



**University of Victoria
Department of Geography**

**GLOBAL MIGRATION
GEOG 391, A01
FALL 2020**

We acknowledge with respect the Lekwungen 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.

“Migration is an expression of the human aspiration for dignity, safety and a better future. It is part of the social fabric, part of our very make-up as a human family” (Ban Ki-moon).

“A broken immigration system means broken families and broken lives” (Jose Antonio Vargas).

“No one leaves home unless home is the mouth of a shark” (Warsan Shire).

*****NOTE: THIS COURSE WILL BE A COMBINATION OF ASYNCHRONOUS AND SYNCHRONOUS TEACHING AND LEARNING**

Instructor: Dr. CindyAnn Rose-Redwood

Email: cindyann@uvic.ca

Class Time: Tuesdays, Wednesdays & Fridays, 10:30am-11:20am

*****TUESDAYS:** Instructor will give short lectures, ask questions and engage in discussion with students via Zoom.

*****WEDNESDAYS:** Audio lectures, links to videos/films, short news articles will be posted on the UVic Brightspace website at <https://bright.uvic.ca>. I ask that all students please spend time listening, watching and reading all my postings on Wednesdays on Brightspace. There will be no Zoom sessions on Wednesdays.

*****FRIDAYS:** Students will be assigned into groups by the instructor at the beginning of the semester and you will create a powerpoint presentation based on the assigned reading(s) for that date. Your goal is to present on the article and try to engage in some discussion via Zoom with your classmates. See Course Schedule for Group Presentation Dates.

Office Hours: By appointment. Please email me and I will make time to schedule a Zoom meeting with you for a one-on-one chat. I am happy to chat with you.

COURSE DESCRIPTION

From rural-to-urban migration to cross-border migratory flows, in recent years we have been 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, refugee camps and detention centers, human smuggling and trafficking, forced migration and climate change, along with examining the role of race and gender in relation to mobility.

This year (2020) we are also witnessing and experiencing the impact of the COVID-19 pandemic, therefore it is also important to examine the current discourse surrounding global migration. Governments around the world have placed a halt and/or restricted human migration into their state borders as a means to combat the spread of COVID-19. Needless to say, it is an unprecedented time period with heightened restrictions with regards to human movement across borders. Therefore, in this class this year, we will also be exploring the impact of COVID-19 on global migration by engaging with contemporary scholarship and news articles on the current pandemic.

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 that 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 READINGS

- Required journal and newspaper articles for the course (all available/accessible on the Brightspace website for this course at bright.uvic.ca). As the course

instructor, I will assign students into groups and you will use these assigned article(s) to do a group-led class presentation via zoom on Fridays.

- Group #1:
 - Sept. 25th—Alison Mountz. (2015). “In/visibility and the Securitization of Migration: Shaping Publics through Border Enforcement on Islands,” *Cultural Politics* 11(2): 184-200.
- Group #2:
 - Oct. 2nd—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.
- Group #3:
 - Oct. 9th—Ilan Kelman, Himani Upadhyay, Andrea C. Simonelli, Alex Arnall, Divya Mohan, G.L. Lingaraj, Shadananan Nair & Christian Webersik. (2017). “Here and Now: Perceptions of Indian Ocean Islanders on the Climate Change and Migration Nexus,” *Geografiska Annaler: Series B, Human Geography* 99 (3): 284-303.
- Group #4:
 - Oct. 16th—Terence M. Garrett. (2020). “Covid-19, Wall Building, and the Effects on Migrant Protection Protocols by the Trump Administration: The Spectacle of the Worsening Human Rights Disaster on the Mexico-U.S. Border,” *Administrative Theory & Praxis* 42 (2): 240-248.
 - Oct. 16th—News Article on Spain-Morocco Fence
- Group #5:
 - Oct. 30th—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.
- Group #6:
 - Nov. 6th—Mehrunnisa Ahmad Ali. (2006). “Children Alone, Seeking Refuge in Canada,” *Canadian Periodicals Index Quarterly* 23(2): 68-80.
- Group #7:
 - Nov. 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
- Group #8:
 - Nov. 27th—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.

ASSIGNMENTS AND GRADING SCHEME

Your final grade will be based on the following calculation:

Group-Led Class Discussion	20%
Take-Home Midterm Exam	25%
Take-Home Final Exam	30%
Group 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 2020-2021 Calendar

COURSE STRUCTURE & ORGANIZATION

ON TUESDAYS: I will give a **short lecture (25-30 minutes)** on Zoom, and we will engage in some discussions via breakout rooms at the start, in-between or at the end of the lecture as well. I will also try to leave about **10-15 minutes** at the end of the lecture to answer questions from students on the topic being covered that day. Please make sure you sign on to UVic's Zoom website, as only authenticated users (i.e. UVic Students registered for this course) will be allowed into the Zoom lectures on Tuesday and for Friday presentation sessions. You should plan ahead and give yourself about 5 minutes to be given access from the Zoom waiting room to enter the class session on Tuesday and Friday.

Please note that you have to use your UVic Email Account for this course, otherwise you will not be able to sign into Zoom. I highly recommend all students use their UVic email on the Brightspace website as well. I will also post the full lectures as a PDF file on UVic's Brightspace website <https://bright.uvic.ca> by midnight Pacific Standard Time (PST) the day before our Tuesday class sessions. For the learning purpose of this course, **all Tuesday and Friday lecture/presentation sessions will be recorded, and I will post the recorded Zoom lectures/presentations for Tuesday and Friday after each class session** on the UVic Brightspace website. Even though I will be posting the lectures on the Brightspace website, please note that I encourage you to still attend the Zoom lectures on Tuesdays as it is important for your learning experiences and for you to engage with me, the instructor. **See the end of the syllabus for all the Zoom lecture invites with links to join the Tuesday and Friday Zoom class sessions. I will also send a weekly reminder with the Zoom invite links for each week on Sunday nights.** I also encourage all students to still take notes even though I will be posting the full lectures on Brightspace. Taking notes is a really important learning tool for studying as well. Some of the topics I will be discussing will sometimes be more intense than others, therefore I highly recommend students take time to email me to set up a one-on-one Zoom meeting if they want to talk more about any topic. If you feel we ran out of time to fully discuss a topic, I am happy to chat with you beyond the schedule

days/times about any topic. I am always here to assist in your learning of the course material. Students are expected to attend all the lecture sessions on Tuesdays.

ON WEDNESDAYS: I will post a few audio lectures, a video/film link or short news article on UVic's Brightspace website for Wednesday class sessions. There will be no Zoom lectures on Wednesdays, but you are still responsible for listening, watching or reading what I post on Wednesdays on your own for that day. Please note that the content, language and graphics for the films will be a bit heavy. Again, I encourage students to email me to set up a one-on-one chat if you want to talk more about some of the video/film links in further depth.

ON FRIDAYS: Starting the third week of classes, student groups will be expected to do a powerpoint presentation to share via Zoom on Fridays. I will put everyone in groups and each group will create a powerpoint presentation based on the assigned reading(s) for that date. Your goal is to present the content of the article, along with a critical analysis of the reading and try to engage in some discussion via Zoom with your classmates. See the section on Group-Led Class Presentation below for details. Also, see Course Schedule for Group Presentation Dates. Friday presentation sessions will also be recorded and posted after class on Brightspace. Don't forget to sign on to UVic's Zoom website again for Friday sessions using your Netlink ID and password, as only authenticated users will be able to enter the Friday zoom class sessions as well. Students are expected to attend all the Friday zoom sessions to engage with their classmates.

DETAILS ABOUT ASSIGNMENTS

I. Group-Led Class Presentation (20%)

Each student will have an opportunity to lead a class presentation within a group assigned by the instructor. By the **second week of class**, each student will be assigned into a group by the instructor to work on this assignment. **Once I assign students into groups, I will contact each group and its members via email early in the semester to ensure everyone knows each other and has email contact for each group member.** 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 do a class presentation over the course of the semester. Beginning in **Week 3**, the first group will be expected to present and discuss the assigned reading(s) (See Course Schedule for Group-Led Presentation dates). Each group should follow these instructions below in order to effectively present the reading(s) and engage in discussion with the class via Zoom on Fridays:

1. **Submit a written handout on Brightspace in the assignment folder titled "Group Presentation Handout" the day before your assigned date to present by 6pm PST.** The handout should be one page in length and include a single-spaced, well-written one-paragraph critical analysis of the reading(s) you are assigned, and any discussion questions your group plans to use to engage in discussion with the class. This will be evaluated as part of your overall group presentation grade for your Group-Led Class Presentation.
2. **Also, email the instructor a copy of the powerpoint presentation** you plan to share with the class via Zoom on Fridays. **Please email me or share via google**

docs the powerpoint file by 6pm PST the day before the presentation which I will post on Brightspace to share with your classmates.

3. **Try to ask some questions to your classmates** to get them to think critically about the issues you are discussing. You can let me (the instructor) know how many breakout rooms you want to set up for that day and I will assign the breakout rooms **to help facilitate discussion with your classmates**. Keep in mind that you will have the entire class period (50 minutes) to do your presentation and engage in some discussion with your classmates about the topic you are presenting on.
4. **Each group should 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. You can either arrange a Zoom meeting with me or email me and touch base with what you are planning for the presentation and discussion with your classmates.
5. Your grade for this assignment will be evaluated based on the following rubric:
 - a. Ability to carry out the instructions provided here for this assignment
 - b. Quality of the written handout
 - c. Quality of content and critical analysis on the power point presentation in relation to the assigned reading(s) including key concepts, ideas, theories, and arguments
 - d. Organization and structure of presentation
 - e. Ability to engage and stimulate discussion with your classmates via zoom

II. Take-Home Midterm Exam (25%) and Take-Home Final Exam (30%)

There will be two take-home exams over the course of the semester (See Course Schedule below for dates). **The take-home exams for both the midterm and final exam will consist of 5 essay questions**, and they will cover material from the lectures, all assigned readings, video/films and short news articles. 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. **I will post the take-home midterm on UVic's Brightspace website on Tuesday October 20th and it will be due the following Tuesday October 27th by midnight Pacific Standard Time (PST)** I will look out for the university procedures with regards to scheduling a date for the final exam. **You will submit your completed take-home midterm and take-home final exam in the assignment folders on Brightspace titled "Submit Take-Home Midterm Exam Here" and "Submit Take-Home Final Exam Here."** You will have one week to complete the take-home midterm and final exam. **PLEASE MAKE SURE TO SUBMIT IT AS A WORD DOCUMENT (.docx file).**

III. Group Research Paper (25%)

Students will work in the SAME group that I assign you for the Group-Led Class Presentation to write a Group Research Paper for the course. We will be covering a series of topics relating to border walls and fences, human smuggling vs. human trafficking, refugee camps and detention centres, forced migration, COVID-29 in relation to migration, children and migration, as well as racism and gender issues in relation to migration, etc. These are just some examples of what we will be covering this semester.

For your group research paper, I would like you to select a topic of interest to you that relates to some migration topic (preferably something within the last 5 years). Once you select the topic that you are interested in writing about as a group, **please write up a single-spaced, one-paragraph Summary of the Group Research Topic that includes your research question. PLEASE EMAIL ME A WORD DOCUMENT (.docx file) with your Summary of the Group Research Topic by Wednesday, September 30th midnight Pacific Standard Time (PST). Remember to include all the group member names on the Summary document. I will review it and provide feedback the following week so that you can start working on your research paper.**

You should follow these instructions as you write your group research paper:

1. This paper should be a total of 8-10 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).
2. I would recommend you **set up a google docs page so that you can share in the writing** as this is a group paper after all. You can divide up the sections of the paper to include the following: Introduction, Literature Review on the topic, Case Study you want to focus on for the topic, Critical Discussion and Conclusion sections. This might help you as a group so that you can assign sections of the paper for each person to work on and so that everyone contributes to writing the paper.
3. Please **draw upon books, journal articles, and online news articles to help you research the topic of interest** to you as a group. In writing your group research paper, it is expected that you also draw on and reference material covered in the course as well as that you feel are relevant to build your argument. Try to use a variety of sources to explain why you think the issue is an important and/or why you think more attention needs to be drawn to the topic. At least 10 sources should be included in this group research paper. Please do not use Wikipedia as a source (points will be deducted for this citation, as it is not a scholarly reference).
4. The group research paper will be due on **Friday, November 13th by midnight Pacific Standard Time (PST)**. No late papers will be accepted after this date. All members of the group will receive the same grade for this assignment. **Please submit it in the assignment folder on UVic's BrightSpace website titled "Submit Group Research Paper Here." PLEASE MAKE SURE TO SUBMIT IT AS WORD DOCUMENT (.docx file).**
5. Your paper 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 readings
 - 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. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

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 <https://web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html>.

If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.

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: <https://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 (<http://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. **PLEASE let me know early in the semester if you require any additional assistance.**

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.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [uvic.ca/svp](https://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: <https://www.uvic.ca/sexualizedviolence/>.

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.

STUDENT WELLNESS

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/services/counselling/>

Health Services - University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. <https://www.uvic.ca/services/health/>

Centre for Accessible Learning - The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. <https://www.uvic.ca/services/cal/>

Elders' Voices - The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. <https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>

COURSE SCHEDULE

Day	Date	Topic	Reading Assignment
Week 1			
Wed	Sept 9 th	Zoom Introduction: Welcome	Review syllabus and course requirements
Fri	Sept 11 th	Zoom Lecture on Migration & COVID-19	*No Assigned Reading
Week 2			
Tues	Sept 15 th	Zoom Lecture on Migration & Globalization & GROUP ASSIGNMENTS POSTED ON BRIGHTSPACE TODAY. INSTRUCTOR WILL ALSO BE IN TOUCH WITH GROUP MEMBERS VIA EMAIL	*No Assigned Reading
Wed	Sept 16 th	Link Posted on Brightspace—Watch Film Links #1: “Tensions Flare in Italy as Coronaviurs Spreads Among Migrant Workers” (6 minutes) and “Covid-19: First Confirmed Case at Rohingya Refugee Camp in Bangladesh” (4 minutes)	*NOTE: These are short news clips with some intense content. I encourage students to email me if they wish you chat more about either of the video clips
Fri	Sept 18 th	Zoom Lecture on Immigrants & Indigenous Peoples	*No Assigned Reading
Week 3			
Tues	Sept 22 nd	Zoom Lecture on Debates Over Migration	*No Assigned Reading

Wed	Sept 23 rd	Read Short Article #1 Posted Today on Brightspace titled "The Body and the Law Across Borders During the COVID-19 Pandemic" (2020)	*Read short article on Brightspace
Fri	Sept 25 th	Group 1 Class Presentation: In/Visibility & the Securitization of Migration	Read Article by Alison Mountz
		Week 4	
Tue	Sept 29 th	Zoom Lecture on Governance of Migration	*No Assigned Reading
Wed	Sept 30 th	Read Short Article #2 Posted Today on Brightspace titled "Viral Borders: Covid-19's Effects on Securitization, Surveillance, and Identity in Mainland China and Hong Kong" (2020) & EMAIL INSTRUCTOR ONE-PAGE SUMMARY OF GROUP RESEARCH TOPIC TODAY BY MIDNIGHT	*Read short article on Brightspace
Fri	Oct 2 nd	Group 2 Class Presentation: Impact of the Destination State on Migrants' Remittances	Read Articles by Hasan Mahmud
		Week 5	
Tues	Oct 6 th	Zoom Lecture on Forced Migration: Refugees, IDPs, Asylum Seekers	*No Assigned Reading
Wed	Oct 7 th	Read News Article #3 Posted Today on Brightspace titled "Covid-19, Climate Change and Migration: Constructing Crises, Reinforcing Borders" (2020)	*Read news article on Brightspace
Fri	Oct 9 th	Group 3 Class Presentation: Here and Now: Perceptions of Indian Ocean Islanders on the Climate Change and Migration Nexus	Read short article by Ilan Kelman, Himani Upadhyay, Andrea C. Simonelli et al.
		Week 6	
Tues	Oct 13 th	Zoom Lecture on Migrants & Refugees in Camps & Detention	*No Assigned Reading
Wed	Oct 14 th	Audio Lecture on Border Crossings, Fences & Conflicts	*No Assigned Reading

Fri	Oct 16 th	Group 4 Class Presentation: COVID-19, Wall Building, and the Effects of Migrant Protection Protocols by the Trump Administration & Spain-Morocco Fence	Read Article by Terence M. Garrett and news article on Spain-Morocco Fence
		Week 7	
Tues	Oct 20 th	Zoom Lecture on Human Smuggling vs. Human Trafficking & TAKE HOME MIDTERM EXAM STARTS TODAY	*No Assigned Reading
Wed	Oct 21 st	Link Posted on Brightspace---Watch Film Link #2: "People Smuggling in Germany-A Multibillion Dollar Business" (28 minutes)	*NOTE: This is an intense film in terms of the content. I encourage students to email me if they wish to discuss this film in more depth.
Fri	Oct 23 rd	No Class Today: (Work on Your Take-Home Midterm Exam)	*No Assigned Reading
		Week 8	
Tues	Oct 27 th	Zoom Lecture on Race, Gender & Global Mobility & SUBMIT TAKE-HOME MIDTERM EXAM ON BRIGHTSPACE BY MIDNIGHT	*No Assigned Reading
Wed	Oct 28 th	Audio Lecture on Immigration in Canada	*No Assigned Reading
Fri	Oct 30 th	Group 5 Class Presentation Agricultural Migrants in Canada & Spain	Read Chapter by Tanya Basok and Ana López-Sala
		Week 9	
Tues	Nov 3 rd	Guest Speaker #1: Rashin Lamouchi on "Children & Migration"	*No Assigned Reading
Wed	Nov 4 th	Link Posted on Brightspace---Watch Film Link #3: "Why So Many Migrant Kids Are Coming to the U.S. Alone" (10 minutes) & Read Short News Article #4 Posted Today on Brightspace titled "Covid-19: Dangers Mount for Migrant Children Forcibly Returned to Northern Central America and Mexico During Pandemic" (2020)	*NOTE: This short film is an intense film in terms of content. I encourage students to email me if they wish to discuss this film in more depth. *Read news article on Brightspace

Fri	Nov 6 th	Group 6 Class Presentation: Children & Refugees in Canada	Read Articles by Mehrunnisa Ahmad Ali
Week 10			
Tues	Nov 10 th	<i>Reading Break</i>	*No Class
Wed	Nov 11 th	<i>Reading Break</i>	*No Class
Fri	Nov 13 th	Guest Speaker #2: Melissa Gauthier on "U.S.-Mexican Border" & SUBMIT GROUP RESEARCH PAPER ON BRIGHTSPACE BY MIDNIGHT	*No Assigned Reading
Week 11			
Tues	Nov 17 th	Zoom Lecture on The United States: Historical & Contemporary Migration	*No Assigned Reading
Wed	Nov 18 th	Link Posted on Brightspace---Watch Film Link #4: "Between Borders: American Migrant Crisis" (25 minutes)	*NOTE: This is an intense film in terms of content and graphic images of violence. I encourage students to email me if they wish to discuss this film in more depth.
Fri	Nov 20 th	Group 7 Class Presentation: Analysis of Sanctuary Cities	Read Chapter by Corrie Bilke
Week 12			
Tues	Nov 24 th	Zoom Lecture on Migration & the UK	*No Assigned Reading
Wed	Nov 25 th	Link Posted on Brightspace---Watch Film Link #5: "Too Many Immigrants: BBC Documentary" (58 minutes)	*NOTE: This is an intense film in terms of the content presented. I encourage students to email me if they wish to discuss this film in more depth.
Fri	Nov 27 th	Group 8 Class Presentation: Feeling and Being Muslim and British	Read Chapter by Varun Uberoi, Nasar Meer, Tariq Modood and Claire Dwyer
Week 13			

Tues	Dec 1 st	Guest Speaker #3: Kate Dearden from “International Organization for Migration (IOM)”	*No Assigned Reading
Wed	Dec 2 nd	Audio Lecture on Geography of Student Mobility & Read Short Article #5 Posted Today on Brightspace titled “Adverse Articulation: Third Countries in China-Australia Student Migration During Covid-19” (2020)	*Read short article on Brightspace
Fri	Dec 4 th	Zoom Course Wrap-Up ***Reminder: Complete Course Experience Survey (CES)	*No Assigned Reading
Note: I reserve the right to make reasonable changes to the syllabus over the course of the semester.			

***Note: September 25, 2020: Last day for adding courses that begin in the first term.
October 31, 2020: Last day for withdrawing from first term courses without penalty of failure.