SUMMARY AND OBJECTIVES:
The field of international migration studies is, perhaps, unique in its interdisciplinary and methodologically pluralist nature: stretching from the demography and economics of migration, through political science, geographical and mainstream sociological approaches, to the ethnography and oral history of migrants. We explore key theoretical debates of the field and the empirical data and case studies on which these debates hinge. Thus one central objective of this course is to examine social phenomena from a variety of perspectives and disciplinary approaches ranging from the macro-level social forces that structure opportunities for migration to the micro-level decision-making processes of migrants.

We will pay special attention to the role of modern states on migration. How they (attempt to) control human mobility and different ways in which they accommodate migrants. In order to do so much of this class will be comparative in nature – that is we contrast research on different countries (mostly North America and Western Europe). In this way the study of migration opens up fresh perspectives on conceptions of nationhood, citizenship and the state. Finally the topic also poses a number of normative contradictions that we will wrestle with.

In the first part of this course we will draw on a broad set of literatures that can help us understand the social, economic and political forces that drive international migration as well as the barriers to global human mobility. In the second part we survey the research on the socio-economic, political and cultural aspects of the immigrant experience, in particular to questions related to the settlement, adaptation and social organization of international migrants in their host countries.

There is much more than we can possibly cover and each topic could easily be a class in itself. So rather than being exhaustive this course is an attempt to provide you with a basic framework with which we can understand international migration and the adaptation processes of immigrants.

EVALUATION:
Participation (20%): The basic requirement is to come to class and do the readings. There are many of them and it is important to stay on top of the material at all times. We will have structured discussions and I expect everyone to participate. Those who don’t raise their hand can expect to be called on in every class. A grading rubric can be found on the last page of this syllabus.

Reading Annotations in Perusall (10%): We will be using an online reading annotation tool called perusall. I will introduce this in the first meeting. For every week except when you are writing a reading memo or are leading the class discussion you have to provide
annotations to some of the assigned readings. For the time being annotations are due at 5pm the day before class but we can re-consider this due date over the course of the term.

Reading Memos (10%): Twice times during the semester you will write a more formal reading memo. These will be about two pages in length. You should post these memos on the discussion board on the mycourses page by 10am the day before the class meeting.

Discussion Leading (10%): Once in the semester you will introduce the readings for that week and initiate discussion. This should be very brief 5 to 8 minutes at the most. You can (and probably should) draw on the annotations as well as the reading memos provided your classmates.

Final Take home exam (50%): There will be a comprehensive take-home final exam. I will hand out the questions in the last class and it will be due one week after the last class.

NOTES/POLICIES

Tentative nature of the syllabus: This syllabus is my best guess at how the semester will unfold. We may move faster or slower than I anticipated, or I may update some of the readings with newer/better material. Thus I reserve the possibility to amend the syllabus at any point during the semester. Any changes to readings will be announced at least one class in advance and posted on the course website and you are responsible for keeping up with any changes.

Language: In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Academic Integrity and Misconduct: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

Respect and use of electronic devices: As electronic devices distract from conversations they are not permitted in this class. In consideration for other students, as well as for the instructor, please make sure you that you arrive on time, and do not leave class early. Cell phones should be turned off.

ASSIGNED READINGS – Subject to change (addition, deletion, substitution)

1. Introductory Remarks, Organization of the Course

   Optional but highly recommended.
doi: 10.1111/imre.12157

2. Global inequality and freedom of movement – normative perspectives:

3. Who moves, how, and why? Theories and Mechanisms of Migration I:
Michael Piore.1979. Birds of Passage [Chapters 1 and 2]

4. Who moves, how, and why? Theories and Mechanisms of Migration II

5. States, citizenship and limits to migration.
Brubaker, Rogers. Citizenship and nationhood in France and Germany. Harvard. [Introduction and Chapter 1]

6. Labor market competition & anti-immigrant attitudes

Hainmueller and Hopkins. 2014. “Public Attitudes towards Immigration” *Annual Review of Political Science*


Recommended:


7. Immigration policy I: Regulation and its limits


8. Immigration policy II: Ethnic Selection

Fitzgerald and Cook-Martin. 2014. Culling the Masses. [Excerpts TBA]

9. Assimilation/Integration


Adrian Favell. 2005. “Assimilation/Integration” in Gibney and Hansen *Immigration and Asylum: From 1900 to the Present* Clio

10. Segmented assimilation and the debate about the second generation

11. Cross-border Ties & Migrant Transnationalism
Nina Glick Schiller, Linda Basch and Cristina Szanton Blanc. 1995. “From Immigrant to Transmigrant: Theorizing Transnational Migration” *Anthropological Quarterly* 68(1)

12. Multiculturalism and Diversity: Comparative Perspectives

*Recommended:*
Foner, Nancy and Richard Alba. “Immigrant Religion in the US and Western Europe: Bridge or Barrier to Inclusion?” *International Migration Review* 42

13. Final Class – book manuscript discussion – or topic TBD
We can read parts of a book manuscript I’m currently finishing together with Renne Luthra and Roger Waldinger. Or we can read on another topic.

-- FINAL EXAM QUESTIONS HANDED OUT --

FINAL EXAM DUE DECEMBER 6
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<tr>
<td><strong>Interaction with peers</strong></td>
<td>Actively supports, engages and listens to peers (ongoing)</td>
<td>Actively supports, engages and listens to peers (ongoing)</td>
<td>Makes a sincere effort to interact with peers</td>
<td>Limited interaction with peers</td>
<td>Virtually no interaction with peers</td>
<td>No interaction with peers</td>
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<td><strong>Preparation</strong></td>
<td>Arrives full prepared at every session</td>
<td>Arrives full prepared at almost every session</td>
<td>Arrives reasonably (if not fully) prepared</td>
<td>Preparation, and therefore level of participation, are both inconsistent</td>
<td>Rarely prepared and rarely participates</td>
<td>Never prepared</td>
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<td><strong>Discussion Participation</strong></td>
<td>Plays an active role in discussions</td>
<td>Plays an active role in discussions</td>
<td>Participates constructively</td>
<td>When prepared, participates constructively in discussions and makes relevant comments based on the assigned material</td>
<td>Comments are generally vague or drawn from outside of the assigned material</td>
<td>Never participates</td>
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<td><strong>Quality of Comments</strong></td>
<td>Comments advance the level and depth of the dialogue</td>
<td>Comments occasionally advance the level and depth of the dialogue</td>
<td>Makes relevant comments based on the assigned material</td>
<td>Demonstrates a noticeable lack of interest</td>
<td>Demonstrates a noticeable lack of interest</td>
<td>Demonstrates a noticeable lack of interest</td>
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<td><strong>Contribution to Group Dynamics</strong></td>
<td>Group dynamic and level of discussion are consistently better because of the student’s presence</td>
<td>Group dynamic and level of discussion are often better because of the student’s presence</td>
<td>Group dynamic and level of discussion are occasionally better (never worse) because of the student’s presence</td>
<td>Group dynamic and level of discussion are not affected by the student’s presence</td>
<td>Group dynamic and level of discussion are significantly harmed by the student’s presence</td>
<td>Group dynamic and level of discussion are significantly harmed by the student’s presence</td>
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