

POLSCI 3K03-E – CITIZENSHIP & MIGRATION: CANADIAN AND INTERNATIONAL PERSPECTIVES

Winter 2019

Instructor: Liam Midzain-Gobin
Email: midzailj@mcmaster.ca
Lecture: Wednesdays 19:00-22:00 in DSB B107

Office: KTH 521
Office Hours: Wednesdays 16:00-18:00, or by appointment (*please email*)

Contents

Course Description.....	3
Course Objectives.....	3
Class Format.....	3
Course Evaluation – Overview.....	3
Course Evaluation – Details.....	4
Attendance and Participation (30%).....	4
Short Research Essay (1500 words) (15%), due January 30, 2019.....	4
Topic Statement/Puzzle and Research Proposal (10%).....	4
Canadian Citizenship Guide Section (15%), due February 27, 2019.....	5
Research Essay (30%), due April 19, 2019.....	5
Weekly Course Schedule and Required Readings.....	5
Week 1 – January 9.....	5
Week 2 – January 16.....	6
Week 3 – January 23.....	6
Week 4 – January 30.....	7
Week 5 – February 6.....	7
Week 6 – February 13.....	7
Week 7 – February 20.....	8
Week 8 – February 27.....	8
Week 9 – March 6.....	8
Week 10 – March 13.....	8
Week 11 – March 20.....	9
Week 12 – March 27.....	9
Week 13 – April 3.....	9
Course Policies.....	10

Submission of Assignments.....	10
Grades.....	10
Late Assignments	10
Absences, Missed Work, Illness	10
Avenue to Learn	10
Turnitin.com.....	11
University Policies	11
Academic Integrity Statement.....	11
Academic Accommodation of Students with Disabilities.....	11
Faculty of Social Sciences E-mail Communication Policy	12
Course Modification.....	12

Course Description

Why do people migrate? How do we relate to each other? What factors influence states' migration and citizenship policies? What are the social, cultural, political and economic implications of migration? How do migrants organize?

This course will provide students with analytical tools to critically engage with these questions and understand the politics of immigration and questions of citizenship. By engaging with both mainstream and critical understandings, the course offers a global view into the issues of citizenship and migration. The content from each week previews issues that will be discussed in other ways in upcoming weeks, or can be connected back to that of other weeks, while maintain three broad parts. First, we engage with questions of citizenship and belonging. Then we move into deeper discussions of questions of migration and policy before closing by a deeper investigation into some of the issues explored more fully by critical approaches to studying migration.

Course Objectives

By the end of the semester, it is anticipated that students will be able to describe and critically engage with areas of Canadian and international migration and citizenship policy, practice and theory. They will be able to describe, explain, and critically examine policies governing who migrates and why. They will be able to explain differing theoretical conceptions of citizenship and other ways of relating and belonging, to critically analyze current news events using academic research, and to present their analyses orally and in written format.

Required Materials and Texts

All required materials and texts are available online, through the Avenue site or through the University's library.

Class Format

Classes will include lectures, small group discussions, student presentations, and documentaries.

Course Evaluation – Overview

1. Participation – 30%, every class
2. Short Research Essay – 15%, due Jan. 30, 2019
3. Topic Statement/Puzzle and Research Proposal – 10%, due Jan. 23 & Mar. 13, 2019
4. Section of Canada's Citizenship Guide – 15%, due Feb. 27, 2019
5. Research Essay – 30%, due Apr. 19, 2019

Course Evaluation – Details

Attendance and Participation (30%)

Attendance in class is mandatory (apart from any excused absences which should be communicated to me beforehand), and participation is crucial to ensure that you get the most out of the course. Each class will include a short reflection exercise, such as having each student write a one minute paper, or bring in a news story or non-academic analysis that touches on the week's themes.

Short Research Essay (1500 words) (15%), due January 30, 2019

You will write a short research paper on migration in Hamilton or your hometown. In doing so, please select one community – or one temporal wave of immigration – and write a brief essay outlining the history of the migration, and what we can learn from it today [the relevance of it today]. This will be a different topic than you choose for your research essay, but can use similar themes or concepts from the course. Additional aspects of the migration that can be explored in the paper include:

- the motivations for the migration;
- the methods and route of transportation;
- the time period(s);
- the reception newcomers received upon arriving;
- the political economic history of the migrants; and,
- the impact of the community on the existing region and its inhabitants.

You can gather relevant news articles using LexisNexis news, Google News, or other news sources, and can find histories of particular areas or regions online, or in municipal libraries, as well as through community associations and other organizations. Official documents – including histories, immigration documents, etc. – may be used as well, but should not be required. The paper should be approximately 1500 words (not including bibliography).

Topic Statement/Puzzle and Research Proposal (10%)

This part of your mark will be graded in two parts. The first is the topic statement or research puzzle that you'll be bringing into class for the research workshop we'll be having on January 23. This consists of a short statement (approximately two to four lines) that describes your chosen topic, or outlines the puzzle that you are interested in engaging with for your research essay. The statement will be marked by completion, not comprehensiveness, however, you will not be allotted other time in class to discuss with your classmates, so thinking through your topic or puzzle beforehand will pay off by you being able to get more out of the workshop.

The second part of the assignment is the research proposal, due March 13. The proposal consists of approximately two single-spaced pages in which you include:

- a research question;
- a description of the topic you have chosen;
- how that topic and question relate to the class;
- a working hypothesis;
- a description of the central concepts guiding your analysis
- a short description of the methodology you will be using to answer your question (qualitative or quantitative analysis); and,
- a preliminary list of 10 sources, at least three of which must be academic.

Those proposals which are handed in on time will be handed back with feedback within one week.

Canadian Citizenship Guide Section (15%), due February 27, 2019

This assignment should be written in groups organized in class and will be due the week after Reading Week (February 27). In your group, you will select one section of Canada's citizenship test study guide to go through and either write anew, or rewrite. The assignment should be approximately four pages, and must include 2-3 study questions based on your section that prospective citizens could use to study for the test. Notably, this assignment is not intended to be academic in nature, though must be based on rigorous and accurate information. Instead, try to inhabit the role of a public servant who has been asked to work on writing the new guide, with the final product intended to be made available online for all those interested. As such, the writing should be clear and easily accessible by those for whom English is not their first language.

The new sections will be presented as a group to the class the week that they are due.

Research Essay (30%), due April 19, 2019

Your research paper should build on your proposal. In grading the paper the following criteria will be used: (a) Is a thesis or argument clearly stated at the beginning of the paper and is the paper organized around that? (b) Does your paper address course themes? (Either concepts or ways of looking at migration.) (c) What other explanations are possible, and how do these affect your own analysis? (d) Have you drawn on the best possible scholarly and non-scholarly sources in your paper? (e) Have you brought your research up to date? (f) Is your writing clear, engaging, and adequately proofread? You do not need to include all the sources you cited in your proposal but you should be sure to use those that are most relevant.

Weekly Course Schedule and Required Readings

Week 1 – January 9

Introduction – What Are We Talking About

Readings:

International Organization for Migration, World Migration Report 2018, [Chapter 2: Migration and Migrants: A Global Overview](#).

Holder, Cindy L. and Jeff J. Corntassel. "Indigenous Peoples and Multicultural Citizenship: Bridging Collective and Individual Rights." *Human Rights Quarterly* 24.1 (2002): 126-151.

[Our Migration Story](#) (Runnymede Trust 2018).

- Consider especially:
 - [Becoming English: letters of denization](#)
 - [Student migrants: Cornelia Sorabji at Oxford](#)
 - [Global Britons at war: from service to settlement](#)
 - [London on the move: West Indian transport workers](#)

Week 2 – January 16

Conceptualizing Citizenship

Readings:

Handbook of Citizenship Studies (ed. Isin & Turner), Ch. 6: *Modern Citizenship* (2009). Available through Mills Library website.

Lister, Ruth. *Citizenship: Feminist Perspectives*, 2nd Edition. New York University Press: New York (2003): 13-42.

Isin, Engin & Turner, Brian. "Investigating Citizenship: An Agenda for Citizenship Studies." *Citizenship Studies* 11.1 (2007): 5-17.

Week 3 – January 23

Non-Liberal Modes of Belonging & Essay topic workshop

Readings:

Shilliam, Robbie. "Chapter 1: Deep Relation" in *The Black Pacific: Anti-Colonial Struggles and Oceanic Connections*. Bloomsbury (London, UK). 2015.

Raven, Krysti. "Ka oopikihtamashook': becoming family." *AlterNative* 14.4 (2018): 319-325

White, Kevin J. "Adoption, incorporation, and a sense of citizenship and belonging in Indigenous Nations and culture: Haudenosaunee perspective." *AlterNative* 14.4 (2018): 333-342

Enslin, Penny & Kai Horsthemke. "Can *Ubuntu* provide a model for citizenship education in African democracies?" *Comparative Education* 40.4 (2004): 545-558.

Week 4 – January 30

Global, Multicultural and Differentiated Citizenship

Readings:

Kymlicka, Will. "Multiculturalism: Success, failure, and the future." Transatlantic Council on Migration (2012). Available online through the University Library.

Arabena, Kerry. "The Universal Citizen: an Indigenous citizenship framework for the twenty-first century." *Australian Aboriginal Studies* 2 (2006): 36-46.

-Tully, James. "On Global Citizenship" in *On Global Citizenship: Dialogue with James Tully*. Bloomsbury Academic: London (2014).

Week 5 – February 6

Economic Migration

Readings:

Boyd, Monica. "Recruiting High Skill Labour in North America: Policies, Outcomes and Futures." *International Migration* 52.3 (2014): 40-54.

Boucher, Anna & Lucie Cerna. "Current Policy Trends in Skilled Immigration Policy." *International Migration* 52.3 (2014): 21-25.

Bartolini, Laura, Ruby Gropas & Anna Triandafyllidou. "Drivers of highly skilled mobility from Southern Europe: escaping the crisis and emancipating oneself." *Journal of Ethnic and Migration Studies* 43.4 (2017): 652-673.

Al-Solaylee, Kamal. "Chapter 4: The Philippines: At the World's Service" in *Brown*. Harper Collins: Toronto (2016). 93-116

Notes: In-class viewing of *The Colony* documentary

Week 6 – February 13

Canada's Citizenship Guide

Readings:

Government of Canada (2012.) [Discover Canada: The Rights and Responsibilities of Citizenship](#).

[Preparation Materials for the Canadian Citizenship Test](#).

Levitz, Stephanie. "[Liberals' Draft of New Citizenship Guide Scraps 'Barbaric' Cultural Practices Warning, Touts Indigenous Treaties](#)." *Canadian Press* (2017).

Wright, Teresa. "[Federal government stalls on release of new Canadian citizenship guide intended to launch last year.](#)" *Canadian Press* (2018).

Michalowski, Ines. 'Required to assimilate? The content of citizenship tests in five countries.'" *Citizenship Studies* 15.6-7 (2011): 749-768.

Notes: Time in class will be allotted for some group work on the assignment

Week 7 – February 20

No Class – Reading Week

Week 8 – February 27

Citizenship and Exclusion

Readings:

Cho, Lily M. "Mass capture against memory: Chinese head tax certificates and the making of noncitizens." *Citizenship Studies* 22.4 (2018): 381-400.

Park, Augustine S.J. "Constituting Omar Khadr: Cultural Racism, Childhood, and Citizenship." *International Political Sociology* 8.1 (2014): 43-62

Notes: Group presentations of the Citizenship Guide assignment will be done in the second half of the class.

Week 9 – March 6

Migration, Citizenship and (In)Security

Readings:

Huysmans, Jef. "The European Union and the Securitization of Migration." *Journal of Common Market Studies* 38.5 (2000): 751-777

Clark, Sally. "Australia's Extraterritorial Asylum Policies and the Making of Transit Sites" in [Critical Perspectives on Migration in the Twenty-First Century](#) (ed. Karakoulaki, Southgate & Steiner). E-International Relations Publishing (online): 143-161.

Notes: Documentary and in-class discussion on *Mare Clausum – The Sea Watch vs. Libyan Coast Guard Case*

Week 10 – March 13

Global South Connections

Readings:

Niang, Amy. "Speaking Up, from Capacity to Right" in *Meanings of Bandung: Postcolonial Orders and Decolonial Visions* (ed. Pham & Shilliam). Rowan & Littlefield: London (2016). 165-174.

Ling, LHM, "East Asian Migration to the Middle East: Causes, Consequences and Considerations" *The International Migration Review* 18.1 (1984): 19-36.

Notes: The second half of class will be taken up by an essay workshop to help students work through the research proposal which has just been handed in.

Week 11 – March 20

Sanctuary Cities and Migrant Activism

Readings:

Nyers, Peter. "No one is illegal between city and nation." *Studies in Social Justice* 4.2 (2010): 127-143.

Bauder, Harald. "And the flag waved on: immigrants protest, geographers meet in Chicago." *Environment and Planning A* 38.6 (2006): 1001-1004.

Week 12 – March 27

Refugee Policy – Guest Speaker

Readings:

Adelman, H. "From refugees to forced migration: The UNHCR and human security." *International Migration Review*, 35.1 (2001): 7-32.

Week 13 – April 3

Migration, Citizenship and Right-Wing Populism

Readings:

Winter, Elke and Ivana Previsic. "Citizenship Revocation in the Mainstream Press: A case of Re-ethnicization?" *Canadian Journal of Sociology* 42.1 (2017): 55-82

De Noronha, Luke. "[The mobility of deservingness: race, class and citizenship in the wake of the 'Windrush scandal'](#)" on *The Disorder of Things*. July 3, 2018. Available online at:

Notes: Please bring in one longread (ie. a piece that takes approximately 20-30 min to read) to discuss and evaluate in small groups. The piece should be a thoughtful piece reflecting on – and potentially advocating a particular position on – one of: a) the transnational phenomenon itself; b) the effects on particular populations; or, c) government actions in the face of political pressure.

Course Policies

Submission of Assignments

Assignments will be submitted to Avenue using the Assignment Submission Folders.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Late assignments, if accepted, will be penalized by one grade point per day including Saturday and Sunday (a grade point is the interval between A+ and A, A and A-, etc.). Exceptions will only be made for serious documented problems such as illness. It is your responsibility to make contingency plans for unforeseen problems such as computer and car failures.

Absences, Missed Work, Illness

Attendance will be taken by sign-up sheet during class. Every unexcused absence after the second will result in a 1% penalty on your overall grade, up to a maximum of 10% (the entire Attendance & Participation grade).

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). For more information please refer to the [Turnitin.com Policy](#).

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for [Academic Accommodation of Students with Disabilities](#).

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.