Course Description and Objectives

This course draws on interdisciplinary theoretical perspectives to examine the social forces shaping human mobility and transnational migration. Particular emphasis will be put on the understanding of the current “refugee crisis,” the Canadian immigration policies, and the social experience of being an immigrant, a refugee, a stateless person or an undocumented worker within this historical context. Based on academic texts and videos, throughout this course we will do a collective effort to answer questions such as: Why people move from one place to another? What factors uproot them from, or attract them to, certain places? How can we understand the current “refugee crisis”? What is the role of the State, Capital and borders in shaping current migration flows? 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 tools we have at hand to study the subject of 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 from a sociological perspective
~ Participate in communal learning practices through classroom discussion activities
~ Demonstrate critical analytical skills through the production of a final paper

Required readings:

~ All journal articles and book chapters can be accessed and downloaded in PDF format on Ares through cuLearn.

Course Requirements & Methods of Evaluation:
(All components must be completed in order to get a passing grade)

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Weighting</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Participation in class</td>
<td>10%</td>
<td>(1% x participation)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Personal narrative</td>
<td>20%</td>
<td>(1 x 20%)</td>
<td>Due: October 2</td>
</tr>
<tr>
<td>Critical reading and reflection journals</td>
<td>30%</td>
<td>(5 x 6%)</td>
<td>Due: On day of readings</td>
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<tr>
<td>Final exam:</td>
<td>40%</td>
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<td>Due: December 4</td>
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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)

**Participation (10%) Ongoing**

*By asking we walk.* The classroom is a creative site where students and teacher give birth to a critical understanding of the social world that surrounds them through collective inquiring. Listening, speaking, conversing and asking questions 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. Different classroom activities will be conducted to encourage every student to participate in class.

**Personal narrative (20%)**

Narrative on your own (or a friend’s) migration history, between 1,000 and 1,500 words, due in class: **October 2nd.** #Note: no references or footnotes are required.

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 paper about your family migration history. You can use suggested questions below, but are not limited to them.

**Suggested 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 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? For example, social/legal status, life style, economic situation, cultural differences, etc.

**Critical reading and reflection 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., “Theories of
Migration”). You are required to write critical reading and reflection journals on 6 readings from 6 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 5% (for a total of 30% of the course grade). Each article should be 3 double spaced pages.

At least one critical reflection and reflection journal needs to be submitted by the 4th week of class so that you can use the feedback provided for improving future journals. The critical and reflection journals must be submitted prior to the end of each class. Please note that if you do poorly on a journal you won’t be given the opportunity to make it up on another week.

The critical reading and reflection 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
3. 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 December 4 (40%)

Examining social phenomena through writing analytical texts is a fundamental labour of a sociologist. In 8 double-spaced pages, excluding title page and bibliography, write a reflection on how a social problem linked to migration that you are interested in can be analyzed using a theory or concept that you learned in class.
- Identify and describe a social problem linked to migration and justify why it is a social problem
- Choose a theory or concept (s) that you consider relevant to the analysis of the identified social problem.
- Make a brief description of the chosen theory and concept(s).
- Analyze the problem using the theoretical and conceptual tools you choose
- Make 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.


POLICY ON LATE ASSIGNMENTSS

Late Papers/Assignments: You are highly recommended to submit your work on time. If you submit your work late, the grade will be marked down one percentage point per day to a maximum of four. If you require an extension, please make arrangements with me ahead of time. There will be no extension for the final paper. Any assignment that is not directly handed in to me in class must be dropped in the Sociology drop box (B750 Loeb). Please retain both a hard copy and electronic copy of all work that is submitted.

Assistance for Students:
Carleton University has a number of resources that you may wish to take advantage of, including:
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/

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/

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. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

Plagiarism and cheating are viewed as being particularly serious and the sanctions imposed are accordingly severe.
Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. 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 such as: 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. 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.

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.
- If you do not have or have yet to activate this account, you may wish to do so by visiting https://students.carleton.ca/

SCHEDULE

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

<table>
<thead>
<tr>
<th>Week 1: September 11</th>
<th>Introduction to the Sociology of International Migration</th>
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<tr>
<td>~ An introduction to the course, review of syllabus, and assignments followed by a lecture and discussion on the sociology of international migration.</td>
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Reading:

Week 2: September 18 Theories of Migration

Readings:


Week 3: September 25 History of (Im)migration in Canada

Readings:

Suggested:

### Week 4: October 2

**Understanding of Canadian (Im)migration System I**

**Readings:**


### Week 5: October 9

**Understanding of Canadian (Im)migration System II**

https://doi.org/10.1080/23311886.2016.1199086


### Week 6: October 16

**Understanding of Canadian (Im)migration System III**

**Guest speaker:**

TBA

**Readings:**


### October 22-26

**Fall break, no classes**

### Week 7: October 30

**Living at the margins: ‘Illegals’, denizens and stateless**

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

Available at: 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://collectifeducation.org/en/video/
- *Life in the Deportee Slums of Mexico* – Produced by Laura Woldenberg. Webpage: https://www.youtube.com/watch?v=DWjsCts1Jpg
Week 8: November 6  Social solidarity and Migrant Justice Struggles

Guest speaker:
The Otawa Sanctuary City Network

Readings:


Week 9: November 13  Gendered Mobility: Love and Labour

Readings:


Week 10: November 20  Queering Migration: Intersections of Sexuality

Readings:


Week 11: November 27  Decolonization and (Im)migration in Settler Colonial Contexts

Readings:


Week 12: December 4  The Refugee Crises

Readings:

Access the lecture here: https://i.unu.edu/media/gcm.unu.edu/publication/3328/Chomsky-lecture.pdf

- **Final Paper due**