

***Sociology 303: Migration  
September 2015***

**Instructor:** Gillian Creese

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**Office Hours:** Tuesday 1:00-2:00 and Thursday 3:30-4:00 (Anthropology & Sociology Building, room 2212)

**Lectures/seminars: Tuesday & Thursday: 2:00-3:30 (Anso 203)**

**Course Description:**

Societies are shaped and reshaped by migration flows across international borders. Large-scale migrations have historically been connected to processes of colonialism (from Europe to the Americas), slavery (from west Africa to plantation economies in North and South America), uneven industrialization (from global south to global north), and displacements due to war, political persecution, or ecological disasters producing diverse refugee populations. This course will focus on current trends and approaches to understanding migration both as a complex global phenomenon and with particular attention to Canada. We will explore the contexts in which people choose to migrate, and situations where movement is not voluntary (forced migration). Nation-states play a significant role in controlling national borders, and different immigration and asylum regimes create distinctions between future citizens, temporary migrants with limited rights, more precarious undocumented migrants, and asylum seekers. Readings will explore how processes of migration are gendered and linked to larger political and economic forces, and address migrant experiences of belonging, un-belonging, and transnational practices that redefine sending and receiving societies. Finally, we will explore the contemporary politics of immigration in Europe and North America.

**Learning Objectives:**

- 1) To understand historical and contemporary patterns of global migration
- 2) To understand theoretical debates about processes and outcomes of migration
- 3) To understand how Canadian society is shaped by historical and contemporary forms of migration
- 4) To develop critical thinking about issues associated with migration

**Required Reading:**

Two or three journal articles are assigned each week. The full details of each article are listed in the Lecture and Reading Schedule, pages 7-9 in this syllabus.

**All journal articles listed can be download from the UBC library system at <http://search.library.ubc.ca/#journals>.** Click on search journals; type in the name of the journal; choose the provider to access that journal; log on to CWL (campus-wide-login) with your user name and password; download the article. You need to access journal articles through UBC library in order to view/read/download/print journal articles **without paying for the journal.**

**Course Requirements:****Critical reflection: 10%**

Due October 1, week 4

Details of this assignment are found on page 4 of this syllabus.

**Immigrant Interview Assignment: 35%**

**Part I:** Profile and Interview Guide: 5%

Due October 15, week 6

**Part II:** Transcribed Interview and Thematic Analysis: 30%

Due November 19, week 11

Details for this assignment are on pages 5-6.

**Class Presentation: 5%**

Each student will present the main points of their thematic analysis of the interview.

Presentations will be 5 minutes each, and take place in weeks 12 and 13.

**Final Exam: 40%**

Take-home Essay Exam handed out on December 3 (in class)

Due Tuesday December 15, 12:00 noon

**Seminar Participation: 10%**

The course will be organized with lectures on Tuesday and seminar discussions of readings on Thursday. It is essential that students complete weekly readings before the Thursday seminar in order to actively participate in discussions.

**Students are required to submit at least one question for discussion each week.**

**Questions must be submitted by Tuesday evening, via e-mail to**

[gillian.creese@ubc.ca](mailto:gillian.creese@ubc.ca). Please put Soci 303 discussion question in the subject line. Make sure your name is on the e-mail message. The questions submitted will be used to shape the seminar discussion each Thursday, and form part of your participation grade.

Seminar participation will be graded according to attendance and contributions to discussions throughout the term (5%), and contributing potential discussion questions each week (5%).

**Extensions for written assignments will only be granted for illness or family crises. Other late assignments will be subject to penalties.**

**If you are having academic or personal difficulties that are affecting your work in Sociology 303 and require accommodation please let the instructor know as soon as possible.**

**Academic Integrity** is an integral part of all universities, and violations of academic integrity cannot be tolerated, even if they are unintentional. Familiarize yourself with relevant UBC policies:

Plagiarism policy: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>

Guide to academic integrity: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>

UBC policies, procedures and guidelines: <http://research.ubc.ca/ore/policies-procedures-guidelines>

Faculty of Arts grading guidelines: <http://legacy.arts.ubc.ca/faculty-amp-staff/resources/courses-and-grading/grading-guidelines.html>

**Statement of Respect:**

Students, instructors, visitors and readings/media in Sociology courses often raise controversial issues in the course of classroom discussion. It is vital that all students and the Instructor be treated respectfully at all times and in all interactions. Remember, one can disagree without being disagreeable.

**Writing Support:** For those who need support with academic writing, free tutorials are available to all students at UBC. For more information about writing tutorials contact Continuing Studies Writing Resources at: <http://cstudies.ubc.ca/writing/resources.html>

***Critical Reflection: 10%***

Due October 1, week 4 (due in class)

Length: 3 pages (double spaced, 12 point font, no smaller than this font size) plus bibliography.

You will produce one **critical reflection on the readings done in weeks 2 through 4**. This brief critical reflection is intended to spur you to actively engage with the readings, to make links across readings, and to further reflect on the issues discussed in class.

This assignment is not intended to be a summary of the readings. It is intended as a short ‘thought piece’ that conveys how you are thinking about and responding to the material. You must address **at least 3 class readings assigned in weeks 2 through 4**. You may disagree with an author’s arguments or conclusions; wish to extend the analysis in different directions; contribute additional insights; raise additional questions or points that you think are important but overlooked; make new links between readings; evaluate points of disagreement between authors; draw analytical connections to current events; or comment on wider social implications.

This is not intended to be a personal journal entry about how you feel about the material. Instead it should be an intellectual or academic reflection. That means you should remember to **explain why** you make a particular point, and build a coherent argument in your critical reflection about migration.

Remember to include citations and references for the readings you address. Citations should use APA style. The UBC link for APA citations can be found at: <http://wiki.ubc.ca/images/6/6f/Apastyle.pdf>.

All critical reflections are due in class on the due date. Penalties will be imposed for late submissions. **Please do not e-mail assignments.**

***Grading Criteria:***

These assignments will be graded on the following criteria:

- a) Demonstrates a sound grasp of at least 3 readings in weeks 2 through 4.
- b) Offers some additional insights, criticisms, connections, and/or implications.
- c) Reflections are connected to broader themes in the course and/or to sociological concepts and theories.
- d) Is well written, clearly organized, and persuasively argued.

## **Immigrant Interview Assignment: 35%**

The purpose of this assignment is two-fold: to give you experience developing an interview guide and conducting an in-depth interview, and to connect academic discussions to real life experiences. You will choose one person to interview about their experience of migrating to and settling in Canada. The interviewee must be:

- at least 19 years old (no minors),
- born in a country other than Canada or the United States
- migrated to Canada as an adult or a teenager (13 years or older)
- and has resided in Canada for at least 5 years.

The interviewee may be a friend, a relative, a neighbour, a classmate or other acquaintance. You must follow ethics for informed consent, get a signed consent form, and permission to audio-record the interview.

### **Before you begin:**

Before beginning the interview assignment, all students must complete the **Course on Research Ethics (CORE) tutorial TCPS2 (Tri-Council Policy Statement 2)**. The tutorial must be completed on-line and can be found at the following website:

<http://www.ethics.gc.ca/eng/education/tutorial-didacticiel/>. It can take up to 3 hours to complete, so do not leave it until the last minute. **Make sure you print your CORE TCPS2 certificate.** It must be attached to Part I of this assignment.

## **Part 1: Profile and Interview Guide: 5%**

### **Due: October 15, week 6 (due in class)**

Write a brief profile of the person you want to interview. Develop an interview guide that outlines the questions you will ask. Link the questions to the biography of the interviewee. For example, you will want to ask different questions of someone who arrived as a teenager versus a middle aged parent with young children, or someone who came as a refugee versus a business immigrant. Be sure to link questions to some of the themes in the course (why people migrate; how state policies/categories shape migration; how gender matters; experiences in the labour market; questions of belonging (or not); transnational practices, etc.). Develop questions that invite reflections, anecdotes and examples, rather than yes or no answers.

**Attach your CORE TCPS2 certificate to the profile and interview guide.**

### **Grading Criteria for Immigrant Interview Assignment:**

Part 1: Profile and Interview Guide:

- Relevance of questions given the background of the interviewee
- Relevance of questions to themes explored in the course
- Are questions asked in an open-ended way and in plain English (or, if appropriate, when translated into the interviewee's first language)?
- Thought given to the order of questions, connections, and prompts.

**Part 2: Interview and Thematic Analysis: 30%****Due: November 19, week 11 (due in class)**

**Part 2 A:** Once the instructor has approved your interview guide, you will conduct and audio-record a face-to-face interview that should take 40 to 60 minutes. Ask your interviewee to choose a pseudonym to maintain confidentiality. Try to conduct the interview like a conversation, using prompts and probes to get more in-depth responses. Transcribe the entire interview (and translate into English if necessary). Type a verbatim transcript of the interview. Do not edit or summarize.

At the top of the transcript, in one paragraph, provide the profile of the interview, describe where the interview took place, and how you feel the interview went. Staple a copy of the **signed consent form** to the transcript. Store the audio-recording on a USB. **The instructor may request a copy of the USB** so keep it until after the course is completed.

**Part 2 B:** In addition to the interview transcript you must write a short **Thematic Analysis** of the interview in a maximum of **5 pages (double-spaced, 12 point font)**. The purpose of the thematic analysis is to link themes found in the interview with some of the key issues addressed in the course. To develop your thematic analysis, **draw on relevant readings in the course plus at least 3 additional scholarly sources that are relevant for your interview**. Cite all sources, including course readings. Develop your analysis with short quotes from the interview. Attach the thematic analysis to the transcript.

Citations should use APA style. The UBC link for APA citations can be found at: <http://wiki.ubc.ca/images/6/6f/Apastyle.pdf>

**Grading Criteria for Immigrant Interview Assignment:**

Part 2: Interview and Thematic Analysis:

- How well was the interview handled? (Did you probe? Engage in active listening? Make flexible use of your guide?)
- Is the transcription complete and comprehensible?
  
- How thoughtful is the analysis of themes drawn from the interview?
- Is the analysis substantiated with relevant quotes from the interview?
- Is the analysis substantiated with the academic literature?
- How well do you develop the links between the interview and scholarly research?
- Is it well written, clearly organized, and persuasively argued?

## ***Lecture and Reading Schedule***

### **Week 1:** (September 8, 10): ***Introduction: What is Migration?***

Sept 8: Imagine UBC (no class)

Sept 10: Introduction

### **Week 2:** (September 15, 17): ***Approaches to Understanding Migration***

#### ***Ethical Conduct for Research Involving Humans (CORE: TCPS 2 tutorial)***

Stephen Castles, "The forces driving global migration", Journal of Intercultural Studies, Vol. 34 ( 2) 2013: 122-140.

Douglas Massey, "Economic Development and International Migration in Comparative Perspective", Population and Development Review, Vol. 14 (3) 1988: 383-413.

### **Week 3:** (September 22, 24): ***Trends in International Migration***

Hania Zlotnik, "Trends of International Migration since 1965: What Existing Data Reveal", International Migration, Vol. 37 (1) 1999: 21-61.

Nicola Piper and Stefan Rother, "Let's Argue about Migration: Advancing a Right(s) Discourse via Communicative Opportunities", Third World Quarterly, Vol. 33 (9) 2012: 1735-1750.

### **Week 4:** (September 29, October 1): ***States and Borders***

Brian Opeskin, "Managing International Migration in Australia: Human Rights and the 'Last Major Redoubt of Unfettered National Sovereignty'", International Migration Review, Vol. 46 (3) 2012: 551-585.

Stuart Tannock, "Points of Prejudice: Education-Based Discrimination in Canada's Immigration System", Antipode, Vol. 43 (4) 2011: 1330-1356.

## ***October 1: Critical Reflection***

### **Week 5:** (October 6, 8): ***Asylum and Refugees***

Jennifer Hyndman and Weonona Giles, "Waiting for what? The Feminization of Asylum in Protracted Situations", Gender, Place and Culture, Vol. 18 (3) 2011: 361-379.

Sharalyn Jordan, "Un/Convention(al) refugees: Contextualizing the accounts of refugees facing homophobic or transphobic persecution", Refuge, Vol. 26 (2) 2009: 165-182

Frances Webber, "Borderline Justice", Race and Class, Vol. 54 (2) 2012: 39-54.

**Week 6:** (October 13, 15): *Gendering Migration*

Helma Lutz, "Gender in the Migratory Process", Journal of Ethnic and Migration Studies, Vol. 36 (10) 2010: 1647-1663.

Gail Hopkins, "A Changing sense of Somaliness: Somali women in London and Toronto", Gender, Place and Culture, Vol. 17 (4) 2010: 519-538.

Nauja Kleist, "Negotiating Respectable Masculinity: Gender and Recognition in the Somali Diaspora", African Diaspora, Vol. 3 (2) 2010: 185-206.

**October 15: Profile and Interview Guide****Week 7:** (October 20, 22): *Labour and Migration*

Amrita Hari, "Temporariness, rights, and citizenship: the latest chapter in Canada's exclusionary migration and refugee history", Refuge, Vol. 30 (2) 2014: 35-44.

Janet McLaughlin, "Classifying the 'ideal migrant worker': Mexican and Jamaican Transnational Farmworkers in Canada", Focaal European Journal of Anthropology, No. 57 (summer) 2010: 79-94.

Philip Oreopoulos, "why do skilled immigrants struggle in the labor market? A field experiment with thirteen thousand resumes", American Economic Journal: Economic Policy, Vol. 3 (4) 2011: 148-171.

**Week 8:** (October 27, 29): *Settlement and Belonging*

Irene Bloemraad, "'Two peas in a pod', 'apples and oranges', and other food metaphors: Comparing Canada and the United States", American Behavioral Scientist, Vol 55 (9) 2011: 1131-1159.

Ruud Koopmans, "Trade-Offs between Equality and Difference: Immigrant Integration, Multiculturalism and the Welfare State in Cross-National Perspective", Journal of Ethnic and Migration Studies, Vol. 36 (1) 2010: 1-26.

**Week 9:** (November 3, 5): *The Second Generation*

Audrey Kobayashi and Valerie Preston, "Being CBC: the ambivalent identities and belonging of Canadian-born children of immigrants", Annals of the Association of American Geographers, Vol. 104 (2) 2014: 234-242.

Alejandro Portes, Patricia Fernandez-Kelly and William Haller, "The Adaptation of the Immigrant Second Generation in America: A Theoretical Overview and Recent Evidence", Journal of Ethnic and Migration Studies, Vol. 35 (7) 2009: 1077-1104.

**Week 10:** (November 10, 12): *Transnational Diasporas*

Thomas Faist, "Towards Transnational Studies: World Theories, Transnationalism and Changing Institutions", Journal of Ethnic and Migration Studies, Vol. 36 (10) 2010; 1665-1687.

Johanna Waters, "Time and Transnationalism: A Longitudinal Study of Immigration, Endurance and Settlement in Canada", Journal of Ethnic and Migration Studies, Vol. 37 (7) 2011: 1119-1135.

**Week 11:** (November 17, 19): *Politics of Immigration*

Jack Citrin and John Sides, "Immigration and Imagined Community in Europe and the United States", Political Studies, Vol. 556 (1) 2008: 33-556.

Patti Tamara Lenard, "The Reports of Multiculturalism's Death are Greatly Exaggerated", Politics, Vol. 32 (3) 2012: 186-196.

**November 19: Transcribed Interview and Thematic Analysis**

**Week 12:** (November 24): Student Presentations

November 26: class cancelled (conference)

**Week 13:** (December 1, 3): Student Presentations

December 3: Hand out take-home exam

**December 15, 12:00 noon: Take-home exam due**