



**The University of Western Ontario  
SOCIOLOGY 4416**

**Migration**

**Winter January till April 2017**

**Mondays from 1:30 AM till 3:30PM**

**Instructor: Dr. Teresa Abada**

Office Hours: by appointment  
Department of Sociology, Office: SSC 5429  
Email: tabada@uwo.ca

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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)**

**Antirequisite(s):** Sociology 4488F taught in 2009.

**Prerequisite(s):** Enrolment in fourth year of one of the Honors Specializations or Honors Double Major in Sociology

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:**

- 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\*
- 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 formal and informal learning environments\*

## **Course requirements**

The final grade will be determined as follows:

Term paper (last lecture in April)	40%
Class participation	20%
Presentation	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, 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 end of February you need to have chosen a term paper topic. You can either see me about your topic or provide me some written details. You can 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 10 numbered 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](http://www.uwo.ca/univsec/appeals_discipline/index.html)

## ***Policy on Accommodation for Medical Illness***

### **Missed Exams**

Make-up exams will be granted with approved documentation only. If you have a conflict with one of the exam dates, it is your responsibility to discuss it with the Academic Counseling office at least one week before the regularly scheduled exam and provide documentation of the conflict. If approved, you will be allowed to schedule a make-up exam. If you miss an exam date or the due date for an assignment due to illness or for any other unforeseen reason, you must provide notification of and documentation for the reasons for your circumstances to your Academic Counselor within 48 hours. If your problem is medical in nature, you should be seen by your doctor on the date of the exam or on the date the assignment is due. If your Academic Counselor agrees that your reasons are legitimate and are supported by your medical doctor's documentation, you will be allowed to write a makeup exam or hand in your assignment at a later date.

Compassionate Grounds: Serious Illness of a Family Member: Inform your instructor as soon as possible and submit a medical certificate from the family member's physician to your home faculty's Academic Counselling office.

In Case of a Death: Inform your instructor as soon as possible and submit a copy of the newspaper notice, death certificate or documentation provided by the funeral director to your home faculty's Academic Counselling office.

Western's policy on Accommodation for Medical Illness can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf).

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: [http://counselling.ssc.uwo.ca/procedures/medical\\_accommodation.html](http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html)

### ***Accessibility Options:***

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website:

[http://www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

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[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### ***Mental Health***

Students who are in **emotional/mental distress** should refer to Mental Health@Western

(<http://www.uwo.ca/uwocom/mentalhealth/>) for a complete list of options how to obtain help.

## Course Schedule and Readings

### Outline and schedule

#### ASSIGNED READINGS: Week of:

#### January 9:

#### Introduction to Basic Concepts and Issues

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

#### January 16

#### THEORETICAL PERSPECTIVES

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

Alba Richard, Foner Nancy. 2014. Comparing immigrant integration in North America and Western Europe: How much do the grand narratives tell us? *International Migration Review* 48:263–91.

Vertovec, S. 2007. “Super-diversity and Its Implications.” *Ethnic and Racial Studies* 30 (6): 1024–1054

#### January 23: LABOUR MIGRATION

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.

### **January 30: ALTERNATIVE FORMS OF ECONOMIC INCORPORATION**

\*\*\*Abada Teresa, Hou Feng and Yuqian Lu (2014). Choice or Necessity? Do Immigrants and Their Children Choose Self Employment for the Same Reasons?" *Work Employment and Society*

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.

Reza Nakhaie 2015. Economic Benefits of Self-Employment for Canadian Immigrants. *Canadian Review of Sociology*, 52(4): 377-401.

Bagwell, Susan 2015. Transnational Entrepreneurship amongst Vietnamese Businesses in London. *Journal of Ethnic and Migration Studies*, 41(2): 329-349.

### **February 6 SECOND GENERATION**

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

Abada Teresa, Hou Feng and Bali Ram 2009. Educational Attainment of the Children of Canadian Immigrants. *Canadian Journal of Sociology*, 2009, 34(1): 1-28.

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.

Gert-Jan Martijn Veerman and Jaap Dronkers 2016. Ethnic Composition and School Performance in the Secondary Education of Turkish Migrant Students in Seven Countries and 19 European Educational Systems, *International Migration Review*, 50(3): 537-567.

Teresa Saraiva Leão, 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

### **February 13: LANGUAGE, DIVERSITY AND IDENTITY ISSUES**

\*\*\*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.

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,

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

#### **February 27: 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.

Long Le Anh Nguyen. 2015. Institutions, Information Exchange, and Migrant Social Networks in Rome. *Ethnic and Racial Studies* 38(15): 2722-2737.

Reitz, J., Banerjee, R., Phan, M. and J. Thompson 2009. Race, Religion, and the Social Integration of New Immigrant Minorities in Canada, *International Migration Review*, 43(4): 695-726

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

#### **March 6: MIGRATION AND ECONOMIC DEVELOPMENT**

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

Dulce Medina and Cecilia Menjivar. 2015. The context of return migration: challenges of mixed-status families in Mexico's schools *Ethnic and Racial Studies*: 2123-2139.

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

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.

### **March 13: GENDER AND MIGRATION**

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

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

Frank, K. and F. Hou. 2015. "Source country gender roles and the division of labor within immigrant families." *Journal of Marriage and Family* 77:557-574.

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. 1139-1155

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

### **March 20: 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.

Zontini, Elisabetha 2010. Enabling and Constraining Aspects of Social Capital in Migrant Families: Ethnicity, Gender and Generation, *Ethnic and Racial Studies*, 33(5): 806-831

Alba Richard and Nancy Foner. 2015. Mixed Unions and Immigrant-Group Integration in North America and Western Europe, *The ANNALS of the American Academy of Political and Social Science* 662:38-56.

### **March 27: MODELS OF VULNERABILITY AND REFUGEES**

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

Hyndman, Jennifer and Wenona Giles, Waiting for What? The Feminization of Refugees in Protracted Situations. In *Gender, Place and Culture*. Vol 18. No. 3 June 2011

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

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

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 (16<sup>th</sup> September).  
[www.yorku.ca/raps1/events/pdf/D\\_Nakache.pdf](http://www.yorku.ca/raps1/events/pdf/D_Nakache.pdf)

### **April 3: 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

Basok, T. and E. Carasco. 2010. "Advancing the Rights of Noncitizens in Canada: A Human Rights Approach to Migrant Rights," *Human Rights Quarterly*, 32 (2): 342-366