

SOCIOLOGY 4LL3
Select Topics in the Sociology of Immigration

Fall 2018

Day and Time of Classes: Wed, 2:30-5:20pm

Class Location: ABB-B118

Office: KTH-613

Instructor: Lisa Kaida

Ext.: 23601

Office Hours: Wed, 1:00-2:00pm

Email: kaidar@mcmaster.ca

(Please expect a reply from me within **3 business days**. Be sure to include 'Sociology4LL3' in the e-mail subject header to facilitate a timely response.)

COURSE DESCRIPTION

This course focuses on contemporary debates and developments in the research on international migration and immigrant integration. Required readings include sociological works pertaining to major immigrant destinations in the Global North (e.g. Canada, the US). Emphasis will be placed on the socioeconomic integration of immigrants (the first generation) and children of immigrants (the second generation).

This course is divided into three parts. Part 1 provides an overview of Canadian immigration trends, immigration policy, and theoretical frameworks on international migration, immigrant assimilation/integration, and transnationalism. This will help you put the required readings in Parts 2-3 in broad scholarly and policy contexts. In Part 2, we will explore the socioeconomic integration of immigrants with a focus on three sub-groups: refugees, highly skilled immigrants, and immigrant women. Part 3 will examine the socioeconomic attainment of the children of immigrants in Canada and the US, including refugee children, children of 'hyper-selected' immigrants, and female children of immigrants.

COURSE LEARNING OBJECTIVES

This course addresses five University Undergraduate Degree Level Expectations (<http://ccl.mcmaster.ca/COU/degree/undergraduate.html>):

- 1) It will introduce you to contemporary issues surrounding the integration of immigrant families in the host societies and sociological approaches to assimilation, integration, and transnationalism, which will **expand your depth and breadth of knowledge**.
- 2) You will learn to critically assess the literature on assimilation and transnationalism and apply sociological conceptual frameworks to case studies of the socioeconomic integration of immigrants and the second generation in writing and in-class oral presentations. This will help you gain **application of knowledge** and **communication skills**.
- 3) Through written assignments and in-class discussions, you will identify gaps in existing sociological research on the socioeconomic integration of immigrants and the second generation, which will help you gain **an awareness of limits of knowledge**.
- 4) You will develop your own arguments regarding contemporary issues surrounding the integration of immigrants and children of immigrants, which will enhance your **autonomy and professional capacity**.

Topics and Schedules

September	5 (wk1)	Introduction	Group 1	Group 2	Group 3
	12 (wk2)	Overview of Canadian immigration & theories of international migration			
	19 (wk3)	Models of assimilation/integration/incorporation			
	26 (wk4)	Transnationalism			
October	3 (wk5)	Refugee resettlement	Presentation 1		
	10	No class (mid-term break)			
	17 (wk6)	Movie viewing - Movie response due (end of class)	1 st paper due		
	24 (wk7)	Skilled immigrants' barriers to economic integration Final paper outline due (2:30pm)		Presentation 1	
	31(wk8)	Gender and migration		1 st paper due	Presentation 1
November	7 (wk9)	Conceptualizing second generation integration			1 st paper due
	14 (wk10)	Integration of refugee children	Presentation 2		
	21 (wk11)	Socioeconomic attainment of the 'hyper-selected' second generation	2 nd paper due	Presentation 2	
	28 (wk12)	Gender and the second generation The take-home final exam questions/topics announced		2 nd paper due	Presentation 2
December	5 (wk13)	Conclusion			2 nd paper due
	12	Final paper due (5pm) Deadline of the take-home final exam (5pm)			

Other important dates, Fall 2018

September 12 (Wed): Last day for enrollment (registration) and changes

November 9 (Fri): Last day for cancelling courses without failure by default

Note: This is not the complete list – for other important dates, please go to:

<https://registrar.mcmaster.ca/dates/2018-19fw/>

METHOD OF EVALUATION

Grade Breakdown:

Assignments (presentation + paper)	30% (5%: presentation; 10%: paper) * 2
Movie response paper (Date: Oct. 17)	10%
Discussion questions	15% (3% * 5 submissions)
Final paper (outline + final paper) or take-home final exam	30%
Class participation	<u>15%</u> 100%

1. Assignment

- You are required to write two response papers on a specific topic pertaining to the socioeconomic integration of: 1) immigrants (the first generation); and 2) children of immigrants (2nd generation). You will be assigned one of the three topics: 1) adult refugees and refugee children (Group 1); 2) skilled immigrants and children of highly skilled immigrants (Group 2); and 3) first and second generation women (Group 3). The question for the paper will be announced in advance.
- You are asked to rank the aforementioned 3 topics in your preferred order and email your ranked list to me by **5pm, September 16** (Sun). Based on the submitted ranking, I will assign one specific topic to you by September 19 (Wed).
- You must cite at least 2 assigned readings for the topic of your choice, as well as at least 3 other sociology works on this topic. For example, if you are assigned the topic of adult refugees for your first assignment (Group 1), you must cite at least 2 of the 3 required readings for Week 5. You may use the articles in “optional readings” and/or other academic sociology works you have found on Sociological Abstracts as “the other 3 works.”
- Do not review the articles (or books, book chapters) one by one. Instead, synthesize them along common topics, debates, issues, etc.
- The paper must be 5-7 pages (double spaced) and include references.
- Based on your paper, you are also required to present a summary of your paper in class. Your presentation must be under 15 minutes, with 7 or less PowerPoint or other presentation software slides or hand-outs. If you fail to present on the day of your presentation, you will receive 0 percentage point on your presentation mark.
- Your paper is **due one week after the presentation**. For example, if you are assigned a topic of skilled immigrants’ integration (Group 2) and presented a summary of your 1st paper on October 24 (Wed), your 1st paper is due one week later, October 31 (Wed) at **2:30pm**. Please upload your work to Avenue (Assignment) **AND** submit a hard-copy to me in person in the beginning of class. The deadline is fixed and non-negotiable.

2. Movie response (Oct. 17)

- In the October 17 class, you will watch a film relevant to course material and write a critical review of the film. You must submit the response by the end of the October 17 class. Further details of this assignment will be provided later.

3. Discussion questions

- You are asked to submit a question based on the required readings for a specific week that would be interesting, insightful, or engaging enough to be discussed with your colleagues in class. Your discussion question should be broad enough to entail all the 3 readings for a specific week. You can also address a broader question that extends to the topics covered in previous weeks.
- You must choose 6 weeks from the 10 weeks from Weeks 2-5 and 7-12, excluding the two weeks in which you are presenting in class. For example, if you are assigned a topic of refugees and refugee children (Group 1) and present in

Weeks 5 and 10, you must choose 5 weeks from the remaining 8 weeks (Weeks 2, 3, 4, 7, 8, 9, 11, and 12).

- You are required to upload your question (in Word or pdf format) on Avenue (Discussion) by **5pm Tuesday** before the class. This deadline is fixed and non-negotiable. I will not accept any late submission. If you have missed the deadline, try to submit an exam question for another week.
- You are expected to prepare an outline of the answer to your own discussion question. After we discuss your submitted question in class, you are asked to briefly present your own answer. However, you do not need to submit your written answer to Dr. Kaida.
- All students are expected to review the posted questions before coming to class and to come up with their own answers.
- If you submitted a discussion question for a specific week but did not attend the class of that week, you may not receive a full 3% of the discussion question grade.
- Think of this assignment as a practice to answer a long-essay question in a fourth-year level undergraduate exam.

4. Final paper or take-home final exam

- You are given a choice of completing a final paper OR writing a take-home final exam for the course. You must choose one of the two options and cannot do both.

[Final paper option]

- You are required to write a critical review on a topic that is covered in the course as the final paper. The paper should be 12-15 double spaced pages. Further guidelines will be provided later in the semester, including a list of acceptable topics.
- You must *analyze*, rather than *describe*, the current state of the sociological research on the topic of your choice and future directions of this literature. In other words, you should address the following questions: What do we know so far (empirical evidence)? What are the contested issues (theoretical debates)? Where to go from here (future research directions)?
- Some students may be interested in a specific topic within the sociology of immigration that is not covered in this course (e.g. immigrant mental health, civic engagement, migrant farm workers). However, you are required to choose the paper topic within the topics covered in this course. Please note that this is not negotiable.
- You must submit a one-page outline of your final paper, complete with 5+ references (all of which must be academic sociology works) by **October 31 (in the beginning of the class)**. The outline is worth 5% of the final grade.
- The final paper is due **5pm, December 12 (Wed)**. Please upload your work on Avenue's Assignment by that time/date.

[Take-home final exam]

- In the November 28 class, you will be provided questions/topics for the take-home final exam. The exam will be essay format, and you are given two weeks to complete the exam.

- The exam questions/topics will be based on the course material (e.g. assigned readings, lectures, group presentations, in-class discussions, discussion questions submitted by students) from Week 2 to Week 12.
- The deadline for the take-home final exam is **5pm, December 12 (Wed)**. Please upload your work on Avenue's Assignment by that time/date.

5. Class participation

- Questions and discussions contribute to the understanding of the course material. Informed class participation in the form of questions and comments will be taken into consideration in the figuring of your participation mark.
- Attendance to class is also considered as class participation (1% per class up to 10% maximum). I will take attendance in the beginning of class, starting in Week 2.
- I also encourage you to come to my office hours, as discussion of course material can take place here and also can count as participation. Bringing in articles from newspapers, magazines or other sources that relate to class topics also represent participation. This shows you are engaged with the class. I often use information received from students to generate interest in a topic.

OTHER COURSE-RELATED ITEMS:

Class format:

The course consists of a mix of my lectures and your presentations and in-class discussions. For the first four weeks, I will mainly lecture to provide an overview of the sociology of immigration. From Week 5 to 13, you are expected to take the initiative in leading the class, given that this is a seminar course. In each class, 3-4 students will deliver a 15-minute presentation on the topic of the week. I will then open the floor so other students can comment on their presentations. Students who have submitted a discussion question are also asked to address their question then.

Office Hours and Appointments: I encourage you to visit my office to discuss matters of concern. If you cannot make it during the regular office hours (Wed, 1-2pm), please let me know so we can arrange an appointment.

Late Policy:

Assignments are due when specified on the course outline above. No extensions will be granted except in the case of a documented medical issue or emergency. If an assignment is submitted late, 5% for each 24-hour period following the deadline will be deducted, with no prorating over the 24-hour period. For example, if you receive 65% on the assignment, but turn in the paper in 6 hours late, you will lose 5%, or receive a grade of 60%. Weekends count as days late.

Grade Appeals:

- Every effort will be made to provide you with a grade that honestly reflects the quality of your work. Read carefully the comments provided on the returned assignment/ test. Also consider the criteria on which the grading was based. Marks depend not on surface comprehension of the material but deep comprehension; in the writing assignments, marks depend on critical and original

analysis of the material, and clear and concise organization, presentation and writing with no irrelevant material. You are also assessed on spelling, grammar, and punctuation at a 4th-year undergraduate level.

- If, after having read the comments, listened to the review and reread your work, you believe the grade does not adequately reflect the quality of your work, return the assignment/ test to me with short, specific, written comments arguing for the quality of your work. You must use the designated form, which is available upon request. The request form must be submitted to me in person within 2 weeks of the assignment/ test being returned to the class. Re-marked assignment/ test can be graded up or down.

Use of Avenue:

Occasionally, I will make announcements and post course-related files on Avenue. To avoid missing important announcements, you are asked to have valid accounts for the Avenue and to log on to my course web page at least **twice a week**.

Course Grades:

Course grades are calculated on the basis of a percentage scale. The weighted sum at the end of the course is then translated into the letter grade used by McMaster as follows (<https://registrar.mcmaster.ca/exams/grades/>):

Grade	Equivalent Grade Point	Equivalent Percentages
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	0-49 -- Failure

Inclusion and Equity: This course brings together students from a variety of academic disciplines, as well as ethnic and cultural backgrounds. Learning from our diversity of experience, values and world views is a strength of the university experience. For all students to get the most from this course, dialogue should be respectful across disciplinary, cultural and personal differences.

Students with Disabilities: Students with diverse learning styles and needs are welcome in this course. If you have a disability or health consideration that may require accommodations, please approach me as soon as possible. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Classroom Policies:

- I will not tolerate discourtesy or disruptions of any kind during lectures.
- Late arrivals and early departures are disruptive and are thus not acceptable.
- In consideration of your colleagues, please turn off cell/smart phones during class time.

Campus Support

- Student Academic Success Centre, writing support services:
<https://studentsuccess.mcmaster.ca/academic-support/academic-support/#academicWriting>
- Student Wellness Centre, counselling services
<http://wellness.mcmaster.ca/counselling.html>
- Mac Library <http://library.mcmaster.ca/>

ACADEMIC DISHONESTY:

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Turnitin.com

In this course, we will be using a web-based service (Turnitin.com) to reveal plagiarism. You will be required to submit your work electronically (Assignment within Avenue) so that it can be checked for academic dishonesty. To see the Turnitin.com Policy, please go to <http://www.mcmaster.ca/academicintegrity/turnitin/students/index.html>.

DEPARTMENTAL/UNIVERSITY POLICIES:

Do NOT fax assignments. Please see your instructor for the most appropriate way to submit assignments.

The Sociology staff do NOT date-stamp assignments, nor do they monitor the submission or return of papers.

The McMaster Student Absence Form (<http://www.mcmaster.ca/msaf/>) is a self reporting tool for Undergraduate Students to report absences that last up to 3 days and provides the ability to request accommodation for any missed academic work. Please note, this tool cannot be used during any final examination period.

You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your instructor immediately regarding the nature of the accommodation.

Please note that the MSAF can be used for “missed academic work worth **less than 25%** of the final grade resulting from medical or personal situations lasting up to three calendar days” (<https://www.mcmaster.ca/msaf/>). Therefore, you cannot submit the MSAF for **the final paper/take-home final exam** (worth 30% of the final grade).

If you are absent more than 3 days, exceed 1 request per term, or are absent for a reason other than medical, you **MUST** visit your Associate Dean’s Office (Faculty Office). You may be required to provide supporting documentation.

This form should be filled out when you are about to return to class after your absence.

Students should check the web, the white board and the Undergraduate Bulletin board outside the Sociology office (KTH-627) for notices pertaining to Sociology classes or departmental business (e.g. class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, TA job postings, etc.).

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Religious, Indigenous and Spiritual Observances (RISO)

The University recognizes that, on occasion, the timing of a student’s religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code. Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an

instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

COURSE READINGS

There is no course pack to be purchased. Almost all the assigned articles are available as pdf or html files using the library's online catalogue (<http://library.mcmaster.ca>) or Google Scholar (<https://library.mcmaster.ca/articles/google-scholar>).

(* means the reading is REQUIRED; optional readings provide additional information in case you are interested in pursuing a topic further)

September 5 (Week 1) Introduction

No required reading.

Part 1: Conceptualizing international migration and immigrant integration September 12 (Week 2): Overview of Canadian immigration and theories of international migration

*Castles, Stephen, and Mark J. Miller, and Hein de Haas 2013. *The Age of Migration: International Population Movements in the Modern World*, 5th Ed., New York: Guilford Press, Chap. 2. Pp. 25-54. (Available on Avenue)

*Statistics Canada. 2017. "150 years of Immigration in Canada." *Canadian Megatrends*. <https://www.statcan.gc.ca/pub/11-630-x/11-630-x2016006-eng.htm>

*Statistics Canada. 2017. "Children with an Immigrant Background: Bridging Cultures." *Census in Brief*. (Catalogue no. 98-200-X2016015) <http://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016015/98-200-x2016015-eng.pdf>

September 19 (Week 3): Models of Assimilation/Integration/Incorporation

*Alba, Richard and Victor Nee. 2003. *Remaking the American Mainstream: Assimilation And Contemporary Immigration*. Cambridge, MA: Harvard University Press. Chapter 2.

*Alba, Richard and Nancy Foner. 2016. "Integration's Challenges and Opportunities in the Wealthy West." *Journal of Ethnic and Migration Studies* 42(1):3-22.

*Crul, Maurice. 2016. "Super-diversity vs. Assimilation: How Complex Diversity in Majority- Minority Cities Challenges the Assumptions of Assimilation." *Journal of Ethnic and Migration Studies* 42(1): 54-68.

September 26 (Week 4) Transnationalism

*Carling, Jorgen, and Silje Vatne Pettersen. 2014. "Return Migration Intentions in the Integration-Transnationalism Matrix." *International Migration* 52 (6):13-30.

*Levitt, Peggy, and Deepak Lamba-Nieves. 2011. "Social Remittances Revisited." *Journal of Ethnic and Migration Studies* 37 (1):1-22.

*Ley, David. 2013. "Does Transnationalism Trump Immigrant Integration? Evidence from Canada's Links with East Asia." *Journal of Ethnic and Migration Studies* 39 (6):921-938.

Part 2: Case studies of immigrant (1st generation) integration

October 3 (Week 5): Refugee resettlement

* Hynie, Michaela, Ashley Korn and Dan Tao. 2016. "Social Context and Integration for Government Assisted Refugees in Ontario, Canada." Pp. 183-227 in *After the Flight: The Dynamics of Refugee Settlement and Integration*, edited by S. Nourpanah and M. Poteet. (available on Avenue)

*Nibbs, Faith. 2014. "Belonging: The Resettlement Experiences of Hmong Refugees in Texas and Germany" Migration Information Source, Migration Policy Institute.
<https://www.migrationpolicy.org/article/belonging-resettlement-experiences-hmong-refugees-texas-and-germany>

*Woon, Yuen-Fong. 1987. "The Mode of Refugee Sponsorship and the Socio-Economic Adaptation of Vietnamese in Victoria: A Three-Year Perspective." Pp. 132-46 in *Uprooting, Loss and Adaptation: The Resettlement of Indochinese in Canada*, edited by K. B. Chan and D. M. Indra. Ottawa, Ont. (available on Avenue)

October 17 (Week 6) Movie viewing

No required reading.

October 24 (Week 7) Skilled immigrants' barriers to economic integration

* Akkaymak, Guliz. 2017. "A Bourdieuan Analysis of Job Search Experiences of Immigrants in Canada." *Journal of International Migration and Integration* 18(1): 657–674.

*Lai, Daniel WL, Janki Shankar, and Ernest Khalema. 2017. "Unspoken Skills and Tactics: Essentials for Immigrant Professionals in Integration to Workplace Culture." *Journal of International Migration and Integration* 18(3): 937–959.

*Wilkinson, Lori, Pallabi Bhattacharyya, Jill Bucklaschuk, Jack Shen, Iqbal A. Chowdhury, and Tamara Edkins. 2016. "Understanding Job Status Decline among Newcomers to Canada." *Canadian Ethnic Studies* 48(3): 5-26.

October 31 (Week 8) Gender & migration

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

* Mahler, Sarah, Mayurakshi Chaudhuri and Vrushali Patil. 2015. "Scaling Intersectionality: Advancing Feminist Analysis of Transnational Families." *Sex Roles* 73(3-4):100-12.

*Tungohan, Ethel, et al. 2015. "After the Live-In Caregiver Program: Filipina Caregivers' Experiences of Graduated and Uneven Citizenship." *Canadian Ethnic Studies* 47(1): 87-105.

Part 3: The "New" Second Generation

November 7 (Week 9) Conceptualizing Second Generation Integration

* Kasinitz, Philip. 2008. "Becoming American, Becoming Minority, Getting Ahead: The Role of Racial and Ethnic Status in the Upward Mobility of the Children of Immigrants." *The Annals of the American Academy of Political and Social Science* 620:253-269.

* Portes, Alejandro and Ruben G. Rumbaut. 2001. "Not Everyone is Chosen: Segmented Assimilation and its Determinants." Pp.44-69 in *Legacies*. Berkeley: University of California Press. (Available on Avenue)

* Zhou, Min. 2009. "How Neighbourhoods Matter for Immigrant Children: The Formation of Educational Resources in Chinatown, Koreatown and Pico Union, Los Angeles." *Journal of Ethnic and Migration Studies* 35(7):1153-79.

November 14 (Week 10) Integration of refugee children

*Poteet, Morgan and Alan Simmons. 2014. "Schooling Goals and Social Belonging among Central American-Origin Male Youth in Toronto." *Canadian Ethnic Studies* 46(3):55-75.

*Qin, Desiree Baolian, et al. 2015. "'My Culture Helps Me Make Good Decisions': Cultural Adaptation of Sudanese Refugee Emerging Adults." *Journal of Adolescent Research* 30(2):213-43.

*Wilkinson, Lori. 2002. "Factors Influencing the Academic Success of Refugee Youth in Canada." *Journal of Youth Studies* 5(2):173-93.

November 21 (Week 11) Socioeconomic attainment of the 'hyper-selected' second generation

*Boyd, Monica and Siyue Tian. 2016. "Educational and Labor Market Attainments of the 1.5- and Second-Generation Children of East Asian Immigrants in Canada." *American Behavioral Scientist* 60(5-6): 705-729.

*Imoagene, Onoso. 2018. "Stepping up Your Game: Workplace Experiences of Second-Generation Nigerians in the USA." *Journal of International Migration and Integration* 19(2):497–512.

*Zhou, Min and Jennifer Lee. 2017. "Hyper-Selectivity and the Remaking of Culture: Understanding the Asian American Achievement Paradox." *Asian American Journal of Psychology* 8(1):7-15.

November 28 (Week 12) Gender and the second generation

* Abada, Teresa, Kristyn Frank and Feng Hou. 2018. "Between Two Worlds: Source-Country Gender Roles and Gender Differences in Educational Attainment among Immigrant Children." *Sociological Inquiry* 88(1):131-54.

*Hernández-León, Rubén and Sarah Morando Lakhani. 2013. "Gender, Bilingualism, and the Early Occupational Careers of Second-Generation Mexicans in the South." *Social Forces* 92(1):59-80.

*Zhou, Min and Carl L. Bankston III. 2001. "Family Pressure and the Educational Experience of the Daughters of Vietnamese Refugees." *International Migration* 39(4):133-51.

December 5 Conclusion

No reading

Please note: This is a tentative schedule. Unforeseen circumstances sometimes require flexibility in scheduling. If that occurs, I will notify students in advance and provide a revised schedule.