



**University of Victoria
Department of Geography**

**GLOBAL MIGRATION
GEOG 310, A01
FALL 2021**

I acknowledge and respect the ləkʷəŋən 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 SYNCHRONOUS AND ASYNCHRONOUS TEACHING AND LEARNING**

Instructor: Dr. CindyAnn Rose-Redwood

Email: cindyann@uvic.ca

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

Course Zoom Link:

[REDACTED]

*****TUESDAYS:** Instructor will give lectures and engage in discussions via Zoom.

*****WEDNESDAYS:** Audio lectures, readings or a film link will be posted on the UVic Brightspace website at <https://bright.uvic.ca>. 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 for that date. Your goal is to present on the article and try to engage in some discussion via Zoom with your classmates.

Office Hours: Tuesdays and Fridays, 10:30am-11:20am via ZOOM

Cindy’s Office Hours Zoom Link:

[REDACTED]

COURSE DESCRIPTION

From rural-to-urban migration to cross-border migration 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.

Currently, we are also 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. We are only now beginning to see states starting to discuss the possibility of easing up border restrictions. Needless to say, it is an unprecedented time with heightened restrictions with regards to human movement across borders. Therefore, in class this year, we will also be exploring the impact of COVID-19 on global migration by engaging with contemporary scholarship on the ongoing 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

A. Assigned Readings for Specific Dates. These are the required journal articles for the course (they are all accessible on Brightspace at <https://bright.uvic.ca>).

1. Immigrants & Indigenous Peoples Topic:
 - Sept. 17th— Lee, Jo-Anne. (2015). “Harsha Walia In Conversation With MM&D Editor Jo-Anne Lee,” *Migration, Mobility & Displacement*, p. 1-12.
2. Debates Over Migration Topic:
 - Sept. 21st—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), p. 79-98.
3. Governance of Migration Topic:
 - Sept. 22nd—Xiofeng, Lui and Mia M. Bennett. (2020). “Viral Borders: COVID-19’s Effects on Securitization, Surveillance, and Identity in Mainland China and Hong Kong,” *Dialogues in Human Geography*, p. 1-6.
4. Forced Migration: Refugees, IDPs, Asylum Seekers I Topic:
 - Sept. 29th—Elodie Hut, Caroline Zickgraf, Francois Gemenne, Tatiana Castillo Betancourt, Pierre Ozer and Celine Le Flour. (2020). “COVID-19, Climate Change and Migration: Construction Crises, Reinforcing Borders,” *Environmental Migration Portal*, p. 1-6.

B. Assigned Readings for Group Presentations & Discussions on Fridays. As the course instructor, I will assign students into groups and you will use these assigned required article(s) to do a group-led class presentation and discussion on Fridays (they are all accessible on Brightspace at <https://bright.uvic.ca>).

1. Group #1:
 - Sept. 24th—Alison Mountz. (2015). “In/visibility and the Securitization of Migration: Shaping Publics through Border Enforcement on Islands,” *Cultural Politics* 11(2), p. 184-200.
2. Group #2:
 - Oct. 1st— Ian 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), p. 284-303.
3. Group #3:
 - Oct. 8th—Francesca Esposito, José Ornelas, Silvia Scirocchi, Manuela Tomai, Immacolata Di Napoli and Caterina Arcidiacono. (2021). “Yes, But Somebody Has to Help Them, Somehow:” Looking at the Italian Detention Field through the Eyes of

Professional Nonstate Actors,” *Immigration Enforcement, Securitization and Social Dynamics*, 55(1), p. 166-194.

4. Group #4:
 - Oct. 15th—Özgün E. Topak. (2020). “Biopolitical Violence and Waiting: Hotspot as a Biopolitical Borderzone,” *Antipode* 52(6), p. 1857-1878.
5. Group #5:
 - Oct. 22nd—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), p. 1-17.
6. Group #6:
 - Oct. 29th—Mehrunnisa Ahmad Ali. (2006). “Children Alone, Seeking Refuge in Canada,” *Canadian Periodicals Index Quarterly* 23(2), p. 68-80.
7. Group #7:
 - Nov. 5th—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), p. 165-193.
8. Group #8:
 - Nov. 19th—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), p. 240-248.
9. Group #9:
 - Nov. 26th—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 Presentation & Discussion	20%
Midterm Exam	25%
Final Exam	25%
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 2021-2022 Calendar

DETAILS ABOUT ASSIGNMENTS

I. Group-Led Class Presentation & Discussion (20%)

Each student will have an opportunity to lead a class presentation and discussion 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 5-6 students (depending on the number of students registered in the course) and will be assigned a date to lead the class discussion over the course of the semester. Beginning in **Week 3**, the first group will be expected to present and discuss the assigned readings (see Course Schedule for Group-Led Presentation and Discussion dates). Each group should follow these instructions in order to effectively present the reading(s) and engage in a discussion with the class via Zoom on Fridays.

1. **Please submit a written handout on Brightspace in the assignment folder titled “Submit Group Presentation & Discussion Handout Here” the day before your assigned date to present by Midnight Pacific Standard Time (PST). PLEASE MAKE SURE TO SUBMIT IT AS A WORD DOCUMENT (.docx file).** The handout should be one page in length and include a single-spaced, well-written 1-2 paragraph(s) 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. **Please include the names of all group members on the handout.** This will be evaluated as part of your overall group presentation grade for your Group-Led Class Presentation and Discussion.
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 the powerpoint file as a PDF document 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 if you want to set up breakout rooms 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.
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. Quality of the written handout
 - b. Quality of content and critical analysis on the powerpoint presentation in relation to the assigned reading(s) including key concepts, ideas, theories, and arguments
 - c. Organization and structure of presentation
 - d. Ability to engage and stimulate discussion with your classmates via Zoom

II. Midterm Exam (25%) and Final Exam (25%)

There will be two exams over the course of the semester (see Course Schedule below for dates). The **exams will be multiple choice and a few short-answer questions taken on Brightspace**, and they will cover material from the lectures, all assigned readings, and videos/films. The midterm exam will only include material covered from the beginning to the middle of the semester (**MIDTERM EXAM ON TUESDAY, OCTOBER 19th TO BE TAKEN ON BRIGHTSPACE**). Students are expected to sign on to the Brightspace site on this date at our regular class time to take the midterm exam. There will also be a cumulative final exam at the end of the semester. For the final exam (date to be announced), 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 will be announced during the semester and will also be a multiple choice and short-answer exam taken on Brightspace**.

III. Research Paper (30%)

You are required to write a research paper for this 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, and COVID-19 in relation to migration, children, and migration, as well as racism and gender issues related to migration, etc. These are just some examples of what we will be covering this semester. For your research paper, I would like you to select a topic of interest to you that relates to some migration issue (preferably something within the last 5-10 years). You should select a topic that you feel strongly about to write your research paper. Once you select the topic that you are interested in writing about, **please write up a single-spaced one-paragraph SUMMARY OF RESEARCH TOPIC that includes your research question. PLEASE EMAIL ME A WORD DOCUMENT (.docx file) with your Summary of your Research Topic by TUESDAY, SEPTEMBER 28th Midnight (PST). Remember to include your name 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 are strongly encouraged to start talking with me early in the semester about what topic you want to write about for the research paper. I enjoy discussing various topics with you, and I can help you focus on a particular topic for the research paper. You should follow these instructions as you write your paper:

1. This paper should be a total of 8-10 pages maximum (not including reference page), 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. Please **draw upon books, journal articles, and online news articles to help you research the topic of interest** to you. In writing your research paper, it is expected that you also draw on and reference material covered in the course as well as other secondary sources 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 issue and/or why you think more attention needs to be drawn to the topic. At least 10 sources should be included in this research paper. Please do not use Wikipedia as a source, as it is not a scholarly reference and points will be deducted if you use it.

3. **Students may choose to write this research paper as a group of 2-3 students or individually, but you MUST inform the instructor if you decide you want to write it with another classmate(s).** Be aware that if you choose to write the research paper with a partner(s), you will all receive the same grade for this portion of your final grade.
4. The research paper will be due on **FRIDAY, NOVEMBER 5TH by Midnight (PST).** No late papers will be accepted after this date. **Please submit it in the assignment folder on Brightspace titled “Submit Research Paper Here.” PLEASE MAKE SURE TO SUBMIT IT AS A 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 web.uvic.ca/calendar/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. Below here for more information: <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 me know your needs the quicker I 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.

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. 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: uvic.ca/svp.

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 8 th	Zoom Introduction: Welcome	Review syllabus and course requirements
Fri	Sept 10 th	Zoom Lecture on Migration & COVID-19	*No Assigned Reading
Week 2			
Tues	Sept 14 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 15 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	*NOTE: These are short news clips with some intense content. I encourage students to email

		Confirmed Case at Rohingya Refugee Camp in Bangladesh” (4 minutes)	me if they wish you chat more about either of the video clips
Fri	Sept 17 th	Zoom Lecture on Immigrants & Indigenous Peoples	Read Article by Jo-Anne Lee (Conversation with Harsha Walia)
Week 3			
Tues	Sept 21 st	Zoom Lecture on Debates Over Migration	Read Article by Hasan Mahmud
Wed	Sept 22 nd	Audio Lecture on Governance of Migration & Read Article by Xiaofeng Liu and Mia M. Bennett	*Listen to audio lecture and read article on Brightspace
Fri	Sept 24 th	Group #1 Class Presentation & Discussion: In/Visibility & the Securitization of Migration	Read Article by Alison Mountz
Week 4			
Tues	Sept 28 th	Zoom Lecture on Forced Migration: Refugees, IDPs, Asylum Seekers & EMAIL INSTRUCTOR 1-PARAGRAPH SUMMARY OF RESEARCH TOPIC BY MIDNIGHT	*No Assigned Reading
Wed	Sept 29 th	Link Posted on Brightspace--- Read Article by Elodie Hut et al.	Read Article on Brightspace
Fri	Oct 1 st	Group #2 Class Presentation & Discussion: Here and Now: Perceptions of Indian Ocean Islanders on the Climate Change and Migration Nexus	Read short article by Ilan Kelman, et al.
Week 5			
Tues	Oct 5 th	Zoom Lecture on Migrants & Refugees in Camps & Detention	*No Assigned Reading
Wed	Oct 6 th	Audio Lecture on Border Crossings, Fences & Conflicts	*Listen to audio lecture

Fri	Oct 8 th	Group #3 Class Presentation & Discussion: “Yes, But Somebody Has to Help Them, Somehow”: Looking at the Italian Detention Field through the Eyes of Professional Nonstate Actors	Read Articles by Francesca Esposito et al.
Week 6			
Tues	Oct 12 th	Zoom Lecture on Human Smuggling vs. Human Trafficking & REVIEW FOR MIDTERM EXAM	*No Assigned Reading
Wed	Oct 13 th	Link Posted on Brightspace---Watch Film Link #2: “The Gangs Who Trade in People” (43 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 15 th	Group #4 Class Presentation & Discussion: Biopolitical Violence and Waiting: Hotspot as a Biopolitical Borderzone	Read Article by Ozgun E. Topak
Week 7			
Tues	Oct 19 th	MIDTERM EXAM ON BRIGHTSPACE	*No Assigned Reading
Wed	Oct 20 th	Audio Lecture on Immigration in Canada	*Listen to audio lecture
Fri	Oct 22 nd	Group #5 Class Presentation & Discussion: Agricultural Migrants in Canada & Spain	Read Chapter by Tanya Basok and Ana López-Sala
Week 8			
Tues	Oct 26 th	Zoom Lecture on Race, Gender & Global Mobility	*No Assigned Reading
Wed	Oct 27 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	*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.

		Central America and Mexico During Pandemic” (2020)	*Watch short film link and read news article on Brightspace
Fri	Oct 29 th	Group #6 Class Presentation & Discussion: Children & Refugees in Canada	Read Articles by Mehrunnisa Ahmad Ali
		Week 9	
Tues	Nov 2 nd	Guest Speaker #1: Rashin Lamouchi on “Children & Migration”	*No Assigned Reading
Wed	Nov 3 rd	Link Posted on Brightspace---Watch Film Link #4: “Dying to Get In-Undocumented Immigration”	*NOTE: This is an intense film, I encourage students to speak with me if they wish to discuss further.
Fri	Nov 5 th	Group #7 Class Presentation & Discussion: Analysis of Sanctuary Cities & RESEARCH PAPER DUE TODAY BY MIDNIGHT	Read Chapter by Corrie Bilke
		Week 10	
Tues	Nov 9 th	Zoom Lecture on The United States: Historical & Contemporary Migration	*No Assigned Reading
Wed	Nov 10 th	<i>Enjoy Reading Break</i>	*No Class
Fri	Nov 12 th	<i>Enjoy Reading Break</i>	*No Class
		Week 11	
Tues	Nov 16 th	Guest Speaker #2: Melissa Gauthier on “U.S.-Mexican Border”	*No Assigned Reading
Wed	Nov 17 th	Link Posted on Brightspace---Watch Film Link #5: “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 19 th	Group #8 Class Presentation & Discussion: 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 12			
Tues	Nov 23 rd	Zoom Lecture on Migration & the UK	*No Assigned Reading
Wed	Nov 24 th	Link Posted on Brightspace---Watch Film Link #6: "Too Many Immigrants: BBC Documentary" (58 minutes)	*NOTE: This is an intense film I encourage students to email me if they wish to discuss this film in more depth.
Fri	Nov 26 th	Group #9 Class Presentation & Discussion: Feeling and Being Muslim and British	Read Chapter by Varun Uberoi, Nasar Meer, Tariq Modood and Claire Dwyer
Week 13			
Tues	Nov 30 th	REVIEW FOR FINAL EXAM	*No Assigned Reading
Wed	Dec 1 st	Audio Lecture on Geographies of Student Mobility & ***Reminder to Complete CES Survey	*Listen to audio lecture
Fri	Dec 3 rd	No Class Today----	(National Day of Remembrance and Action on Violence Against Women)
Note: I reserve the right to make reasonable changes to the syllabus over the course of the semester.			

***Note: September 24th, 2021: Last day for adding courses that begin in the first term.
October 31st, 2021: Last day for withdrawing from first term courses without penalty of failure