

**PSCI 4807A**  
**Politics of Citizenship and Migration**  
Friday 8:35-11:25  
Please confirm location on Carleton Central

**Instructor:** Supanai Sookmark (she/her)  
**Office Hours:** Tuesday 12:00 to 14:00 (online through zoom, accessed through Brightspace)  
**Email:** supanaisookmark@cunet.carleton.ca

### **COURSE DESCRIPTION**

This course offers an introduction to studies of the politics of migration and citizenship from political, political economy, and institutionalist perspectives. It is designed to familiarize students with contending views on migration and citizenship, global migration trends, the international refugee protection regime, and various topics in migration and citizenship studies. These topics include migration management and control, forced migration and protection, different areas of migration management practices, and citizenship and integration. By the end of the course, students should develop a critical understanding of the course subject matter, deepen their knowledge and understanding of certain topics in the politics of migration and citizenship through working on their written assignments, and be able to extend their understanding to the contemporary development of Canada's immigration and refugee protection regimes and their relationship with the international context.

### **Textbooks**

There is no required textbook for this course.

Required readings are accessible through ARES (the University Library's online reserves) and Brightspace.

There is no cost for accessing these digital copies of the reading materials.

**Course Format:** Classes meet once a week on Friday from 8:35 am to 11:25 am. Each class begins with a brief introduction to the topic by the instructor, followed by student presentations, and seminar discussion. The instructor may use a variety of formats to organize class discussion.

### **Learning Outcomes:**

- 1) Be familiarized with and understand course subject matters (concepts, theories, various

issues regarding migration and citizenship).

- 2) Critically evaluate some key questions and debates underlying studies of migration and citizenship.
- 3) Apply and relate acquired understanding and knowledge to contemporary events and issues related to migration and citizenship both at national and international levels.
- 4) Deepen knowledge of certain issues in this scholarship through working on written assignments.
- 5) Sharpen analytical, writing communication, and critical thinking skills.

## Evaluation

Students will be evaluated based on their weekly attendance and participation, two response papers and one research paper. Use of generative AI tools in completing written assignments is not permitted and will be considered a violation of academic integrity standards. Mark breakdown is as follows.

Attendance and Participation	25%
Response papers (2)	40% (20% each)
Research paper	35% (Proposal due Mar. 14, Paper Apr. 8)

**Attendance and Participation:** Seminar participation will be evaluated based on 1) attendance (5%), 2) a seminar assignment (10%), and 3) good-quality and active contribution to class discussions (10%).

1) Attendance is mandatory as it is an important element of a seminar. Students should try not to miss any classes without a legitimate reason. The instructor should be informed (preferably in advance) of individual absence.

2) The seminar assignment for one week includes three elements: 1) a short presentation (no more than 10 minutes per person) of the required readings (to be divided among the presenters). This presentation should not be a detailed summary but a brief outline of the authors' thesis, main arguments, and evidence, followed by a short critical evaluation of the articles. 2) The presenters will also prepare a few discussion questions to be used in the seminar and be ready to respond to questions about the readings and the topic from the class. A detailed outline of the presentation and discussion questions will be submitted to the instructor electronically **by noon on the Thursday prior to the scheduled presentation** (i.e. one day before). Finally, 3) the presenters will play a leading role during discussion sessions, including collecting questions from the class and putting up seminar topics and questions on the monitor (or board) for everyone to see, and leading class discussion. Students will be asked to sign up for the seminar assignment in week 2, and the first presentations begin in week 3.

3) Good-quality and active contribution should reflect students' knowledge and critical understanding of the reading materials and their enthusiasm to participate in the seminar. Accordingly, it is mandatory to complete all required readings and give them careful thought

before coming to class in order to be ready to contribute to the discussion. Students are also encouraged to bring questions regarding the weekly readings to class to add to the seminar agenda and discussion.

**Response Papers:** Students will write **two short papers** (5-6 pages, or 1250-1500 words, double-spaced), **each of which will be based on one of the seminar topics of their choice.** The paper should focus on at least one key issue discussed in the readings of the chosen weeks. The objective is for students to provide an argument responding to the issue or question raised in the readings and how it is addressed by the authors or in real situations. Your response may include, for example, your agreement or disagreement with the views presented in the readings, an evaluation of the policy discussed, or a critique on the bias or weaknesses of the authors' arguments or the policy or action in question. The most important things are to present a thematic discussion and elaborate your arguments coherently and convincingly. Evaluation will be based on your ability to present critical and sound arguments that demonstrate that you have carefully and critically thought about the readings and the issue(s) at hand. Good organization and ability to write persuasively and coherently are also expected in a good paper. The assignment does not require consulting other sources apart from the required readings. More detailed instructions will be posted on Brightspace.

Students will submit this assignment electronically through the course's Brightspace drop-box. It is due *one week after the selected topic's class* (i.e., **the following Friday** by 11:59 pm.). To receive early feedback, students are encouraged to choose to write on an earlier topic in the semester before the winter break. The response papers are worth 20% each or a combined 40% of the total grade.

**Research Paper:** Students will write a longer research paper (12-14 pages, or 3,000-3,500 words double-spaced) based on a topic directly related to the themes and issues of the course. The due date is **April 8** (last day of class). Students are required to submit a proposal (1-2 pages) for their paper (topic, background information or debate, tentative arguments, and preliminary and potential sources of reference) to be approved by the instructor as soon as possible but no later than **March 14**. The research paper will be graded based on the quality of research, critical and coherent thesis, well-substantiated arguments and evidence, and good writing and organization. Detailed instructions and proposal format will be posted on Brightspace. A virtual meeting with the instructor will be scheduled in the process of preparing for this paper, which could be before or after proposal submission, depending on students' chosen time slot.

Academic standing in a course is determined by the course instructor, subject to the approval of the Department and 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 Department and the Dean.

All course components must be successfully completed in order to get a passing grade

## **LATE PENALTIES AND REQUESTS FOR EXTENSIONS**

**Paper Submission and Late Paper Policy:** All assignments must be submitted through the Brightspace assignment drop-box by 11:59 pm. on the due date. Late assignments will be penalized by 2% per day. Extensions can only be granted by the instructor and are normally granted for medical reasons only.

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## **Course Schedules, Topics and Assigned Readings**

The instructor reserves the right to make changes to the reading list. Any changes to the readings will be communicated through Brightspace in a timely manner.

### **Week 1 (Jan. 10) Introduction**

No reading.

### **Week 2 (Jan. 17) Contending Views on Borders**

\*Michael Walzer, *Spheres of Justice: A Defense of Pluralism and Equality*, (New York: Basic Books, 1983). Read “Membership”, pp. 31-51.

\*Joseph H. Carens, “The Case for Open Borders”, openDemocracy, June 5, 2015. Access through <https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/case-for-open-borders/>

\*Shelley Wilcox, “The Open Borders Debate on Immigration”, *Philosophy Compass*, Vol. 4/5 (2009), pp. 813-821.

\*David Miller, “Justice in Immigration”, *European Journal of Political Theory*, Vol. 14, No. 4 (2015), pp. 391-408.

### **Week 3 (Jan. 24) Understanding Global Migration Trends and Patterns**

\*Douglas Massey, “The Political Economy of Migration in an Era of Globalization,” in *International Migration and Human Rights: The Global Repercussions of U.S. Policy*, ed. Samuel Martinez (Berkeley: University of California Press, 2010), pp. 25-43.  
<https://doi.org/10.1525/9780520942578>

\*Stephen Castles, “International migration at the beginning of the twenty-first century: global trends and issues”, *International Social Science Journal*, Vol. 52, No. 3 (2018), pp. 269-281.

\*World Bank, *World Development Report 2023: Migrants, Refugees, and Societies* (Washington, DC: World Bank, 2023). (Read “Overview” and “Chapter 1”)

\*Heaven Crawley and Joseph Kofi Teye, “South–South Migration and Inequality: An Introduction,” in Heaven Crawley and Joseph Kofi Teye (eds.), *The Palgrave Handbook of South–South Migration and Inequality*, [https://doi.org/10.1007/978-3-031-39814-8\\_1](https://doi.org/10.1007/978-3-031-39814-8_1) (Read pp. 1-8).

#### **Week 4 (Jan.31)      Global Refugee Protection Regime**

\*James Hathaway, “The Architecture of the UN Refugee Convention and Protocol”, in *The Oxford Handbook of International Refugee Law, Oxford Handbooks* (2021), online edn, ed. Cathryn Costello, Michelle Foster, and Jane McAdam, (Oxford Academic, 9 June 2021), <https://doi-org.proxy.library.carleton.ca/10.1093/law/9780198848639.001.0001>

\*Jeff Crisp, “UNHCR at 70: An Uncertain Future for the International Refugee Regime”, *Global Governance*, Vol. 26 (2020), pp. 359–368.

\*Heaven Crawley and Mary Setrana, “The limits of the ‘global refugee regime’,” in Emma Carmel, Katharina Lenner, and Regine Paul (eds), *Handbook on the Governance and Politics of Migration*, 1st ed., Cheltenham: Edward Elgar Publishing Limited, 2021.

#### **Week 5 (Feb. 7)      Politics of Protection**

\*Idil Atak and François Crépeau, “Asylum in the 21st Century: Trends and Issues,” in, *Routledge Handbook of Immigration and Refugee Studies*, ed. Anna Triandafyllidou, (NY: Routledge, 2021).

\*Megan Bradley and Cate Duin, “A Port in the Storm: Resettlement and Private Sponsorship in Broader Context” in *Strangers to Neighbours: Refugee Sponsorship in Context*, ed. Geoffrey Cameron and Shauna Labman, (Montreal, Canada; McGill-Queen’s University Press, 2020). <https://doi.org/10.1515/9780228002758>.

\*Monica Boyd and Nathan T.B. Ly, “Unwanted and Uninvited: Canadian Exceptionalism in Migration and the 2017–2020 Irregular Border Crossings.” *American Review of Canadian Studies*, Vol. 51, No.1 (2021), pp. 95–121. <https://doi.org/10.1080/02722011.2021.1899743>

#### **Week 6 (Feb. 14)      No Class**

#### **Feb. 17-21                      Winter Break—No Class**

#### **Week 7 (Feb. 28)      Understanding Migration Control and Management**

\*Fiona Adamson and Geranimos Tsourapas, “The Migration State in the Global South: Nationalizing, Developmental, and Neoliberal Models of Migration Management,” *International Migration Review*, Vol. 54, No. 3, (2020), pp. 853-882.

\*Katharina Natter, “Beyond the dichotomy of liberal and illiberal migration governance,” in *Handbook on the Governance and Politics of Migration*, 1st ed., ed. Emma Carmel, Katharina Lenner, and Regine Paul, (Cheltenham: Edward Elgar Publishing Limited, 2021).  
<https://doi.org/10.4337/9781788117234>.

### **Week 8 (Mar. 7) Migration Management Practices: Skilled Workers**

\*Michael C. Ewers, Nabil Khattab, Zahra Babar & Muznah Madeeha, “Skilled migration to emerging economies: the global competition for talent beyond the West,” *Globalizations*, Vol. 19, No. 2 (2022), pp. 268-284.

\*Sandar Schinnerl and Antje Ellermann, “The Education-Immigration Nexus: Situating Canadian Higher Education as Institutions of Immigrant Recruitment”, *Journal of International Migration and Integration*, Vol. 24, No. 3 (2023), pp. 599-620.

### **Week 9 (Mar. 14) Migration Management Practices: Temporary/Seasonal Workers *Proposal Due***

\*Jenna Hennebry, “Permanently Temporary? Agricultural Migrant Workers and Their Integration in Canada,” *IRPP Study*, No. 29 (2012). (Read pp. 3-22).

\*Jenna Hennebry, “‘For Their Own Good? Addressing Exploitation of Women Migrant Workers’,” in McAuliffe, M. and M. Klein Solomon (Conveners) (2017) *Ideas to Inform International Cooperation on Safe, Orderly and Regular Migration*, IOM: Geneva.

\*Geraldina Polanco, “Competition Between Labour-Sending States and the Branding of National Workforces,” *International Migration*, Vol. 57, No. 4 (2019), pp. 136-150.

### **Week 10 (Mar. 21) Migration Management Practices: Family Reunification**

\*Eleonore Kofman, “Family Migration as a Class Matter,” *International Migration*, Vol. 56, No. 4 (2018), pp. 33-46.

\*Sarah Pringle, “The “Threat” of Marriage Fraud: A Story of Precarity, Exclusion, and Belonging”, *Canadian Journal of Family Law*, Volume 33, No. 1 (2020), pp. 1-47.

## **Week 11 (Mar. 28) Politics of Citizenship: Integration and Exclusion**

\*Christian Joppke, “Citizenship in Immigration States,” in Ayelet Shachar et al. (eds.), *The Oxford Handbook of Citizenship*, New York: Oxford University Press, 2017.

\*Sriprapha Petcharamesree, “Borders, Citizenship, ‘Imagined Community’ and ‘Exclusive State’ and Migration in Southeast Asia,” in *Migration in Southeast Asia: IMISCOE Regional Reader*, 1<sup>st</sup> edition, ed. Sriprapha Petcharamesree and Mark Capaldi, (Cham: Springer International Publishing, 2023). <https://doi.org/10.1007/978-3-031-25748-3>.

\*Delphine Nakache, Jennifer Stone and Elke Winter, “Aiming at Civic Integration? How Canada’s Naturalization Rules are Sidelining Refugees and Family-Class Immigrants”, *Revue européenne des migrations internationales* [Online], vol. 36 - n°4 | 2020.

URL: <http://journals.openedition.org/remi/17205> ; DOI: <https://doi.org/10.4000/remi.17205>

\*Rusen Yasar, “Trajectories of emigrant quasi-citizenship: a comparative study of Mexico and Turkey,” *Comparative Migration Studies*, Vol, 5, No. 18 (2017). DOI 10.1186/s40878-017-0061-3

## **Week 12 (Apr. 4) Old and New Challenges: Migration Diplomacy and New Technologies in Migration Management**

\*Fiona Adamson and Gerasimos Tsourapas, “Migration Diplomacy in World Politics,” *International Studies Perspectives*, Vol. 20 (2019), pp. 113–128.

\*Idil Atak, Claire Linley-Moore, and Julie (Ha Young) Kim, “Canada’s Implementation of the UN Global Compacts on Migration and Refugees: Advancing Foreign Policy Objectives and the Status Quo?,” *Refugee Survey Quarterly*, Vol. 42 (2023), pp. 453–474.

\*Petra Molnar, “AI and Migration Management”, in *The Oxford Handbook of Ethics of AI*, ed. Markus D. Dubber et al., (New York: Oxford University Press, 2020).

<https://doi.org/10.1093/oxfordhb/9780190067397.001.0001>

We will also discuss big questions, common themes, and lessons learned from the whole semester.

## 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](mailto: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](mailto: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

The last day to withdraw from full fall term and fall/winter courses with a full fee adjustment is **September 30<sup>th</sup>, 2024**. The last day for a fee adjustment when withdrawing from winter term courses or the winter portion of two-term courses is **January 31, 2025**. The last day for academic withdrawal from full fall and late fall courses is **November 15, 2024**. The last day for academic withdrawal from full winter, late winter, and fall/winter courses is **March 15, 2025**.

**WDN:** For students who withdraw after the full fee adjustment date in each term the term WDN will be a permanent notation that appears on their official transcript.

#### OFFICIAL FINAL EXAMINATION PERIOD

Fall courses: **December 9-21, 2024**. Winter and Fall/Winter courses: **April 11-26, 2025** (may include evenings & Saturdays or Sundays)

**For more information on the important dates and deadlines of the academic year, consult the [Carleton 2024-2025 Calendar](#).**

#### GRADING SYSTEM

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

#### 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](#).

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#### 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) Loeb	B640
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822) Library	4 <sup>th</sup> floor
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608) Nideyinàn	501
Career Services (6611)	401 Tory