Instructor: Karine Geoffrion  
Office: D795  
Office Hours: Wednesdays, 2:30 to 4:00  
Email: karinegeoffrion@cunet.carleton.ca

Course meets: Wednesdays, 11:35-2:25, Room PA 234

Pre-requisites & Precluded Courses: third-year standing or permission of the instructor

Course Description:
This seminar examines the ways contemporary human mobility and migrations affect the lives of individuals, families and communities worldwide. It looks at the transnational practices people have developed in order to establish and sustain relationships across national borders. Questions of borders, human agency and belonging will be discussed, in the light of global power dynamics that facilitate or impede the movement of groups of people. Throughout the course, we will explore new research methodologies anthropologists have developed in order to study mobile persons and transnational social fields.

This course is divided into 2 sections. The first section entitled “migrations in tension” takes a broad look at contemporary migrations and the shifting tensions between the immigration structures in place (bureaucracies, borders, control mechanisms, roads, routes and other physical infrastructures) and individual agency (choices, strategies, resilience, the use of networks and technologies). The lived experience of mobility, or in some cases, of forced immobility, will also be examined.

The second section, entitled “transnational lives”, looks more specifically at the transnational practices and identities developed by migrants and mobile persons. This section explores the circulation of feelings, emotions, care, and even dead bodies, in transnational families. We will look at em-placement, dis-placement, and the modalities home making.

Course objectives
- Gain familiarity with key theories, questions and debates concerning migration.
- Examine and address global (power) dynamics relative to human mobility and immigration.
- Explore and compare immigration structures, policies and the lived experience of migration in different national settings.
- Develop a critical anthropological perspective of human mobility and migration.
- Perfect ethnographic research methods and writing skills in relation to the field of migration.
Structure of the course:

Discussions and debates form an essential part of this seminar. As such, in-class presence and participation are compulsory. During the first half of the period, I will give a brief introduction to the topic of the week. The second part of the period will be devoted to discussions, debates and other activities.

Every week, readings will be distributed amongst students, who will then have to make a presentation on the reading, highlighting main ideas and drawing broader links with the theory on mobility and migration. A discussion period will follow, both in small groups and within the larger group. The discussion period is the perfect time to ask questions, bring topic-related items to the attention of the group, share relevant personal experiences, etc.

- Course structure is subject to change depending on course material for a given class.
- Students should always have a notebook and pen handy as some activities may require that we carry observation outside of the classroom.

Course Readings:

Reading material (PDF files) is available on the online platform of this course (CUlearn). For each class, a list of required readings is provided (please refer to the week by week schedule below). The readings must be completed before each class. For every topic discussed, required readings are supplemented with a list of optional and complimentary readings. I strongly encourage you to read at least one of the optional readings every class, as they will strengthen your arguments and enrich the discussion.

It is the responsibility of each student to get access to and (actively) read the required articles prior to each class. Readings will be discussed in class with the support of students’ critical comments that will have to be submitted every class period (see the evaluation section for further details on this assignment).

Course Requirements & Methods of Evaluation:

<table>
<thead>
<tr>
<th>Item for Evaluation</th>
<th>Value</th>
<th>Submission date</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CRITICAL COMMENTS</td>
<td></td>
<td>COMMENT 1: CLASS 2</td>
<td>AT HOME: TYPED OR HAND WRITTEN AND BROUGHT TO CLASS</td>
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<td></td>
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<td>COMMENT 2: CLASS 3</td>
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<td>COMMENT 3: CLASS 4</td>
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<td>COMMENT 4: CLASS 8</td>
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<td>COMMENT 5: CLASS 10</td>
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<td>BONUS COMMENT: CLASS 11</td>
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<tr>
<td>1.1. CONTRIBUTIONS TO DISCUSSIONS BASED ON COMMENTS</td>
<td>20% (5 x 4%)</td>
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<td></td>
<td>10%</td>
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<tr>
<td>2. FILM ANALYSIS (GROUP WORK)</td>
<td>15% (TOTAL)</td>
<td>CLASS 6- OCTOBER 10</td>
<td>IN-CLASS</td>
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<td></td>
<td>IND. WRITTEN COMPONENT</td>
<td>10%</td>
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<tr>
<td></td>
<td>GROUP ORAL AND</td>
<td>5%</td>
<td></td>
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</tbody>
</table>
1. Critical comments and meaningful contributions (30%)  
On 5 different selected class periods, students will have to submit a written (hand written or typed) critical comment in class, based on one of the readings for that specific class-period (required or optional). Comments will be peer-assessed in the second half of the class period and collected at the end of the period. Each comment assessed is worth 4 points. Grades given by peers must be justified in writing on the comment sheet. I will reassess grades as needed.

To write a good critical comment is an art. A good critical comment shows that you have read the material and that you are able to push the discussion further. For example, you could draw links between a specific reading and a concept seen previously in class or, you could use a personal experience to further exemplify (or question) the concepts or theories explained in the reading.

Comments that pertain to readings we have already discussed in class will not be accepted. Any comment submitted late will be discarded.

Make sure you properly cite the article(s) your comment refers to.

1.1. Contributions to discussions  
Every week, I will select 2 or 3 students who will do a presentation (5 minutes maximum) on one of the readings for that specific week. Presentations should consist of a short summary of the article and of critical questions or comments. Students can use their critical comment for that week as a starting point to elaborate their argument.

The objective of this assignment is to launch the discussion on the topic of the week. All students will then be expected to contribute to the debate with their own meaningful input.

The evaluation for this item (10%) will be based on the overall quality of presentations, of contributions to discussions and also, on assiduity. Marks will be removed for every non-motivated absence.

2. Film analysis (group work) (15%)  
- Individual written component (10%)
- Group component (oral and written) (5%)
A film will be presented in class on October 17 (class 7). In the form of hand written notes, a number of themes/issues featured in the film will be described and analyzed by individual students. Each theme/issue will be linked with specific concepts seen in class. Then, in groups of (4), ideas will be put together. Each group will expose the main points emerging from their discussion to the wider group. The teams’ written discussion notes will also be collected and assessed.

4. Mini ethnographic project (55%)
This assignment involves the conceptualization of a mini ethnographic project, empirical data collection, an individual presentation and a written component (description and analysis). It is based on a topic of your choice that relates to immigration and transnationalism. For instance, it could be the study of an online immigration forum, observations made in an embassy or consulate, an airport or train station, the communication practices of a transnational family or couple, your own experience borders, etc.
Your “fieldwork” should be grounded in participant-observation. Informal discussions and interviews may complete your observations.

The evaluation will be divided as follow:

a) Project outline (10%)
The project outline consists of a written document of about 3 pages including: a brief introduction to your topic (a contextualization), a research question (and several sub-questions), a proposed conceptual framework (a list of 3 or 4 concepts that might be useful in the analysis), the proposed methodology (where? how?) including a note on the feasibility of the project and a preliminary bibliography of 10 scholarly references, annotated.
➢ To be submitted in class on October 17 (class 7). Please bring a printed of your project copy for in-class discussion.

b) In-class presentation (5%)
Students will present their ethnographic projects to their colleagues in class towards the end of the term (Classes 12 and 13; November 28 and December 5). By sharing their preliminary findings to the group, students will get valuable feedback on their project. I am aware that students may not have completed their data analysis by the time of the presentation. The objective is to share preliminary results and other considerations in order to benefit from constructive comments and suggestions from your peers and from me. Some comments may provide interpretive insights pertinent in the final stages of your analysis.
➢ Presentation shouldn’t exceed 10 minutes. Make sure you rehearse ahead of time!
➢ No PPT presentations!

c) Take home exam: ethnographic paper (40%)
The final component of this ethnographic project is a descriptive and analytical paper based on your empirical data.
➢ An electronic copy must be submitted by December 21, in the drop box created on CULearn for that purpose.
➢ The paper will be between 15 and 20 pages long, including the bibliography.
➢ The bibliography shall have a minimum of 15 pertinent academic references.
➢ A minimum of 3 concepts/theories seen in class should be thoroughly discussed in the light of your own ethnographic data.
➢ Specific guidelines will be posted on CULearn.
A note on written assignments
All written assignments, with the exception of in-class writings, must be typed. Unless specified, please use standard font (12 point), standard margins, double-spacing and include page numbers. It is essential that you keep a hard and electronic copy of all your written assignments.

- Your electronic documents’ titles should always start with your last name and then, the name of your assignment (e.g. Geoffrion_Ethnographic project outline)
- Please submit your document in Word format only. No PDF files allowed!
- Your paper must make explicit and direct references to the required readings, cited appropriately (if you have questions about appropriate citation practices, please consult the Instructor or TA. There are also lots of useful resources available, including through Carleton’s library, see http://www.library.carleton.ca/research/subject-guides/sociology#writing-and-citing).

Course calendar (in brief)

- Some topics may be removed or postponed in order to make room for special guest speakers or to adjust to class dynamics and interests; please verify posts on CULearn regularly!

<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Assignment</th>
<th>Other</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>Introduction</td>
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<tr>
<td>September 5</td>
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<tr>
<td>Class 2</td>
<td>A mobility turn in anthropology?</td>
<td>Comment 1 (4%)</td>
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<td>September 12</td>
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<tr>
<td>Class 3</td>
<td>Feeling the road: The lived experience of (im)mobility</td>
<td>Comment 2 (4%)</td>
<td>Workshops (on movement and moving)</td>
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<td>September 19</td>
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<tr>
<td>Class 4</td>
<td>Immigration, borders, citizenship</td>
<td>Comment 3 (4%)</td>
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<tr>
<td>September 26</td>
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<tr>
<td>Class 5</td>
<td>Immigration bureaucracies, paperwork and other migration intermediaries: from micro to meso levels of analysis</td>
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<tr>
<td>October 3</td>
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<tr>
<td>Class 6</td>
<td>Mobility and migration on the screen…</td>
<td>Film analysis (15%)</td>
<td>No readings</td>
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<tr>
<td>October 10</td>
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<tr>
<td>Class 7</td>
<td>Studying mobilities: research methods in anthropology</td>
<td>Project outlines (10%)</td>
<td>Discussion on individual ethnographic projects</td>
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<tr>
<td>October 17</td>
<td>Workshop: ICT, a tool for tracking mobile lives</td>
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<tr>
<td>Class 8</td>
<td>Transnationalism: Mobile people, sustained relationships, cosmopolitanisms, and other transnational sociabilities</td>
<td>Comment 4 (4%)</td>
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<tr>
<td>October 31</td>
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<tr>
<td>Class 9</td>
<td>November 7</td>
<td>Transnational families, co-presence and ICT</td>
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<tr>
<td>Class 10</td>
<td>November 14</td>
<td>Settling in: home and home making</td>
<td>Comment 5</td>
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<tr>
<td>Class 11</td>
<td>November 21</td>
<td>Death: mobile bodies, transnational rituals</td>
<td>Bonus comment (4%)</td>
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<tr>
<td>Class 12</td>
<td>November 28</td>
<td>Individual presentations</td>
<td>Participation marks</td>
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<tr>
<td>Class 13</td>
<td>December 5</td>
<td>Individual presentations; Closing remarks</td>
<td>Participation marks</td>
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</tbody>
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**Calendar with readings**

**Class 1 – Wednesday September 5**  
Introduction to the course

**Class 2 – Wednesday September 12**  
A mobility turn in anthropology?

Required readings:


Optional reading:


**Class 3 – Wednesday September 19**  
Feeling the road: The lived experience of (im)mobility

Required readings:


Optional readings:

**Class 4 – Wednesday September 26**
Immigration, borders, citizenship

Required readings:

Optional readings:
• Andersson, R. 2016. 'Europe’s failed “fight” against irregular migration: Ethnographic notes on a counterproductive industry', *Journal of Ethnic and Migration Studies* 42 (7) 1055-75.
• Anzaldua, G. 1987, *La consciencia de la mestiza*.

**Class 5 – Wednesday October 3**
Immigration bureaucracies, paperwork and other migration intermediaries: from micro to meso levels of analysis
Required reading:

Optional readings:
- D'Aoust, A. M. (2013). In the name of love: Marriage migration, governmentality, and technologies of love. International Political Sociology, 7(3), 258-274.

Class 6 – Wednesday October 10
- Film analysis 15%

Class 7 – Wednesday October 17
Studying mobilities: research methods in anthropology
- Workshop: ICT, a tool for tracking mobile lives

Required readings:

Optional readings:
• Beaulieu, A. Forthcoming. From co-location to co-presence: Shifts in the use of ethnography for the study of knowledge. *Social Studies of Science*.

**Class 8 – Wednesday October 31**
**Transnationalism: Mobile people, sustained relationships, cosmopolitanisms, and other transnational sociabilities**

**Required readings:**

**Optional readings:**

**Class 9- Wednesday November 7**
**Transnational families, co-presence and ICT**

**Required readings:**

**Optional readings:**

**Class 10 – Wednesday November 14**

**Settling in: home and home making**

**Required readings:**

**Optional readings:**

**Class 11 – Wednesday November 21**

**Death: mobile bodies, transnational rituals**

**Required readings:**
• Zirh, B. C. (2012). Following the dead beyond the ‘nation’: a map for transnational Alevi funerary routes from Europe to Turkey. *Ethnic and racial studies, 35*(10), 1758-1774.

**Optional readings:**

**Class 12 – Wednesday November 28**

**Student presentations in class**

- No readings

**Class 13 – Wednesday December 5**

**Epilogue**

- Student presentations (cont’d)
- No readings

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**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 (See above)**
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:
http://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 final exams for the Fall 2018 (December) exam period is November 9, 2018. The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Winter 2019 (April) exam period is March 15, 2019.

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 is 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.


**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.

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**Assistance for Students:**
Academic and Career Development Services: http://carleton.ca/sacds/
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 through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.
- 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/

**Important Dates**

**Fall 2018**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 29</td>
<td>All Fall term syllabi must be posted</td>
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<tr>
<td>September 3</td>
<td>Labour Day – University Closed.</td>
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<tr>
<td>September 5</td>
<td>Classes start.</td>
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<tr>
<td>September 14-16</td>
<td>Summer term deferred examinations will be written.</td>
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<tr>
<td>September 19</td>
<td>Last day for registration and course changes in Fall and Fall/Winter courses.</td>
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<tr>
<td>September 30</td>
<td>Last day to withdraw from fall term and fall/winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN to appear on the official transcript.</td>
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<tr>
<td>October 5</td>
<td>December exam schedule available online.</td>
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<td>October 8</td>
<td>Thanksgiving Day – University closed.</td>
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<tr>
<td>October 22-26</td>
<td>Fall break, no classes.</td>
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<tr>
<td>November 23</td>
<td>Last day for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Fall term courses before the official examination period.</td>
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<tr>
<td>December 7</td>
<td>Classes follow a Monday schedule.</td>
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<td></td>
<td>Fall term ends. Last day of classes. Last day for academic withdrawal from Fall term courses. Last day for take-home examinations to be assigned (except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar). Last day for handing in term work and the last day that can be specified by a course instructor as a due date for Fall term courses.</td>
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<tr>
<td>December 9-21</td>
<td>December exams: Final examinations for Fall courses, mid-terms for Fall/Winter courses. Exams are normally held all seven days of the week.</td>
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<tr>
<td>December 21</td>
<td>All take-home exams are due except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.</td>
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<tr>
<td>December 24</td>
<td>All Winter term syllabi must be posted</td>
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<tr>
<td>December 25 -January 1</td>
<td>University closed</td>
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