

**POLI 3420 - Special Topics Political Science**  
*The International Politics of Mobility*

Department of Political Science  
Dalhousie University  
Winter 2023

**Time and Location**

Thursday 14:35-17:25  
Chemistry Building, Room 223

**Instructor**

Dr. Kiran Banerjee  
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Office hours: Fri 15:00-16:30

**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 to better inform our theoretical discussions.

**Course Learning Objectives and Outcomes:**

1. Provide students with an introduction to, and understanding of, the following:
  - a. the emergence of refugee protection and asylum;
  - b. the role of the UNHCR in international politics;
  - c. the effects of forced migration flows on regional stability;
  - d. irregular migration & human smuggling in the Mediterranean and at the US border;
  - e. North / South disparities and the drivers of migration;
  - f. the gendered dynamics of human trafficking;
  - g. the emergence of fortified borders to stop the movement of people; and
  - h. debates, politics, and predictions around the issue of climate change refugees.

2. Assist students in grounding their arguments in the relevant empirical literature and expose them to the fundamental arguments of scholars working within the fields of migration and refugee studies.
3. Help students develop and practice the analytic skills necessary to conduct scholarly research and present evidence in a coherent manner.

### **Class Format for in-person sessions:**

The plan is for course sessions to be held face-to-face, University policy permitting. By default, in-person sessions for the week will take place in person the Thursday of each week during the scheduled course session with the first half devoted to the lecture and the second half devoted to classroom discussion, chaired by the week's respective discussion leads. The majority of the remaining hour of class time will be allotted to students assigned to post discussion responses to the course Bright Space Discussion Board for that week to complete their contributions, which must be posted before 6:30 pm the same day of class.

### **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**

Readings mentioned in the course outline will be either available for download from Dalhousie Libraries via Proxy links or posted online on the course website — see the 'Course Readings' module on Brightspace for details and links to journal articles. It should be noted that any required texts for the class not included in the online 'course packet' have been ordered through the University Bookstore.

## EVALUATION REQUIREMENTS

### Grading Scheme

<i>Evaluation Component:</i>	<i>Due Date:</i>	<i>Percent:</i>
Attendance and Participation	Cumulative throughout course.	15%
Critical Reflection/ Discussion Lead	Rolling due dates; via Bright Space.	20%
Mid-term Exam	In-class Session 8 in-person. (Concurrent with course session)	15%
Term Paper	Due on March 30 <sup>th</sup> at 3pm (15:00 AST).	30%
Final Exam	TBD	20%
Total		100%

### Evaluation Components

#### Critical Reflection Paper / Discussion Leads

**Value:** 20% 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. These will be assigned during our first session and begin following the week of January 23rd, with the first group assigned for session three. A final schedule will be available via Bright Space following our second session.

As part of fulfilling this assignment you must be present in the class session 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 all the reflections for that week 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 distribute their critical reflections to all students and the instructor **no later than 3 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 on Brightspace immediately following the first class session.

### **Discussion Participation and Attendance**

**Value:** 15% of final grade

**Type:** Participation in course discussion is not only strongly encouraged, but required.

**Description:** Each course discussion 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. Following each discussion session students will be expected to post brief 'discussion responses' to at least two critical reflection papers, informed by the content and conversation of the day's course discussion sessions. Participation marks will be determined by cumulative performance throughout the course. Full instructions will be provided on a separate handout on Brightspace immediately following the first class session.

### **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. Outside sources are not allowed.

### **Final Exam**

**Value:** 20% 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. Outside sources 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 me before you begin writing.

Papers should be 8-10 pages in length, excluding references. 8 pages is the absolute minimum. Papers will suffer a deduction of 5% per half page under 8 pages. 11 pages is the maximum. Anything over 11 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](http://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](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**

Final paper assignments are to be submitted in electronic (MS Word) form through Brightspace and via email. 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”). Your assignment will not be considered submitted unless you have submitted your assignment electronically via Brightspace and directly by email to the instructor. 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.

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 more information about the policy and for the form itself.

## **Grade Policy**

The course’s grading scheme follows the Dalhousie undergraduate academic calendar. [https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html)

## **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.

### **Participation and Attendance Expectations**

This class does have a participation and attendance grade, and students are expected to attend all class sessions.

## **CLASS POLICIES**

### **Respect**

You are expected to treat your fellow students, your instructor and guest lecturers with respect. Please show up to sessions 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.

It bears repeating and emphasizing that students should treat each other (and all class participants) with kindness and respect. This expectation of respect is mandated by the Student Code of Conduct. Accordingly, students should be especially mindful of the need to maintain a polite and respectful level of engagement.

### **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**

Class lectures and any other materials provided for the course are subject to the copyright of the course instructor and may not be reproduced or copied in whole or in part without the consent of the instructor. Students who are enrolled in the course and who are provided with special permission to receive lecture materials or any other material may, in such circumstances retain it in order to view it at a more convenient time, but must destroy the reproduction within 20 days of the last course session, April 6<sup>th</sup> 2023. Non-authorized 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](http://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](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**

“Chapter 1: Coming and Going: On the State Monopolization of the Legitimate ‘Means of Movement’, & “Chapter 4: Toward the ‘Crustacean Type of Nation’: The Proliferation of Identification Documents from the Late 19<sup>th</sup> Century to WWI,” (pp1-19; 93-121) in Torpey, John C. 2000. *The Invention of the Passport: Surveillance, Citizenship and the State*. Cambridge studies in law and society. Cambridge: Cambridge University Press.

Zolberg, Aristide R. “The formation of new states as a refugee-generating process.” *The Annals of the American Academy of Political and Social Science* 467, (1983): 24-38.

#### *Suggested Further Reading*

Scott, James C. “Chapter 1: Hills, Valleys, and States” (1-39) in *The Art of Not Being Governed* (Yale, 2009).

### **Session 3 - Human Mobility in the Contemporary Era**

“Chapter 1: Why Migration Matters” (pp1-12) in Koser, Khalid. 2007. *International Migration: A Very Short Introduction*. Oxford: Oxford Univ. Press.

“Chapter 1: Putting Migration into History” (pp1-21) in Moch, Leslie. 2003. *Moving Europeans: Migration in Western Europe since 1650* (2<sup>nd</sup> Edition). Bloomington: Indiana University Press.

"Ch.1 New Migrations, New Theories," in Massey, Douglas, Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, & J. Edward Taylor. 2005. *Worlds in Motion: Understanding International Migration at the End of the Millennium*. Oxford: Oxford University Press.

#### *Suggested Further Reading*

"Ch.2 Contemporary Theories of International Migration," in Massey, Douglas, Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, & J. Edward Taylor. 2005. *Worlds in Motion: Understanding International Migration at the End of the Millennium*. Oxford: Oxford University Press.

#### **Session 4 - State Interests and International Cooperation**

Hollifield, James F. 2004. "The Emerging Migration State," *International Migration Review*, 38(3): 885-912.

Lahav, Gallya & Sandra Lavenex (2013). "International Migration," in Carlsnaes, Walter, Thomas Risse, & Beth A. Simmons (eds.) *Sage Handbook of International Relations*. London: Sage.

Martin, Susan. 2011. "International Cooperation & International Migration: An Overview." In *Migration, the Nation-State, and International Cooperation*, edited by Randall Hansen, Jobst Koehler, and Jeanette Money. London: Routledge.

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

Arendt, Hannah. 1951. "The Decline of the Nation State and the End of the Rights of Man" from *The Origins of Totalitarianism*. Any edition.

Bundy, Colin. "Migrants, refugees, history and precedents." *Forced Migration Review*, 51 (2016): 5-6.

"Chapter 1: The Origins of International Concern for Refugees" (pp6-16) in Loescher, Gil, Alexander Betts, & James Milner. 2008. *The United Nations High Commissioner for Refugees: The politics and practice of refugee protection into the 21<sup>st</sup> Century*. New York: Routledge.

#### *Suggested Further Readings*

"Ch2: Refugees Defined & Described," in *The Refugee in International Law*. 2007. Goodwin-Gil, Guy and Jane McAdam. Oxford: Oxford University Press.

#### **Session 6 – The Contemporary Refugee Regime & International Protection**

"Chapter 1: Refugees and asylum-seekers" (pp70-90) in Koser, Khalid. 2007. *International Migration: A Very Short Introduction*. Oxford: Oxford Univ. Press.

"Chapter 2: UNHCR in the Cold War," in Loescher, Gil, Alexander Betts, & James Milner. 2008. *The United Nations High Commissioner for Refugees: The politics and practice of refugee protection into the 21<sup>st</sup> Century*. New York: Routledge.

Betts, Alexander. 2010. "The Refugee Regime Complex," *Refugee Studies Quarterly*, 29.

Dunn, Elizabeth. "The Failure of Refugee Camps." *Boston Review* (2015).

#### *Suggested Further Readings*

"Chapter 3: UNHCR in the post-Cold War era," in Loescher, Gil, Alexander Betts, & James Milner. 2008. *The United Nations High Commissioner for Refugees*.

Aleinikoff, T. Alexander. "State-centered refugee law: From resettlement to containment," *Michigan Journal of International Law*. 14 (1992).

Fassin, Didier. "From Right to Favor: The refugee question as moral crisis." *The Nation*. (2016).

#### **Session 7 - Irregular Migration & The Syrian Refugee Crisis**

"Chapter 5: Irregular Migration" (pp54-69) in Koser, Khalid. 2007. *International Migration: A Very Short Introduction*. Oxford: Oxford Univ. Press.

Paoletti, Emanuella. 2011. "Power Relations and International Migration: The Case of Italy and Libya", *Political Studies*, 59:269-289

Collyer, Michael. 2010. "Stranded Migrants and the Fragmented Journey." *Journal of Refugee Studies* 23 (3): 273–93.

Heisbourg, François. 2015. "The Strategic Implications of the Syrian Refugee Crisis," *Survival*, 57 (6): 7-20.

#### *Suggested Further Reading*

Düvell, Franck. 2011. "The Pathways in and out of Irregular Migration in the EU: A Comparative Analysis." *European Journal of Migration and Law* 13 (3): 245–50.

Kraler, Albert, and David Reichel. 2011. "Measuring Irregular Migration and Population Flows - What Available Data Can Tell: Measuring Irregular Migration and Population Flows." *International Migration* 49 (5): 97–128.

Reslow, Natasja. 2012. "The Role of Third Countries in EU Migration Policy: The Mobility Partnerships." *European Journal of Migration and Law* 14 (4): 393–415. doi:10.1163/15718166-12342015.

Reading Week - February 20-24: No Class

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

Walzer, Michael. "Chapter 2: Membership" in *Spheres Of Justice: A Defense Of Pluralism And Equality*. (New York, Basic Books, 1984).

Miller, David. "Chapter 8: Immigration and Territorial Rights" in Miller, David 2007. *National Responsibility and Global Justice*. Oxford: Oxford University Press.

Carens, Joseph "Ch.11 The Case for Open Borders," in Carens, Joseph. 2013. *The Ethics of Immigration*. Oxford: Oxford University Press.

*Suggested Further Reading*

Dummett, Michael AE. *On immigration and refugees*. London: Routledge, 2001.

Robert E. Goodin. "Enfranchising All Affected Interests, and Its Alternatives." in *Philosophy & Public Affairs* 35, 1 (2007): pp. 40 – 68.

Abizadeh, Arash. "Democratic Theory and Border Coercion: No Right to Unilaterally Control Your Own Borders" in *Political Theory* 36, 1 (2008): pp. 37 – 65.

**NB: In-class quiz precedes lecture**

**Session 9 - Militarized Borders & Containment Strategies**

Zaiotti, Ruben. "Mapping Remote Control" in Zaiotti, Ruben, ed. 2016. *Externalizing Migration Management: Europe, North America and the Spread of "Remote Control" Practices*. Routledge Research in Place, Space and Politics Series. London ; New York, NY: Routledge.

Rosière, Stéphanie & Reece Jones. 2012. "Teichopolitics: Reconsidering Globalisation through the Role of Walls and Fences," *Geopolitics*, 17: 217 – 234.

Long, Katy. 2013. "In Search of Sanctuary: Border Closures, 'Safe' Zones and Refugee Protection," *Journal of Refugee Studies* 26(3): 458-76.

*Suggested Further Reading*

Geddes, Andrew. 2011. "The European Union's Extraterritorial Immigration Controls and International Migration Relations," (pp87-99) in Hansen, Randall, Jobst Koehler, & Jeannette Money (eds.) *Migration, Nation States, and International Cooperation*. New York: Routledge.

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

Piguet, Etienne, Antoine Pecoud, and Paul de Guchteneire. 2011. "Migration and Climate Change: An Overview," *Refugee Survey Quarterly* 30 (3): 1–23.

"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.

McAdam, Jane. 2012. "'Disappearing States', Statelessness, and Relocation," in McAdam, Jane *Climate Change, Forced Migration, and International Law*. Oxford: Oxford University Press.

#### *Suggested Further Reading*

Morrissey, James. 2009. *Environmental Change and Forced Migration: a State of the Art Review*. Oxford: Refugee Studies Centre.

Foresight: Migration and Global Environmental Change. 2011. *Final Project Report*. The Government Office for Science, London.

Gleditsch, Nils Petter & Ragnihild Nordas. 2014. "Conflicting Messages? The IPCC on Conflict and Human Security," *Political Geography* 43: 82-90.

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

"Ch.1 Why Has Human Trafficking Flourished?" in Shelley, Louise. 2010. *Human Trafficking: A Global Perspective*. Cambridge: Cambridge University Press.

Duong, Kim Anh. 2014. "Human Trafficking in a Globalized World: Gender Aspects of the Issue and Anti-Trafficking Politics," *Journal of Research in Gender Studies*, 4 (1): 788-805.

de Haas, Hein. 2007. "Turning the Tide? Why Development Will Not Stop Migration." *Development and Change* 38 (5): 819–41.

Castles, Stephen. 2004. "Why Migration Policies Fail," *Ethnic and Racial Studies*, 27 (2): 205-227.

#### *Suggested Further Reading*

de Haas, Hein. 2008. "The Myth of Invasion: The Inconvenient Realities of African Migration to Europe", *Third World Quarterly*, 29 (7) pp1305-1322.

Davis, Mike. 2004. "Planet of Slums: Urban Involution and the Informal Proletariat." *New Left Review* 26 (Mar / Apr): 5–34.

## **Session 12 – The Threat of Unmanaged Migration: Back to the Future? / Optional Review Session**

*Readings to be assigned.*

*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](mailto: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](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](http://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](https://www.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](https://www.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](https://www.dal.ca/campus_life/academic-support/advising.html)

- Copyright and Fair Dealing:

<https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>

- Libraries: <http://libraries.dal.ca>

- Student Health Services:

[https://www.dal.ca/campus\\_life/health-and-wellness/health-services.html](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](https://www.dal.ca/campus_life/health-and-wellness/counselling.html)

- Black Student Advising:

[https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)

- Indigenous Student Centre: [https://www.dal.ca/campus\\_life/communities/indigenous.html](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:

[https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)

- Writing Centre:

[https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](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](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)