Instructor: H. Eloy Rivas-Sanchez  
Office Hours: By appointment 
Email: eloy.rivassanchez@carleton.ca 
Pre-requisites & Precluded Courses: SOCI 1001 and SOCI 1002, or SOCI 1003 [1.0], or ANTH 1001, or ANTH 1002, and third-year standing. 
Method of Delivery: This will be a synchronous, real-time online course. Participants and instructor will meet (via zoom) every Wednesday for two hours (11:35-13:30hrs). 

* This course outline was elaborated in collaboration with Hassan Khan within the Students as Partners program. We would like to thank Carleton University and Teaching and Learning Services for supporting this collaboration. 

Course Description and Objectives: 

This course draws on a variety of sociological perspectives to examine the social forces shaping human mobility and transnational migration. Emphasis will be put on the understanding of how processes of social change and immigration policies, both in the South and Global North, shape the social experience of being an immigrant, a refugee, a stateless person, or an undocumented immigrant within this historical context. Based on seminal academic texts and videos, we will do a collective effort to answer questions such as: Why people move from one place to another? What social forces uproot them from, or attract them to, certain places? What is the role of the State, Capital, and borders in shaping current migration flows? How the crisis generated by covid-19 affect immigrants in Canada? How is the Canadian immigration system structured, and how it shapes the legal status and social experience of the immigrants? 

It is expected that, at the end of the term, students will be able to recognize the variety of theoretical and methodological tools we have at hand to study international migration. It is also expected that students can further engage in a process of conscientization and critical understanding of the subject of migration as a social phenomenon intrinsically linked to issues of social justice. 

Learning Outcomes: 

~ Understand key theories, concepts and themes related to the sociology of migration 
~ Develop skills to analyze social problems linked to migration using sociological categories 
~ Participate in communal learning practices through discussion activities 
~ Demonstrate critical analytical skills through the production of a final paper
Required readings:
~ All journal articles and book chapters will be available through Ares.

Course Requirements & Methods of Evaluation:
(All components must be completed in order to get a passing grade)
Participation in class 20% (2% x participation) Ongoing
Personal narrative 20% (1x20%) Due: February 3
Reflexive Reading Journals 20% (2x10%) Due: 24 hours before lecture
Attending and reporting an online event on migration 10% (1x10%) Due: To be decided
Final Paper: 30% (1x30%) Due: April 7

Course Requirements & Methods of Evaluation:
In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100  B+ = 77-79  C+ = 67-69  D+ = 57-59
A   = 85-89   B   = 73-76   C   = 63-66   D   = 53-56
A - = 80-84  B - = 70-72  C - = 60-62  D - = 50-52
F    = Below 50  WDN = Withdrawn from the course  DEF = Deferred

Participation (10%) Ongoing

Asking we walk. The classroom, even in its virtual format, is a creative site where students and teacher give birth to a critical understanding of the social world that surrounds them through collective inquiry. Listening, asking questions, and exchanging points of view in class are key for stimulating the learning process. This grade will be based on your contribution to the collective learning process through active participation.

Personal narrative (20%) Due date: February 3

One of the main arguments that will be offered in this class is that we all are migrants and that our lives are shaped in one way or another by migration. Please write a short narrative about your own (or your family) migration history. Feel free to use the suggested questions as a guide, but please don’t feel limited to them.

Suggested guiding questions:

~ What kinds of migrant experiences do you have? For which reasons you have emigrated and what was your experience as migrant? How far back can you trace your family migration history to Canada? If you are Indigenous, how far back can you trace your history? Whose history was recorded, and how? Has your family migrated from elsewhere in what is now called Canada? Who decided to move to Canada? Why Canada? What implications did the decision to migrate to Canada bring about? Good and bad experiences, lessons learned? What were the advantages and disadvantages of immigration?
This assignment should be between 1,000 and 1,500 words. No references or footnotes are required.

Reflexive reading journals (30%)

In *The Sociological Imagination*, sociologist C. Wright Mills states that one effective way to understand better our social surroundings is by trying to see the connections that exist between larger and historical social processes and our own personal biographies. Each week of our course is organized by an overarching theme (e.g., “Covid-19 and the Immigrant Experience in Canada”). You are required to write reflexive reading journals from 2 different course themes. You are highly encouraged to write the reading and reflection journals using your sociological imagination, as defined previously. Each journal is worth 15% (for a total of 30% of the course grade). Each reflexive reading journal should be 3 double spaced pages. The first reflexive journal needs to be submitted by the 4th week of class. I will provide feedback to that first journal so that you can use the feedback provided for improving in your second journal. The reflexive journals must be submitted prior to the beginning of each class.

The reflexive reading journals should include the following: 1. A concise description of a) the main goal of the text, b) the methodology and theoretical framework used by the author to analyze the topic in discussion, and c) the arguments are advanced by the author(s) 2. A short reflection on how the topic discussed resonates to your personal experiences and about the specific “take home message” you found in the text 5. An original question that you would like to discuss with the class (your question in class will count as participation).

Sociological reflection on an identified social problem linked to migration: Due April 7 (40%)

Examining social phenomena through writing analytical texts constitutes one of the fundamental tasks of a sociologist. In 6 double-spaced pages, excluding title page and bibliography, write an analytical paper about a social problem linked to migration.

This paper needs to include the following aspects:

- Identify and describe a social problem linked to migration and justify why this needs to be considered a “social problem” using the sociological criteria discussed in class

- Choose a theory or concept(s) that you consider relevant to the analysis of the identified social problem.

- Write a brief description of the chosen theory and concept(s).

- Analyze the problem using the theoretical and conceptual tools you choose –

- Craft an argument. Your analysis should have a thesis statement and specific empirical/theoretical support for your argument that is drawn from our readings in class and other sources.

This assignment is intended to provide you with the opportunity to engage with the course material as it relates to the topic of migration in the present everyday life, in the context of the communities in which we live.
NOTE: All assignments should use 12 point Times New Roman font and be double-spaced. Bibliography will be cited according to the Chicago Manual of Style, 17th edition or any other citing format preferred as long as it is consistent. Consult the manual here: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17thEdition/chicago_manual_of_style_17th_Edition.html

SCHEDULE

Please note that occasionally the seminar schedule may vary slightly from the course outline

Week 1: January 13

Introduction to the Sociology of International Migration

~ An introduction to the course, review of syllabus, and assignments followed by a lecture and discussion on the sociology of international migration.

Readings:


Read the Chapter here: Migration Theory.pdf (ucsd.edu)

Suggested:


Week 2: January 20

Theories of Migration

Readings:


Week 3: January 27

History of (Im)migration in Canada

Readings:

Suggested:


Week 4: February 3  Understanding the Canadian (Im)migration System I

Assignment due: Personal narrative

Readings:


Week 5: February 10  Understanding the Canadian (Im)migration System II

Readings:


Feb 17  Winter Break. No classes

Week 6: February 24  Understanding of Canadian (Im)migration System III

Guest speaker: Carmelo Monge, migrant justice activist (Mexicanos Unidos por la Regularizacion)

Readings:


**Week 7: March 3**  
**Covid-19 and the Immigrant Experience in Canada**

**Readings:**


Read the report here: [Migrant workers and the COVID-19 pandemic (fao.org)](https://www.fao.org)

**Suggested videos:**

- “Coronavirus: The migrant worker crisis on Canadian farms.”  
  [https://www.youtube.com/watch?v=mYBk_OCt4Ys](https://www.youtube.com/watch?v=mYBk_OCt4Ys)
- Migrant workers die of OVID-19  
  [https://www.youtube.com/watch?v=i65s3kkvCBc](https://www.youtube.com/watch?v=i65s3kkvCBc)
- Measures to reduce covid-19 outbreaks among migrant workers-Canada  
  [https://www.youtube.com/watch?v=fZ-ggm_y-Oc](https://www.youtube.com/watch?v=fZ-ggm_y-Oc)
- Undocumented migrant workers and covid-19  
  [https://www.youtube.com/watch?v=ahBGXdnlReM](https://www.youtube.com/watch?v=ahBGXdnlReM)

**Week 8: March 10**  
**Living at the margins: ‘Illegs’, denizens, and stateless**

**Readings and short videos** (Choose one paper and one short video):


Available at: [http://works.bepress.com/holmes/13/](http://works.bepress.com/holmes/13/)


**Short Videos:**

- We live here, we grow-up here, we go to school here - Produced by the Education Across Borders Collective-Montreal. Webpage: [http://collectifieducation.org/en/video/](http://collectifieducation.org/en/video/)
• Life in the Deportee Slums of Mexico – Produced by Laura Woldenberg. Webpage: https://www.youtube.com/watch?v=DWjsCts1Jpg

Week 9: March 17       The Refugee Crises

Readings:


Week 10: March 24       Queering and Gendering International Migration

Readings:


Week 11: March 31       Social Solidarity and Struggles for Migrant Justice

Guest speaker: Solidarity Across Borders

Readings:


Week 12: April 7

International Migration and Social Justice

Assignment due: Final paper

Readings:

No readings required

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

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

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send 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).

*The deadline for contacting the Paul Menton Centre regarding accommodation for April examinations is March 19, 2021.

For Religious Obligations:

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, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

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, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For 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 where 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: www.carleton.ca/sexual-violence-support

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 compete or perform 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

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Academic and Career Development Services: https://carleton.ca/career/

Writing Services: http://www.carleton.ca/csas/writing-services/

Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/

Important Information:

- 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).

- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](https://my.carleton.ca) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](https://my.carleton.ca).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting [https://students.carleton.ca/](https://students.carleton.ca/)

---

**Important Dates and Deadlines Winter 2021:**

- **January 4**
  - Winter term course outlines must be available to students.

- **January 11**
  - Winter term classes begin.

- **January 25**
  - Last day for registration and course changes in Winter term classes.

- **January 22-24, 29-31**
  - Fall term deferred examinations will be held

- **January 31**
  - Last day for a fee adjustment when withdrawing from winter term courses or the winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to winter term fees and will result in a permanent notation of WDN appearing on your official transcript.

- **February 12**
  - April exam schedule available online.

- **February 15**
  - Statutory holiday. University closed.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 16-19</td>
<td>Winter Break, classes suspended.</td>
</tr>
<tr>
<td>March 19</td>
<td>Last day to request formal exam accommodations for April examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfill accommodation requests received after the specified deadlines.</td>
</tr>
<tr>
<td>March 31</td>
<td>Last day for in-class summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Winter term courses.</td>
</tr>
<tr>
<td>April 2</td>
<td>Statutory holiday. University closed.</td>
</tr>
<tr>
<td>April 14</td>
<td>Winter term ends. \nLast day of Fall/Winter and Winter term classes. \nClasses will follow a Friday schedule. \nLast day for academic withdrawal from Fall/Winter and Winter term courses. \nLast day for taking home examinations to be assigned. \nLast day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for Fall/Winter and Winter term courses.</td>
</tr>
<tr>
<td>April 15</td>
<td>No classes or examinations take place.</td>
</tr>
<tr>
<td>April 16-27</td>
<td>Final Examinations for Winter and Fall/Winter courses. Exams are normally held all seven days of the week.</td>
</tr>
<tr>
<td>April 27</td>
<td>All take-home examinations are due except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.</td>
</tr>
<tr>
<td>May 14-26</td>
<td>Deferred examinations for Fall/Winter and Winter term courses are held.</td>
</tr>
</tbody>
</table>