

The University of British Columbia

Political Science 328C

THE COMPARATIVE POLITICS OF IMMIGRATION

SPRING 2020

Note: This course has an optional Community Based Experiential Learning (CBEL) component

Tuesdays and Thursdays, 11 – 12.30pm
CHEM D300

INSTRUCTOR

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TEACHING ASSISTANT

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ACKNOWLEDGMENT

UBC's Vancouver Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE DESCRIPTION

Human mobility has become one of the most contested issues in contemporary politics. This course provides an introduction to key scholarly debates in the study of migration and citizenship in political science and related disciplines. We comparatively examine the ways in which states and societies (particularly in the Global North) have responded to, and have become transformed by, immigration. We also seek to understand the multifold experiences of immigrants. The course covers a wide range of themes: theories of international migration, forced migration and humanitarian protection, immigration and settler colonialism, public opinion on immigration, the politics of immigration, the ethics of borders, the politics of borders, and the politics of immigrant inclusion.

COURSE LEARNING OBJECTIVES

At the successful completion of the course, students will be able to:

- Describe and contrast several immigration and integration policies in the Global North and identify and draw policy lessons from their impact on admissions patterns and integration outcomes.
- Describe and contrast the determinants of immigration politics in the Global North.
- Describe determinants of public opinion on immigration and predict public responses to particular policy choices. Make recommendations for policy makers in how to address public responses.
- Articulate mature, informed, and balanced solutions to ethical dilemmas arising from the intersection of state sovereignty/border control and human rights. Propose policy recommendations on the basis of these solutions.
- Critique central arguments in the migration literature from an Indigenous perspective. Identify the role played by immigration in enabling settler colonialism.

COURSE FORMAT

The format of the course is two 1.5-hour lectures per week. CBEL students will spend additional hours in their placement organizations. While the course is lecture-oriented, student participation is strongly encouraged and welcome. Class discussion and student presentations are an integral part of this course. Throughout the course, we will watch immigration documentaries that focus on the lived experiences of immigrants and their host communities. We will reflect on these documentaries in instructor-initiated on-line discussions.

COMMUNITY BASED EXPERIENTIAL LEARNING

Are you interested in applying knowledge gained in the classroom to the “real world”? Students enrolled in Poli328C have the opportunity to take part in a Community Based Experiential Learning (CBEL) experience. **Participation is optional and spaces are limited.**

What is Community Based Experiential Learning?

Community Based Experiential Learning (CBEL) is a model of experiential learning that combines the classroom component with community placements. Students who take place in CBEL seek to link real-life experiences in the community to academic content learned in the classroom. This is facilitated through processes of critical reflection such as journal writing and small group discussion.

What are the learning outcomes of Community Based Experiential Learning?

Poli328C students participating in CBEL will gain a deeper understanding of the lived experiences of immigrants and forced migrants. 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.

How do community organizations benefit?

Students will increase the human resources of the community organizations they are placed with. Not only will students help with the day-to-day work of these organization, they will also bring enthusiasm and fresh perspectives to their placements.

What kind of placements are available?

Poli328C students will have the opportunity to participate in a CBEL project in which they will be placed with an organization that works with recent immigrants, refugees, or asylum seekers in Vancouver. The types of activities might include interviewing recent immigrants, assisting recent arrivals with basic life skills as they negotiate their new life in Vancouver, assisting caseworkers with sponsorship cases or asylum eligibility, discussions or job-shadowing with organization staff, as well as legal research and/or administrative assistance.

Please note that students on placement are expected to be flexible regarding both the organization they are paired with and the precise tasks to be undertaken.

What will be expected of me?

CBEL projects generally involve a time commitment of approximately **20 hours** over the course of the term, not including travel time. Depending on the particular placement, the bulk of your time commitment would likely be between the end of January and early April and may not be at regular intervals.

CBEL placements do not replace course content but supplement it. You will still be responsible for attending class, completing all the course readings, writing in-class quizzes, and writing a response paper. CBEL students will also write a **reflective journal**, which will be an opportunity to record placement experiences, as well as link these experiences directly to the course content. If you accept a placement, the reflective journal will be submitted **instead of** a research paper assignment (Note: the reflective journal is a requirement for CBEL students, there is no option of writing the research paper instead.) In recognition of the extra commitment placements entail CBEL students only have to write one, rather than two, response papers.

I'm interested – what do I do now?

If you are interested in a CBEL opportunity, make sure to attend the class on **January 14**. More information will be provided about the CBEL opportunities at that time, as well as instructions on how you can apply. The window of opportunity to apply for a CBEL placement is very narrow and there are a limited number of placements so please come to the January 14 class prepared with any questions you have about CBEL. You will have until **January 20 by 12pm** to fill out an **application form** and to send your **resume**. If you are interested in doing a CBEL placement, make sure to have your resume ready by the beginning of January.

(Remember, placements are optional: showing no interest in participating will not reflect negatively on you).

REQUIRED TEXTS

All readings are available free of charge through the course website.

COURSE REQUIREMENTS AND ASSIGNMENTS

First things

Make a name sign that is clearly legible from the front. This will help me (and your peers) to learn your name. Please continue to use your name sign throughout the course. Everybody is encouraged to indicate their preferred pronouns on their name sign (they/them/theirs; she/her/hers; he/him/his).

Readings

Students are expected to **come to class having completed all the assigned required readings**. The average reading load for each week is 50 pages. Classes with an above average reading load are marked as “**reading intensive**.” To compensate, there will be several classes without assigned readings. Keeping up to date with the readings is essential for understanding the lectures and for completing the written assignments. The syllabus also one recommended reading for each week. Recommended readings are optional, except for those students who write their reading review for a given week.

Students are strongly encouraged to follow non-tabloid newspapers with coverage of Europe and North America. Good sources are the *Financial Times* and the *New York Times*, the online BBC news service or *The Economist* (all can be access through the library website. Staying on top of current affairs will deepen your understanding of the arguments discussed in class by applying them to real-world politics. I also recommend the following immigration-specific news services Migration Information Source (<http://www.migrationinformation.org>).

UBC Migration, a UBC-based network of migration scholars and practitioners, organizes immigration-related programing on campus. Events of interest to the course will be announced in class.

Laptop policy

I do not allow laptops in class. Bring a notebook and pen to take notes. Silence and put away your phones. Some (though not all) studies suggest that taking notes by hand is better than typing in allowing us to retain and process information. There is one finding, however, that is significant and consistent across studies: “**multi-tasking**” (which really is a switching back and forth, rather than a simultaneous giving of attention) **has a negative impact on learning**. To cite from one study:

“As expected, the multitasking students learned less than those focused on the lecture, **scoring about 11 percent lower on a test**. What is more surprising: the learning of students near the multitaskers also suffered. **Students who could see the screen of a multitasker’s laptop** (but were not multitasking themselves) **scored 17 percent lower** on comprehension than those who had no distracting view. It’s hard to stay focused when a field of laptops open to Facebook, Snapchat, and email lies between you and the lecturer.”

(Faria Sana, Tina Weston, Nicholas J. Cepeda. 2013. “Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers.” *Computers & Education* 62, 24-31)

Exemptions are provided for students with documented need. Please let me know at the beginning of term if you have accommodation to use your laptop in class.

Attendance	10% of final grade
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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 beyond those of the assigned 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**.

Your **attendance record** will account for **10% of your final grade**.

There are 24 classes in this course. Attending 22 classes will provide you with the highest possible grade of 93 (A+). (Note that this allows you to miss 2 classes without any attendance grade penalty). Beginning with the third missed class, **each missed class results in a 3.5-point subtraction**.

For instance, if you miss 2 classes in addition to the 2 no-penalty ones, you will receive an attendance grade of 86 (93 – 7). If you only attend ½ of classes, i.e., 22 classes, you will receive an attendance grade of 58 (D). Attending a total of 2 or fewer classes will result in a grade of 16.

If you experience medical, emotional, or personal **problems that affect your attendance** or academic performance, please notify **Arts Academic Advising**.

On-line Discussion Forum	10% of final grade	Due 10am on 7th day after discussion opened
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After each in-class documentary (starting with *God Grew Tired of Us*), I will post one or more discussion questions related to the documentary on the Canvas Discussion Forum. Students are required to respond to **one instructor-posed question and the posting of at least one other student within 7 days**. For discussion questions posted on a Tuesday, the discussion will be closed by 10am on the following Tuesday. For discussion questions posted on a Thursday, the discussion will be closed by 10am on the following Thursday.

There will be a **total of 6 discussions**. Individual postings should not exceed 300 words. Students can, but are not expected to, write multiple postings. In case of multiple postings, the discussion score will be based on the multiple postings read as one extended posting. Discussions scores will account for **10% of the final grade**.

Discussion scores

10 points for a posting that fulfills **all** of the below criteria:

1. directly responds to the discussion question
2. reflects a clear understanding of the documentary
3. advances a well-argued perspective that does not simply repeat what has already been said

- 4. makes connections to course readings and lectures where appropriate
- 5. is respectful of other perspectives
- 6. engages with fellow students' comments
- 7. is logically organized
- 8. has no spelling or grammatical errors

8 points for postings that meet all of the above criteria **except** for 7. and/or 8.

5 points for a posting that meets the below criteria:

- engages with the discussion question
- reflects a clear understanding of the documentary
- is respectful of other perspectives
- engages with fellow students' comments

0 points for all other postings (or failure to post by the deadline)

Calculation of discussion grade:

The base line for each student is 30. Points will be added to this baseline and multiplied by 6:

- students who receive a discussion score of 0 will receive a grade of 30 (F)
- students who receive a discussion score of 5, will receive a grade of 60 (5x6 + 30) (C)
- Students who receive a discussion score of 8 receive a grade of 78 (8x6 + 30) (B+)
- students who receive a discussion score of 10 receive a grade of 90 (10x6 + 30) (A+).

At the end of the term, the discussion scores will be added up and divided by 6.

Article Review

20% of final grade

Due 10am on sign-up day

Skills gained: Writing this assignment will provide you with basic skills of **writing** a literature review.

On UBC Canvas, students will sign up for **one recommended reading** (you will see these listed on the Course and Readings Schedule below). There are a total of 21 articles to choose from, though there will only be 4 slots per reading. Your article review should be about **1000 words** long. It should sum up the article in about 500 words and critically engage with it in another 500 words, identifying both strengths/contributions and weaknesses/omissions. The article review will account for **20%** of non-CBEL students' final grade.

Detailed instructions:

1. Your **choice of reading** should depend on (1) your level of personal interest in the subject matter (2) your work schedule and (3) availability of slots. If you want to get a better sense of what the articles are about before you commit, start reading the abstracts. Also note that the articles vary not only in length, but also in nature: while most are empirically grounded analyses that seek to make a causal argument (*why* things are the way they are), others provide a normative argument (what things *should* be like),

and some are directed at an audience of policy makers. The due date is **10am** on the day for which the article is assigned.

2. Read the **required reading/s** for the assigned date. You should take some notes, though not in as detailed a manner as for the recommended article.
3. Read the **recommended article** carefully, taking detailed notes. You will likely find that you will need to read the article more than once.

Write the first part of the assignment, the summary, in ~ 500 words, paying attention to the below questions:

- What is the **purpose** of the article? What does the author want to achieve? Who is the intended audience?
 - What is the **argument**?
 - **How** is the argument made? How does the author go about proving or exploring it? What kind of evidence do they use to illustrate or try prove their arguments?
 - i. Note that for articles that employ quantitative data you are not expected to understand the ins and outs of the analysis. But you can still pay attention to what variables (factors) the author selects, both as something that does the explaining (the independent variable) and something that is to be explained (dependent variable).
 - What are the **conclusions**? What are the main findings? Does the author identify any weaknesses in the analysis?
4. You are now ready to move from description to **analysis**. This part should once again have a length of ~500 words.
 - What are the article's **contributions** to the literature? You are expected to have read the required readings for that class. Now think of your article as in conversation with the required reading/s. Does the article challenge these readings? Does it provide new insights?
 - Are you convinced by the author's argument and findings? Why? Why not?
 - What is the most important thing you have learned from the article?
 - What questions are you left with about the topic after having read all the articles (required and recommended)?
 5. Include a bibliography in Chicago Author-Date style (https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html). Make sure you correctly reference all of the articles discussed.

6. Word limit: You are allowed to go up to 10% above the word limit (i.e., up to 1,100 words). However, we will not read beyond this point.
7. Copy-edit. Re-read your article several times to make sure that there are no spelling or grammatical errors, that your writing is clear, and that your sentences build logically on each other.

8. Submit your paper to both Turn-it-in and Canvas

Assessment criteria:

Your article review will be graded for based on how well you address the points above. An A-range paper will meet all of the criteria above.

Discussant comments	10% of final grade	Due at 10am 7th day after receiving paper
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Skills gained: Writing this assignment will provide you with the skill of providing constructive feedback to a colleague's written work.

In academic conferences, it is common for a person to act as “**discussant**.” The role of the discussant is to provide feedback on all of the papers (typically four) presented at a conference panel. After reading the papers, the discussant prepares comments on each paper, and presents these to the panel and audience. The role of discussant fulfills an important function in providing professional feedback on scholarly work-in-progress.

For this assignment, you will serve a discussant for a colleague's article review. Unlike regular discussants, you will not personally present your comments. Your discussant's comments will account for **10%** of your final grade.

Detailed instructions:

1. Sign up for a discussant slot on the course website (UBC Canvas). You cannot sign up for a slot on the same day as your article review is due. Note that you are signing up for a **particular reading**, rather than for a particular article reviews. Your instructor/TA will then email you one of the article reviews submitted for the day that you have signed up for.
2. You will then write 300 words of comments, focussing on the following:
 - **What is your reaction to the paper, and why?** What are its strengths, what are its shortcomings? Make sure to justify your criticism. Consider if your criticism is a fair one in the light of the constraints of this assignment.
 - **What can the author do to improve the paper?** This will turn your criticism into constructive feedback, intended to help the author write a better paper.

3. Any comments should be directed at the paper, rather than the author. For instance, rather than saying “you do not make a connection between x and y”, write “the paper does not make a connection between x and y.”
4. Make sure your comments are clear and are logically organized. Take time to copy-edit your paper to catch any spelling or grammatical errors. Make sure you properly reference any works (including the original recommended article that the review is based on), using Chicago Author-Date style (https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html).
5. **Submit your paper to both Turn-it-in and Canvas.**

Class presentation (non-CBEL students only)	15% of final grade	Slides submitted by 10am of sign-up day
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Skills gained: To prepare and deliver a presentation within clear time limits. To prepare effective Powerpoint slides and develop public speaking skills.

Non-CBEL students sign up for one class for which they will make a brief (5 min) **presentation**, using PowerPoint Slides. Before you prepare your presentation, make sure to read both the required and the recommended reading for that class. The presentation will account for **15%** of your final grade.

Detailed instructions:

- Your presentation should apply one argument or concept central to the readings to a new empirical case and assess their usefulness in understanding the case. A new empirical case could be a geographic location or a new migration-related policy area.
- You can either use the case study for illustrative purposes – it illustrates an argument or concept – or as a test case, where you examine if an argument from the readings applies to your case. In case of the latter, pay close attention to issues of comparability: if an argument is developed with liberal democracies in mind, we would not necessarily expect it to hold in authoritarian contexts (we call this “scope conditions”: the conditions under which we can reasonably expect for a theory to hold).
- Prepare Powerpoints slides. Some helpful tips:
 - Think about your key points, structure your presentation, practice it and time it. Only once you done all this (and fit it within 5 minutes) start developing your slides. **Remember that your presentation needs to stand on its own.** The purpose of slides is simply to enhance the viewing/listening experience and, where appropriate, present data in visual form.
 - Create a consistent look: use the same font, colors across all your slides. Be consistent in use of headings and subheadings. Use simple slide transitions (no sounds!). Make sure to use a font size sufficiently large for all text to be legible from the back of the lecture theatre.
 - **Less text is always more.** If you include a lot of text you are asking the audience to divide their attention between you and the slides, which compromises the effectiveness of your

presentation. Should you decide to include a few wordy slides, make sure to unveil bullet points one by one.

- Visuals: use non-complex photos that clearly speak to the concept or argument you're talking about. Keep it simple.
- Audio/video clips: because this is such a short presentation: **no video or audio clips**
- Practice your presentation. You have only **5 minutes** to deliver it. (I will cut you off after 6 minutes). When you practice your presentation at home it should not run longer than 5 minutes. Know what you're about to say – don't wing it. I recommend starting out with fully written presentation notes and then condense the text to bullet form once you've practiced a few times. Don't read from your notes but maintain eye contact with your audience. Finally, dress the part – your clothes are a form of communication, and this should be a professional experience.
- Be prepared to answer questions about your chosen case study. Your presentation will be followed by a brief **Q&A session**.
- Email me your slides by **10am of the day of the presentation** and I will have it ready to go on my computer. **Arrive to class 5 minutes early** to check in with me about when your presentation will take place.

Assessment:

You will be assessed on the basis of (1) your choice of case study; (2) the quality of your analysis; (3) the structure of your presentation (3) the effectiveness of your slides; (4) the delivery of your presentation, (5) your preparedness of Q&A.

Policy brief (non-CBEL students only)

35% of final grade

Due on April 10, 5pm

Non-CBEL students will write a **policy brief** (1,500 words) as their final course paper. Immigrant and refugee serving organizations in Vancouver will provide the class with a "wish list" of policy brief topics of which you can choose **one**.

Students who receive an A-range grade for their paper will have the opportunity, after minor revisions, to have their policy brief **published on UBC Migration's website and submitted to the community organization** who requested the policy brief topic. The policy brief will account for 35% of the final grade.

Begin by reading "How to Plan, Write and Communicate an Effective Policy Brief" published by Research to Action, page 1-9. You can find this publication here: <https://www.researchtoaction.org/wp-content/uploads/2014/10/PBWeekLauraFCfinal.pdf>

To check out **actual examples** of policy briefs, go to the Migration Policy Institute's website. The MPI policy briefs are excellent and, while significantly longer than 1,500 words, their structure, style, and

type of content carry over to your assignment. In other words: the MPI policy briefs are worth emulating! <https://www.migrationpolicy.org/research/policy-briefs>

On February 13, I will spend part of my lecture providing additional guidelines for this assignment and answer whatever questions you may have. You could consider writing this assignment over reading week – there is no need to wait until the end of turn. And just because this assignment is short does not mean that it won't require **substantial effort and time**, on the contrary!

All policy briefs will be **submitted to both Turn-it-in and Canvas**.

Reflective Journal (CBEL students only)	Early draft: 5% of final grade Final draft: 35% of final grade	Early draft due February 27, 5pm Final draft due April 14, 5pm
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Skills gained: To make connections between community practice and academic knowledge. To critique academic knowledge in the light of on-the-ground experience. To engage in self-reflexive professional practice.

Your academic CBEL assessment will take the form of a **reflective journal** that you will keep throughout the period of placement. Here we evaluate the **thinking that you do about your placement**, not the service itself. This means that even if the placement does not go as planned, you can still produce a reflective assessment of the experience.

An early draft submission is due **on February 27**, 5pm and will account for 5% of your final grade. This early draft grade will be based on meeting a list of specified requirements (listed in a separate handout). The completed journal is due **April 14**, 5pm, and will account for **35%** of your final grade. One important consideration for your final journal grade is **your responsiveness to the feedback you received on your early draft**.

All CBEL students are **REQUIRED** to write a reflective journal (instead of the Policy Brief). In recognition of the extra level of commitment required of placement students, CBEL students will not make a class presentation.

The reflective journal early draft is to be submitted to Canvas only. All completed reflective journals will be **submitted to both Turn-it-in and Canvas**.

Detailed instructions for writing your reflective journal will be provided in a **separate document**.

Placement Assessment (CBEL students only)	10% of final grade
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Placement organizations will evaluate the degree of **personal commitment and professional conduct** you bring to your placement. This professional assessment will account for **10%** of your final grade.

Course requirements and due dates summary**Non-CBEL students**

1. Attendance (ongoing)	10%
2. Participation in discussion forum (ongoing)	10%
3. Article review (students sign up)	20%
4. Discussant comments (students sign up)	10%
5. Class presentation (students sign up)	15%
6. Policy brief (due April 10, 5pm)	35%

CBEL students

1. Attendance (ongoing)	10%
2. Participation in discussion forum (ongoing)	10%
3. Article review (students sign up)	20%
4. Discussant comments (students sign up)	10%
5. Reflective journal early draft (due February 27, 5pm)	5%
6. Reflective journal (due April 14, 5pm)	35%
7. Placement evaluation (provided by supervisor)	10%

INSTRUCTOR AND TA AVAILABILITY**Office Hours**

Both your instructor and Teaching Assistant are available to meet with you, should you have any further questions or want to discuss any issues or concerns relating to this course.

For questions related to CBEL and reflective journals, first contact your TA.
For questions about anything else, please contact your instructor.

My office hours are on **Tuesdays, 1.45 – 3.45pm**. Office hours serve as an “open door” to your instructor: you do not need to make an appointment, and are free to come with questions, comments, or concerns about anything related to the course or your experience at UBC. My office is in C.K. Choi (Institute for European Studies), 322. C.K. Choi is located at 1855 West Mall. If you cannot attend office hours, see me after class or email me to make an appointment. **Email is generally the best way to reach me.** Because of various administrative and professional obligations there will be weeks when I need to change the day or time of office hours. I will announce this both in class and on the website.

Camille will hold office hours for CBEL students by appointment. Please email Camille to arrange for a time.

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:

1. During the work week, I generally respond to student emails in a timely manner (usually within 48 hours).
2. On weekends, I do not check email regularly. Please do not expect a response before the beginning of the work week.
3. **I do not respond to *substantive* questions related to course papers 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.
4. Like face-to-face conversations, emails should convey mutual respect. Specifically, any email should start out addressing the recipient by name (e.g., "Professor Ellermann" or "Dr. Ellermann") and should end with the name of the addressee (i.e., your full name).

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 submission of **policy briefs** and **reflective journals** will incur a penalty of 1 point 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.

Because they deal with content that will also be discussed in lecture on the day of the deadline, **reading reviews** and **discussant comments are not covered by the late submission policy**. Late submission of these assignments will incur a grade of 50. Late submissions that are more than 7 days late will incur a grade of 0.

In case Arts Academic Advising provides you with accommodation for the reading review, discussant comments, or the class presentation, you will be assigned a different week for completion of these assignments.

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.

ACADEMIC ACCOMMODATIONS AND CONCESSIONS

Academic Accommodation for Students with Disabilities:

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment.

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Academic Accommodations for Religious or Spiritual Experiences

The University is obligated to comply with the BC Human Rights Code in accommodating student observances of sincerely held religious beliefs. If you would like to request an academic concession

because of a conflict with a religious observance, please see your academic advisor. To learn more visit: <https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>

Academic Concessions

If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for academic concession.

If your situation is related to an experience of sexual violence, you have the option of contacting UBC's [Sexual Violence Prevention and Response Office \(SVPRO\)](#) (604 822 1588) who can assist you with your academic concession.

For more information on concessions, please see: <https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>

If you miss marked coursework (assignment, exam, presentation, attendance and participation in class) and are an Arts student, review the Faculty of Arts' [academic concession page](#) and then complete Arts Academic Advising's [online academic concession form](#), so that an advisor can evaluate your concession case.

If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and then contact me where appropriate.

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

In accordance with departmental policy, in this course you will be required to submit your research paper in electronic form to a service called TurnItIn. UBC subscribes to this service that checks written material for originality by searching for matching text. This service is in increasing use in universities as protection for students against the impact of academic fraud on scholarship competitions, graduate and law school admissions, and degree reputation. Students will submit their research papers to the TurnItIn website, where software scans the paper against a database which includes public websites, paper writing services, essays submitted to TurnItIn, and journal articles. The service then produces a report on the paper's originality. The instructor will review the reports, and where necessary, the papers themselves.

Please note that TurnItIn stores information on servers that reside in the United States. If you do not wish to use your name when creating your TurnItIn account, please use an alias and inform the instructor of your alias. You may also wish to use a non-identifying email account.

Students are required to electronically submit one paper to Canvas and submit the same paper electronically to TurnItIn.

Still a little uncertain or paranoid about what constitutes plagiarism? For a quick refresher visit: <http://www.indiana.edu/%7Ewts/pamphlets/plagiarism.shtml> and/or: <http://sja.ucdavis.edu/files/plagiarism.pdf>

The following directions are taken directly from the UBC VP Academic website:

To submit your paper to TurnItIn, log on to the TurnItIn site, at:

www.turnitin.com

You will be asked to create a unique “user profile,” consisting of an ID (e-mail address) and password (see upper right hand corner of the TurnItIn homepage). Once this ID is created, you will be able to add courses to your profile. To add a course, you will need the “course ID” which is:

Course ID: 23329799

Enrollment Key: Poli328C

Once added to a course, you will be able to submit your papers to the service.

You can submit a paper in two ways:

- File Upload - Turnitin currently accepts submissions in Microsoft Word, WordPerfect, RTF, PDF, PostScript, plain text, and HTML formats.
- Cut and Paste - You can cut and paste the text of your submission into a text box

Note: Ensure that your name and identifying information does not appear in the document you submit.

Assignments are not accessible to the public once submitted to TurnItIn, and you, as the author, retain ownership of your original material. Your work will be added to TurnItIn’s archive for comparison against subsequently submitted material, thus ensuring that your work is not plagiarized.

UBC POLICIES

General Academic Policies

Regular attendance in lectures and tutorials and participation (in tutorials) is expected. All assignments must be completed and handed in.

Read the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (to defer an exam, for example) and other procedures that may affect you.

Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the TA or course instructor. If the student remains unsatisfied with this process, he/she may proceed to the head of the department or further to a formal committee established in accordance with University policies.

Religious holidays – UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty. (Policy # 65.)

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with an Access and Diversity advisor to determine what accommodations/services you are eligible for.

University Values and Priorities:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available under <https://senate.ubc.ca/policies-resources-support-student-success>.

Academic Integrity and Responsibility

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on essays, exams, and other projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution. If you are uncertain, consult your instructor or TA.

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others' work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean's Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean's Office. After an interview in the Dean's Office, your case may be forwarded to the President's Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Academic communities also depend on their members' living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines, and attending class and engaging in class activities. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor or TA before the deadline or before your absence.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

Illness and Absence

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

Reach out and ask for help if you need it

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office. I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer student's support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record.

For more information: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: <https://students.ubc.ca/health-wellness>

Respectful University Environment

UBC recognizes that “the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued.” The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at <http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC's Equity and Inclusion Office (<http://equity.ubc.ca>), or the UBC Ombudsperson for Students: <https://ombudsoffice.ubc.ca>

Equity and Harassment

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC's Policy #3 on Discrimination and Harassment defines harassment as: "unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents." Such behavior is not acceptable and will not be tolerated at UBC. If you or someone you know has encountered sexual violence or harassment, you can find confidential support and resources at the AMS Sexual Assault Support Centre, (SASC), and the Equity and Inclusion Office. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life.

Resources are available at:

Sexual Assault Support Centre, (SASC)
249M, Student Union Building, UBC
604-827-5180
sasc@ams.ubc.ca
<http://amssasc.ca>

Equity and Inclusion Office
2306 – 1874 East Mall (Brock Hall)
604.822.6353
equity@equity.ubc.ca
<http://equity.ubc.ca>

COURSE SCHEDULE AND READINGS**PART I INTRODUCTION**

January 7 Course Overview

- No readings



In-class video

Documentary *Uprooted: Refugees of the Global Economy* (2001)
National Network for Immigrant and Refugee Rights (28 min)

January 9 Why do People Migrate? Economics & Social Networks

Presentation on how to give an effective class presentation by Professor Ellermann

- Massey, Douglas S. 1988. "Economic Development and International Migration in Comparative Perspective," *Population and Development Review* 14 (3) 383-413



In-class video

Uprooted: Refugees of the Global Economy (continued)

PART II FORCED MIGRATION AND THE POLITICS OF PROTECTION

January 14 The International Refugee Regime

Presentation on Community Based Experiential Learning placements by Camille Desmares

- Corbett, Sara. April 1, 2001. "The Lost Boys of Sudan; The Long, Long, Long Road to Fargo." *The New York Times*
- Hathaway, James C. 2007. "Why Refugee Law Still Matters." *Melbourne Journal of International Law*. 8: 89-103

Recommended:

- Betts, Alexander. 2015. "The Normative Terrain of the International Refugee Regime." *Ethics and International Affairs* 29 (4) 363-375



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 16 Asylum Seeking - Guest Speaker: Kay Scorer, Scorer Law

Kay Scorer (they/them) is an immigration lawyer in Vancouver, focussing on refugee law and serving the LGBTQ2S* community. Kay received their Juris Doctor degree (J.D.) from the University of Windsor, where they were selected Valedictorian of the 2015 graduating class. Prior to graduating law school, Kay obtained a Bachelor of Tourism Management from Thompson Rivers University with a major in entrepreneurship, earning Kay the Tourism Medal for earning the highest GPA in the faculty.

Kay has appeared in the Federal Court of Canada, the British Columbia Court of Appeal, the Supreme Court of British Columbia, the Provincial Court of British Columbia, the Refugee Protection Division ("RPD"), Immigration Division, and the Immigration Appeals Division ("IAD"). Kay has also appeared in criminal and immigration cases in Alberta and Manitoba, and has experience working on applications for leave and judicial review in the Federal Court of Canada.

Kay is a proud member and advocate of the LGBTQ2S* (lesbian, gay, bisexual, trans*, queer and two-spirited) community, and has a history of dedication and commitment to working with LGBTQ2S* organizations in both Canada and the USA.

- Hamlin, Rebecca. 2012. "International and Administrative Insulation: A Comparison of Refugee Status Determination Regimes in the United States, Canada, and Australia." *Law & Social Inquiry* 37 (4) 933-968
- Crawley, Heaven. 2000. "Gender, Persecution and the Concept of Politics in the Asylum Determination Process." *Forced Migration Review*. 9: 17-20

Recommended:

- Zetter, Roger 1991. "Labelling Refugees: Forming and Transforming a Bureaucratic Identity." *Journal of Refugee Studies* 4(1) 39-62

January 21 Refugee Resettlement (1)

- Hyndman, Jennifer and James McLean. 2006. "Settling Like a State: Acehnese Refugees in Vancouver." *Journal of Refugee Studies*, 19(3) 345-360

Recommended:

- Labman, Shauna. 2007. "Resettlement's Renaissance: A Cautionary Advocacy." *Refuge*. 24(2): 35-47



In-class video

Documentary *God Grew Tired of Us* (continued)

PART II IMMIGRATION AND SETTLER COLONIALISM

January 23 Immigration and Settler Colonialism

- Laurie K. Bertram. 2018. "'Eskimo' Immigrants and Colonial Soldiers: Icelandic Immigrants and the North-West Resistance, 1885". *The Canadian Historical Review*. 99(1) 63-97.

Recommended:

- Frymer, Paul. 2014. "A Rush and a Push and the Land Is Ours": Territorial Expansion, Land Policy, and U.S. State Formation." *Perspectives on Politics*, 12(2) 119-144



In-class video

Documentary *Colonization Road* (2016)

Directed by Director, Michelle St. John (50 min)

January 28 Indigenizing Migration Studies: A Rereading of Borders and Citizenship – READING INTENSIVE*CBEL students spend second half the class with Camille for a CBEL presentation*

- Simpson, Audra. 2014. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Chapel Hill: Duke University Press. Read Chapter 1 "Indigenous Interruptions: Mohawk Nationhood, Citizenship, and the State" 1-35
- Green, Joyce. 2017. "The Impossibility of Citizenship Liberation for Indigenous People." In Jatinder Mann (ed.). *Citizenship in Transnational Perspective: Australia, Canada, and New Zealand*. Palgrave Macmillan, 175-188

Recommended:

- Bohaker, Heidi and Franca Iacovetta. 2009. "Making Aboriginal People 'Immigrants Too': A Comparison of Citizenship Programs for Newcomers and Indigenous Peoples in Postwar Canada, 1940s-1960s". *Canadian Historical Review* 90(3) 427-461

BACK TO PART I**January 30 Refugee Resettlement (2) – Guest Speaker: Kathy Sherrell, Immigrant Services Society of BC**

Kathy Sherrell (she/her/hers) has worked at ISSofBC in settlement services for nine years. She takes a lead role in program development and evaluation, contract negotiations and oversight, and quality assurance and standardization. Involvement in special projects such as the Refugee Readiness Hub and the GAR Refugee Trauma Pilot allows Kathy to share her passion for refugees with others, promoting policy change and greater understanding of refugee issues.

Kathy holds a PhD in Geography from the University of British Columbia and a Master of Arts Degree from Simon Fraser University with an emphasis on refugee resettlement in Canada,

including regionalization, legal status, housing, and settlement experiences. Kathy continues to be actively engaged in research with refugees. At present Kathy is a co-investigator on two pan-Canadian, multi-year refugee research projects, as well as a lead on numerous internal research projects.

- Watch at home: *19 Days* (2016) by Asha Siad & Roda Siad (26 min) https://www.nfb.ca/film/19_days/

Recommended:

- Presse, Debra, and Jessie Thomson. 2007. "The Resettlement Challenge: Integration of Refugees from Protracted Refugee Situations." *Refugee* 25(1) 94-99

PART III PUBLIC OPINION ON IMMIGRATION

February 4 Public Attitudes toward Immigration

- Freeman, Gary P. 1995. "Modes of Immigration Politics in Liberal Democratic States," *International Migration Review* 29(4) 881-887 only
- Hainmueller, Jens, & Hopkins, Daniel J. 2014. "Public Attitudes Toward Immigration." *Annual Review of Political Science* 17(1) 225-249

Recommended:

- Hainmueller, Jens & Dominic Hangartner. 2013. "Who Gets a Swiss Passport? A Natural Experiment in Immigrant Discrimination." *American Political Science Review* 107(1) 159-187

February 6 FOR CBEL STUDENTS ONLY: Centre for Community Engaged Learning Workshop

The Ethics of Changemaking

Participants will explore principles of ethical community engagement which will support their endeavors to create meaningful social change. Introducing "ethics" as a continuous process of action and reflection, participants will reflect on concepts such as inclusion, privilege and reciprocity while considering the ways we can enact these principles.

Learning Objectives

Explore principles of ethical engagement including positionality and power
Understand how positionality and power influences our interactions with community.
Brainstorm ways to apply ethical engagement practices in community.

February 11 How Malleable is Public Opinion on Immigration? - READING INTENSIVE

- Facchini Giovanni, Yotam Margalit and Hiroyuki Nakata H. 2016. "Countering Public Opposition to Immigration: The Impact of Information Campaigns," *IZA Discussion Paper* No. 10420. Bonn: Institute for Labor Economics
- Levy, Morris, Matthew Wright and Jack Citrin. 2016. Mass Opinion and Immigration Policy in the United States: Re-Assessing Clientelist and Elitist Perspectives." *Perspectives on Politics* 14(3) 1537-5297

Recommended:

- Wright, Matthew, Morris Levy & Jack Citrin. 2016. "Public Attitudes Toward Immigration Policy Across the Legal/Illegal Divide: The Role of Categorical and Attribute-Based Decision-Making. *Political Behavior* 38(1) 229-253



In-class video

The White Season – Rivers of Blood (2008)

BBC documentary about British MP Enoch Powell's infamous anti-immigration speech.

February 13 Media Representations of Immigrants

Presentation on how to write a policy brief by Professor Ellermann

- Lawlor, Andrea and Erin Tolley. 2017. "Deciding Who's Legitimate: News Media Framing of Immigrants and Refugees." *International Journal of Communication* 11: 967–991

Recommended:

- Gadarian, Shana Kushner. 2014. "Anxiety, Immigration, and the Search for Information" *Psychology* 35(2) 133-164



In-class video

The White Season – Rivers of Blood (continued)

February 18 & 20 NO CLASS – READING WEEK

- Consider reading one of the readings assigned for March 5 (a reading intensive class)
- Non-CBEL students can consider writing their policy brief over reading week

PART IV THE POLITICS OF IMMIGRATION POLICY

February 25 Non-Electoral Mobilization For and Against Immigrants

- Lars Erik Berntzen and Manès Weisskircher (2016) "Anti-Islamic PEGIDA Beyond Germany: Explaining Differences in Mobilisation." *Journal of Intercultural Studies* 37:6, 556-573

- Zepeda-Millán, Chris. 2016. "Weapons of the (Not So) Weak: Immigrant Mass Mobilization in the US South." *Critical Sociology* 42 (2) 269-287

Recommended Reading:

- Flores, René D. 2017. "Do Anti-Immigrant Laws Shape Public Sentiment? A Study of Arizona's SB 1070 Using Twitter Data." *American Journal of Sociology* 123 (2) 333-384



In-class video

The White Season – Rivers of Blood (continued)

February 27 The Rise and Impact of Populist Anti-Immigrant Parties

REFLECTIVE JOURNAL EARLY DRAFT DUE February 27, 5pm

- Schain, Martin A. 2006. "The Extreme-Right and Immigration Policy-Making: Measuring Direct and Indirect Effects." *West European Politics* 29(2) 270-289

Recommended:

- Steenvoorden, Eefje, and Eelco Harteveld. 2018. "The Appeal of Nostalgia: The Influence of Societal Pessimism on Support for Populist Radical Right Parties." *West European Politics* 41 (1) 28-52

March 3 Can States Control Immigration? – READING INTENSIVE

- Joppke, Christian. 1998. "Why Liberal States Accept Unwanted Immigration." *World Politics*, 50(2), 266-293
- Bonjour, Saskia. 2016. "Speaking of Rights: The Influence of Law and Courts on the Making of Family Migration Policies in Germany." *Law & Policy* 38(4) 328-348

Recommended:

- Ellermann, Antje. 2010. "Undocumented Migrants and Resistance in the Liberal State." *Politics & Society* 38(3) 408-429

March 5 Political Institutions and Immigration Policy

- Ellermann, Antje. *The Politics of Immigration Policy*. Chapter 2 (Theory) (book manuscript, to be circulated)

Recommended:

- Abou-Chadi, Tarik. 2016. "Political and Institutional Determinants of Immigration Policies." *Journal of Ethnic and Migration Studies* 42 (13) 2087-2110

PART V THE ETHICS OF BORDERS

March 10 Liberalism, Communitarianism, and the Ethics of Borders - READING INTENSIVE

- Carens, Joseph. 1987. "Aliens and Citizens: The Case for Open Borders," *The Review of Politics*. 49(2) 251-273
- Walzer, Michael. 1983. *Spheres of Justice: A Defense of Pluralism and Equality*. New York: Basic Books. Chapter on "Membership" 31-63

Recommended:

- Ellermann, Antje & Goenaga, Agustín. 2019. "Discrimination and Policies of Immigrant Selection in Liberal States." *Politics & Society* 47(1) 87-116

March 12 Admissions Dilemmas

- No readings

PART VI THE POLITICS OF BORDERS

March 17 Colonizers, Sovereignty and Borders

- Herbst, Jeffrey (1989). "The Creation and Maintenance of National Boundaries in Africa." *International Organization* 43(4) 673-692
- Reread your notes on Audra Simpson (January 30)

Recommended reading:

- Kalman, Ian. 2018. "Proofing Exemption: Documenting Indigeneity at the Canada–US Border." *Anthropologica* 60 (1) 212-222



In-class video

Documentary *The Border Crossed Us* (2005)

Directed by Rachael J. Nez (27 min)

March 19 Remote Border Controls and the Externalization of Asylum

- Hyndman, Jennifer and Alison Mountz. 2008. "Another Brick in the Wall? Neo-*Refoulement* and the Externalization of Asylum by Australia and Europe," *Government and Opposition* 43(2) 249-269

Recommended:

- Ashutosh, Ishan, and Alison Mountz. 2011. "Migration Management for the Benefit of Whom? Interrogating the Work of the International Organization for Migration." *Citizenship Studies* 15(1) 21-38



In-class video

Documentary *Mediterranea* (2015)

Directed by Jonas Carpignano (110 min)

March 24 **The Human Costs of Border Control**

- Cuttitta, Paolo. 2018. "Delocalization, Humanitarianism, and Human Rights: The Mediterranean Border Between Exclusion and Inclusion." *Antipode* 50 (3) 783-803

Recommended:

- Koslowski, Rey & Marcus Schulzke (2018). "Border Security UAVs in the United States and the European Union." *International Studies Perspectives* 19(4) 305-324



In-class video

Mediterranea (continued)

PART VII **THE POLITICS OF IMMIGRANT INCLUSION**

March 26 **Economic Inclusion**

- Hiebert, Daniel (2009). "The Economic Integration of Immigrants in Metropolitan Vancouver." *Choices* 15(7) 2-42

Recommended:

- Oreopoulos, Philip & Diane Dechief. 2011. "Why Do Some Employers Prefer to Interview Matthew, But Not Samir? New Evidence from Toronto, Montreal, and Vancouver." Canadian Labour Market and Skills Researcher Network, Working Paper No. 95, 1-53
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2018047

March 31 **Sociocultural Inclusion**

- Huntington, Samuel P. 2004. "The Hispanic Challenge," *Foreign Policy*. 141, 30-45
- Jack Citrin, Amy Lerman, Michael Murakami & Kathryn Pearson. (2007). "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics* 5(1) 31-48

Recommended

- Zolberg, Aristide R. and Long Litt Woon. 1999. "Why Islam Is Like Spanish: Cultural Incorporation in Europe and the United States." *Politics and Society* 27(1) 5-38



In-class video

Documentary *Farmingville* (2004)

Directed by Carlos Sandoval and Catherine Tambini (79 mins)

April 4 Is Multiculturalism Bad for Immigrant Integration? – READING INTENSIVE

- Koopmans, Ruud. 2013. "Multiculturalism and Immigration: A Contested Field in Cross-National Comparison," *Annual Review of Sociology* 39 147-169
- Wright, Matthew and Irene Bloemraad. 2012. "Is There a Trade-off Between Multiculturalism and Socio-Political Integration? Policy Regimes and Immigrant Incorporation in Comparative Perspective." *Perspectives on Politics* 10(1) 77-95

Recommended

- Banting, Keith. 2014. Transatlantic Convergence? The Archeology of Immigrant Integration in Canada and Europe." *International Journal* 69(1) 66-84



In-class video

Farmingville (continued)

April 7 Conclusion

- No readings



In-class video

Farmingville (continued)

POLICY BRIEF DUE April 10, 5pm

REFLECTIVE JOURNAL DUE April 14, 5pm