



**University of Victoria
Department of Geography**

**Global Migration
GEOG 391, A01
Fall 2016**

Instructor: Dr. CindyAnn Rose-Redwood
Office: David Turpin Building, Room B206
Phone: 250-853-3274
Fax: 250-721-6216
Email: cindyann@uvic.ca
Class Location: Cornett Building, Room A129
Class Time: Tuesdays, Wednesdays & Fridays, 11:30am-12:20am
Office Hours: Tuesdays and Wednesdays, 10:30am-11:20am

Course Description

From rural-to-urban migration to cross-border migratory flows from the Global South to the Global North, we are currently witnessing a significant increase in the global migration and mobility of people of different nationalities and cultural backgrounds. The aim of this course is to give students the opportunity to critically engage with many of the contemporary issues relating to the patterns, processes, and politics of global migration. We will discuss and analyze a number of topics through lecture and discussion such as tensions around border control and security, refugees and internally-displaced persons, human smuggling and trafficking, and the role of race and gender in relation to mobility, along with immigrant settlement and identity struggles.

Course Objective

- Provide an overview of key themes in the study of global migration and mobility.
- Explore various concepts, ideas, and terminologies related to global migration.
- Critically discuss and analyze the patterns, processes, and politics associated with the movement of people around the globe.
- Examine various case studies, which will allow us to gain a better understanding of the struggles migrants face as they attempt to move to new locations around the world.

Learning Outcomes

- Ability to identify and fully utilize concepts and ideas discussed in the course with anyone well versed in the area of migration studies.
- Critically discuss themes, patterns, processes, and politics associated with global migration.
- Develop critical thinking skills in terms of understanding and explaining the important role that migrants play in relation to the global economy.
- Explain and communicate the complexity of migrant struggles, especially in relation to work and identity, by examining a number of case studies relating to global movement discussed throughout the semester.
- Develop an appreciation and cultural awareness of the diversity of the peoples that compose the world today who are becoming increasingly interconnected spatially, socially, and culturally as a result of global migration.

Course Required Readings

- All articles available electronically on UVic's library website (see course schedule below for specific dates of assigned reading):
1. Sept. 16th--"In/visibility and the Securitization of Migration: Shaping Publics through Border Enforcement on Islands" by Alison Mountz (2015) in *Cultural Politics*, Vol 11, Issue 2.
 2. Sept. 30th---"International Migration: A Case Against Building Ever-Higher Fences" by Piotr Zientara (2011) in *Economic Affairs*, Vol 31, Issue 1.
Sept. 30th---News Articles on Spain-Morocco Fence---***Note: pdf document posted on CourseSpaces website by Instructor.
 3. Oct. 7th—"Remittances in the Pacific Region" by Christopher Browne and Aiko Mineshima (2007), *IMF Working Paper*.
 4. Oct. 14th---*Global Migration: Challenges in the Twenty-First Century* edited by Kavita R. Khory (2012), Palgrave Macmillan Publisher—Read Chapter 6, "Deciding to Jump: Immigration, Gender, and Civic Engagement" by Caroline B. Brettell, p. 129-154.
 5. Oct. 21st---"Rights and Restrictions: Temporary Agricultural Migrants and Trade Unions' Activism in Canada and Spain" by Tanya Basok and Ana López-Sala (2015) in *Journal of International Migration and Integration*.
 6. Oct 28th---*Global Migration: Challenges in the Twenty-First Century* edited by Kavita R. Khory (2012), Palgrave Macmillan Publisher—Read Chapter 7, "The Great Divide: The Politics of Illegal Immigration in America" by Daniel Tichenor, p. 155-182.
 7. Nov. 4th---*Global Migration, Ethnicity and Britishness* edited by Tariq Modood and John Salt (2011), Palgrave Macmillan Publisher—Read Chapter 10, "Feeling and Being Muslim and British" by Varun Uberoi, Nasar Meer, Tariq Modood and Claire Dwyer, p. 205-224.
 8. Nov. 18th---*Afro-Caribbean Immigrants and The Politics of Incorporation: Ethnicity, Exception, or Exit* by Reuel R. Rogers (2006), Cambridge Publisher---Read Chapter 6, "Black Like Who? Afro-Caribbean Immigrants, African Americans, and the Politics of Group Identity" by Reuel Rogers, p. 170-201.

9. Nov. 25th---“Children Alone, Seeking Refuge in Canada” by Mehrunnisa Ahmad Ali (2006) in *Canadian Periodicals Index Quarterly*, Vol 23 Issue 2.

Assignments and Grading Scheme

Your final grade will be based on the following calculation:

Attendance	10%
Group-Led Class Discussion	10%
Midterm Exam	20%
Final Exam	30%
Research Paper	30%

Grading Scale:

A+	A	A-	B+	B	B-	C+	C	D	F
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	49% or Less

Undergraduate Grading**As per stated in the 2016-2017 Calendar

Details About Assignments

I. Attendance (10%):

Attendance will be taken each day class meets. It is your responsibility to find the attendance sheet circulated during each class meeting and make sure you sign it. Prompt attendance is a professional responsibility and courtesy (see Academic Regulations in the UVic calendar).

II. Group-Led Class Discussion (10%):

Each student will have an opportunity to lead a class discussion within a group assigned by the instructor. You will be able to intelligently discuss a reading/topic assigned in the course syllabus. By the second week of class, each student will be assigned into a group by the instructor to work on this assignment. Each group will consists of 3-4 students (depending on the number of students registered in the course) and will be assigned a date to lead the class in a discussion over the course of the semester. Beginning on week 4, the first group will be expected to present and discuss the assigned reading(s) (see course schedule for group presentation dates).

Each group should follow these instructions in order to effectively present the reading(s) and lead a class discussion:

- Provide a handout to the instructor, which covers the main points and other information you feel is relevant. The handout should be one page in length and include a single-spaced, well-written one-paragraph summary of the reading you are assigned. It should also consist of bullet points of information or questions you will be using in your discussion of the reading(s) that you are assigned. This will be evaluated as part of your overall group presentation grade.

- Using a critical approach, discuss the main points from your group's assigned reading(s). **You should not simply present a summary of the reading as your discussion.** You are expected to come up with thoughtful questions to discuss with the class based on the reading(s).
- You should add some creativity to your class discussion. Consider using visual aid(s) such as posters, short power-point presentation, short video clips or in-class activities (debate, class draw a concept map or diagram) to get your classmates to think critically about the issues you are discussing. Keep in mind that you will have the entire class period to present the reading(s) and to help your classmates to think critically about the reading.
- It is strongly encouraged that each group speak with the instructor at least one week prior to your group presentation in order to go over your ideas, plans, and the structure of your presentation. I am here to help guide you to do well on this part of your class assignment, so make sure you speak with me about how you plan to present the assigned reading(s) for that day.
- Your grade for this assignment will be evaluated based on the following rubric:
 - a. Ability to carry out the instructions provided in the syllabus
 - b. Quality of discussion of content from the assigned reading(s) including key concepts/ideas/theories/arguments
 - c. Organization and structure of presentation
 - d. Creativity of presentation
 - e. Ability to engage the class in critical thinking about the material in relation to global migration

III. Midterm Exam (20%) and Final Exam (30%)

There will be two exams over the course of the semester (see schedule below for dates). The exams will consist of multiple choice and short-answer essay questions, and they will cover material from the lectures, class discussion/activity, readings, and films. The midterm exam will only include material covered from the beginning to the middle of the semester. However, there will also be a cumulative final exam at the end of the semester. For the final exam, you will be responsible for all material covered in the course from the beginning of the semester to the end. The final exam date/time/location will be announced during the semester. All class lectures will be posted by midnight the night before each class meeting on the UVic CourseSpaces website (<http://coursespaces.uvic.ca>). The lectures posted on CourseSpaces do not include everything. You are expected to attend lectures and take notes because some information (concepts, ideas, themes, examples) will be discussed in the class that may not be on the lecture slides.

IV. Global Migration Research Paper (30%)

You are required to write a research paper for this course. We will be covering a series of topics relating to migration issues throughout the semester such as U.S.-Mexican Migration, the Syrian Refugee Crisis, the Greece-Macedonia Border Fence, the Mobility of Women and Children, Caribbean Immigrants and Identity, etc. For your research paper, I would like you to select a topic of interest to you that relates to migration. You

should select a topic that you feel strongly about to conduct research on for your research paper. Once you select the topic you are interested in writing about, come up with a research question to help you narrow down the topic and focus your paper. You are strongly encouraged to talk with me (your instructor) early in the semester about what topic you want to write about for the research paper. You should follow these instructions as you write your paper:

- This paper should be a total of 10-15 pages maximum, doubled-spaced, 12 pt font size, 2.54 cm margins with proper in-text citations. You should also include a separate reference page for external sources cited in the paper (APA style is required).
- In order to write your paper, please draw upon books, journal articles, and news articles to help you research the topic of interest to you. You should use a variety of sources to explain why you think the issue is important in relation to migration issues and/or why you think not enough attention has been drawn to the topic. You will use various sources to help you explain your point of view. In writing your term paper, it is expected that you draw on and reference material covered in the course as well as other secondary sources you feel are relevant to build your argument. Please do not use Wikipedia as a source (points will be deducted for this citation, as it is not a scholarly reference).
- Students may choose to write this critical analysis research paper as a group of two students or individually, but you **MUST** consult the instructor if you decide you want to write it with another classmate. Be aware that if you choose to write the paper with a partner, you will both receive the same grade for this portion of your final grade.
- The research paper will be due in-class as a printed hard copy (no electronic submission) on **Friday November 18th**. No late papers will be accepted after this date.
- Your essay will be evaluated based upon the following rubric:
 - a. Quality of content in terms of strong critiques and linkages to lectures, the course reading and external sources
 - b. Structure and organization of paper
 - c. Grammar and spelling
 - d. Proper in-text citations and references

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your **instructor** demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.
3. Please provide specific suggestions as to how this **course** could be improved.

UVic's Academic Integrity Policy

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion.

Class Schedule

Day	Date	Topic	Reading Assignment
Week 1			
Wed	Sept 7th	Introduction	Review syllabus and course requirements
Fri	Sept 9th	Migration and Globalization	*No Assigned Reading
Week 2			
Tues	Sept 13th	Debates over Migration	*No Assigned Reading
Wed	Sept 14th	Governance of Migration	*No Assigned Reading
Fri	Sept 16th	In/Visibility & the Securitization of Migration	Read Article by Alison Mountz
Week 3			
Tues	Sept 20th	Forced Migration: Refugees, IDPs, Asylum Seekers	*No Assigned Reading
Wed	Sept 21st	Immigrants & Refugees in Detention	*No Assigned Reading
Fri	Sept 23rd	Border Crossings, Fences & Conflicts	*No Assigned Reading
Week 4			
Tues	Sept 27th	Film: Welcome	*No Assigned Reading
Wed	Sept 28th	Film: Welcome (con't)	*No Assigned Reading
Fri	Sept 30th	Group 1 Lead Class Discussion A Case Against Building Ever-Higher Fences & A Case Study of the Spain-Morocco Fence	Read Article by Piotr Zientara and News articles on Spain-Morocco

		Week 5	
Tues	Oct 4th	Human Smuggling vs. Human Trafficking	*No Assigned Reading
Wed	Oct 5th	Race, Gender & Global Mobility	*No Assigned Reading
Fri	Oct 7th	Group 2 Lead Class Discussion Migrants & Remittances in the Pacific Region	Read Article by Christopher Browne and Aiko Mineshima
		Week 6	
		Film:	
Tues	Oct 11th	Dying To Get-Undocumented Immigration	*No Assigned Reading
Wed	Oct 12th	REVIEW FOR MIDTERM EXAM	*No Assigned Reading
Fri	Oct 14th	Group 3 Lead Class Discussion Deciding to Jump: Immigration, Gender, and Civic Engagement	Read Chapter by Caroline Brettell
		Week 7	
Tues	Oct 18th	MIDTERM EXAM	*No Assigned Reading
Wed	Oct 19th	Immigration in Canada	*No Assigned Reading
Fri	Oct 21st	Group 4 Lead Class Discussion Agricultural Migrants in Canada and Spain	*Read Article by Tanya Basok and Ana López-Sala
		Week 8	
		Guest Speaker:	
Tues	Oct 25th	Victoria Immigrant and Refugee Centre Society	*No Assigned Reading
Wed	Oct 26th	The United States: Historical & Contemporary Migration	*No Assigned Reading
Fri	Oct 28th	Group 5 Lead Class Discussion The Great Divide: Illegal Immigration & the U.S.	Read Chapter by Daniel Tichenor
		Week 9	
Tues	Nov 1st	Migration & the UK	*No Assigned Reading
Wed	Nov 2nd	Migrant Ethnicity & Britishness	*No Assigned Reading
Fri	Nov 4th	Group 6 Lead Class Discussion Feeling and Being Muslim and British	Read Chapter by Varun Uberoi, Nasar Meer, Tariq Modood and Claire Dwyer
		Week 10	
Tues	Nov 8th	<i>TBA</i>	*No Assigned Reading
Wed	Nov 9th	<i>Reading Break</i>	*No Class
Fri	Nov 11th	<i>*Remembrance Day</i>	*No Class

Week 11			
Tues	Nov 15th	Migrant Identity & Work	*No Assigned Reading
Wed	Nov 16th	Health, Immigrants & Refugees	*No Assigned Reading
Fri	Nov 18th	Group 7 Lead Class Discussion "Black Like Who?" Afro-Caribbean Immigrants and Identity TERM PAPER DUE IN CLASS	Read Chapter by Reuel Rogers
Week 12			
Tues	Nov 22nd	Geography of Student Mobility	*No Assigned Reading
Wed	Nov 23rd	Highly Educated Immigrants & Experiences	*No Assigned Reading
Fri	Nov 25th	Group 8 Lead Class Discussion Children & Refuge in Canada	Read Article by Mehrunnisa Ahmad Ali
Week 13			
Tues	Nov 29th	Guest Speaker: Inter-Cultural Association of Greater Victoria	*No Assigned Reading
Wed	Nov 30th	Film: Documentary of Syrian Refugees	*No Assigned Reading
Fri	Dec 2nd	REVIEW FOR FINAL EXAM ***Reminder: Complete CES Evaluation	*No Assigned Reading
Note: I reserve the right to make reasonable changes to the syllabus over the course of the semester.			

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.