlighting the unfavourable effects migration management entails for migrants and societies.

2) Learning Outcomes, Content and Objectives

By the end of the course, you will be able to identify the roles and activities of states, international organizations and non-state actors in the field of migration politics, discuss the implications of border and migration management for migration studies, political theory and international relations. You will be able to evaluate practices relating to migration management. You will also be able to justify your own informed position with reference to human and migrant rights, state sovereignty, the security and wellbeing of citizens and non-citizens, and evolving governance structures beyond the state. This will allow you to take part in academic and policy-oriented debates about migration management, the social and political effects of migration management, and the future of migration governance.

The course is divided into two sections: Section 1 (September 6th – October 4th) familiarizes you with key concepts, theories and discussions in migration and refugee studies, using the example of the ‘current migration and refugee crisis’. Section 2 (October 11th – November 29th) consists of a series of student-led workshops focusing on specific empirical cases and components of migration management. You will learn about different migration policy scenarios and challenges of migration management, getting in-depth insights into how, why and to what effects stakeholders collaborate with other actors in these specific country or thematic cases. In preparing this group contribution, each group will conduct a Skype interview with an emerging scholar working on topics closely related to the workshop (contacts will be facilitated by the instructor). Our last class meeting (November 29th) will summarize our discussions and discuss what might be the future of migration management, drawing on the current development of a UN Global Compact on Migration.

3) Course Readings

Please consult the attached course schedule to find out about the texts required for each individual session. Some of these texts might change or be replaced. In case this happens, you will receive timely information from your course instructor. All of the material listed will be available electronically, at no cost to you, through cuLearn and Ares.
4) Requirements and Evaluation

4.1 General Remarks and Evaluation at a Glance Overview

As a research seminar, this weekly three-hour course greatly differs from a lecture course. Regular attendance, active participation and major individual research efforts, including independent research of additional literature and materials, will be required. Following an introduction to the course and some lectures provided by the instructor early in the term, the remaining class sessions will be conducted in the format of student-led workshops. These will centre on student teamwork, individual class presentations, discussions based on readings, and the input provided by project teams, individual students, the class and the instructor.

Grading will be done on the following basis (please note that you must complete all elements of evaluation to receive a passing grade):

- **Oral class briefing on the basis of one course reading** – 10%
  - Short individual presentation to the class, including one discussion question
  - Students will receive feedback in the days following their class briefing and will receive the grades for this section at the end of the term.

- **Mid-term test (in-class)** – 15%
  - October 4th, 2017 (45 mins.)
  - Students will receive the grades for this section within the two weeks following the test.

- **Group presentation** – 25%
  - Group presentation based on independent research and informed by a Skype interview with an emerging scholar.
  - Students can receive feedback on their contribution and workshop in the days following their contribution in class. Students will receive the grades for this section at the end of the term.

- **Take-Home Research Paper** – 30%
  - Voluntary outline submission for feedback – due November 22nd, 2017 in class.
  - Deadline for submission in electronic format: December 22nd, 2017, midnight, via email (martin.geiger@carleton.ca).
  - Students will receive feedback and preliminary grades from the instructor within seven business days after submitting their research paper.

- **Attendance and Participation** – 20%
  - Students can receive feedback at any point during this course. Students will receive their preliminary grades for this section at the end of the term.
• **Bonus percentage – 3%**
  o Voluntary ‘co-teaching’ in PSCI 1501 (present your PSCI 4610 group project to junior students; detailed information will be provided by the instructor at the beginning of the course). The bonus percentage will be added to your final grade at the end of the term (once all assignments have been graded and received).

### 4.2 Evaluation in Detail

**Oral class briefing on the basis of one course reading (10% of your final grade)**
Each student will give a short individual class briefing to the class, based on one of the course readings (see schedule for a list of readings, mandatory for individual class meetings). Also, one question for discussion needs to be prepared.

The briefing should concentrate on the main points of the reading and not aim to provide a complete summary of the whole text. Your briefing is meant to stimulate class discussion on the reading because it is expected that all other students have done the reading as well. You are allowed to include your own opinion and critical appraisal of the reading and viewpoints on the themes and topics raised by the author. In case you need assistance, approach the instructor for further advice well ahead of the assignment. Your input intentionally needs to be kept brief, it should be no longer than five minutes. You should give this input without using any PowerPoint, Prezi etc., but you can definitely use your written notes (however, don’t read them, prepare and try to talk freely to the class if you can). The question you prepare for discussion needs to be as succinct, sharp and clear as possible, so that it can be realistically answered by the class within 5 minutes.

The evaluation of this assignment will be based on: success in identifying, presenting and assessing relevant information; effective, succinct and smart communication of this information to the class; success in generating class discussion.

**Mid-term test (15%)**
On October 4th, 2017 we will write a mid-term test. This test (45 mins.) is an in-class test and it takes place at the regular beginning of our class meeting. The test will consist of a mix of multiple choice and short answer questions. The test is designed to evaluate your knowledge and understanding on key topics and issues, as well as your ability to interpret and critically discuss class contents.

The term test will be based on the content found within the required readings of the three previous class sessions (September 13th, September 20th and September 27th), the lectures provided by the instructor, the class discussions on the readings, lectures and additional material/content discussed during these three class sessions.

**Group presentation (25%)**
You will be assigned to a certain group project that consists of organizing a student-led class session (‘workshop’), see schedule for available dates and topics. Together with a small number of other student you will conduct independent research (guidance will be provided
by the instructor during office hours; this research will consist in literature research and analysis of existing publications and other material), and then also a Skype chat with an emerging scholar working on issues closely connected to your workshop topic (contacts will be provided by the instructor). Your input to the class will be informed by this independent research and the Skype interview.

The group projects/workshops will focus on specific empirical cases and selected components of migration management (see schedule). While the main topic of the project workshop is assigned to all students participating in the group project, the concrete conceptualization, contents of the group workshop, and the individual contributions of students to the project will be discussed and agreed upon in close collaboration and coordination between all group members, as well as with the instructor. This discussion and preparatory process needs to start immediately at the beginning of the term/course – as soon as students are assigned to specific groups. Students should be prepared to meet with their team colleagues and, as a group and individually, with the instructor early in the term, with enough time ahead of the start of the workshop phase in our class (October 11th).

Different formats of presentation (alternatives to PowerPoint, Prezi, etc.) are welcome and strongly encouraged. The exact format needs to be discussed by the students and their instructor. The same applies to the individual timing, length and content of the group and individual contributions.

The evaluation of this assignment will be based on: success in identifying, presenting and assessing relevant information; effective, succinct and smart communication of this information to the class; success in generating class discussion.

Take-Home Research Paper (30%)
Each student will be assigned an individual topic for a take-home research paper. This topic can be assigned early in the term. It is strongly encouraged that students communicate their ideas for the research paper to the instructor early in the term, and meet with him to discuss their assignment. This discussion needs to be finalized and the topic needs to be declared to the instructor by November 15th, 2017, at the latest. It is strongly recommended that students either take the same topic they have chosen for their group project (see above), or that they define a topic that is closely related to this project. However, they are also provided with the opportunity to work on another topic. This topic, however, still needs to be approved by the instructor and it should closely relate to the topic/theme and contents of the course. Students have the chance to voluntarily submit an outline of their paper by November 22nd, 2017 (in class, hardcopy versions only).

The Take-Home Research Paper is due at midnight on December 22nd, 2017 (at the latest). It is the student’s own responsibility to ensure that the instructor receives this assignment electronically as a readable PDF-file via email (martin.geiger@carleton.ca). Students will receive a confirmation of their submission shortly after they have submitted their paper. Only submissions from Carleton email-accounts will be accepted.

The take-home research paper accounts for 30% of your final grade. The research paper should be 3,000-3,500 words long, including all references, footnotes/endnotes and chapter
headings etc. The purpose of the research paper is to provide you with an opportunity to discuss the topic in a comprehensive, scholarly research paper. It is expected that you research the topic selected, critically engage with the existing scholarly literature and make use of what you have learned during the course.

The take-home research paper must be based on your own intellectual work and it must be written by yourself – you alone. It is not permitted that you work together with others on your paper; group work is not permitted in this assignment and all students in this course will discuss and agree on an individual topic for their paper with the instructor. The instructor will decide with you on which topic you will be working.

The paper will be marked along the following criteria: argument, organization and logic (Is the paper 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 the paper refer to class discussions, class talks and readings? Does the paper contain a minimum number of 10 sources? Does the paper contain proper footnotes/endnotes and bibliographic style?); communication (Is the paper organized and written as clearly and concisely as possible?). The research paper should also be free of spelling and grammar errors. Take-home research papers that do not address the topic which was previously discussed (see above) and assigned by the instructor will receive a failing grade and not pass this course.

**Attendance and Participation (20%)**

Students will be evaluated on the basis of their active, constant, informed and thoughtful participation in class. Students are expected to do all their readings and come to class prepared. Attendance and participation will be taken and noted at every class. Not actively contributing to class, missing classes, late arrivals and early departures will cause students to lose attendance and participation marks. Students that cannot attend a class for valid reasons (e.g., medical reasons) need to provide the instructor with valid documentation that justifies their absence (e.g., doctor’s note).

Students have to be prepared to discuss other students’ presentations and to summarize the key arguments of current and previous course readings, contrast the perspectives of the readings, and respond to the readings within the context of the course. What contribution does the specific reading make? Is there a link/commonality/tension between the readings? Do you agree with their position? How do the arguments of the authors relate to the theme of the course and previous discussions in class? It is recommended that students take notes when reading the mandatory texts, this facilitates class discussion and individual learning progress.

**Bonus percentage (3%)**

Students in this class have the chance to practice ‘co-teaching’ junior undergraduate students alongside the instructor in PSCI 1501, a new lecture on politics of migration. They are able to use the research for their group project and present their group project to the lecture. Detailed information will be provided with detailed information at the beginning of the term. The bonus percentage of 3% will be added to each student’s final grade at the end of the term, once all assignments have been received and graded.
4.3 Classroom policies and policies on assignments and emails

The use of laptops, tablets and phones during class time will only be permitted for purposes closely related to the course, including note-taking, accessing readings and other course materials. There will be a break during which students can write text messages, use their phones and access Facebook and other social media sites. The instructor may apply a one-time penalty (five percent, to be deducted from the final grade) for any unsanctioned and not class-related use of electronic devices.

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. It is also not acceptable to submit the same assignment in two or more different courses.

Please also note: Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

All assignments in this course should be free of spelling and grammar errors. They must include appropriate citations (endnotes or footnotes) and a bibliography. Assignments are due on the dates specified in the course outline or, in the case of individually or group assigned tasks, as they were agreed upon between instructor and student(s).

Late submissions will be subject to a penalty of 5% of the assignment grade per 24 hours (not including weekends). Assignments will not be accepted later than seven business days after the due date. Exceptions to this policy will only be made for academic accommodations, as outlined below, or for medical or personal emergencies substantiated by official documentation. If you anticipate any problems, please approach the instructor as soon as you can and well in advance of the respective assignment.

In case you are using email as a way of communication with the instructor and for submitting assignments, make sure that you always use your personal Carleton email address. All email communication to students will be via official Carleton university email accounts and/or cuLearn. As important course and University information is distributed this way, it is your own responsibility to monitor your Carleton and cuLearn accounts.

Emails from other accounts might end up in spam folders and will also not be answered because it is not possible to verify that it was really you writing, replying or submitting an assignment through this different email account. This also applies for forwarded messages to/from other accounts than Carleton accounts.
5) Schedule

September 6th
Welcome and get to know each other
Introduction to the course and class assignments.

Attendance is required. If you cannot attend today, please contact the instructor immediately.

September 13th
The current ‘Refugee and Migration Crisis’ (I)


Remaining class assignments are handed out today. Attendance is required. Students who wish to stay in this course but were not able to attend last week’s meeting: you need to attend today and/or contact the instructor immediately. There are important course deadlines all students are required to meet.

September 20th
The current ‘Refugee and Migration Crisis’ (II)


September 27th
The Transformation of Migration Politics
Lecture and lecture-related class discussions based on mandatory readings.

October 4th

**Mid-Term Test**

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<th>Test (45 mins.), in-class.</th>
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<tr>
<td>Students who fail to report and/or have not signed up for a group project and presentation of a class reading by today will receive a failing grade and not pass the course.</td>
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</table>

October 11th

**Denationalisation and actors ‘beyond the state’ in the field of migration politics**

Student-led workshop and class discussions based on mandatory readings.


October 18th

**Intergovernmental organisations: From arenas and instruments to pro-active actors (I)**

Student-led workshop and class discussions based on mandatory readings.


October 25th

| No class today (fall break). |

November 1st

**Intergovernmental organisations: From arenas and instruments to pro-active actors (II)**

Student-led workshop and class discussions based on mandatory readings.


**November 8th**

*Fighting root causes: migration and development, migration and climate change*

Student-led workshop and class discussions based on mandatory readings.


**November 15th**

*Informed, safe and humane migration*

Student-led workshop and class discussions based on mandatory readings.


*Students who have not corresponded with the instructor and declared the topic they wish to work on in their take-home paper by today will receive a failing grade and not pass this course.*

**November 22nd**

*Border security, detention and deportation*

Student-led workshop and class discussions based on mandatory readings.


*Voluntary submission of an outline (of the take-home paper) for feedback, in class (hardcopies only).*

**November 29th**

*Political mobilization, resistance and the UN’s ‘Global Compact on Migration’*


December 6th

No class today (to accommodate extra work of students conducting skype talks and preparing optional co-teaching in PSCI 1501).

December 22nd

At midnight: Deadline for the electronic submission of a take-home research paper, via email: martin.geiger@carleton.ca

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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 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:

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

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.

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 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. Final exams are intended solely for the purpose of evaluation and will not be returned.

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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
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</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
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<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
<td>C</td>
<td>5</td>
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<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
<td>60-62</td>
<td>C-</td>
<td>4</td>
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<tr>
<td>77-79</td>
<td>B+</td>
<td>9</td>
<td>57-59</td>
<td>D+</td>
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<td>B-</td>
<td>7</td>
<td>50-52</td>
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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.

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 cuLearn. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and cuLearn accounts.

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. Holding social events, debates, and panel discussions, 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit https://www.facebook.com/groups/politicalsciencesociety/
or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.