



COURSE OUTLINE		
TERM: Spring 2023	COURSE NO: SOC 340	
INSTRUCTOR:	COURSE TITLE: Migration and Displacement	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lilwat7úl (Lil'wat), xʷmə ̓ ̓kʷəyəm (Musqueam), shísháhlh (Sechelt), Skwxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES

45 credits of 100-level or higher coursework

CALENDAR DESCRIPTION

This course looks at the complexities surrounding global migration, including the plight of refugees, factors motivating different types of migration, and the way migrant issues are framed within receiving countries. It takes a critical look at how borders maintain social boundaries and inequalities through processes of exclusion, criminalization, and differential access to rights. It includes an examination of the impact of migration, displacement, and colonial borders on Indigenous peoples.

COURSE NOTE

SOC 340 is an approved Self and Society course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Sharma, N. 2020. *Home Rule: National Sovereignty and the Separation of Natives and Migrants*. Duke University Press. (eBook available through Capilano University library)

Additional readings available online.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Examine the social processes and patterns of global migration.
- Evaluate the policies and practices that constitute Canada's immigration system.
- Analyze contemporary debates surrounding global migration, including the status of refugees, asylum seekers, and temporary foreign workers.

- Recognize how borders maintain inequality through processes of exclusion, criminalization, and differential legal statuses.
- Assess different theories of migration being employed within current debates.

Students who complete this Self and Society course will be able to do the following:

- Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies.
- Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society.
- Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change.
- Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures.

COURSE CONTENT

Week	Topic	Readings
W1	Introduction to the Course	No readings
W2	The Sociology of Migration and Displacement	FitzGerald, D. and R. Arar. 2018. The Sociology of Refugee Migration. <i>Annual Review of Sociology</i> 44: 387-406. Vigneswaran, D. 2020. Europe Has Never Been Modern: Recasting Historical Narratives of Migration Control, <i>International Political Sociology</i> 14(1): 2-21.
W3	Sovereignty in Dispute	Mawani, R. 2014. Sovereignities in Dispute: The Komagata Maru and Spectral Indigeneities, 1914. <i>Legal Histories of the British Empire: Laws, Engagements, and Legacies</i> . Routledge. (pp. 107–23). Singha, R. 2000. Settle, Mobilize, Verify: identification Practices in Colonial India, <i>Studies in History</i> 16(2): 151-98.
W4	Race and Nationalism in International Migration	Sharma, N. 2020. <i>Home Rule: National Sovereignty and the Separation of Natives and Migrants</i> . Duke University Press. (pp. 1-35). Achiume, E. T. 2019. 'Migration as Decolonization', <i>Stanford Law Review</i> 71(6): 1509-74.
W5	Work, Migration, and Status in Canada	McLaughlin, J. 2010. Classifying the 'ideal migrant worker': Mexican and Jamaican transnational farmworkers in Canada. <i>Focaal – Journal of Global and Historical Anthropology</i> 57: 79-94. Tannock, S. 2011. Points of Prejudice: Education-based Discrimination in Canada's Immigration System, <i>Antipode</i> 43(4): 1330-1356.
W6	Deconstructing Forced Migration, Rethinking Asylum	Agrawal, S. 2019. Canadian Refugee Sponsorship Programs: Experience of Syrian Refugees in Alberta,

Week	Topic	Readings
		<p>Canada. <i>Journal of International Migration and Integration</i>. 20(4): 941-962.</p> <p>Labman, S. 2019. <i>Law's Border: Canada's Refugee Resettlement Program</i>. UBC Press. (pp. 1-17).</p> <p>Rajaram, P. K. 2018. Refugees as Surplus Population: Race, Migration and Capitalist Value Regimes, <i>New Political Economy</i> 23(5): 627-39.</p>
W7	Manufacturing a Crisis	<p>Bhambra, G. K. 2017. The Current Crisis in Europe: Refugees, Colonialism, and the Limits of Cosmopolitanism, <i>European Law Journal</i> 23(5): 395-405.</p> <p>De Genova, N. 2018. The "Migrant crisis" as Racial Crisis: Do Black Lives Matter in Europe?, <i>Ethnic and Racial Studies</i> 41(10): 1763-82.</p> <p>Lemberg-Pedersen, M. 2019. Manufacturing Displacement: Externalization and Postcoloniality in European Migration Control, <i>Global Affairs</i> 5(3): 247-71.</p>
W8	Indigenous/Settler/Migrant	<p>Sharma, N. 2020. <i>Home Rule: National Sovereignty and the Separation of Natives and Migrants</i>. Duke University Press. (pp. 36-116)</p>
W9	Towards a Colonial Account of Security and Borders	<p>Abbas, T. 2012. The Symbiotic Relationship between Islamophobia and Radicalization, <i>Critical Studies on Terrorism</i> 5(3): 345-58.</p> <p>Saucier, P. and Woods, T. (2014) Ex Aqua: The Mediterranean Basin, Africans on the Move and The Politics of Policing, <i>Theoria: A Journal of Social and Political Theory</i> 61(141): 55-75.</p> <p>Sharma, N. (2020). <i>Home Rule: National Sovereignty and the Separation of Natives and Migrants</i>. Duke University Press. (117-162)</p>
W10	Debt, Death and Borders	<p>Davidson, J. 2013. Troubling Freedom: Migration, Debt, and Modern Slavery, <i>Migration Studies</i>, 1(2): 176-195.</p> <p>Davies, T., Isakjee, A. and Dhesi, S. 2017. Violent Inaction: The Necropolitical Experience of Refugees in Europe, <i>Antipode</i> 49(5): 1263-84.</p> <p>Squire, V. 2017. Governing Migration Through Death in Europe and the US: Identification, Burial and the Crisis of Modern Humanism, <i>European Journal of International Relations</i> 23(3): 513-32.</p>

Week	Topic	Readings
W11	Mobile Colonials and Indigeneity	<p>Coburn, E. 2016. Alternatives: Theorizing Colonialism and Indigenous Liberation: Contemporary Indigenous Scholarship from Lands Claimed by Canada, <i>Studies in Political Economy</i> 97(3): 285-307.</p> <p>Sharma, N. (2020). <i>Home Rule: National Sovereignty and the Separation of Natives and Migrants</i>. Duke University Press. (pp. 163-end).</p>
W12	Intimate Bordering	<p>D’Aoust, A.-M. 2013. In the Name of Love: Marriage Migration, Governmentality and Technologies of Love, <i>International Political Sociology</i> 7(3): 258-74.</p> <p>Luibheid, E. 2018. Same-Sex Marriage and the Pinkwashing of the State Migration Controls, <i>International Feminist Journal of Politics</i> 20(3): 405-24.</p>
W13	Post-National and Other Emerging Perspectives	<p>Abji, S. 2013. Post-nationalism Re-considered: A Case Study of the 'No One is Illegal Movement in Canada. <i>17(3/4): 322-338.</i></p> <p>Bhatia, A. 2013. We Are All Here To Stay? Indigeneity, Migration and “Decolonizing” the Treaty Right to Be Here, <i>Windsor Year Book of Access to Justice</i> 3(1) 39-64.</p> <p>Mbembe, A. 2018. The Idea of a Borderless World, <i>Chimurenga</i>, transcript of a lecture given at Yale University. https://chimurengachronic.co.za/the-idea-of-a-borderless-world/</p>
15	Final Exam Period	

EVALUATION PROFILE

Term Paper	20-30%
Writing Assignments	10-20%
Presentation	10-15%
Midterm	20-25%
Final Exam	25-35%
Total	100%

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

*** Accommodations can be made to honour community needs and traditional practices.

Attendance

Students are expected to attend all classes and associated activities.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class for note taking only.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1

Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.