



**University of Victoria  
Department of Geography**

**Global Migration  
GEOG 391, A02  
Spring 2019**

*We acknowledge with respect the Lekwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

**Instructor:** Dr. CindyAnn Rose-Redwood

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**Class Location:** David Strong Building, Room C108

**Class Time:** Tuesdays, Wednesdays & Fridays, 11:30am-12:20pm

**Office Hours:** Tuesdays and Wednesdays, 10:30am-11:20am

### **COURSE DESCRIPTION**

From rural-to-urban migration to cross-border migratory flows, we are currently witnessing a significant increase in the global migration and mobility of people of different nationalities and cultural backgrounds around the world. 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 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 OBJECTIVES**

- 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 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.

## REQUIRED COURSE TEXT AND READINGS

- Jones, Reece. (2016). *Violent Borders: Refugees and the Right to Move*. London: Verso.
  - Required journal articles for the course (all available on the CourseSpaces page for this class).
1. Jan 18th—Alison Mountz. (2015). “In/visibility and the Securitization of Migration: Shaping Publics through Border Enforcement on Islands.” *Cultural Politics* 11(2): 184-200.
  2. Feb 1st—Piotr Zientara. (2011). “International Migration: A Case Against Building Ever-Higher Fences.” *Economic Affairs* 31(1): 66-72.
  3. Feb 1st—News Articles on Spain-Morocco Fence
  4. Feb 1st—News Article (2018) on Is Trump’s Border Wall Being Built?
  5. Feb 8th—Hasan Mahmud. (2016). “Impact of the Destination State on Migrants’ Remittances: A Study of Remitting among Bangladeshi Migrants in the USA, the UAE and Japan.” *Migration and Development* 5(1): 79-98.
  6. Feb 15th—Caroline B. Brettell. (2012). “Deciding to Jump: Immigration, Gender, and Civic Engagement,” in *Global Migration: Challenges in the Twenty-First Century*, edited by Kavita R. Khory, Palgrave Macmillan Publisher—Read Chapter 6, p. 129-154.
  7. Mar 1st—Tanya Basok and Ana López-Sala. (2015). “Rights and Restrictions: Temporary Agricultural Migrants and Trade Unions’ Activism in Canada and Spain.” *Journal of International Migration and Integration* 17(4): 1-17.
  8. Mar 8th—Daniel Tichenor. (2012). “The Great Divide: The Politics of Illegal Immigration in America,” in *Global Migration: Challenges in the Twenty-First Century*, edited by Kavita R. Khory. New York: Palgrave Macmillan—Read Chapter 7, p. 155-182.
  9. Mar 15th—Varun Uberoi, Nasar Meer, Tariq Modood and Claire Dwyer. (2011). “Feeling and Being Muslim and British,” in *Global Migration, Ethnicity and*

- Britishness*, edited by Tariq Modood and John Salt. New York: Palgrave Macmillan—Read Chapter 10, p. 205-224.
10. Mar 20th—Corrie Bilke. (2009). “Divided We Stand, United We Fall: A Public Policy Analysis of Sanctuary Cities’ Role in the ‘Illegal Immigration’ Debate.” *Indiana Law Review* 42(1): 165-193.
  11. Mar 22nd—Reuel Rogers. (2006). “Black Like Who? Afro-Caribbean Immigrants, African Americans, and the Politics of Group Identity,” in *Afro-Caribbean Immigrants and The Politics of Incorporation: Ethnicity, Exception, or Exit*, edited by Reuel Rogers. Cambridge: Cambridge University Press—Read Chapter 6, p. 170-202.
  12. Mar 26th—CindyAnn Rose-Redwood and Reuben Rose-Redwood. (2013). “Self-Segregation or Global Mixing Social Interactions and the International Student Experience.” *Journal of College Student Development* 54(4): 413-429.
  13. Mar 29th—Mehrunnisa Ahmad Ali. (2006). “Children Alone, Seeking Refuge in Canada.” *Canadian Periodicals Index Quarterly* 23(2): 68-80.

## ASSIGNMENTS AND GRADING SCHEME

Your final grade will be based on the following calculation:

|                            |     |
|----------------------------|-----|
| Attendance                 | 10% |
| Group-Led Class Discussion | 10% |
| Midterm Exam               | 25% |
| Final Exam                 | 30% |
| Research Paper             | 25% |

### 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 2018-2019 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. Groups will 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 consist 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 (25%) 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. It is important to take notes in order to engage with the content presented in the course. Taking notes is a really important learning tool for studying as well. I highly recommend taking notes, and I also recommend coming to see me during office hours if you want to discuss any aspect of the course content even further to improve your learning.

#### IV. Global Migration Research Paper (25%)

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.-Mexico 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 (preferably something within the last 5 years). Once you select the topic that you are interested in writing about, please write up **a single-spaced, 1-page Summary of the Research Topic** that includes your research question. Please submit a hard-copy printout of this to the instructor by **Tuesday, January 29th** in class. I will review it and provide feedback the following week so that you can start working on your research paper. You are strongly encouraged to start talking with me early in the semester about what topic you want to write about for the research paper, and I can help you focus on a particular topic for the research paper. You should follow these instructions as you write your paper:

- This paper should be a total of 8-10 pages maximum, doubled-spaced, 12pt 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. 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, March 15th**. 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 analysis of resources you review for the research paper
- b. Quality of content and linkages to lectures and the course reading
- c. Structure and organization of paper
- d. Grammar and spelling
- e. Proper in-text citations and references

### **COURSE EXPERIENCE SURVEY (CES)**

I value your feedback on this course. Towards the end of the 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 to complete the survey online and I will give you some time in class to complete it as well.

### **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. See website (<http://web.uvic.ca/calendar2015-01/FACS/UnIn/UARe/PoAcl.html>).

### **PLAGIARISM**

All class assignments should be prepared by the student(s) submitting the assignment. Plagiarism, or any other form of academic dishonesty, will not be tolerated in this course. Plagiarism consists of: (a) submitting someone else's work as your own without the use of proper citation or (b) paraphrasing another's ideas without acknowledging the author's work through citation. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. If you have any questions concerning matters of plagiarism, please see the following link: <http://www.uvic.ca/library/research/citation/plagiarism/index.php>.

### **UVIC'S ACCESSIBILITY STATEMENT FOR STUDENTS WITH A DISABILITY**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations

(<https://www.uvic.ca/services/cal>). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

## UVIC POSITIVITY AND SAFETY STATEMENT

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

## COURSE POLICY ON RECORDING OF LECTURES AND USE OF COURSE MATERIALS

According to the university's Intellectual Property Policy (GV0215), professors and instructors are the authors of their original course materials, lecture notes, and lecture presentations. Accordingly, they own copyright in these materials. Occasionally, students enrolled in a course may ask to record lectures because they would like to review the material at a future date. A lecture constitutes an instructor's intellectual property. A student must get permission to record the lecture from their instructor. Any material for the course (e.g., lecture notes, PowerPoints, syllabus, including a recording of a lecture) is made solely for the use of the student registered in the course for research and private study only. These materials must not be posted online or shared with other students without the instructor's permission. In some cases, a student with a perceptual disability will be eligible for an academic accommodation to record a lecture. Please visit the Centre for Accessible Learning (CAL) website for more information. You should be aware that there are policies and legislation regarding academic accommodation. Should you have any questions please contact the Copyright Office.

## Class Schedule

| Day           | Date     | Topic  | Reading Assignment                      |
|---------------|----------|--|---|
| <b>WEEK 1</b> |          |  |   |
| Tues          | Jan 8th  | Introduction   | Review syllabus and course requirements |
| Wed           | Jan 9th  | Migration and Globalization  | Read Jones Chapter 1                    |
| Fri           | Jan 11th | Debates over Migration   | Read Jones Chapter 2                    |
| <b>WEEK 2</b> |          |  |   |
| Tues          | Jan 15th | Governance of Migration I  | *No Assigned Reading                    |
| Wed           | Jan 16th | Governance of Migration II   | *No Assigned Reading                    |
| Fri           | Jan 18th | In/Visibility & the Securitization of Migration<br><br><b>TODAY INSTRUCTOR WILL ASSIGN STUDENTS INTO GROUPS FOR GROUP-LED CLASS DISCUSSION</b> | Read Article by Alison Mountz           |

|      |          | <b>WEEK 3</b>   |  |
|------|----------|---|--|
| Tues | Jan 22nd | Forced Migration:<br>Refugees, IDPs, Asylum Seekers   | Read Jones Chapter 3   |
| Wed  | Jan 23rd | Migrants & Refugees in Camps & Detention I  | *No Assigned Reading   |
| Fri  | Jan 25th | Migrants & Refugees in Camps & Detention II   | *No Assigned Reading   |
|      |          | <b>WEEK 4</b>   |  |
| Tues | Jan 29th | Border Crossings, Fences & Conflicts<br><b>1-PAGE SUMMARY OF RESEARCH TOPIC<br/>DUE IN CLASS TODAY</b>                          | Read Jones Chapter 4   |
| Wed  | Jan 30th | Film: Human Flow  | *No Assigned Reading   |
| Fri  | Feb 1st  | <b>Group 1 Lead Class Discussion</b><br>A Case Against Building Ever-Higher Fences &<br>A Case Study of the Spain-Morocco Fence | Read Article by Piotr Zientara and<br>News articles on Spain-Morocco<br>News article on Trump's Border<br>Wall |
|      |          | <b>WEEK 5</b>   |  |
| Tues | Feb 5th  | Human Smuggling vs. Human Trafficking   | Read Jones Chapter 5   |
| Wed  | Feb 6th  | Race, Gender, & Global Mobility   | *No Assigned Reading   |
| Fri  | Feb 8th  | <b>Group 2 Lead Class Discussion</b><br>Impact of the Destination State<br>on Migrants' Remittances                             | Read Article by Hasan Mahmud   |
|      |          | <b>WEEK 6</b>   |  |
| Tues | Feb 12th | Film:<br>Dying To Get In—Undocumented Immigration   | Read Jones Chapter 6   |
| Wed  | Feb 13th | REVIEW FOR MIDTERM EXAM   | *No Assigned Reading   |
| Fri  | Feb 15th | <b>Group 3 Lead Class Discussion</b><br>Deciding to Jump: Immigration, Gender, and<br>Civic Engagement                          | Read Chapter by Caroline Brettell  |
|      |          | <b>WEEK 7</b>   |  |
| Tues | Feb 19th | <i>Reading Break</i>  | *No Class  |
| Wed  | Feb 20th | <i>Reading Break</i>  | *No Class  |
| Fri  | Feb 22nd | <i>Reading Break</i>  | *No Class  |
|      |          | <b>WEEK 8</b>   |  |
| Tues | Feb 26th | <b>MIDTERM EXAM</b>   | *No Assigned Reading   |
| Wed  | Feb 27th | Immigration in Canada   | *No Assigned Reading   |

|  |           |  |   |
|--|-----------|--|---|
| Fri  | Mar 1st   | <b>Group 4 Lead Class Discussion</b><br>Agricultural Migrants in Canada and Spain                                      | *Read Article by Tanya Basok and Ana López-Sala                         |
|  |           |  |   |
|  |           | <b>WEEK 9</b>  |   |
| Tues   | Mar 5th   | Guest Speaker:<br>Victoria Immigrant and Refugee Centre Society  | Read Jones Chapter 7  |
| Wed  | Mar 6th   | The United States:<br>Historical & Contemporary Migration  | *No Assigned Reading  |
| Fri  | Mar 8th   | <b>Group 5 Lead Class Discussion</b><br>The Great Divide: Illegal Immigration & the U.S.                               | Read Chapter by Daniel Tichenor   |
|  |           |  |   |
|  |           | <b>WEEK 10</b>   |   |
| Tues   | Mar 12th  | Migration & the UK   | Read Jones Conclusion Chapter   |
| Wed  | Mar 13th  | Film:<br>Too Many Immigrants: BBC Documentary  | *No Assigned Reading  |
| Fri  | Mar 15th  | <b>Group 6 Lead Class Discussion</b><br>Feeling and Being Muslim and British<br><br><b>RESEARCH PAPER DUE IN CLASS</b> | Read Chapter by Varun Uberoi, Nasar Meer, Tariq Modood and Claire Dwyer |
|  |           |  |   |
|  |           | <b>WEEK 11</b>   |   |
| Tues   | Mar 19th  | <b>Class Discussion on</b><br><b>Reece Jones VIOLENT BORDERS Book</b>  | *No Assigned Reading  |
| Wed  | Mar 20th  | Analysis of Sanctuary Cities   | Read Article by Corrie Bilke  |
| Fri  | Mar 22nd  | <b>Group 7 Lead Class Discussion</b><br>"Black Like Who?" Afro-Caribbean Immigrants and Identity                       | Read Chapter by Reuel Rogers  |
|  |           |  |   |
|  |           | <b>WEEK 12</b>   |   |
| Tues   | Mar 26th  | Geography of Student Mobility  | *Read Article by Rose-Redwoods  |
| Wed  | Mar 27th  | Guest Speaker:<br>Inter-Cultural Association of Greater Victoria   | *No Assigned Reading  |
| Fri  | Mar 29th  | <b>Group 8 Lead Class Discussion</b><br>Children & Refugees in Canada  | Read Article by Mehrunnisa Ahmad Ali                                    |
|  |           |  |   |
|  |           | <b>WEEK 13</b>   |   |
| Tues   | April 2nd | Guest Speaker:<br>International Organization for Migration (IOM)   | *No Assigned Reading  |
| Wed  | April 3rd | REVIEW FOR FINAL EXAM<br><b>***Reminder: Complete CES Evaluation</b>   | *No Assigned Reading  |
| Fri  | April 5th | TBA  | *No Class   |
| <b>Note: I reserve the right to make reasonable changes to the syllabus over the course of the semester.</b> |           |  |   |

\*\*\*Note: January 23 2019: Last day for adding courses that begin in the second term.

February 28 2019: Last day for withdrawing from first term courses without penalty of failure.