



## **SOCI 303A(102) Sociology of Migration**

**Fall 2017 Term 1**

**3 Credits**

**Mondays 4:00-7:00 pm**

**Leonard. S. Klinck (LSK) 460**

Instructor: **Jing Zhao**

Office: ANSO 2318

Office Hours: Mondays 2:30 - 3:30 pm or by appointment

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Teaching Assistant: **Julian Lao**

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### **Course Description:**

This course focuses on sociological approaches to the movement of people and its impact over time. Why do people move across international borders? How do immigrants adapt to the host societies? How do migration flows influence both the sending and receiving countries? We will explore theoretical debates about the phenomenon of international migration and discuss themes on labour relocation, gendered migration, state policy on border control and citizenship, economic incorporation, gender and generation in settlement, and transnational practices.

### **Learning Objective:**

After successfully completing this course, students will be able to:

- Understand historical and contemporary patterns of international migration
- Learn key theoretical perspectives on processes and outcomes of migration
- Develop critical thinking about migration issues

### **Course Format:**

Lectures & Group discussions

### **Course Texts:**

Readings will be made available through CONNECT or can be downloaded from the UBC library.

## **Assignments and Evaluations:**

### 1. Participation (5%)

Students are expected to attend classes, keep up readings, participate in group discussions, and collaborate on research projects with other group members. The success of class rests on the engagement of every member. Please arrive ready to discuss, debate, engage, reflect, and question, but respect various points of view.

### 2. Discussion Facilitation (10%)

Each student will sign up to lead **one** critical discussion of their chosen topic in a group of 6 or 7. Sign-up sheets will be handed out on the 2<sup>nd</sup> week. The idea is to give you an opportunity to practice facilitating discussions on course readings in an engaging and creative way. This will involve briefly going over the week's materials, elaborate questions to guide discussions, and summarizing group comments. You are encouraged to *not just* present your consolidated analyses of the readings but *also* to involve the group through open-ended questions, activities, and/or multi-media presentations.

The group leader is expected to:

- **Take attendance** of each group member
- Provide each group member a hard copy of **readings memo**
- Prepare 2 to 4 **questions** to guide the discussion
- Write up a brief **summary** of what has been discussed

**Note:** All written work should consist of your own thoughts, interpretations, and words.

### 3. Group Research Project (15%)

Students will work together within their groups to investigate the migration experiences of one particular ethnic immigrant group in Canada. In-class time will be given to work on group project (statistical profiles, migration experiences, arguments, reference).

Each group will need to

- A. Write a **research report** (4-pages, including both tables and descriptive text)
- B. Deliver a **presentation** (in-class, 10-15 minutes)

Detailed guidelines for this project will be distributed in class.

**Due date: Nov 27 last class**

### 4. Midterm Exam (35%)

The midterm will test course materials from the first couple of weeks and will be held **in class**. Exam will be constructed as a combination of multiple choices and short-answer questions.

Date: Midterm Exam will held in class on **Oct 30**

## 5. Final Essay (35%)

Each student is required to complete a **Reflection Paper** on a specific migration issue based on news reports, social media articles, or own migration experiences, related to one of the themes covered in the course: labour relocation, gendered migration, economic incorporation, gender and generation relations in immigrant families, state policy on border control and citizenship, and transnational practices. You will be expected to provide a clearly stated thesis about the specific migration issue that you think is important but overlooked, draw analytical connections between the social issues and course readings, raise questions, analyze, compare, or critique the readings, and build a coherent key argument.

Detailed instructions for this assignment will be distributed in class.  
(6-8 pages, double-spaced, 12pt font, Times New Roman, 1800-2200 words)

### **Due date:**

There are two different deadlines for this essay.

First, a **proposal (5%)** due in class on **Nov 6** (topic, outline and references).

Second, the **paper (30%)** itself is due in class on **Nov 20**.

### **Grading Table:**

Percentage (%)	Grade	Percentage (%)	Grade
90-100	A+	68-71.9	B-
85-89.9	A	64-67.9	C+
80-84.9	A-	60-63.9	C
76-79.9	B+	55-59.9	C-
72-75.9	B	50-54.9	D

A score lower than 50% is considered failing.

### **Course Policies:**

#### E-mail Addresses:

All e-mails to students will be sent out through the Faculty Service Centre. This uses whatever e-mail address you gave to the university. It is your responsibility to make sure that this address is current and that you actively check it or forward it to another account. You are responsible for checking this e-mail account regularly.

#### Lateness and Extensions:

Unless otherwise stated, hard copies of all assignments must be handed in at the beginning of class on the due date. Lateness will not be excused without a valid written reason (e.g. doctor's note, letter of consideration/standing deferred from Arts Advising). 5 points per day (out of 100) late deduction will be applied. No extension will be granted without written documentation. Late assignments should be time stamped and dropped in the dropbox beside the sociology department mailroom. Please do not slide late papers under my office.

Office Hours:

I encourage you to come and visit during office hours. Come individually, or with classmates. It's a chance to talk about the course readings, assignments, exams, questions and concerns, or whatever you would like to discuss.

Academic Integrity:

Violations of academic integrity cannot be tolerated, even if they are unintentional.

Please familiarize yourself with relevant UBC policies:

Code of Student Rights, Responsibilities, and Conduct for university policies on academic misconduct and academic dishonesty:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0>

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

Early Alert:

UBC's Early Alert program is designed to get students help quickly and in a coordinated way.

Problems it can help with include academic advising, financial advising, counseling, and other resources that can help you get back on track. For more information, please visit

[www.earlyalert.ubc.ca](http://www.earlyalert.ubc.ca) I will try my best to offer support if I am concerned about your academic performance or wellbeing. I encourage you to come and speak with me if you need assistance.

## **Course Schedule**

**Week 1 Sep 4 No class. Labour Day.**

**Week 2 Sept 11 Class Introduction**

Boyd, Monica and Michael Vickers. 2000. "100 Years of Immigration in Canada." *Canadian Social Trends* 58:2-12.

Reitz, Jeffrey G. 2012. The Distinctiveness of Canadian Immigration Experience, *Patterns of Prejudice*, 46:5, 518-538.

**Week 3 Sept 18 Theoretical Perspectives on International Migration**

King, Russell. 2012. "Theories and typologies of migration: An overview and a primer", *Willy Brandt Series of Working Papers in International Migration and Ethnic Relations*, 3/12, Sweden: MALMÖ Institute for Studies of Migration, Diversity and Welfare  
<http://www.mah.se/upload/Forskningscentrum/MIM/WB/WB%203.12.pdf>

Castles, Stephen. 2010. "Understanding Global Migration: A Social Transformation Perspective", *Journal of Ethnic and Migration Studies*, Vol. 36 (10): 1565-1586.

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

Boyd, Monica. 1989. "Family and Personal Networks in International Migration: Recent developments and new agendas", *International Migration Review* 23:638-670.

**Week 4 Sept 25 Labour Relocation & Gendered Migration**

Castles, Stephen. 2011. "Migration, Crisis and the Global Labour Market", *Globalizations*, 8 (3): 311-324.

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

Sassen, Saskia. 2000. "Women's Burden: Counter-geographies of Globalization and the Feminization of Survival", *Journal of International Affairs* 53(2):503-524.

Parrenas, Rhacel Salazar. 2000. "Migrant Filipina Workers and the International Division of Reproductive Labor", *Gender & Society* 14(4: August): 560-580.

**Week 5 Oct 2 State Policy & Public Attitude**

Tannock, Stuart 2011. "Points of Prejudice: Education-Based Discrimination in Canada's

Immigration System”, *Antipode*, Vol. 43 (4): 1330-1356.

Bloemraad, Irene. 2002. “The North American Naturalization Gap: An Institutional Approach To Citizenship Acquisition in the United States and Canada”, *International Migration Review* 36(1): 193-228.

Wilkes, R., Neil. G., Farris, L. 2008. “No Thanks We’re Full: Individual Characteristics, National Context, and Changing Attitudes Toward Immigration.” *International Migration Review* 42: 302-329.

### **Week 6 Oct 9 No Class. Happy Thanksgiving!**

### **Week 7 Oct 16 Theoretical Perspectives on Incorporation:**

Brown, Susan K. and Frank D. Bean. 2006. “Assimilation Models, Old and New: Explaining a Long-Term Process” Washington, DC: Migration Policy Institute.  
<http://www.migrationinformation.org/Feature/display.cfm?ID=442>

Nee, V., Sanders, J. 2001 “Understanding the Diversity of Immigrant Incorporation: A Forms-of-Capital Model”, *Ethnic and Racial Studies* 24:386–411.

Portes, A., Zhou, M. 1993. “The New Second Generation: Segmented Assimilation and Its Variants.” *Annals of the American Academy of Political and Social Sciences* 530: 74-96.

### **Week 8 Oct 23 Economic Incorporation**

Roth, W. D., Seidel, M.-D. L., Ma, D., & Lo, E. 2012. “In And Out Of The Ethnic Economy: A Longitudinal Analysis Of Ethnic Networks And Pathways To Economic Success Across Immigrant Categories”. *International Migration Review*, 46, 310–361.

Li, Peter. 2008. “The Role of Foreign Credentials and Ethnic Ties in Immigrants’ Economic Performance.” *Canadian Journal of Sociology* 33(2):291-310.

Zuberi, D., & Ptashnick, M. 2012. “In Search Of A Better Life: The Experiences Of Working Poor Immigrants In Vancouver, Canada”, *International Migration*, 51, e60–e93.

### **Week 9 Oct 30 MIDTERM EXAM**

### **Week 10 Nov 6 Gender and Generation in Settlement**

### **REFLECTION PAPER PROPOSAL DUE**

Creese, G., Wiebe, B. 2009. “Survival Employment”: Gender And Deskilling Among African Immigrants In Canada”, *International Migration*, 50, 56–76.

Hopkins, Gail. 2010. “A Changing Sense of Somaliness: Somali Women in London and

Toronto”, *Gender, Place and Culture*, Vol. 17 (4): 519-538.

Boyd, Monica. 2009. “Social Origins and the Educational and Occupational Achievements of the 1.5 and Second Generations”, *Canadian Review of Sociology* 46(4): 339-369.

Yan, M. C., Lauer. S., Jhangiani, S. 2008. “Riding the Boom: Labour Market Experiences of New Generation Youth from Visible Minority Immigrant Families”, *Canadian Ethnic Studies*, Vol. 40 (2): 129-148.

**Week 11 Nov 13 No class. Remembrance Day.**

**Week 12 Nov 20 Transnational Practices**

**REFLECTION PAPER DUE**

Levitt, P., Glick-Schiller, N. 2004. “Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society”, *International Migration Review*, 38(3), 1002-1039.

Hondagneu-Sotelo, P, Avila, E. 1997. “I’m Here, But I’m There”: The Meanings Of Latina Transnational Motherhood. *Gender and Society*, 11(5), 548-571.

Parreñas, Rhacel. 2008. “Transnational Fathering: Gendered Conflicts, Distant Disciplining, and Emotional Gaps”, *Journal of Ethnic and Migration Studies* 34:7: 1057-72.

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

**Week 13 Nov 27**

**GROUP RESEARCH REPORT**

**GROUP PRESENTATION**

**Peer Evaluation**