COURSE DESCRIPTION

The United Nations estimates that, until 2050, over 2.2 million migrants will arrive in the Global North every year. This historically unprecedented level of mass migration presents the rich democracies of Western Europe, North America, and the South Pacific with a complex policy dilemma. On the one hand, immigrant recruitment presents policymakers with possible solutions to domestic labour shortages and the fiscal pressures of aging populations. The normative and legal obligations of liberal states also commit their governments to protect those fleeing political persecution and reunite families. On the other hand, public concern about the cultural integration of diverse migrant populations often renders immigrant admission and settlement a politically risky undertaking. In many liberal democracies, anti-immigrant sentiment is on the rise, as citizens question the capacity of newcomers to become fully integrated into their host societies.

This course will provide students with the analytical tools to understand the dynamics driving the politics of immigration in advanced democracies, focusing mostly on Canada, the United States, and Western Europe, with some references to Australia. Part I examines the dynamics driving crossborder migration. In Part II, we will study the factors that shape the making of immigration policy: history and culture, public opinion and the media, political actors ranging from interest groups and courts to political elites, and the institutions that mediate the interactions among these actors. In Part III we will engage with the normative question of whether liberal democracies should have the right to close their borders and exclude non-citizens from access to their territory. Part IV grapples with the challenge of
immigration control. We will take a look at how states try to control their borders, and what the consequences of these control efforts have been. We will pay particular attention to states’ attempts to control the entry of asylum seekers—one of the most contested immigration issues in Europe and the South Pacific.

In the final weeks of the course we will focus our attention on the politics of integration. What is the meaning of citizenship? How can we explain crossnational variation in citizenship acquisition by immigrants? We will examine the economic, social, and cultural integration of immigrants and grapple with the challenges that linguistic and religious diversity poses to host societies. We end the course with a discussion of multiculturalism and postnationalism and the questions these paradigms raise for our understandings of membership, identity, and minority rights.

**Format**

While the course is lecture-oriented, student participation is strongly encouraged and welcome. Class discussion is an integral part of the course. We will also watch a range of immigration documentaries that focus on the lived experiences of immigrants and their host communities.

**Community Service Learning**

The course features an optional Community Service Learning (CSL) component. CSL is a model of experiential learning that combines classroom teaching with community placements. Being embedded in a particular organizational context, students will become familiar with the distinct perspectives of political actors (such as NGOs) engaged in the politics of immigration. Through critical reflection activities, students will use this knowledge to challenge and build on existing academic theory.

This semester, placement opportunities exist in several organizations that provide services to sponsored refugees, asylum seekers, and immigrants. (Students will receive separate handouts with detailed information about these organizations, placements, and academic CSL assessment).

Community-based placements are **optional** and will require an **extra level of commitment** by students. Participating students can expect to spend a total of approx. **20 hours in placement**. While on placement, you can draw on the support of both the instructor and Teaching Assistant Conrad King. Although you are required to undertake this community service in a serious and responsible manner, it is the **thinking that you do about it**, not the service itself, for which you will be evaluated. This means that even if the placement does not go as planned, you can still produce a reflective assessment of the experience. This assessment will take the form of a **reflective journal** that you will keep throughout the period of placement. **CSL students are not required to write the course research paper.**

You will receive preliminary information about placements before the start of the semester. Since placements will start early into the term, you need to identify your interest in this option immediately.

**Readings**

- The book chapter by Michael Walzer (assigned for February 28) is on **2-hour reserve** at Koerner Library. I strongly recommend you access this reading well ahead of time to make sure it is available.
All other readings are **electronically available** (marked with an asterisk*) through UBC’s e-journal collection. Because many students struggle to afford custom course readers, I have made an effort to select readings that are electronically available to UBC students. You can download these readings on your computer free of charge. There are 2 types of readings:

1. **Journals:** Once you have logged in to the library website, click on “e-resources,” select “e-journals,” then enter the name of the journal.

2. **Newspaper articles:** Once you have logged in to the library website, click on “e-resources,” select “indexes and databases.” Enter “Lexisnexis,” then click on “LexisNexis Academic.” Click on “Sources.” To find an article in the New York Times, for instance, select Country (United States) and Sources (General News Sources), Publication Type (New York News Sources) and click Continue. You can then enter the name of the newspaper, article title, and publication date.

**Course Website**

You can find the course website on UBC Vista (www.vista.ubc.ca). You need to log on with your Campus-Wide Login (CWL). The website includes the course syllabus and other handouts, lecture slides (which will be posted after lecture), and assignment instructions.

The website also features 4 message boards: one for announcements by the instructor (instructor-initiated), one for students to post questions or announcements (student-initiated), one for CSL students (student-initiated), and one for class-related discussion (instructor-initiated).

Topics for the class-related discussion message board will be announced by the instructor and will build on in-class discussions and documentaries. **All students are encouraged to contribute to these discussions in a respectful manner.** Regular and thoughtful contributions (together with in-class participation) will be recognized with a **participation bonus of up to 2%** (mark-up of final grade) (see below).

**REQUIREMENTS**

1. **Make a name sign** for your desk that is clearly legible from the front of the room. This will help me to learn your name.

**Readings**

2. Students are expected to come to class having completed **all the assigned readings.** The **average** reading load for each week is 50 pages. Keeping up to date with the readings is essential for understanding the lectures and for completing the written assignments.

Students are strongly encouraged to regularly read non-tabloid newspapers with coverage of Europe and North America. Good sources are the **Financial Times** and the **New York Times** (both available free online), the online BBC news service or **The Economist.** Staying on top of current affairs will deepen your understanding of the arguments discussed in class by applying them to real-world politics. The following is a list of additional **immigration-specific news services:**
Assignments

Attendance

Lectures

3. I expect students to attend all lectures and to arrive to class on time. While the lectures will address the assigned readings, they will also cover important concepts, theories, and empirical cases not covered in the texts. In evaluating written assignments, I will assume that students are familiar with all materials (including documentaries) discussed in class. I normally make announcements concerning deadlines and assignments at the beginning of class.

4. Students who use laptops in class must do so exclusively for the purpose of note-taking. Arriving late, sending text messages, surfing the web, emailing, or playing computer games in class conveys disrespect to your fellow students, teaching assistant, and instructor.

Assignments

5. You will be required to write a closed-book in-class midterm exam on February 9. The exam will be rescheduled only in case of a documented illness or serious personal emergency. The exam will cover Parts I and II of the course and will account for 25% of your final grade.

6. Unless you choose to take part in the course’s Community Service Learning component, you will be required to write a research paper (10-12 pages, double-spaced, 12 point font with standard margins). You can choose between the following two assignments:

   Option 1: Explaining cross-national policy variation

   You will explain why two countries of your choice have responded to a similar immigration issue (of the kind covered in Parts II and IV of the course) in different ways. The paper should apply a range of theoretical arguments covered in Parts II and IV to examine this variation. (There is no need to for any additional theoretical readings.)

   Option 2: Testing theory on one country case

   You will test an argument covered in the course by applying it to a new country case. The paper will examine to what extent the theory is able to account for the empirical findings presented. (There is no need to for any additional theoretical readings.)

Regardless of which option you chose, you are required to do your own research. It is not enough to draw on empirical course readings. Relevant data include newspaper articles, research reports, legislative reports/testimonies/debates, publications by immigrant groups etc.
Note: Do not conduct research interviews for this project as this would violate University regulations.

A more detailed assignment will be distributed and discussed later in the term. The paper, which will account for 40% of your final grade, is due by **12.30pm, March 20**. You need to submit four copies of the paper:

1. bring a hard copy to class
2. email a second copy to your instructor
3. email a third copy to TA Conrad King
4. upload a third copy to turnitin.com (see below)

6. You will be required to write a closed-book **final exam** in class. Students are reminded to make travel plans only once the final exam schedule is finalized. The exam will be rescheduled only in case of a documented illness or serious personal emergency. The final exam will cover **Parts III to V** of the course and account for 35% of the final grade.

**Summary of Key Dates**

**Non-CSL students**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>February 9</td>
<td>Midterm exam (in class)</td>
</tr>
<tr>
<td>March 20</td>
<td>Research paper due</td>
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<tr>
<td>TBA</td>
<td>Final exam</td>
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**CSL students**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>February 9</td>
<td>First submission of reflective journals (ungraded)</td>
</tr>
<tr>
<td>February 9</td>
<td>Midterm exam (in class)</td>
</tr>
<tr>
<td>April 10</td>
<td>Final submission of reflective journals (graded)</td>
</tr>
<tr>
<td>TBA</td>
<td>Final exam</td>
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**INSTRUCTOR AVAILABILITY**

Both your instructor and Teaching Assistants are available to meet with you, should you have any further questions or want to discuss any issues or concerns relating to this course. TA Conrad King will hold weekly office hours. Questions about CSL placements should also be directed at Conrad.

My office hours are Thursdays, 10am-12pm, in Buchanan C306 (third floor in Block C of the Buchanan building). If you cannot attend my office hours, see me after class or email me to make an appointment. **Email is generally the best way to reach me.**

**Email**

Because emailing has become such a common form of student-instructor interaction, I have instituted a number of email policies that you should be aware of:
During the work week, I generally respond to student emails in a timely manner (usually within 24 hours).

On weekends, I do not check email regularly. Please do not expect a response before the beginning of the work week.

I do not respond to substantive questions related to course papers or exams in the last 24 hours before an assignment deadline. You are expected to start work on assignments well ahead of time, so that any last minute email should be limited to emergencies.

Like face-to-face conversations, emails should convey mutual respect. Specifically, any email should start out addressing the recipient by name (e.g., “Prof. Ellermann” or “Dr. Ellermann”) and should end with the name of the addressee (i.e., your name).

ASSESSMENT AND GRADES

Distribution of marks

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm exam</td>
<td>25%</td>
</tr>
<tr>
<td>Non-CSL students: research paper</td>
<td>40%</td>
</tr>
<tr>
<td>CSL students: reflective journal</td>
<td></td>
</tr>
<tr>
<td>Final exam</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Note: You may receive a participation bonus, based on your participation in web-based and class discussions.

1% bonus (mark-up of final grade):

Students
  - who participate regularly (and in at least 50% of web-based discussions)
  - whose contributions are thoughtful

2% bonus (mark-up of final grade):

Students
  - who participate regularly (and in at least 75% of web-based discussions)
  - whose contributions are of reliably high quality
  - whose contributions reflect knowledge of the assigned readings

Grading

UBC courses are graded on a percentage basis; corresponding letter grades will be assigned by the Registrar automatically. Grades will be assigned according to the following criteria:

80% to 100% (A- to A+)
**Exceptional performance:** exceptional original thinking, superior understanding of subject matter, strong and consistent evidence of ability to critically evaluate, superior capacity to synthesize materials, excellent organization of materials. Work at this level will be clearly written, with no spelling or grammatical mistakes.

**68% to 79% (B to B+)**

**Competent performance:** evidence of original thinking, good grasp of subject matter, ability to critically evaluate, capacity to synthesize and critically compare arguments, good organization of materials. Work at this level will generally be clearly written, containing at most a few, if any, spelling and grammatical mistakes.

**50% to 67% (D to C+)**

**Adequate performance:** adequate understanding of subject matter, some ability to critically evaluate, ability to sum up arguments but not always able to make connections between them, adequate organization of materials, some evidence of original thought. Work at this level is sometimes unclear, and contains some spelling and grammar problems.

**0% to 49% (F)**

**Inadequate performance:** little or no evidence of original thought, little or no evidence of understanding of subject matter, little or no critical analysis, limited or irrelevant use of the literature, poor organization of materials. Work at this level is usually poorly written, with numerous spelling and grammar problems.

**Penalties for Lateness**

Late assignments will incur a penalty of 2% for each day, including weekend days. The first day's penalty will be incurred by papers that are handed on the day of the deadline but after the time indicated.

**Extensions**

Extensions will only be granted to students with documented medical problems or in case of serious personal emergency. In case you require an extension because of a medical or serious personal problem you need to contact me before the deadline and as soon as the problem arises. Requests for extensions made after the deadline will not generally be considered.

**Better safe than sorry**

Computers crash, bags get stolen, we’ve all had our share of bad luck. The loss of your course paper will likely cause you some sleepless nights. Therefore: back-up, back-up, back-up. Back-up your work regularly (I suggest at least once an hour) either on a USB stick or, preferably, on a server. You should make use of free back-up services, such as Dropbox. You can also keep copies in your email account.

**Records**

Students should keep a copy of all submitted assignments (in case of loss). You should also retain copies of all marked assignments in case you want to apply for a Review of Assigned Standing.

**ACADEMIC INTEGRITY**
**Plagiarism**

The Faculty of Arts considers plagiarism to be *the most serious academic offence* that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." Below is an excerpt on reckless plagiarism from UBC Faculty of Arts' leaflet, "Plagiarism Avoided: Taking Responsibility for Your Work" (http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html).

"The bulk of plagiarism falls into this category. Reckless plagiarism is often the result of careless research, poor time management, and a lack of confidence in your own ability to think critically. Examples of reckless plagiarism include:

- Taking phrases, sentences, paragraphs, or statistical findings from a variety of sources and piecing them together into an essay (piecemeal plagiarism);
- Taking the words of another author and failing to note clearly that they are not your own. In other words, you have not put a direct quotation within quotation marks;
- Using statistical findings without acknowledging your source; Taking another author's idea, without your own critical analysis, and failing to acknowledge that this idea is not yours;
- Paraphrasing (i.e. rewording or rearranging words so that your work resembles, but does not copy, the original) without acknowledging your source;
- Using footnotes or material quoted in other sources as if they were the results of your own research; and
- Submitting a piece of work with inaccurate text references, sloppy footnotes, or incomplete source (bibliographic) information." (My comment: Please note that every *verbatim* citation requires the use of *quotation marks.*)

Bear in mind that this is only one example of the different forms of plagiarism. Before preparing for their written assignments, students are strongly encouraged to familiarize themselves with the following sources on plagiarism:

- the Faculty of Art's online booklet on plagiarism at http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html
- the discussion of Academic Integrity on http://www.arts.ubc.ca/faculty-amp-staff/resources/academic-integrity.html
- the library's resources at http://clc.library.ubc.ca/airc.html#Research. This website includes helpful tutorials on how to avoid plagiarism.

If after reading these materials you still are unsure about how to properly use sources in your work, please ask me for clarification.

**Turnitin.com**
Students are required to upload their papers by the deadline to turnitin.com to check for instances of plagiarism. Papers who have not been submitted to turnitin.com will not be graded, except in exceptional circumstances.

Note: Submitting students' written work to turnitin.com is official policy of the Department of Political Science. Submission to turnitin.com is only one way of checking for plagiarism. Moreover, decisions on suspected cases of plagiarism will never exclusively rely on use of turnitin.com.

ACADEMIC ACCOMMODATION

Students have the right to an education free of discrimination and harassment. UBC has a policy on discrimination and harassment that applies to all members of the university community and which can be found in the UBC policy handbook.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds.

Students who will have difficulty completing assignments because of varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with me before the course drop date.
COURSE SCHEDULE AND READINGS

January 5  Introduction
Including information about Community Service Learning Placements

PART I  EXPLAINING INTERNATIONAL MIGRATION

January 10  Why do People Migrate? Economics & Social Networks


In-class video
National Network for Immigrant and Refugee Rights (28 min)

January 12  Why do People Migrate? Refugees, Asylum Seekers & Forced Migration


In-class video
Documentary God Grew Tired of Us: The Story of Lost Boys of Sudan (2007)
Directed by Christopher Dillon Quinn and Tom Walker (86 min)

January 17  Forced Migration continued

In-class video
Documentary God Grew Tired of Us: The Story of Lost Boys of Sudan (2007)
Directed by Christopher Dillon Quinn and Tom Walker (86 min)


PART II  THE POLITICS OF IMMIGRATION

January 19  Public Attitudes toward Immigration


January 24 Media Representations of Immigration


January 26 Guest Speaker

Gulalai Habib, Resettlement Assistance Program, Immigrant Services Society of BC

January 31 Anti-Immigrant Mobilization


In-class video

February 2 Voters and Interest Groups


February 7 Policy Venues


February 9 MIDTERM EXAM (in class)

CSL students: first submission of reflective journals

February 14 How to Write a Research Paper & Library Information Session (optional for CSL students)
PART III  THE ETHICS OF IMMIGRATION

February 16  Liberalism, Communitarianism, and the Ethics of Borders


February 21 & 23  NO CLASS – READING WEEK

- Start your research paper – including reading week, you have five weeks to write it!

February 28  Admissions Dilemmas

- No readings

PART IV  THE POLITICS OF IMMIGRATION CONTROL

March 1  Can States Control Immigration?


[In-class video]
Documentary New World Border (2001)
Directed by Casey Peek and Jose Palafox, Peek Media (28 min)

March 6  Human Costs of Border Control


[In-class video]
Documentary Living with Illegals (2006)
Written and presented by journalist Sorious Samura; filmed and directed by Elizabeth C. Jones (Insight News TV for Channel 4 in association with Canadian Broadcasting Corporation TV News) (40mins)
March 8  Illegal Immigration and Human Smuggling


Film: In-class video

Written, produced, and directed by Peter Cohn, Hillcrest Films, 2006 (70mins)

March 13  The Politics of Asylum Control


Film: In-class video

*Golden Venture*

PART V  THE POLITICS OF INTEGRATION

March 15  Models of Immigrant Integration & Citizenship


March 20  Labor Market Integration and the Economic Impact of Immigration

RESEARCH PAPER DUE


Film: In-class video

Documentary *H-2 Worker* (1990)
Produced and directed by Stephanie Black (70 mins)

March 22  NO CLASS

March 27  Immigrants and the Welfare State


In-class video

*H-2 Worker*

March 29  Language and the Politics of Identity


In-class video


Produced and directed by Carlos Sandoval and Catherine Tambini (79 mins)

April 3  Religion and Cultural Integration


In-class video

*Farmingville*

April 5  Conclusion: Rights, Identity and the Question of Postnational Membership