

# **Sociology 303 – Sociology of Migration**

## **AKA: Migration as Mirror to the “State” of the “Nation”**

Tuesday [IBLC 261](#)/Thursday [CHBE 102](#)

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### **Course Description**

One in five people in Canada were not born in Canada. The economic engine of both the Philippines and central Mexico is based on remittances. Rural and “dying” communities throughout Europe and North America clamor for refugees in order to boost their economies. Twenty years ago no one expected this to be the reality. Why? And what does this teach us about what migration will mean in the future? That is the driving thread of this class.

In a time of increasing xenophobia worldwide, this class explores how discussions of “migration” and “migrants” are actually discussions of the state and the nation at a given time. We will detangle concepts of “the nation” and “the state” by discussing notions of self-determination and exploring the ongoing nationalizing process. We will also distinguish between “migration” as a multi-faceted process that can be regulated informally or formally, and “migrant” as a category of person defined by the state. We will pay particular attention to how global, local and national contexts shape and shift both the definitions and the perceptions of migration and migrants. We will do this through reading academic, journalistic, memoir and policy texts. We will also engage with different mediums including films, documentaries, radio and social media, as well as host guest speakers. Students will be organizing and hosting a three-day symposium, “The State of Migration in 2026”, at the conclusion of the class.

**Required Texts (texts are available at the bookstore or you can find other means of acquiring them):**

- Anderson, Benedict (1991). *Imagined Communities*. Verso Books
- Satrapi, Marjan (2007). *The Complete Persepolis*. Pantheon Books
- Harding, Jeremy (2012). *Border Vigils: Keeping Migrants out of the Rich World*. Verso Books

**Articles/excerpts will be available on Connect under “Course Content”**

- Andrijasevic & Walters (2010), “The International Organization for Migration and the international government of borders,” *Environment and Planning D: Society and Space*, Vol 28: 977-999.

- Balibar, Etienne (1991/1996). "The Nation Form: History and Ideology" in Eley and Suny (Ed)., *Becoming National* (pp 131-149). New York, NY: Oxford University Press.
- Bloemraad, Irene (2011) "Two Peas in a Pod," "Apples and Oranges," and other Food Metaphors: Comparing Canada and the United States," *American Behavioral Scientist* vol 55(9): 1131-1159.
- Chatterjee, Partha (1993). *The Nation and its Fragments: Colonial and Post Colonial Histories*. Princeton, New Jersey: Princeton University Press.
- Crush, Jonathan (2004), "Regionalizing Xenophobia? Citizen Attitudes to Immigration and Refugee Policy in Southern Africa," *Migration Policy Series* No 30.
- Hall, Stuart, "Ethnicity, Identity and Difference," in *Becoming National: A Reader* edited by Eley and Suny, pp. 339-351.
- Hari, Amrita (2014) "Temporariness, Rights and Citizenship: The Latest Chapter in Canada's Exclusionary Migration and Refugee History," *Refuge Vol 30(2)*: 35-44.
- Hill Collins, P. (1986/2008). Learning from the outsider within: The sociological significance of Black feminist thought. In A. Jaggar (Ed.), *Just methods: An interdisciplinary feminist reader* (pp. 308–320). Boulder, CO: Paradigm.
- Holmes and Castaneda (2016), "Representing the "European refugee crisis," in Germany and beyond: Deservingness and difference, life and death," *American Ethnologist*, vol 43(10) pp 12-24.
- Hopkins, Gail (2010). A changing sense of Somaliness: Somali women in London and Toronto, *Gender, Place & Culture* Vol 17(4): 519-538.
- Kallius, Monerescu & Rajaram, "Immobilizing mobility: border ethnography, illiberal democracy and the politics of the "refugee crisis" in Hungary, ," *American Ethnologist*, vol 43(10) pp 25-37.
- Malkki, Lisa (1996/1992). "National Geographic" in Eley and Suny (Ed)., *Becoming National* (pp 432-453). New York, NY: Oxford University Press.
- Mercer, Kobena (2008). "Introduction", *Exiles, Diasporas & Strangers*. London, UK: Iniva MIT Press.
- MOSAIC Institute (2014), *The Perception and Reality of "Imported Conflict," in Canada*.
- Palitto & Heyman, (2008) "Theorizing Cross-Border Mobility, Surveillance, Security and Identity, *Surveillance & Society* 5(3): 315-333.
- Rushdie, Salman (2002). *Step Across This Line*, Penguin Random House. (various pieces)
- Sacco, Joe (2012). "The Unwanted" *Journalism*, New York, NY: Metropolitan Books, pp: 109-156.

- Salecl, Reneta (1996/1990). "National Identity and Socialist Moral Majority," in Eley and Suny (Ed)., *Becoming National* (pp 418-424). New York, NY: Oxford University Press.
- Tannock, Stuart (2011) "Points of Prejudice: Education-Based Discrimination in Canada's Immigration System," *Antipode*, Vol 43 No 4.
- Webber, Frances (2012) "Borderline justice," *Race & Class*, Vol 54(2): 39-54.
- Winichakul, Thongchai (1994). *Siam Mapped: A History of the Geo-body of a Nation*. Chaing Mai, Thailand: Silkworm Books.
- Zlotnik, Hania (1999). "Trends of International Migration since 1965: What Existing Data Reveal," *International Migration* Vol 37 (1)

**We will be watching the following films:**

*Cedar and Bamboo*  
*The Judgment (2014)*  
*The Crossing (2015)*  
*1700% Muslim*

**Attendance Policy**

Attendance at all classes, including all films and guest lectures, is *mandatory*. Students are expected to attend all classes and read the assignments so as to be prepared for class discussion. Experience shows that there is a direct relation between attendance and performance in the course. I will deduct 2 points from participation for any unexcused absence.

**An excused absence means you contact the instructor, me, prior to your absence (barring an emergency and then you contact me as soon as possible). You can reach me via email or phone. I do not have internet on my phone so if you need to reach me quickly, call. You are responsible for any class work or homework we review or that is due during your absence.**

**Policies for Written Assignments:**

**All written work (response papers, proposal and final "white paper") will be turned in hard copy at the beginning of the class it is due.**

Before submitting your written assignments, please make sure they:

- are written in 11 or 12 point, Times New Roman or Arial font with 1.5 or double spacing;
- contain the title of your paper; your name; the date you are submitting the paper;
- have page numbers marked at the bottom right hand of your paper;
- and are stapled!

Please follow the citation guidelines for the **American Psychology Association (APA)** for all written assignments. A guideline for how to cite different types of texts using the APA format can be found online.

**Late assignments will be deducted 5% for each day it is submitted after the deadline; including if it is turned in later in the day.** Exceptions will be made for medical or family crises. If you experience a medical, emotional or personal problem that detracts from your

academic performance, please contact the Faculty of Arts Academic Advising Office, located in Buchanan A201, phone 604-822-4028. **I only make exceptions for missed deadlines with a letter from the Arts Advising Office.** For more information: <http://www.arts.ubc.ca/students/degree-planning-advising/advising.html>

### **Participation:**

Active involvement in this course is imperative. We will be discussing many volatile issues, and it is vital that students do the assigned readings **before** the class, as well as be prepared to talk intelligently about them with others. We will also be watching films; films are considered texts as well and should be used as part of your analysis.

**Groups:** This is a large class so you will be assigned to smaller groups in order to better facilitate discussions/in class work. To prepare assignments, you will be able to email within your group through Connect. Assignments to your group will take place during second week.

**Syllabus is subject to change on based on the needs of the class and the assessment of the instructor.**

### **Grading:**

#### **Discussion Board**

- You are required to post a minimum of ten (10) reflections and discussion questions on Connect throughout the semester and to provide five (5) responses to questions posted by your peers. Posts are due by 12pm the day before class. Responses are due by 10am Sunday. = **each reflection/question and response is worth up to 5 points for a total of 75 points**

#### **Discussion Leaders**

- Each student will work with a small group (6-7 people) to lead a class discussion on one of the sections focusing on migration – emphasis should be on the framing of issues based on socio-cultural and political ideologies, structures that maintain such ideologies and the challenges to those ideologies. Attention should be paid on the institutions but also the thinking/logic *behind* such institutions and how the authority of those institutions and logics are created and maintained (for example – like Anderson explains, codifying language through the institutions of newspapers and education (specifically schools and museums) was the most effective way of codifying the nation). **All discussion leaders are required to have completed the entire book/reading prior to leading the discussion.** In leading the discussion you will also need to create handouts and/or “attention getting” materials to engage us in your analysis. = **25 points**

#### **Reflection Papers**

- There will be **two** reflection papers due (no more than 5 pages) where you will be analyzing specific examples (the CIRC website and *The Crossing*, respectively). Each paper must have at least three references from assigned reading. **Up to 25 points each paper; Total of 50 points**

#### **Interview**

- Each person is required to do an interview with a person affected and/or affecting migration. These opinions will help inform your group symposium presentation but **each person is conducting an individual interview.** You will need to submit field notes of

the interview, including how you located that person, and any quotes/impressions that you felt were particularly relevant. Please also include a one-page analysis discussing the role(s) this person plays in migration as well as the institutions and structures that impact this person's role and experience(s). Please be sure to ask the person how they want to be referenced. You must provide the person with a copy of your final policy recommendation. **DO NOT CONDUCT INTERVIEWS UNTIL WE HAVE ETHICS APPROVAL. Total of 50 points.**

### **Symposium**

- The class will be organizing and hosting a symposium “The State of Migration in 2026.” The symposium will be broken up over three days. The first day focuses on “Problems/Challenges” and the second day is “Assets/Benefits.” The last day is debriefing and reflections in order to come up with “Alternatives/Solutions.” You will be working with a small group (different than your discussion group/reading group) to organize and present a section of the symposium based on your interests (i.e.: housing, health, children, language, security, diasporas etc.).
  - **Proposal: You will be submitting a proposal for your proposed panel in the symposium on October 27th.** This should be approximately 1000-1500 words and must include 10 references for information. You will receive extensive feedback from either me or Kate on your proposal and must meet with us to receive your mark. **The Proposal: 25 points**
  - **Presentation and Executive Summary:** Your presentation itself must be informative and dynamic and must fit in with the larger symposium. In addition, you must draft and circulate a 2-page executive summary 24 hours before your presentation so that your classmates can follow along and use it for future work on “alternatives/solutions”.; **Symposium presentation and executive summary: 50 points.**
  - **Reflection and Policy Paper:** The last day of the symposium is debriefing and reflections to come up with “Alternatives/Solutions.” With your small group, you will draft a 10-page policy paper reflecting on the information you have learned from your classmates during the symposium in order to create a viable “Alternative/Solution” (note “a” not “the”). This will be written in your group and is due via email on December 10<sup>th</sup> at 12pm. **Total: 75 points**

**TOTAL: 300 POINTS**

***Up to 20 points extra credit is available up to the discretion of the instructor. Extra credit can include going to events/talks/art shows etc. that address social inequalities. Exciting events are happening on campus and throughout the city while this class is taking place such as the Vancouver International Film Festival, Liu Institute’s refugee Opera and Symposium, events at SFU Woodward and the Institute for the Humanities, as well as forums about social inequality affecting students/staff/faculty ON campus. In addition to attending events you can also include posting additional questions or responses in the discussion board but if you do so, please email me to alert me. All students are responsible for keeping track of their own extra credit.***

***All extra credit is due November 18<sup>th</sup>.***

**How to read the homework:** All readings and assignments are due the class period *after* they are posted. For example, the homework posted under the September 8<sup>th</sup> class is due September 13<sup>th</sup>.

**Early Alert:** During the term, I will do my best to reach out and offer support if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance.

In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and facilitates a more coordinated response. This program provides you with the earliest possible connection to resources like academic advising, financial advising, counseling, or other resources and support to help you get back on track.

The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit [www.earlyalert.ubc.ca](http://www.earlyalert.ubc.ca).

## INTRODUCTION/FRAMING

### September 8<sup>th</sup>

- Go over syllabus/course expectations
- Drawing exercise

#### Homework:

- Read Hall and Rushdie (Leavened Bread) and the NYT Piece on Brazil.
- Write a short (300-500 word piece) on your Identity/Identities. How do place and experiences and exposure change things/people/identities and how they are seen and valued by others?

## DETANGLING THE NATION/STATE – CULTURE, STATE, NATION

### September 13<sup>th</sup>

- Explaining themes/reading and discussion groups
- Nation/State/Nation-state 101
- Millet system
- The world according to sports
- Video on lowriders in Brazil
- Intro to Anderson

#### Homework:

- Read Balibar, Preface and Intro to Anderson

### September 15<sup>th</sup>

Indigenous understandings of nation: nation relations/self determination

- Cedar and Bamboo
- Policing of identity/ traitors to the nation
- “Blame Canada”/”Angry Beaver Radio”/Obama’s not a real American

#### Homework:

- Read Malkki; Anderson chapters 2 - 4

## OTHERS WITHIN/TENSIONS OF AUTHENTICITY/STRONG OBJECTIVITY

### September 20<sup>th</sup>

State as institution/institutionalization (borders, schools, language)

- Symbols of state (flag, ceremony)
- Sovereignty
- Nation-state as an ongoing process
- New Planet exercise

#### Homework:

- Read Siam Mapped (optional); Anderson chapters 5 - 7; “Bathroom wars” - <http://www.politico.com/magazine/story/2016/05/2016-bathroom-bills-politics-north-carolina-lgbt-transgender-history-restrooms-era-civil-rights-213902>
- **\*MUST MEET WITH ME BY THE END OF SEPTEMBER 22<sup>ND</sup>.**

### September 22<sup>nd</sup>

- Facilitators: Group 1 – Main arguments of Anderson up to Chapter 7
- Policing Race/gender/sexuality/religion
- Lecture regarding the three kinds of objectivity

### Homework:

- Read Anderson chapters 8 and 10; Hill-Collins, Chatterjee.

## **LEARNING FROM THE MARGINS**

### **September 27**

- Facilitators: Group 2 – Apply Hill Collins to Anderson and Chatterjee
- Homonationalism (Rainbow Refugee piece)
- Exile/Diaspora

### Homework:

- Read Salecl, Zlotnik Intro to *Exiles, Diasporas and Strangers* (optional)

### **September 29th**

- Guest speaker Zool Suleman
- Take good notes! You will be referencing this material throughout the class and in your reflection paper.

### Homework:

- Read Tannock,
- Visit websites: “Canadian Immigrant” <http://canadianimmigrant.ca/>, UBC Internationalization Policy: <http://international.educ.ubc.ca/about/internationalization-resources/>

## **MIGRATION AS POLICY**

### **October 4<sup>th</sup>**

- Debrief guest speaker
- Different categories of entry
- Canadian citizenship exercise

### Homework:

- Read: Hari; Palitto & Heyman

### **October 6th**

- Facilitators: Group 3 – Hari and Palitto & Heyman
- Temporary/permanent status and power – Sarah Duggan’s piece

### Homework: **First reflection paper due.**

- Go the CIRC website. Briefly (no more than ½ page) explain the different categories of entry into Canada – permanent and temporary. Analyze how “Canada” is described as a nation – what is important? What is valued? What kinds of migrants are desired/dissuaded? How is this shown? What role does the Canadian state play? How are policies enforced/managed? What is one thing you agree with and one thing you would change in terms of policy? Use at least 3 sources we have read. You may also reference the guest speaker but he is not one of the 3 sources.
- On a separate piece of paper, list the one element you agreed with and the one element you would change and bring this piece of paper to class for group work.

## **MIGRATION AS A SYSTEM**

### **October 11th**

- Facilitators: Group 4 - Hari, Palitto & Heyman,
- Concept of institutionalization/categorization – local, national and global
- Group work re: policy recommendations
- PWC video – Reframing

Homework:

- OHCHR piece on Economic, Social and Cultural Rights of Migrants; Wall Street Journal piece; Regionalizing xenophobia?; South Africa articles

**October 13th**

- Screening Part I “The Judgment”

Homework:

- Read Webber “Borderland Justice”;
- Bring three names of people to interview

**October 18th**

- Finish watching “The Judgment”
  - What did you learn?
  - What surprised you?
  - Who were the main agents/actors in the story?
  - What institutions were present in the story
  - What was being protected?
  - What regulations were enforced/what wasn’t?. How did it change? Why?

Homework:

- Read Andrijasevic and Walters 2010; Lampedusa Boat Tragedy  
<https://www.theguardian.com/world/2014/mar/22/lampedusa-boat-tragedy-migrants-africa>
- Extra credit - watch film: <https://vimeo.com/126935104>

**\*\*NO CLASS OCTOBER 20\*\***

**COMING HOME?**

**October 25th**

- Facilitators: Group 5 –Andrijasevic and Walters 2010
- Contexts of migration – from policies, to countries, to people
- Interviewing exercise
- Introduction to Persepolis as form/content/context

Homework:

- Read First ½ of *Persepolis*; Plaut (2015) <http://www.kzoo.edu/praxis/at-the-border-of-people-and-policies/>; “Migrants Organise”,
- Visit website: <http://www.migrantvoice.org/>

**October 27th**

- The role of emotion/empathy
- Representation/self representation
- “home” poem

- Recognizing push/pull factors throughout various examples so far in class
- Solidify Symposium/group work

Homework:

- Finish reading Persepolis.
- As a group, submit draft proposal (between 1000-1500 words plus 10 sources for information) for your part of the symposium.

## KEEPING PEOPLE OUT/LETTING PEOPLE IN

### November 1st

- Facilitators: Group 6 – Persepolis
- Focusing on integration/reintegration
- Structures (formal and informal/supporting and damaging)
- Role of class/gender in terms of access to migration
- Shifting self identities

Homework:

- Read Hopkins, Rushdie “A Dream of a glorious Return”;

### November 3rd

- Screen The Crossing
- Regulation and securitization

Homework:

- Read Sacco; *Border Vigils* 1-59; Holmes & Castaneda

## MIGRANTS AND MIGRATION AS A REFLECTION OF THE STATE OF THE STATE

### November 8th

- Debrief “The Crossing” in terms of structures/systems; larger geo politics also look at form
- “victim” narratives -- Show unused UNHCR footage

Homework: Second reflection paper due.

- Analyze “The Crossing” in terms of “push-pull” factors, formal/informal structures, and integration. What are some of the challenges? What are some of the assets? Be sure to pay attention to the positionality (gender, age, class) and contexts of the Syrian refugees as well as where they are arriving (national politics, rural/urban etc). You can choose to focus on the entire movie or you can choose to focus on one person’s story. Use at least three sources that we have read from October 6<sup>th</sup> to now.
- Finish reading *Border Vigils*

### November 10th

- Facilitators: Group 7 – Border Vigils
- Catch up/Reflection

Homework:

- Read: Bloemraad; Mother Jones’ “It Just Isn’t Right”  
<http://www.motherjones.com/politics/2012/03/alabama-anti-immigration-law-self-deportation-movement>, <http://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html?>
- Submit interview and fieldnotes

## RESISTANCE

### November 15th

- Submit interview and fieldnotes
- Response to migration as a mirror for the state and nation: benevolence/ invasion; desirable/contaminating; contributing to the economy/draining resources

#### Homework:

- Read MOSAIC's "The Perception and Reality of "Imported Conflict" in Canada <http://munkschool.utoronto.ca/ethnicstudies/files/2014/09/Imported-conflict-study.pdf> (also available on connect)

### November 17th

- Facilitators: Group 8 – Debriefing MOSAIC through theoretical lens
- Reframing through research; providing alternatives
- Reframing narratives/normalizing migrants and migration to larger population (Migrants in UAE video; Migrant Voice)
- humor (Day without a Mexican)
- state engagement (California driver's license; DREAM act; Amnesties)
- non-state engagement <http://www.npr.org/sections/parallels/2015/09/08/438473559/in-todays-migrant-crisis-echoes-of-hungarys-troubled-past>
- direct resistance to state (Mohawk nation's passport; NOII)

#### Homework:

- Read Immobilizing mobility (Kallius, Monerescu and Rajaram); <http://www.kzoo.edu/praxis/fighting-for-my-communitys-survival/>;
- Listen: <http://www.comminit.com/media-development/content/breaking-borders-migration-radio-documentaries>

## SYMPOSIUM PREPERATION

### November 22nd

Last minute questions regarding symposium/preparations

### November 24th – SYMPOSIUM DAY 1 “PROBLEMS/CHALLENGES”

You must submit a “briefing note/executive summary” for your classmates – no more than 2 pages.

### November 29th – SYMPOSIUM DAY 2 “ASSETS/BENEFITS”

You must submit a “briefing note/executive summary” for your classmates – no more than 2 pages.

### December 1st – SYMPOSIUM DAY 3 “ALTERNATIVES/SOLUTIONS” Debrief

Final policy draft due via email December 10<sup>th</sup> (International Human Rights Day).