

Sociology 303: Migration
January 2014

Instructor: Gillian Creese
Office: Anso 2212
e-mail: gillian.creese@ubc.ca

303 seminars: Tuesday & Thursday: 12:30-2:00 (Anso 203)

Office Hours: Tuesday & Thursday: 2:00-3:00 (Anso 2212)

Course Description:

Societies are shaped and reshaped by migration flows across international boundaries. Large scale migrations have historically been connected to processes of colonialism (from Europe to the Americas), slavery (from west Africa to various plantation economies), 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 those in which movement is not voluntary. State's play a significant role in controlling national borders, and different immigration and asylum regimes create distinctions between legal future citizens, temporary migrants with limited rights, and more precarious undocumented migrants. Readings will explore how processes of migration are gendered and linked to larger economic forces, and migrant experiences of belonging, unbelonging, and transnational circuits and practices that redefine sending and receiving societies. Finally, we will explore the contemporary politics of immigration and multiculturalism 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 journal articles are assigned each week. The full details of each article are listed in the Seminar Reading Schedule, pages 6-8 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. Because you need to access journal articles through UBC library in order to view/read/download/print journal articles without paying, I have not included the separate url for each journal.

Course Requirements:**Seminar Participation: 10%**

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

Students should come prepared to raise questions and comments in every seminar (and indeed, in every lecture). Each student, working in groups of 2 or 3, will lead the discussion in one seminar in weeks 4-12. This will involve briefly summarizing the week's readings (no more than 15 minutes), developing questions to guide discussion, and facilitating class discussion.

Seminar participation will be graded according to attendance and informed contributions to discussions throughout the term (5%), and facilitation of one seminar (5%). The latter will be a group mark so you must coordinate with your partners for effective facilitation.

Critical reflections: 20%

You must write 4 (out of a possible 5) brief critical reflections on course readings. Each critical reflection is worth 5%.

Due Dates: any 4 of the following: January 23; February 6; February 27; March 20; and April 3.

Details for this assignment are on page 3.

Immigrant Interview Assignment: 35%

Profile and Interview Guide

Course Value: 5% Due Date: February 11 (in class)

Transcribed Interview and Thematic Analysis

Course Value: 30% Due Date: March 25 (in class)

Details for this assignment are on pages 4-5.

Final Exam: 35%

Course Value: 35% Due Date: April final exam period

Format: Essay Questions

Extensions for written assignments will only be granted for illness or family crises.

Other late assignments will be subject to penalties.

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>

Critical Reflections:

You will produce a series of 4 (out of 5 possible) critical reflections on the readings for the different substantive sections of the course. These are intended to spur you **to actively engage** with the literature and the issues discussed in class.

- 1) Theoretical approaches and trends: readings for weeks 2-3: due **January 23**.
- 2) States, borders and asylum: readings for weeks 4-5: due **February 6**
- 3) Gender and labour: readings for weeks 6-7: due **February 27**.
- 4) Settlement, 2nd generation, and transnationalism: readings for weeks 8-10: due **March 20**
- 5) Politics, attitudes, and multiculturalism: readings for weeks 11-12: due **April 3**

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

This assignment is not intended to be a summary of the readings. It is intended as a series of short 'thought pieces' that convey how you are thinking about the material, thoughts about specific points or issues raised, or conclusions you might draw. For example, you can use these pieces to disagree with an author's arguments or conclusions; to extend their analyses in somewhat different directions; to contribute different theoretical insights; to raise additional questions or points that you think are important; or you may wish to make links between readings in different weeks, or draw analytical connections to other current events.

Each reflection should be about **2 pages** double spaced. Be sure to include citations for the readings you address.

Grading Criteria:

These assignments will be graded on the following criteria:

- a) Demonstrates a sound grasp of the week's readings.
- b) Offers some additional insights, questions, or thoughts.
- c) Reflections are connected to broader themes in the course and/or sociological concepts and theories.
- d) Is well written, clearly organized, and persuasively argued.

Course Value: 20%

Each assignment is worth 5% of the grade.

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 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.

Part 1: Profile and Interview Guide: 5% Due: February 11

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.

Part 2: Interview and Thematic Analysis: 30% Due: March 25

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 approximately 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 a brief paragraph, describe how you found the interviewee, where the interview took place, and how you feel the interview went. Staple a copy of the **signed consent form** to the transcript. Submit a **USB with the audio-recording** (the USB will be returned to you).

The interview and transcript is worth 10%.

Part 2 B: In addition to the interview transcript you must write a short **Thematic Analysis** of the interview in about **4-5 pages (double-spaced)**. 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**. Cite all sources, including course readings. Develop your analysis with short quotes from the interview. Staple the thematic analysis to the transcript. **The Thematic Analysis is worth 20%**.

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:

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, plainly stated when translated into the interviewee's first language)?
- Thought given to the order of questions, connections, and prompts.

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 the literature?
- Is it well written, clearly organized, and persuasively argued?

Lecture and Reading Schedule

Week 1: January 7/9: *Introduction: What is Migration?*
Ethical Conduct for Research Involving Humans (CORE: TCPS 2 tutorial)

Week 2: January 14/16: *Approaches to Understanding Migration*
Stephen Castles, "Understanding Global Migration: A Social Transformation Perspective", Journal of Ethnic and Migration Studies, Vol. 36 (10) 2010: 1565-1586.

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

Week 3: January 21/23: *Trends in International Migration: Forced and Voluntary*
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.

January 23: Critical Reflection # 1

Week 4: January 28/30: *States and Borders: Legal and Illegal Migration*
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.

Week 5: February 4/6: *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.

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

February 6: Critical Reflection # 2

Week 6: February 11/13: *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.

February 11: Profile and Interview Guide

Reading Break: February 18/20

Week 7: February 25/27: *Labour and Migration*

Gillian Creese and Brandy Wiebe, "'Survival Employment': Gender and Deskilling Among African Immigrants in Canada", International Migration Vol. 50 (5) 2012: 56-76.

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.

February 27: Critical Reflection # 3

Week 8: March 4/6: *Settlement and Belonging*

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.

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

Week 9: March 11/13: *The Second Generation*

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.

Miu Chung Yan, Sean Lauer and Surita Jhangiani, "Riding the Boom: labour Market Experiences of New Generation Youth from Visible Minority Immigrant Families", Canadian Ethnic Studies, Vol. 40 (2) 2008: 129-148.

Week 10: March 18/20: *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.

March 20: Critical Reflection # 4

Week 11: March 25/27: *Public Attitudes and the 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.

Rima Wilkes, Neil Guppy and Lily Farris, "'No thanks, we're full': Individual Characteristics, National Context, and Changing Attitudes Toward Immigration", *International Migration Review*, Vol. 42 (2) 2008: 302-329.

March 25: Transcribed Interview and Thematic Analysis

Week 12: April 1/3: *Immigration and Multiculturalism*

Dan Cui, "Two multicultural debates and the lived experience of Chinese-Canadian youth", *Canadian Ethnic Studies*, Vol. 43-44 (1-3) 2011-2012: 123-143.

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

April 3: Critical Reflection # 5

Week 13: April 8: *Wrap up and review for final exam*