

MIGRATION AND CITIZENSHIP: CANADIAN, COMPARATIVE AND GLOBAL PERSPECTIVES

POLSCI 3K03
Fall 2021, Term 1

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Lecture: Mondays, 7:00pm – 10:00pm

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Course Description

Why do people move? What political, economic, and social conditions influence their movement? How should states manage or regulate migration? What factors lead some states to be more open to migration, while others are relatively closed? These are some of the questions we will consider in the first part of the course, where we will examine the phenomenon of the movement of populations in relation to prevalent frameworks for thinking about migration and citizenship. The second part of the course will focus on Canada. We will examine the forces and conditions that have shaped Canada's evolving citizenship and immigration policies. We will analyze immigration and citizenship policies within a framework that draws attention to the roles played by actors and ideas, and the ways in which their interaction is structured by political institutions. Our study of Canada's experience is intended to help us think more generally about the variables shaping immigration and citizenship law and policy in other liberal-democratic countries. It will also help us to acquire a sound understanding of the political dynamics of immigration policy-making today.

Course Objectives

By the end of the course students should be able to:

- Analyze the forces shaping global migration and related citizenship and immigration policies.
- Demonstrate a sound understanding of the various dimensions of Canadian citizenship and immigration policies.
- Present rigorous arguments about a number of core debates within the literature on immigration and citizenship law and policy.

Required Materials and Texts

- Hein de Haas, Stephen Castles, and Mark J. Miller. 2020. *The Age of Migration: International Population Movements in the Modern World*. 6th ed. New York: Guildford Press.

Class Format

Classes will be held synchronously on Zoom. The class format will be as follows:

7:00 – 7:45: Plenary
7:45 – 8:30: Discussion Group 1
8:30 – 9:15: Discussion Group 2
9:15 – 10:00: Discussion Group 3

The first part of the class will be a lecture that summarizes and contextualizes the week's readings. This lecture will be live, so you are expected to attend. Cameras can

be off for this portion if you prefer. At some point during the plenary session I will be giving you a link to complete a short reading quiz, which will contribute toward your participation mark for the class.

The second part of the class will take place in three discussion groups. You will each be assigned to a discussion group (A, B, or C). These groups will rotate through the time slots above (you might meet at 7:45 one week, 8:30 the following week, and 9:15 the third week, etc.). Discussion groups will be organized around one or more questions, and I will facilitate the discussion. When your discussion group is meeting, your camera needs to be turned on. When your discussion group is not meeting, I recommend that you devote that time to reading for the following week's class.

Course Evaluation – Overview

1. Participation – 20%
2. Reading summaries – 20%
3. “Both sides” paper – 20%
4. Research paper – 40%

Course Evaluation – Details

Participation (20%)

At some point during each lecture period, I will be offering a short quiz on that week's readings. I will provide the link to the quiz during class, so you need to attend to complete the quiz. These quizzes will be easy if you read the assigned readings and take notes during the lecture. They will be harder if you do not. Your participation grade will be made up of your 10 highest marks during the course.

Reading summaries (20%)

Each week, you will submit a 200-300 word summary of one of the assigned readings. You must submit a summary via Avenue to Learn before each of 10 weeks of the course. Summaries are marked for satisfactory completion and they will not be accepted after class begins. If you complete less than 10 summaries, you will lose 10% of this mark for each one uncompleted.

“Both sides” paper (20%), due October 4

“Whereas, Canada should open its borders to all migrants.” Drawing on the readings of the first five weeks of this course, I want you to present the best possible case in favour of this position in 500-600 words. In addition, I want you to present the best possible case against this position in less than 500-600 words. This means that you are submitting two essays at the same time. There is no minimum citation requirement for these papers, but you will be marked according to the following criteria: clear and effective argumentation; supportive and convincing evidence; effective reference to

course materials; grammar, style, and punctuation. Submit to Avenue to Learn. Late submissions can be emailed to me.

Research paper (40%), due November 29

For this research paper, you are expected to choose a Canadian public policy issue related to the themes of the course, formulate a research question, carry out the research to answer this question, and present your findings in an academic paper. Your research question may be historical, philosophical, or analytical. You will be marked on the clarity of your writing, the originality of your argument, the soundness of your methodology, the rigour of your research and argumentation, as well as grammar, spelling, and correct citation.

Your paper must be 2500-3000 words and cite at least eight sources, following Chicago Manual of Style. The citation guide is available [here](#). Submit to Avenue to Learn. Late submissions can be emailed to me.

Weekly Course Schedule and Required Readings

PART 1: FRAMEWORKS

Week 1 (September 13) - ABC

September 13 – Introduction: Why do people move?

Readings:

Jørgen Carling. 2016. "Why Do People (Want to) Migrate?"
https://www.youtube.com/watch?v=Jk3n_Bft7QI - Watch in class

Marta Bivand Erdal & Ceri Oeppen. 2018. "Forced to Leave? The Discursive and Analytical Significance of Describing Migration as Forced and Voluntary." *Journal of Ethnic and Migration Studies* 44(6): 981-998.

Week 2 (September 20) - BCA

September 20 – Migration in the world today

Readings:

Hein de Haas, Stephen Castles, and Mark J. Miller. 2020. *The Age of Migration: International Population Movements in the Modern World*. 6th ed. New York: Guildford Press. 1-41.

Week 3 (September 27) - CAB

September 27 – The ethics of migration

Readings:

Michael Walzer. 1981. "The Distribution of Membership," in *Boundaries: National Autonomy and Its Limits*, ed. Peter G. Brown and Henry Shue. Totowa, NJ: Rowman and Littlefield. 1-36.

Joseph Carens. 1987. "Aliens and Citizens." *Review of Politics* 49: 251–73.

Optional:

Arash Abizadeh. 2008. "Democratic Theory and Border Coercion: No Right to Unilaterally Control Your Own Border." *Political Theory* 36: 37–65.

Week 4 (October 4) - ABC

October 4 – Theories of migration

Readings:

Hein de Haas, Stephen Castles, and Mark J. Miller. 2020. *The Age of Migration: International Population Movements in the Modern World*. 6th ed. New York: Guildford Press. 42-92.

Optional:

Douglas S. Massey, Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, and J. Edward Taylor. 1993. "Theories of international migration: A review and appraisal." *Population and Development Review* 431-466.

Stephen Castles. 2010. "Understanding global migration: A social transformation perspective." *Journal of Ethnic and Migration Studies* 36(10) 1565-1586.

Note:

"Both sides" paper due

Week 5 (Oct 11-17, 2021) Mid-Term recess, NO CLASS

Week 6 (October 18) - BCA

October 18 – The comparative politics of immigration

Readings:

Antje Ellermann. 2021. *The Comparative Politics of Immigration: Policy Choices in Germany, Canada, Switzerland, and the United States*. Cambridge: Cambridge University Press. 1-40.

Hein de Haas, Stephen Castles, and Mark J. Miller. 2020. *The Age of Migration: International Population Movements in the Modern World*. 6th ed. New York: Guildford Press. 248-274.

Week 7 (October 25) - CAB

October 25 – Citizenship and civic integration

Readings:

Hein de Haas, Stephen Castles, and Mark J. Miller. 2020. *The Age of Migration: International Population Movements in the Modern World*. 6th ed. New York: Guildford Press. 297-330.

Christian Joppke. 2010. *Citizenship and Immigration*. Cambridge: Polity. 1-33.

Optional:

Sara Wallace Goodman. 2010. "Integration requirements for integration's sake? Identifying, categorising and comparing civic integration policies." *Journal of Ethnic and Migration Studies* 36(5): 753-772.

PART 2: MIGRATION AND CITIZENSHIP IN CANADA

Week 8 (November 1) - ABC

November 1 – History of Canadian immigration policy

Readings:

Ninette Kelley and Michael Trebilcock. 2010. *The Making of the Mosaic: A History of Canadian Immigration Policy*, 2nd ed. Toronto: UTP. 62-112.

Triadafilos Triadafilopoulos. 2012. *Becoming Multicultural: Immigration and the Politics of Membership in Canada and Germany*. Vancouver: UBC Press. 18-36.

Week 9 (November 8) - BCA

November 8 – Liberalization and the point system

Readings:

Ninette Kelley and Michael Trebilcock. 2010. *The Making of the Mosaic: A History of Canadian Immigration Policy*, 2nd ed. Toronto: UTP. 352-379.

Triadafilos Triadafilopoulos. 2013. "Dismantling White Canada: Race, Rights, and the Origins of the Points System," in *Wanted and Welcome? Policies for Highly Skilled Immigrants in Comparative Perspective*, edited by Triadafilos Triadafilopoulos. New York: Springer. 15-38.

Week 10 (November 15) - CAB

November 15 – Managed migration

Jeffrey Reitz. 2013. "Closing the Gaps Between Skilled Immigration and Canadian Labor Markets: Emerging Policy Issues and Priorities," in *Wanted and Welcome? Policies for Highly Skilled Immigrants in Comparative Perspective*, edited by Triadafilos Triadafilopoulos. New York: Springer. 147-165.

Jenna L. Hennebry and Kerry Preibisch. 2012. "A model for managed migration? Re-examining best practices in Canada's seasonal agricultural worker program," *International Migration* 50: 19-40.

Week 11 (November 22) - ABC

November 22 – Refugee resettlement

Readings:

Geoffrey Cameron. 2020. "Reluctant Partnership: A Political History of Private Sponsorship in Canada (1947-1980)," in *Strangers to Neighbours: Refugee Sponsorship in Context*, edited by Shauna Labman and Geoffrey Cameron. Montreal: MQUP.

Ian Van Haren. 2021. "Canada's Private Sponsorship Model Represents a Complementary Pathway for Refugee Resettlement." *Migration Policy Institute*, <https://www.migrationpolicy.org/article/canada-private-sponsorship-model-refugee-resettlement>

Week 12 (November 29) - BCA

November 29 – Asylum and refugee status determination

Readings:

Audrey Macklin. 2009. "Asylum and the Rule of Law in Canada: Hearing the Other (Side)," in *Refugees, Asylum Seekers and the Rule of Law: Comparative Perspectives*, edited by Susan Kneebone. Cambridge: Cambridge University Press. 78-121.

Rebecca Hamlin. 2014. "The 'Cadillac' Bureaucracy: RSD in Canada," *Let Me Be a Refugee: Administrative Justice and the Politics of Asylum in the United States, Canada, and Australia*. Oxford: Oxford University Press. 84-100.

Note:

Research paper due

Week 13 (December 6) - CAB

December 6 – Multiculturalism and civic integration

Readings:

Irene Bloemraad, Anna Korteweg, and G. Yurdakul, "Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State", *Annual Review of Sociology*, Vol. 34, 2008: 153–179.

Randall Hansen, "Assimilation by Stealth: Why Canada's Multicultural Policy Is Really a Repackaged Integration Policy," in *The Multiculturalism Question: Debating Identity in 21 Century Canada*, edited by Jack Jedwab (Montreal: McGill-Queens Press, 2014), pp. 73-88.

Optional:

Will Kymlicka, "The Ties That Bind," and "Conclusion," in *Multicultural Citizenship*, pp. 173-195.

Week 14 (December 13) - ABC

December 13 – Religious diversity and civic integration

Readings:

Micheline Milot. 2009. "Modus Co-vivendi: Religious Diversity in Canada," in *International Migration and the Governance of Religious Diversity*, edited by Paul Bramadat and Mathias Koenig. Montreal: McGill-Queen's University Press. 105-130.

Gérard Bouchard and Charles Taylor. "Chapter VII: The Quebec System of Secularism," in *Building the Future: A Time for Reconciliation, Report of the Taylor-Bouchard Commission*. 133-154.

Optional:

Craig Calhoun. 2001. "Secularism, Citizenship and the Public Sphere," in *Rethinking Secularism*, edited by Craig Calhoun, Mark Juergensmeyer, and Jonathan VanAntwerpen. Oxford: Oxford University Press. 75-91.

Course Policies

Submission of Assignments

All assignments can be submitted via Avenue to Learn in either MS Word or PDF format.

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 essays and research papers will be penalized 3 per cent per day (including weekends). Reading summaries are not accepted late.

Absences, Missed Work, Illness

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Courses With An On-Line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

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 behaviour 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

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.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.