



COURSE OUTLINE

Global Migration

Office Hours: Friday 10:30am – 12:00pm

Office Location: via Zoom (Link posted on BrightSpace)

Contact: jmateer@uvic.ca

Lecture: Cornett Building B111

TWF: 12:30-1:20pm

COURSE DESCRIPTION

Migration is an important local and global issue. Hundreds of millions of individuals currently live outside their country of origin. Most migrants leave their country of origin in search of better economic and social opportunities, while others are forced to flee crises, including political unrest, violence, and natural disasters. Migration poses numerous challenges for individuals, families, communities, and governments and, as such, is at the heart of this globalized world's debates on key national and international issues. Questions surrounding migrant and asylum seeker rights and citizenship, state security and border management, development in the global South, aging populations in the West, and globalization of skilled labour markets, among other issues, are key to this planet's future and are examined in this course.

This course is designed to introduce students to the scale, composition, characteristics, causes, effects, and implications of evolving patterns of population movement between nations. It focuses especially on the relationship between migration on the one hand and economic development, environmental issues, and social change on the other, arguing that the relationship is complex and multi-directional.

KEY THEMES: migration theories, immigration trends and policies, gender, integration, and citizenship,

REQUIRED TEXT(S)

All required texts will be available on BrightSpace. There is no textbook for this course.

LEARNING OUTCOMES

The aims of the course are to

- Give you the skills, methods, concepts, and theories essential to the study of global migration

from a geographic perspective.

- Help you apply these advanced methods, concepts, and theories in both general and more specialized contexts relating to the processes, policies, and politics of migration.
- Foster and develop your ability to think critically.
- Develop your ability to carry out independent research.

EVALUATION

Your grade for the course will be based on the following assignments:

Participation in Class	10%
Midterm Exam	20%
Reading Responses (2; 5% each)	10%
Research Paper	30%
Final Exam	30%

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85-89%	
A-	7	80-84%	
B+	6	77-79%	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73-76%	
B-	4	70-72%	
C+	3	65-69%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60-64%	
D	1	50-59%	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
- Undergraduate Advising: geogadvising@uvic.ca

BRIGHTSPACE

Articles, assignment details, and course updates will be posted on the Geog310 BrightSpace site.

POLICY ON LATE ASSIGNMENTS

- Assignments submitted ON TIME will receive my full attention & useful feedback.
- Please speak with me well in advance if you anticipate a delay in submitting your work, particularly when dealing with illness or family conflicts.
- 10% per day penalty for late assignments, including weekend days. For example, 10% will be deducted from the assignment (due in class) even if the assignment is submitted later in the day. If the assignment is submitted the next day, 20% will be deducted from the assigned grade, and so forth.

** All assignments must be done exclusively for this course and should not be posted publicly online unless specified.

POLICY ON ATTENDANCE

Both attendance and participation in class are essential for a seminar course. When you miss class or neglect to participate, your participation grade will be impacted.

EMAILS

Send all emails to me using the email address listed on the first page of the syllabus (jmateer@uvic.ca). Please include the course number (GEOG 310) in the email subject title. I will do my best to respond promptly to your questions; however I do receive a large volume of emails daily, so it may take 48hours to receive a response.

ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on **cheating, plagiarism, unauthorized use of an editor, multiple submissions, and aiding others to cheat.**

Policy on Academic Integrity: 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.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible (<https://www.uvic.ca/services/cal/>). The CAL staff is 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.

POSITIVITY AND SAFETY

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

POLICY ON CHILDREN IN CLASS

It is my belief that if we want women and parents in academia, we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is, thus, a reflection of my own beliefs and commitments to students, staff, and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women or people can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in my class anytime.

2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

POLICY ON RECORDING LECTURES

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 the copyright in these materials. 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

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). 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.

WEEKLY CALENDAR

WEEK	DATE	Topic and Readings
1	September 7 & 9	Welcome and Introduction to the Course Introduction to and Concepts in International Migration
2	September 13, 14 & 16	Migration and Globalization
3	September 20, 21 & 23	Refugees, IDPs, and Asylum Seekers **Last day for 100% reduction of tuition fees for courses on the 20 th
4	September 27 & 28	Debates Over Migration: Climate Change **No class on the 30 th in observance of the National Day for Truth and Reconciliation
5	October 4, 5 & 7	Debates Over Migration: Climate Change (continued) Race, Gender, and Global Mobility Guest Lecture: Feng Xu
6	October 11, 12 & 14	Race, Gender, and Global Mobility Continued
7	October 18, 19 & 21	In-Class Review on the 18 th , Midterm Exam on the 19 th 21 st - Migrant Detention and Securitization

8	October 25, 26 & 28	Migrant Detention and Securitization Continued ** Last day for withdrawing from first term courses without penalty of failure
9	November 1, 2 & 4	Human Trafficking and Human Smuggling Guest lecture: Annalee Lepp, November 1st
10	November 8th	Human Trafficking and Human Smuggling Continued ** Reading Break Wednesday, November 9th - Friday, November 11th
11	November 15, 16 & 18	Migration and Identity Guest lecture: Rashin Lamouchi, November 18th
12	November 22, 23 & 25	Immigration in Canada and SAWP
13	November 29, 30 & December 2nd	Sanctuary Cities and Review

DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change, especially when needed for guest speakers.

NOTE:

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.* 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.* 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* 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.*

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.

uvic.ca/services/indigenous/students/programming/elders/index.php