



SOCIOLOGY 9373-001
MIGRATION
September till December 2020
Wednesdays 1:30 till 4:30 (online)

Instructor: Dr. Teresa Abada

Office Hours: TBA by appointment only by Zoom Department of Sociology, Email: tabada@uwo.ca

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.

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*

Method of Evaluation: This course will consist of a term paper, class participation and presentations

Evaluation Breakdown:

The final grade will be determined as follows:

Term paper (Last day of class in December)	45%
Class participation	25%
Presentation	30%

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 October 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.

How to Contact Me: tabada@uwo.ca

How to get important information:

If there is any announcement I will contact you through OWL.

Important Policies

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the [Senate policy](#) are met. Two important exceptions to this rule: SRAs will not be allowed for final examinations or assessments worth more than 30% of a given course.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a [Student Medical Certificate](#) (for illness) or other appropriate documentation (for compassionate grounds).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.

https://counselling.ssc.uwo.ca/procedures/having_problems/Self_Reported_Absence.html

Policies for Assignment Deadlines:

You must present on the day that you are scheduled to do so. Note that the presentations are by topics of the week, so it's imperative that the presentations are in line with the weekly topics. If you cannot present on this day for any reason, then you are required to write a 5 page paper on any topic other than your final paper. This will be in place of the missed day for your scheduled presentation. If you miss both presentations then you are required to write another 5 page paper on a different topic from your first paper and your final paper. So for both missed presentations, you will have to write 2 papers (5 pages each) on different topics and these papers will also be on a different topic from your final paper.

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.

A Note on 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 detection of plagiarism. All papers submitted for such checking 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 (www.turnitin.com).

Policy on Laptops and other Electronics/Phones in Class:

Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

Policy on Accommodation for Medical Illness

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

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 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

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:

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://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

Course Schedule and Readings:

September 9:

Introduction to Basic Concepts and Issues

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

<https://www150.statcan.gc.ca/n1/en/pub/11-008-x/2000002/article/5164-eng.pdf?st=lbY4JFRA>

September 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.

Van Hear. N. (2018). Push-pull plus: reconsidering the drivers of migration. *Journal of Ethnic and Migration Studies*.44: 927-944.

Crul Maurice (2016). “Super-diversity vs. assimilation: how complex diversity in majority–minority cities challenges the assumptions of assimilation.” *Journal of Ethnic and Migration Studie*.42(1):54-68.

September 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

Banerjee R., Verma A. and T. Zhang (2019). Brain Gain or Brain Waste? Horizontal, Vertical, and Full Job-Education Mismatch and Wage Progression among Skilled Immigrant Men in Canada. *International Migration Review*, 53(3): 646-670.

Kaida, Lisa (2013) “Do Host Country Education and Language Training Help Recent Immigrants Exit Poverty?” *Social Science Research* 42(3): 726-741

Verma, A., Reitz J. and R. Banerjee (2016). Unionization and Income Growth of Racial Minority Immigrants in Canada: A Longitudinal Study. *International Migration Review*. 50(3): 67-98.

Sano, Yujiro, Lisa Kaida, and Liam Swiss (2017). "Earnings of Immigrants in Traditional and Non-Traditional Destinations: A Case Study from Atlantic Canada" *Journal of International Migration and Integration* 18(3):961–980

September 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*

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.

Kloosterman R.C., Rusinovic, K. & D. Yeboah (2016) Superdiverse migrants—similar trajectories? Ghanaian entrepreneurship in the Netherlands seen from a Mixed Embeddedness perspective, *Journal of Ethnic and Migration Studies*, 42:6, 913-932

October 7: SECOND GENERATION

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

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.

Villares-Valera, M. 2017. "Not helping out": classed strategies of the (non) contribution of children in immigrant family businesses. *Ethnic and Racial Studies*, 40(10) 1758-1775.

Abada T. Frank, K., and Hou F.(2018) Between Two Worlds: Source-Country Gender Roles and Gender Differences in Educational Attainment among Immigrant Children. *Sociological Inquiry*, 88(1): 131-154.

October 14: 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.

Marfouk A. (2019). I’m neither racist nor xenophobic, but: dissecting European attitudes towards a ban on Muslims’ immigration. *Ethnic and Racial Studies*, 42(10): 1747-1765.

Carlsson M. and S. Errikson (2017). Do attitudes expressed in surveys predict ethnic discrimination? *Ethnic and Racial Studies* 40(10): 1739-1757.

October 21: 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.

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

Guzman Garcia, M. (2018). Spiritual Citizenship: Immigrant Religious Participation and the Management of Deportability1. *International Migration Review*, 52(2), 404–42

October 28: 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 Menjívar. 2015. The context of return migration: challenges of mixed-status families in Mexico’s schools *Ethnic and Racial Studies*: 2123-2139.

Song Q. and Z. Liang (2019). Remittance Behaviors of International Migrants in Comparative Perspective: The Case in Fujian, China. *International Migration Review*, 53(3): 930-955

Agarwala R.(2018) Divine Development: Transnational Indian Religious Organizations in the United States and India *International Migration Review*, 50(4):

Chae, S. and Jennifer Glick (2019). Educational Selectivity of Migrants and Current School Enrollment of Children Left behind: Analyses in Three African Countries. *International Migration Review*. 53(3): 736-769

Reading Week November 2 till November 8

November 11: GENDER AND FAMILY

***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.

***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.

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.

Sala E. and L. Baldassar (2019). Killing pigs and talking to nonna: "wog" versus "cosmopolitan" Italianità among second-generation Italian-Australians and the role of family. *Ethnic and Racial Studies*, 42(10): 1651-1668.

Lam T. and B. Yeoh. (2019). Parental migration and disruptions in everyday life: reactions of left-behind children in Southeast Asia. *Journal of Ethnic and Migration Studies* 45(16): 3085-3104

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.

November 18: MIGRATION AND HEALTH

George M.A. & Bassani, C. (2018). Influence of Perceived Racial Discrimination on the Health of Immigrant Children in Canada. *Journal of International Migration and Integration*, 19(3): 527-540.

Nino, M. Cai, T., Ignataw G. and P. Young (2017). Generation Peers and Alcohol Misuse. *International Migration Review*, 51(1): 57-96.

Kwak, K. (2018) Age and Gender Variations in Healthy Immigrant Effect: a Population Study of Immigrant Well-Being in Canada. *Journal of International Migration and Integration*, 19(2),: 413-437.

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.

November 25: MODELS OF VULNERABILITY AND REFUGEES

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

van Heelsum, A. 2017. Aspirations and Frustrations: Experiences of Recent Refugees in the Netherlands. *Ethnic and Racial Studies*, 40(13): 2137-2150

Romero L. (2018). Islamophobia and the making of Latinos/as into terrorist threats." *Ethnic and Racial Studies*, 41(12), 2235-2254.

Meseguer C. & Kemmerling, A. (2018) "What Do You Fear? Anti-Immigrant Sentiment in Latin America." *International Migration Review*, 52(1): 236-272.

Sahar Sadeghi (2019) Racial boundaries, stigma, and the re-emergence of "always being foreigners": Iranians and the refugee crisis in Germany, *Ethnic and Racial Studies*, 42:10, 1613-1631,

December 2: Immigration Policies

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

Jane Ku, Rupaleem Bhuyan, Izumi Sakamoto, Daphne Jeyapal & Lin Fang (2019) “Canadian Experience” discourse and anti-racialism in a “post-racial” society, *Ethnic and Racial Studies*, 42:2, 291-310,

Satzewich, V. (2015). Is Immigrant Selection in Canada Racialized? Visa Officer Discretion and Approval Rates for Spousal and Federal Skilled Worker Applications. *Journal of International Migration and Integration*, 16(4), 1023-1040