Instructor: Dr. Jennifer Elrick (jennifer.elrick@mcgill.ca)
Office Hours: Tuesdays 14:30-16:00 (10-minute slots can be booked on Calendly. Registration closes 24 hours prior to the start of office hours) or Fridays after class (by e-mail appointment)

Course Description and Goals
Immigration control is a central concern and hotly contested matter of public debate at present. This course provides an opportunity to think sociologically about the normative, practical and human dimensions of efforts to control immigration at and within the borders of states. This is an important exercise given that elections are increasingly being fought over policy proposals such as: the building of a wall on the US-Mexico border; the deportation of long-term undocumented residents from the US; restrictions on the entry of “Muslims”, including refugees, to numerous states; the restriction of EU citizens’ rights to enter, work, and remain the UK; and the screening of immigrants for their fit with prevailing “liberal values” and other aspects of receiving societies.

In academic terms, this course introduces students to a range of theoretical approaches to understanding and researching immigration control and the state’s role in it. It encourages students to explore the ways in which the narrower literature on immigration control intersects with broader efforts to conceptualize states and social control in political sociology. What does control mean? Where does control take place, and by what means? Is immigration control possible? What exactly is the state, and how does it exercise control? To what extent do we need to look outside the state in order to understand immigration control? In order to answer these questions, the course will touch on a range of topics, including: 1) the role of states in creating and managing border crossing and residency; 2) migration governance at the international, national, regional and local levels; 3) the social construction of admissibility/inadmissibility in immigration policy in historical perspective; 4) immigration bureaucracies, policymaking and policy implementation; and 5) controlling through legal status and its absence (precariousness and illegality).

In addition to these substantive aims, this course is designed to further graduate-level academic professionalization, by incorporating exercises that are relevant to: preparing for area exams; writing literature reviews for dissertation proposals and publishing; and peer-reviewing academic work.

Remote Delivery Format
In Winter 2021, SOCI 595 will be offered via remote delivery. This means that we will not be meeting in person during class time or office hours. It will be possible to acquire course content, engage fellow students over course content (using Perusall and Peergrade), and
complete all evaluation components remotely. The weekly seminar will take place at the scheduled time via Zoom. It will not be recorded. The pedagogical value of a seminar lies in the exchange of ideas during in-depth discussions, not in the passive consumption of these discussions. Furthermore, this course touches on politically sensitive topics (e.g. legal status), the discussion of which may be inhibited by the creation of an official, permanent record that can be shared with third parties outside the classroom. In order to avoid “Zoom fatigue”, weekly seminars may run shorter than the scheduled three-hour slot. In order to facilitate interactions, the instructor kindly asks students to have their cameras on during the seminars. Students who are able to participate in the synchronous seminar sessions are encouraged to do so for the sake of their own learning experience, as they will help deepen understanding of course content. Students who are residing in a time zone that makes seminar participation impractical are asked to inform the instructor of their situation via e-mail as soon as possible (but before January 8th) so that alternate arrangements for communication can be explored.

Course Communication during Remote Delivery:
Since we are not meeting in person, having a clear communication strategy is important. All students are responsible for checking their McGill e-mail and MyCourses on a regular basis. If you have logistical questions about the class, please post them on the discussion board on MyCourses. Before you post a question, be sure to review the discussion board to make sure it has not already been answered. The instructor will monitor the board once a day, Monday-Friday, and reply as necessary. If you e-mail the instructor with a general course-related question, it will be copied onto the discussion board and answered there: no separate reply will be sent via e-mail.

Required Course Materials
All of the required readings for this course are available electronically and will be uploaded by the instructor to the Perusall software platform. Students who wish to access the material outside of the Perusall platform will find PDF versions of chapters from print books in a folder on MyCourses. If a reading is not there, that is because it is a journal article or chapter from an eBook that can be retrieved by students directly from the McGill library site. If you do not know how to locate and retrieve journal articles or eBooks, please ask a librarian for assistance. McGill provides free electronic access to many academic journals and e-books, so any additional materials needed to complete course work should be available remotely.

Learning Outcomes
At the end of this course, students will:
1) Be able to describe key theoretical currents underpinning analyses of states’ efforts to control immigration and their relationship to broader concerns in political (and cultural) sociology.
2) Have practiced critical reading skills at the level required for area exams, research proposals and academic publications.
3) Be able to begin conducting a literature review of the kind required to successfully complete area exams and write research proposals.
4) Have gained experience with the peer-review process, both by giving constructive feedback on colleagues written work and by interpreting and applying peer feedback on one’s own work.

Evaluation Overview

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Date</th>
<th>% of final grade</th>
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</thead>
<tbody>
<tr>
<td>Reading engagement (using Perusall)</td>
<td>Throughout, beginning Week 3</td>
<td>40% (8 x 5%)</td>
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<tr>
<td>Term paper</td>
<td></td>
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<tr>
<td>Outline</td>
<td>February 5th</td>
<td>60% (10%)</td>
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<tr>
<td>Draft paper &amp; peer review (via Peergrade)</td>
<td>March 19th &amp; 26th</td>
<td>(20%)</td>
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<tr>
<td>Final paper</td>
<td>April 16th</td>
<td>(30%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
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Evaluation Component Details & Accommodation

1) Reading Engagement via Perusall (8 x 5% = 40% of final grade)

In order to maximize student engagement with the course material, students will be asked to annotate each week’s required readings using the Perusall software platform. This is a browser-based reading tool that allows participants to annotate texts with questions and comments, and to respond to each other’s annotations. All required readings for the course will be uploaded to the platform by the instructor. We will begin using Perusall in Week 3.

Students are asked to review the following information about Perusall prior to that class, so that outstanding questions can be clarified: https://support.perusall.com/hc/en-us/categories/360002173133-Students.

Please complete the following steps to create an account and access the reading interface:

- Go to https://app.perusall.com/accounts/register and create an account
- Verify your email address
- Click on “Create or enroll in course” and “I am a student”
- Enter the course code: [TBC on MyCourses]
- Enter your McGill student ID number

In order to refine your critical reading skills (see related PDF in the Readings folder on MyCourses), please use the following questions as a guideline for formulating your comments and questions in Perusall:

- What is the central claim/purpose of the article (i.e. the author’s “I say”)?
• What is the context within which the author is positioning their contribution (i.e. the author's “they say")?
• What are the central concepts/terms used in the argument?
• How do these central concepts/terms relate to ones from other readings in the author's broader academic context and/or the course?
• What evidence does the author offer to support their central claim? Is the connection between the claim and the evidence offered for it convincing? How does this evidence widen or limit the scope of the author's claim?
• Are there any assumptions underpinning the argument that are central for supporting the author’s claim? Do you think these assumptions plausible? Are they likely to hold in a range of contexts and/or for a range of subjects?

Due Dates: Students must read and finish annotating the readings for each Friday’s class by 18:00 EST the day before (Thursday) in order to receive credit for the week’s readings. Please do not leave this work until the last minute; technical glitches immediately before the deadline will not be considered grounds for accommodation. Additionally, these annotations are meant to facilitate asynchronous exchanges, and this cannot happen if everyone waits until the last minute to make their entries.

Grading: Your reading engagement will be graded for completeness and quality automatically by Persusall. Details on grading will be discussed on the first day of class. Your engagement with readings will be assessed in 8 out of 9 weeks from Weeks 3 to 13 (except Week 5). Each week’s score will be weighted as 5% of your final grade.

Accommodation: All students have six full days between the weekly seminar and the date/time by which readings for the following seminar must be completed. This allows everyone to work flexibly and at their own pace. Since reading engagement is evaluated in 8 out of 9 weeks from Week 3 to 13 (except Week 5), you have one “week off” (in addition to Weeks 1, 2 and 5. In other words, there are a total of three weeks for which you do not have to engage with the readings on Perusall. Please give very careful consideration as to when you would like to make use of your “week off”. It may be tempting to take a break early on, but I strongly recommend that you save this opportunity to cover unexpected circumstances like illness or other deadlines later in the semester. There is no further accommodation; additional missed weeks will receive a grade of ‘0.’

1) Term Paper (60% of final grade, comprised of 10% for the outline; 20% for the draft paper & peer review exercise; and 30% for the final paper)

Students are required to complete a major term paper on a topic related to one of the topics covered in the course. Further details will be provided in class and in a separate document posted to MyCourses during Week 1. The term paper will be completed in three steps: an outline, a first draft, and a final paper. The first two steps will be accompanied by a peer review exercise using an online platform called Peergrade. Please note that Firefox is the recommended browser for using Peergrade, and that the platform is known to have issues with Chrome and Safari. Peer review is an important form of evaluation in academic
research and being able to give constructive feedback to colleagues is a skill that is needed in many workplaces outside academia as well. The peer review process is “double blind”, meaning that neither the author of a document nor the individuals providing feedback know who each other are.

Grading: For the outline and the final paper will be graded by the instructor. For the final paper, a grading rubric will be distributed to students in advance of the due date. The grade for the draft term paper will consist of two components: 1) the quality of your work, as judged by three of your peers based on a set rubric (50%); 2) the quality of the peer evaluations you provide for three of your classmates (50%). These grades are generated by Peergrade but can be adjusted by the instructor in cases where reviews are “flagged.” A rubric will be provided in advance of the peer grade exercise.

Due Dates, Late Penalty & Accommodation: For both the draft term paper, you will have approximately one week to read and evaluate two of your classmates’ assignments, using the Peergrade software. If you do not submit all of your peer reviews, you will lose up to 50% of your grade. Due dates for all components of the term paper are listed in the Evaluation Overview and throughout the Course Outline below. The late penalty for submitting one’s own work in each case is 5% per day (the peer review exercise is timed and cannot be extended beyond the one-week window). Work submitted more than five days after the deadline may not be accepted for grading and may receive a mark of ‘0’.

Course Outline (Subject to change at the discretion of the instructor)

** It is recommended that you read each session’s required readings in order of appearance on the syllabus.

Session #1 (January 8th) – Introduction
- Critical Reading PDF (MyCourses)

Session #2 – (January 15th) - Causes of International Migration

Session #3 – (January 22nd) Pluralist approaches (Persuall by January 21st)

**ADD/DROP PERIOD ENDS JANUARY 22nd**

**Session #4 (January 29th) – Macro-Level approaches (Perusall by January 28th)**

**Session #5 (February 5th) – NO CLASS**
- Additional office hours will be held during normal class time.
- **Term paper outlines DUE at 23:59 EST**

**Session #6 (February 12th) - Institutionalist approaches (Perusall by February 11th)**
- **Term paper outline reviews DUE at 23:59 EST**

**Session #7 (February 19th) – State-centred approaches (Perusall by February 18th)**
Session #8 (February 26th) – Bureaucracies & policy formulation (Perusall by February 25th)

READING WEEK (MARCH 1st – 5th) NO CLASS

Session #9 (March 12th) – Bureaucracies, implementation and policy (Perusall by March 11th)

Session #10 (March 19th) – Geography of control (Perusall by March 18th)
- Term Paper Drafts DUE at 23:59 EST

Session #11 (March 26th) – Control through legal status and its absence (Persuall by March 25th)
- Term Paper Draft Reviews DUE at 23:59 EST
Session #12 (April 9th) – Temporary Migration Policies (Perusall by April 8th)

Session #13 (April 16th) – Wrap-Up
- No readings.

Final Term Papers DUE on Friday, April 16th, at 23:59 EST

The Fine Print

Undergraduate Participants
This is a graduate-level (MA/PhD) course to which advanced undergraduate students (U3) may be admitted, exceptionally, at the discretion of the instructor. In order to be considered for admission, undergraduate students will generally: 1) have completed another course with the instructor and achieved a high grade in that course; 2) have a GPA of 3.7 or higher; 3) have a strong interest in the issue of immigration, as indicated by the completion of other courses on the subject and/or employment in the field and/or internships or extracurricular activities related to the field; and 4) have strong writing and analytical skills as demonstrated in a writing sample. Undergraduates who request admission to the course, submit the relevant documentation to the instructor, and are considered to be a good fit for the course will be placed on a waiting list. Admissions decisions will be made during the add/drop period. Priority in enrolment will be given to graduate students in sociology and closely related disciplines. Undergraduate participants are expected to fulfill the same course requirements as graduate students, and their work will be graded according to the same criteria.

Language of Evaluation
“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.” (approved by Senate on 21 January 2009 – see also the section in this document on Assignments and evaluation.)
«Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue).»

Academic Integrity
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). (approved by Senate on 29 January 2003)
«L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).»

Use of Software to Protect Academic Integrity
Work submitted for evaluation as part of this course may be checked with text matching software within MyCourses.

Policy Concerning the Rights of Students with Disabilities
If you need any accommodation please contact the Office for Students with Disabilities (http://www.mcgill.ca/osd/ 398-6009). You may also contact me directly. I will make every reasonable effort to accommodate you.

Copyright
Instructor generated course materials (e.g. Power Point slides, handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures. Recording and distributing recordings of lectures and seminars is prohibited unless the instructor gives written consent.

Course Changes in Extraordinary Circumstances
In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.

Grade appeals
Instructors and teaching assistants take the marking of assignments very seriously, and we work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:
• If it is a mathematical error simply alert the instructor.
• In the case of more substantive appeals, you must:
  o Wait at least 24 hours after receiving your mark;
  o Carefully re-read your paper/assignment/test, all guidelines and marking schemes, and the grader’s comments.
  o Within 10 working days after results are available, submit to the instructor a one-page explanation of why you think your grade should be changed. Please note statements such as “Because I worked very hard on this” and “I need a higher grade to apply to X” are not compelling.
Make an appointment to meet with the instructor during office hours, at which time the instructor will give you a decision on the appeal and explain the outcome. After that, students are entitled to a re-read or re-assessment by a professor not teaching the course should they request it.

Please note that upon re-grade your mark may go down, stay the same, or go up.