Course Overview:

In 2015 the popular imagination became suddenly aware of the international politics of mobility. Like most popular political issues, many people have strong opinions with a relatively weak understanding of the core issues. This course is designed to give students an in-depth introduction to the history, laws, institutions, and changing political dynamics of international migration. The course places a special emphasis on forced migration, refugee flows, and irregular migration given the unique challenges these trends present for the international system. The overall goal is to help develop the substantive knowledge and analytical tools necessary for understanding the complexities of international mobility in a world of states.

Each session will be centred on lectures to frame course discussion. Theoretically, the lectures will explore the tensions around globalization and the politics of mobility in a world that is politically and institutionally defined by states. However, a specific emphasis will be given to case studies and contemporary examples in order in better inform our theoretical discussions.

Some of the issues we will cover will be:

- the emergence of refugee protection and asylum;
- the role of the UNHCR in international politics;
- the effects of refugee flows on regional stability;
- irregular migration & human smuggling in the Mediterranean and at the US border;
- North / South disparities and the drivers of migration;
- the gendered dynamics of human trafficking;
- the emergence of fortified borders to stop the movement of people; and
- debates, politics, and predictions around the issue of climate change refugees.
**Course Prerequisites and Requirements:**

No previous study in issues of migration or refugee politics is necessary or assumed.

The Pre-req requirement of a 2nd year course in Political Science is mandatory. Some background in the International Relations discipline is necessary, with POLI 1550 and POLI 2520 serving as pre-requisites or permission from the instructor. Lectures and readings assume an understanding of the theoretical debates and concepts of International Relations, as well as a basic familiarity with world history and engagement with current events.

Some of the course sections are more reading intensive than others, with an average of around 50-70 pages of reading per meeting. The assignments and final exam will require familiarity with the course readings, as well as with the substantive material covered in the lectures. Students thinking of enrolling in the course should keep this in mind.

**CLASS MATERIALS**

**Readings/Electronic Resources**

Other readings mentioned in the course outline will be either available for photocopying at the Killam Library Short Loan or posted online on the course website — see Brightspace for details. It should be noted that any required texts for the class not included in the course packet have been ordered through the University Bookstore.

**EVALUATION REQUIREMENTS**

**Grading Scheme**

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Due Date:</th>
<th>Percent:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>Cumulative throughout course.</td>
<td>10%</td>
</tr>
<tr>
<td>Critical Reflection/ Discussion Lead</td>
<td>Rolling due dates; submit via Email.</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>In-class on March 2\textsuperscript{nd}.</td>
<td>15%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>Due in class on April 6\textsuperscript{th}.</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>TBD</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100%</td>
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</tbody>
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Evaluation Components

Participation and Attendance

**Value:** 10% of final grade  
**Type:** Participation in course discussion is not only strongly encouraged, but required.  
**Description:** Each course session will begin with a brief student presentation, followed by class seminar discussion and framed by the critical reflections prepared for that day. You will be evaluated based on your active participation in class discussion and engagement with the critical reflection/kick-off questions of your colleagues. Participation marks will be determined by cumulative performance throughout the course.

Critical reflection paper / Seminar leads

**Value:** 15% of final grade  
**Type:** This assignment requires students to apply critical thinking skills to assess the concepts and arguments encountered in the class and to develop questions based on the readings to frame class discussion.  
**Description:** Active participation in-class discussion and debate is an important part of the course. As part of their mark, each session 3 or 4 students will be asked to prepare a critical reflection and discussion questions to get the conversation going.

As part of fulfilling this assignment you must be present in class and prepared to open discussion by introducing your critical reflection paper and presenting your kick-off questions to the class. Other students should take the time to read the reflections and think about the questions, as their own overall participation mark depends on their active engagement in the discussion. When writing your Critical Reflection, keep in mind that the assignment should be no more than 1 single-spaced page in length. Roughly 85% of the assignment should be taken up with your critical reflection on week’s readings. The remainder should be taken up with one or two kick-off questions.

Critical Reflections will be assigned and marked on an ongoing basis. Students must email their critical reflections to all students and the instructor no later than 5 pm the day prior to the class, via Brightspace, on the course discussion board. The exact number of Critical Reflections assigned will depend on enrolment in the course. Full instructions will be provided on a separate handout and on Brightspace immediately following the first lecture.

Midterm Exam

**Value:** 15% of final grade  
**Date:** See Course Schedule  
**Type:** Comprehensive, closed book examination.  
**Description:** The mid term exam will be cumulative up to Session 8. It will be comprised of short answer questions to test subject matter from the readings and lectures. If you’ve been coming to lecture and reading all course materials carefully, you will likely perform well; if you haven’t you will very likely earn a poor grade. Electronic devices are not allowed.
Final Exam
Value: 30% of final grade
Date: See Course Schedule
Type: Comprehensive, closed book examination.
Description: The exam will be cumulative (i.e. will assess knowledge and comprehension from the entire course) and take place in the exam period (date TBD). The course instructor will, however, be sure to include questions from the last two weeks of the course to ensure that a) you start your paper early, and b) you do the (important) readings from the end of the course. The exam format will be described in class. Electronic devices are not allowed.

Term Paper
Value: 30% of final grade
Date: See Course Schedule
Type: This written assignment requires students to apply critical thinking skills to assess the concepts and arguments encountered in the class. Students must demonstrate critical thinking and writing skills.
Description: The purpose of the final essay is to apply what you have learned during the term and it is the main deliverable for the course. It has a pedagogical and substantive purpose. The pedagogical goal is to help you learn the academic skills of addressing a research question, developing a thesis, and testing your thesis using evidence. We will spend time in lecture discussing this.

A list of paper research questions will be distributed later during the course of the class. You will have a choice of research questions, which will cover the broad themes of the course. Further guidance on the assignment will be made available subsequently on Brightspace.

Every paper must have a thesis statement. Not having a thesis statement will mean a very low grade. You are encouraged to discuss your thesis statement with us before you begin writing.

Papers should be 10-12 pages in length. 8 pages is the absolute minimum. Papers will suffer a deduction of 5% per half page under 10 pages. 12 pages is the maximum. Anything over 12 pages will receive a penalty of 5% per half page.

All assignments must be completed and submitted in order to pass this course.

EVALUATION POLICIES

Statement on Academic Integrity

All students in this class are to read and understand the policies on academic integrity and plagiarism on the Policies and Student Resources sections of the academicintegrity.dal.ca website. Ignorance of such policies is no excuse for violations.
Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even to the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the information on the University’s academic integrity website as well as consult the student resources provided on the site.

All course assignments submitted may be subjected to evaluation by Urkund, a University approved computer service that checks assignments for plagiarism. Students are required to retain an electronic copy of all papers in addition to the hard copy submitted to the professor. More information about Urkund can be found here: https://www.dal.ca/dept/university_secretariat/academic-integrity/faculty-resources/urkund--plagiarism-detection.html

**Citation Style**

Written assignments must conform to Chicago Manual of Style notes-bibliography style guidelines (see the “Chicago” section on the Style Guides research guide page at https://libraries.dal.ca/help/style-guides.html).

**Submitting Assignments**

Assignments are to be submitted in electronic (MS Word) form through Brightspace and in hard copy in class. Electronic assignments in alternate software (e.g., Pages, Publisher) will not be accepted. The file name must start with your last name and first initial, followed by the assignment type (e.g., “Smith K Research Paper.doc”). Hard copies of assignments must be stapled and submitted in class. Your assignment will not be considered submitted unless you have submitted your assignment both in hard copy form in class and electronically via Brightspace. Assignments should not be submitted to the Department office; any such assignments will not be accepted as submitted.

All written submissions must be typed; double-spaced; Times New Roman font. Please do not include a cover page; however, make sure to include a heading with your name, student number, my name and the course code, date, as well as the assignment title (“Final Essay”). Correct grammar and proper formatting of your written work will be important to your grade. Marks will be deducted for grammatical, spelling and formatting errors.

**Missed or Late Academic Requirements due to Student Absence**

The course policy is that late assignments are penalized 10% per week, beginning from the date the assignment is due. Exceptions may be made, at my discretion, for students who contact me
regarding medical reasons or family emergencies (but not computer-related emergencies) before assignments are due. Documentation will be required in these cases. Barring extensions, work submitted more than 10 days after assignment deadlines will not be accepted.

The student declaration of absence form replaces sick notes for absences of three days or fewer that result in missed or late academic requirements. However, if you do not inform the professor in advance, or the assignment is very late, your work may be penalized as per course policy. Please refer to Brightspace for further information about the policy and for the form itself.

Grading Policy


Grade Appeal Policy

A student who is dissatisfied with the assessment of their work or performance in any aspect of class work, including a midterm or final examination, shall follow the procedures set out below. Please carefully review these procedures. Once an appeal is submitted the entire assignment will be re-examined, not just the question or paragraph mentioned in the appeal. The appeal process can, therefore, result in one of three outcomes: no change to the original grade, a higher grade, or a lower grade.

Students who wish to initiate the first procedural step outlined in the course policy to have an assignment or exam grade revisited must do the following:

a) Within five days of receipt of the assignment grade, submit to me via email a written explanation, no more than one page in length (typed and single-spaced) explaining why the grade should be revisited and what the grader missed in his/her comments. Along with this explanation, please provide me with an electronic copy (scanned if necessary) of the original exam or paper. (You should retain the original copy.)

b) After submission of the written materials, it is your responsibility to contact me via email to arrange a mutually convenient time to discuss the exam/paper and your written submission.

Attendance Expectations

This class does have an attendance and participation grade, and students are expected to attend all or most class sessions.
CLASS POLICIES

Respect

You are expected to treat your fellow students, your instructor and guest lecturers with respect. Please show up on time, refrain from talking and texting when others are speaking, and turn all mobile devices to silent mode. Communications with the instructor, be they in person, over email or over the telephone, should be courteous and professional.

Email Policy

Student email communications will be limited to requests to set up appointments (if meeting during office hours is not possible) and notifying me of extended absences. I will not: respond to questions regarding information clearly stated in the course syllabus by email; discuss substantive issues or answer substantive questions (i.e. those requiring an answer longer than a paragraph) by email; accept assignments by email; or respond to an unprofessional or rude email. I respond to emails during normal university work hours (i.e., Mon-Fri. 9 am – 5 pm), and students can typically expect a response to an email enquiry within two work-days. I do not typically respond to emails in the evenings, on weekends, or on statutory holidays.

Recording of the Course and Class Slides

I do not record classes nor provide slides from course presentation. Audio / video recordings of lectures and/or seminar sessions are not permitted under any circumstances.

Copyright

Class materials, including lecture slides and content, are normally the intellectual property of the person who has made the presentation in the class. Copyright provides presenters with the legal right to control the use of their own creations. As noted above, students are not permitted to record the classes. Class materials, including that made available on Brightspace and written notes of the lectures, may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

Student Feedback

Students are encouraged to provide the instructor with constructive feedback on their learning experience across the course of the term.

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don’t follow this community
expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can’t be reached, or would be inappropriate, procedures exist for formal dispute resolution. Read more at: www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html.

Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). Read more at: https://www.dal.ca/campus_life/academic-support/accessibility.html

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Read more at: https://www.dal.ca/cultureofrespect.html.

CLASS SCHEDULE AND READING ASSIGNMENTS

Session 1 - Introductory Lecture & Course Outline

Distribution of Syllabus, discussion of course objectives.

Session 2 - Territorializing Populations and Emerging Borders


Suggested Further Reading

Session 3 - Human Mobility in the Contemporary Era


Suggested Further Reading


Session 4 - State Interests and International Cooperation


Session 5 – The Origins of Refugees in the 20th Century


Suggested Further Readings


Session 6 – The Contemporary Refugee Regime & International Protection


Suggested Further Readings


Session 7 - Irregular Migration & The Syrian Refugee Crisis


Suggested Further Reading


Session 8 - The Ethics of Migration and the Morality of Membership


Suggested Further Reading


*NB: In class quiz precedes lecture.*

Session 9 - Militarized Borders & Containment Strategies


*Suggested Further Reading*


**Session 10 - Climate Change Migration: Alarmism or Disaster?**


“Ch.3 The Securitization of Climate-Induced Migration,” “Ch.4 Transit States and the Thickening of Borders,” in White, Gregory *Climate Change and Migration: Security and Borders in a Warming World*, Oxford: Oxford University Press.


*Suggested Further Reading*


**Session 11 - Winners & Losers of Global Mobility: North / South Impasses, Human Trafficking, & the Gendered Aspects of Migration**


Suggested Further Reading


**Session 12 - The Threat of Unmanaged Migration: Back to the Future?**


Course schedule subject to change at discretion of the professor.

**UNIVERSITY STATEMENTS AND ACKNOWLEDGEMENTS**

**Territorial Acknowledgement**

Dalhousie University is located in Mi’kma’ki, the ancestral and unceded territory of the Mi’kmaq. We are all Treaty people.

Dalhousie University would like to acknowledge that the University is on Traditional Mi’kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

**Accessibility**

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). Click here to read more.
Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. (read more: http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

University Policies and Programs

• Important Dates in the Academic Year (including add/drop dates)
  dal.ca/academics/important_dates.html
• University Grading Practices: Statement of Principles and Procedures
  dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
• Scent-Free Program
  dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html

Learning and Support Resources

• General Academic Support - Academic Advising:
  https://www.dal.ca/campus_life/academic-support/advising.html
• Copyright and Fair Dealing:
• Libraries: http://libraries.dal.ca
• Student Health Services:
  https://www.dal.ca/campus_life/health-and-wellness/health-services.html
• Counselling and Psychological Services:
  https://www.dal.ca/campus_life/health-and-wellness/counselling.html
• Black Student Advising:
• Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html
• ELearning Website: https://www.dal.ca/dept/elearning.html
• Student Advocacy Services: http://dsu.ca/dsas

• Dalhousie Ombudsperson:
• Writing Centre:
  https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
• Studying for Success program and tutoring:
  https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html