Instructor: Dr. Teresa Abada

Office Hours: by appointment
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Course Description

This course will examine issues regarding Migration in both less developed and more developed countries (for developed countries emphasis on Canada, US and some European countries). The specific topics will include economic integration of immigrants; ethnic communities and settlement patterns; second generation (children of immigrants); language, diversity and identity issues; gender and migration; economic development; family; models of vulnerabilities and refugees; immigration policies.

This is a seminar course, therefore student participation is expected during classes. There will be no mid-term exam. Term grades will be determined on the basis of requirements: (1) class presentations; (2) class participation (3) term paper.

The course will be conducted in a seminar format, with a focus on analysing the readings which seminar participants are expected to have read in advance of a given seminar.

Notice for all course outlines (prerequisites)

Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the requisites for this course, and you do not have written special permission from your Dean to enroll in this course, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. There is no adjustment to student fees in the event that a student is dropped from a course for failing to have the necessary prerequisites.

Learning Outcomes:

Graduates of the **Master's / Doctoral programs in Sociology** will be able to do the following: [note: * indicates an outcome that is the same for MA and PhD programs]

- Synthesize and critically evaluate theoretical arguments and published research from a sociological perspective*

- Critically assess social institutions, social processes, social relations, and various dimensions of social experience from a sociological perspective*

- Analyze, evaluate, and utilize a variety of theoretical perspectives and methodological approaches in Sociology*

- Apply sociological theory and methods to understand and interpret social phenomena*
- Master's: Demonstrate competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new context
- Doctoral: Demonstrate competence in the research process at an advanced level by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new context in order to contribute to the broader discipline of Sociology

- Demonstrate an ability to present and discuss ideas clearly and articulately through effective oral and written communication*

- Demonstrate an ability to engage in scholarly discussion and debate in in formal and informal learning environments*

- Demonstrate an awareness and appreciation of the complexity of knowledge, the potential contributions of other interpretations, methods, and disciplines, and the limitations of one's own work and of the discipline more generally*

Course requirements

The final grade will be determined as follows:

Term paper (due last day of class)	40%
Class participation	20%
Presentations	40%

Class participation

This mark will be based on evidence of having read the readings, and participation through questions and discussion. For each seminar, all students are expected to have read the required readings listed on the course outline. Participation includes asking questions, answering questions, discussing links to other things, thinking about implications. It is important to come to class with some notes and

reflections on the material. Our objectives should be to summarize, raise important points, synthesize, appreciate critically, and discuss the relevance of given readings.

Presentation

 The person responsible for a given seminar will distribute a page of questions that they will use as a focus for the discussions of the following week. Thus the presentation mark will be based on distributing a set of discussion questions **at the previous class**, and leading the discussion for part of the seminar. This includes raising questions, sponsoring discussion, possibly bringing in additional material, synthesizing, and discussing the policy implications.

Class participation and your presentations will be evaluated not just on the mere summaries of your presentation. One must generate quality discussions and contributions from the assigned readings, not just the general findings, etc. It's important to synthesize the literature and move beyond it to show its relevance to the broader immigration literature. The use of examples is also important when making your arguments.

Term paper:

By mid-October you need to have chosen a term paper topic. You can either come to see me about your topic or provide me some written details. You need to hand in about a page that indicates the main objective (thesis, purpose) of the paper, strategies of how you will approach your topic, themes to be covered and some references.

The papers can either be reviews that bring together the literature and information on a specific question, or empirical papers that involve data analysis (using an available data set from the Social Science Computer Centre). The paper needs to relate to this course, so you should be able to put the topic somewhere in the course outline. Another way of saying this is that the paper needs to relate to Migration and include discussion (in terms of theoretical perspectives and the substantive issues that are relevant to this course).

For example, if you are writing on the second generation, you should be able to bring into the discussion the theoretical framework pertaining to segmented assimilation.

The term paper should be seen as an investigation (through library research), where you put together the evidence, document your results and think through the implications. It is important that a term paper be unified around a central topic ("purpose" or "thesis"), and that the reader be able to follow the plan of the paper. The term paper should be seen as a research report (generally involving library research), where you put together the evidence for your argument and document your results. That is, it should bring to bear sociological/demographic research as evidence on the topic at hand. The better papers start with an idea that is pursued through library research or through an analysis of data. In the case of library research, you need to document the evidence with regard to given questions. In the case of a research

paper, you could undertake an actual analysis of data (possibly a data set available in the IDLS system of the Social Science Computer Lab.

It should be an investigation of your question/problem/issue using available evidence, rather than a summary of a series of books and articles on the topic of the paper. At least on key observations of the paper, research evidence taken from given studies should be used, rather than summaries taken from text books or other secondary sources. In citing evidence, it is the writer's responsibility to ensure that the evidence is accurate and legitimate, and to convince the reader of the quality of this evidence. Just because someone wrote it, or posted it on the Web, does not necessarily mean that it is credible evidence.

In reading the paper, one needs to have a good sense of what has been investigated/researched, and what was the conclusion of the investigation. Introductions and conclusions of papers are particularly important. The parts of the paper should be readily identifiable, normally through headings and transitions that make the reader aware of the logic of the plan of the paper. The paper should be well organized and checked for errors (including typos and spelling). Scholarly standards of referencing are expected. Referencing in the text should be used, rather than through footnotes. The referencing style of the American Psychological Association (APA) is to be used. There is a handout at the entrance to the Weldon Library on APA referencing. If tables or figures are used in the paper, they should be properly labelled so that the reader knows when to look at given tables. The text of the paper needs to be typed, but tables/figures may be photocopied from other sources, or hand-written, as long as they are numbered in accordance with your usage in the paper and **your** source is properly indicated at the bottom of the table.

Papers should be about 15 <u>numbered</u> pages. Papers will be graded on the basis of having located the appropriate research by which to analyse the question under investigation, the readability of the paper, and the originality/insightfulness of the discussion. I will keep a copy of your paper; if you want a copy with my comments, please return two copies.

Important Policies

Plagiarism

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Plagiarism Checking

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting

plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: http://www.uwo.ca/univsec/appeals_discipline/index.html

Accommodation

Only in exceptional circumstances may a student be provided special accommodation in the completion of a course requirement (i.e., exams, papers). To request a one-time accommodation (brief illness, family emergency), the student should inform the professor when they are able so accommodation can be made. To request other accommodation(s), the student must first meet with the Graduate Chair to discuss options. Medical documentation, where required, will be kept on file in the Sociology graduate program office.

Completion of Course Requirements

Course requirements must be completed by the end of the term in which the course is offered (Fall-December 31; Winter-April 30, Summer-August 31). Only in exceptional circumstances may a student take additional time to complete the course requirements. In such a case, the student must first meet with the Graduate Chair to request permission to carry the incomplete. Medical documentation, where required, will be kept on file in the Sociology graduate program office. More details regarding incompletes are outlined in the Graduate Handbook:
http://www.sociology.uwo.ca/graduate_handbook/course_information.html

Mental Health

Students who are in emotional/mental distress should refer to Health and Wellness Western for a complete list of options to obtain help: http://uwo.ca/health/mental_wellbeing/

Health and Wellness

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. *The* Wellness Education Centre *(lower level UCC)* assists students in finding mental health and other related resources best suited to their needs: http://se.uwo.ca/wec.html Western's School of Graduate and Postdoctoral Studies' Living Well website provides tips for thriving at grad school and other helpful information: http://grad.uwo.ca/current_students/living_well/index.html

Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre: http://www.westernmustangs.ca/index.aspx?path=ims# Numerous cultural events are offered throughout the year. Also, we encourage you to check out the Faculty of Music web page http://www.music.uwo.ca/, and our own McIntosh Gallery http://www.mcintoshgallery.ca/.

Course Schedule and Readings

Outline and schedule

ASSIGNED READINGS: Week of:

September 12:

Boyd, Monica (2000) 100 years of Immigration, *Canadian Social Trends*, Autumn, 2000.

http://www.statcan.gc.ca/kits-trousses/pdf/social/edu01b_0001d-eng.pdf

September 19

THEORETICAL PERSPECTIVES

***Alba Richard and Victor Nee (1997). "Rethinking Assimilation Theory for a New Era of Immigration." *International Migration Review*, 31(4): 826-874.

Boyd, Monica (1989). "Family and Personal Networks in International Migration: Recent Developments and New Agendas." *International Migration Review*, 23: 638-670.

Portes Alejandro (1997). "Immigration Theory for a New Century: Some Problems and Opportunities." *International Migration Review*, vol. 31, no. 4: 799-825**.**

Bonacich, Edna. 1972. A Theory of Ethnic Antagonism: The Split Labour Market. *American Sociological Review* (37)5: 547-559.

Waldinger R. 1986. Immigrant Enterprise: A Critique and Reformulation, Theory and Society 15(1-2): 249-285.

September 26: Transnationalism

Bailey, A. J. 2001. Turning transnational: Notes on theorization of international migration. *International Journal of Population Geography* 7(6): 413-48.

Itzigsohn, J., & Saucedo, S. G. (2002). Immigrant incorporation and sociocultural transnationalism. *International Migration Review*, *36*(3), 766–798.

Portes, A., Guarnizo, L. E., & Landolt, P. (1999). The study of transnationalism: Pitfalls and promise of an emergent research field. *Ethnic and Racial Studies*, *22*(2), 217–237.

Mazzucato, V. (2009). Informal insurance arrangements in Ghanaian migrants' transnational networks: The role of reverse remittances and geographic proximity. *World Development*, *37*(6), 1105–1115. http://doi.org/10.1016/j.worlddev.2008.11.001

Zontini, E. (2004). Immigrant women in Barcelona: Coping with the consequences of transnational lives. *Journal of Ethnic and Migration Studies*, *30*(6), 1113–1144.

Portes, Alejandro, Guarnizo, Luis Eduardo and William Haller (2002). "Transnational Entrepreneurs: An Alternative Form of Immigrant Economic Integration." *American Sociological Review*, 67 (2): 278-298.

Kaag M. Transnational Elite Formation: The Senegalese Murid Community in Italy 2013 *Journal of Ethnic and Migration Studies* 39(9): 1425-1439.

Alcántara, C., Chen, C., & Alegría, M. (2015). Transnational ties and past-year major depressive episodes among Latino immigrants. *Cultural Diversity and Ethnic Minority Psychology*, *21*(3), 486–495.

October 3rd ECONOMIC INTEGRATION OF IMMIGRANTS

Bagchi, Ann (2001). "Migrant Networks and the Immigrant Professional: An Analysis of the Role of Weak Ties." *Population Research and Policy Review*, 20: 9-31.

Anthony Heath and Jean Martin 2013. Can religious affiliation explain 'ethnic' inequalities in the labour market? *Ethnic and Racial Studies*, 2013 Vol. 36, No. 6, 1005-1027

Buzdugan Raluca and Shiva Halli (2009). "Labor Market Experiences of Canadian Immigrants with Focus on Foreign Education and Experience." *International Migration Review*, vol. 43(2): 366-386.

Stewart, Q. T. and J. C. Dixon. 2010. Is it Race, Immigrant Status, or Both? An Analysis of Wage Disparities among Men in the United States *International Migration Review,* 44(1): 173-20-1.

Finlay, A. 2011. An Assessment of Supply and Demand-side Theorizations of International Student Mobility, *International Migration* 49(2): 162-190.

Fuller, S., & Martin, T. F. (2012). Predicting immigrant employment sequences in the first years of settlement. *International Migration Review*, *46*(1), 138–190.

Adamuti-Trache, M., Anisef, P., Sweet, R., & Walters, D. (2013). Enriching foreign qualifications through Canadian post-secondary education: Who participates and why? *Journal of International Migration and Integration*, *14*, 139–156. http://doi.org/10.1007/s12134-011-0228-y

Joong-Hwan Oh (2007). "Economic Incentive, Embeddedness, and Social Support: A Study of Korean-Owned Nail Salon Workers' Rotating Credit Associations." *International Migration Review*, vol. 41(3): 623-655**.**

Kanas, A. van Tubergen F. and van der Lippe T. (2009) 'Immigrant Self-employment: Testing Hypotheses About the Role of Origin and Destination", *Work and Occupations* 36(3): 181-208

October 10 SECOND GENERATION

***Zhou, Min (1997). "Segmented Assimilation: Issues, Controversies and Recent Research for the New Second Generation." *International Migration Review*, 31: 975-1008.

Portes, Alejandro, Fernandez-Kelly and William Haller (2005). "Segmented Assimilation on the Ground: The New Second Generation in Early Adulthood." *Ethnic and Racial Studies*, 28(6): 1000-1040.

Abbasi-Shavazi 2012 Marriage and Family Formation of the Second-Generation Afghans in Iran: Insights from a Qualitative Study*, International Migration Review* 46(4): 828-860.

Silberman Roxane, Alba, Richard and Irene Fournier (2007). "Segmented Assimilation in France? Discrimination in the Labour Market against the Second Generation" *Ethnic and Racial Studies*, 30(1): 1-27**.**

Teresa Saraiva Lea˜o, Jan Sundquist, Leena Maria, Johansson, Sven-Erik Johansson & Kristina Sundquist. 2005. Incidence of Mental Disorders in Second-Generation Immigrants in Sweden: A Four-Year Cohort Study, *Ethnicity and Health*, Vol. 10, No. 3, August 2005, pp. 243 /256.

October 17: Social Integration

***Kelly Patricia-Fernandez and Lisa Konczal (2005). 'Murdering the Alphabet' Identity and Entrepreneurship among Second Generation Cubans, West Indians and Central Americans." *Ethnic and Racial Studies*, 28(6): 1153-1181.

Reynolds, Tracey (2006). "Caribbean Families, Social Capital and Young People's Diasporic Identities." *Ethnic and Racial Studies*, vol. 29(6): 1087-1103.

Leda Blackwood, Nick Hopkins and Steve Reicher 2013. I know who I am, but who do they think I am? Muslim perspectives on encounters with airport authorities *Ethnic and Racial Studies,* Vol. 36, No. 6, 10901108.

DeSipio, L. (2011). Immigrant incorporation in an era of weak civic institutions: Immigrant civic and

political participation in the United States. *American Behavioral Scientist*, *55*(9), 1189–1213. http://doi.org/10.1177/0002764211407842

Song, Miri, 2010. What Happens After Segmented Assimilation? An Exploration of Intermarriage and 'Mixed Race' Young People in Britain, Ethnic and Racial Studies, 33(7): 1194-1213.

Ajrouch, K., Jamal, A. 2007. Assimilating to a White Identity: The Case of Arab Americans. *International Migration Review*, 41(4): 860-879.

October 24: ETHNIC COMMUNITIES, COMMUNITY FORCES AND SETTLEMENT PATTERNS

***Zhou, Min and Susan Kim (2006). "Community Forces, Social Capital, and Educational Achievement The Case of Supplementary Education in the Chinese and Korean Immigrant Communities." *Harvard Educational Review*, 76(1): 1-29.

Connor, P. (2011). Religion as resource: Religion and immigrant economic incorporation. *Social Science Research*, *40*(5), 1350–1361.

Becares, L., Stafford, M., Laurence, J., and J. Nazroo. 2011. Composition, Concentration and Deprivation: Exploring their Association with Social Cohesion among Different Ethnic Groups in the UK, *Urban Studies*, 48: 2771-2787.

Chort, I., Gubert, F., & Senne, J. N. (2012). Migrant networks as a basis for social control: Remittance incentives among Senegalese in France and Italy. *Regional Science and Urban Economics*, *42*, 858–874. http://doi.org/10.1016/j.regsciurbeco.2012.02.001

Maria-Carmen Pantea 2013. Social ties at work: Roma migrants and the community dynamics *Ethnic and Racial Studies*, Vol. 36, No. 11, 17261744

October 31: GENDER AND MIGRATION

***Hondagneu-Sotelo, Piererette (2000). "Feminism and Migration." The ANNALS of the *Academy of Political and Social Science*, 571, 107-120.

Boyd, Monica and Elizabeth Grieco (2003); Women and Migration: Incorporating Gender into International Migration Theory.

Type in: http://www.migrationinformation.org/Feature/display.cfm?id=106

Zontini, Elisabetha 2010. Enabling and Constraining Aspects of Social Capital in Migrant Families: Ethnicity, Gender and Generation, *Ethnic and Racial Studies*, 33(5): 8`6-831,

Christiane Hellermann (2006) "Migrating alone: Tackling social capital? Women from Eastern Europe in Portugal." *Ethnic and Racial Studies*, vol. 29(6): 1135-1152.

Foner, Nancy (1998). "Benefits and Burdens: Immigrant Women and Work in New York City." *Gender Issues,* 16(4): 5-24.

Gidengil, E. and D. Stolle. 2009. The Role of Social Networks in Immigrant Women's Political Incorporation. *International Migration Review*, 43(4); 727-763.

Espiritu, Yen Le (1999). "Gender and Labor in Asian Immigrant Families." *American Behavioral Scientist*, 42(4): 628-647.

McGregor, J. 2007. Joining the BBC (British Bottom Cleaners): Zimbabwean Migrants and the UK Care Industry. *Journal of Ethnic and Migration Studies* 33(5): 801-84.

Sa¨a¨va¨la Minna 2010. Forced Migrants, Active Mothers or Desired Wives: Migratory Motivation and Self-Representation in Kosovo Albanian and Russian Women's Biographies, *Journal of Ethnic and Migration Studies*, Vol. 36, No. 7, August 2010, pp. 11391155

Moya, J. 2007. Domestic Service in a Global Perspective: Gender, Migration, and Ethnic Niches. *Journal of Ethnic and Migration Studies*, 33(4): 559-579.

November 7: MIGRATION AND THE FAMILY

***Parrenas, Rhacel (2005). "Long Distance Intimacy: Class, Gender and Intergenerational Relations between Mothers and Children in Filipino Transnational Families." *Global Networks*, 5(4): 317-336.

Foner, Nancy, (1997). "The Immigrant Family: Cultural Legacies and Cultural Changes." *International Migration Review*, 31(4): 961-974.

Hou and Myles 2013. Interracial marriage and status-caste exchange in Canada and the United States *Ethnic and Racial Studies*, Vol. 36 No. 1 January 2013 pp. 7596

Zontini, Elisabetha 2010**.** Enabling and Constraining Aspects of Social Capital in Migrant Families: Ethnicity, Gender and Generation, *Ethnic and Racial Studies*, 33(5): 8`6-831

Landolt, P., & Da, W. W. (2005). The spatially ruptured practices of migrant families: A comparison of immigrants from El Salvador and the People's Republic of China. *Current Sociology*, *53*(4), 625–653.

Zhou Min and Carl Bankston III (2001). "Family Pressure and the Educational Experience of the Daughters of Vietnamese Refugees." *International Migration,* 39(4): 133-151.

November 14 Migration and Economic Development

***Basok, Tanya (2003). "Mexican Seasonal Migration to Canada and Development: A Community Based-Comparison." *International Migration*, 41(2): 4-25.

Portes, Alejandro (2009). "Migration and Development: reconciling opposite views" *Ethnic and Racial Studies,* vol. 32(1): 5-22.

De Haas, H. (2005). International migration, remittances and development: Myths and facts. *Third World Quarterly*, *26*(8), 1269–1284.

Suksomboon, P. (2008). Remittances and "social remittances": Their Impact on livelihoods of Thai women in the Netherlands and non-migrants in Thailand. *Gender, Technology and Development*, *12*(3), 461–482.

Quisumbing, A., & McNiven, S. (2010). Moving forward, looking back: The impact of migration and remittances on assets, consumption, and credit constraints in the rural Philippines. *Journal of Development Studies*, *46*(1), 91–113. http://doi.org/10.1080/00220380903197960

Thomas, K 2008. Return Migration in Africa and the Relationship between Educational Attainment and Labor Market Success: Evidence from Uganda*, International Migration Review,* 42(3): 652-674.

November 21 Migration and Health

Dunn, J. R., & Dyck, I. (2000). Social determinants of health in Canada's immigrant population: Results from the National Population Health Survey. *Social Science & Medicine*, *51*, 1573–1593.

Gee, E. M., Kobayashi, K. M., & Prus, S. G. (2004). Examining the healthy immigrant effect in mid-to later life: Findings from the Canadian Community Health Survey. *Canadian Journal on Aging*, *23*(Suppl 1), S55–S63. http://doi.org/10.1353/cja.2005.0032.

Newbold, B. (2009). The short-term health of Canada's new immigrant arrivals: Evidence from LSIC. *Ethnicity & Health*, *14*(3), 315–336.

Asanin, J., & Wilson, K. (2008). "'I spent nine years looking for a doctor'": Exploring access to health care among immigrants in Mississauga, Ontario, Canada. *Social Science & Medicine*, *66*, 1271–1283. http://doi.org/10.1016/j.socscimed.2007.11.043.

Amoyaw J. and Abada, T.(2016) "Does helping them benefit me? Examining the emotional cost and benefit of immigrants' pecuniary remittance behaviour in Canada" *Social Science & Medicine*, 153:182-192.

De Maio, F. G., & Kemp, E. (2010). The deterioration of health status among immigrants to Canada. *Global Public Health*, *5*(5), 462–478. http://doi.org/10.1080/17441690902942480

November 28: MODELS OF VULNERABILITY AND REFUGEES

Boyd, Monica (1999). "Gender, Refugee Status and Permanent Settlement." *Gender Issues,* 17(1): 5-25.

Helleiner Jane 2013. Unauthorised Crossings, Danger and Death at the CanadaUS Border *Journal of Ethnic and Migration Studies*, 39(9): 1507-1524.

Christiane Hellermann. 2006. Migrating alone: Tackling social capital? Women from Eastern Europe in Portugal. *Ethnic and Racial Studies* 29(6): 1135-1152**.**

Hughes, Donna (2000). "The Natasha Trade: The Transnational Shadow Market of Trafficking in Women*." Journal of International Affairs*, 53(2): 625-651**.**

Hyndman, J., & Giles, W. (2011). Waiting for what? The feminization of asylum in protracted situations. *Gender, Place and Culture*, 18 (3), 361-379.

Simich, L., Beiser, M., Stewart, M. et al 2005 Providing Social Support for Immigrants and Refugees in Canada: Challenges and Directions Journal of Immigrant and Minority Health **7: 259 - 268**

Nakache, D. (2010). The Canadian temporary foreign worker program: Regulations, practices and protection gaps. The Research Alliance on Precarious Status Workshop: Producing and Negotiating Precarious Migratory Status in Canada. Toronto: York University (16th September). www.yorku.ca/raps1/events/pdf/D_Nakache.pdf

December 5: Immigration Policies

***Green, Alan and David Green (1999). "The Economic Goals of Canada's Immigration Policy: Past and Present." *Canadian Public Policy*, 25(4): 425-451**.**

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

Paloma E. Villegas 2013. Assembling a visa requirement against the Mexican 'wave': migrant illegalization, policy and affective 'crises' in Canada *Ethnic and Racial Studies*, 2013 Vol. 36, No. 12, 22002219

Hennebry, J. L., & Preibisch, K. 2012. A Model for Managed Migration? Re-Examining Best Practices in Canada's Seasonal Agricultural Worker Program. *International Migration*, *50*(s1), e19-e40.