

SOCIOLOGY 4LL3
Select Topics in the Sociology of Immigration

Winter 2018

Day and Time of Classes: Tues, 11:30am-2:20pm

Class Location: LRW (Wilson Hall)-1056

Office: KTH-613

Instructor: Lisa Kaida

Ext.: 23601

Office Hours: Tues, 2:30-3:30pm

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 and children of immigrants.

This course is divided into three parts. The first part 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. The second part focuses on the three timely topics on immigrant integration: skilled immigrant economic incorporation; refugee resettlement; and gender and migration. Third, you will study the socioeconomic attainment of the second generation (children of immigrants) in Canada, the US, and Europe.

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

January	9 (wk1)	Introduction
	16 (wk2)	Overview of Canadian immigration & theories of international migration
	23 (wk3)	Models of assimilation/integration/incorporation
	30 (wk4)	Transnationalism
February	6 (wk5)	Skilled immigrants' barriers to economic integration

	13 (wk6)	Mid-term test
	20	No class (mid-term break)
	27 (wk7)	Refugee resettlement Final paper outline due (11:30am)
March	6 (wk8)	Gender and migration
	13 (wk9)	Movie viewing - Movie response due (end of class)
	20 (wk10)	Conceptualizing second generation integration
	27 (wk11)	Socioeconomic attainment of the second generation 1 The take-home final exam questions/topics announced
April	3 (wk12)	Socioeconomic attainment of the second generation 2
	10	Final paper due (5pm) Deadline of the take-home final exam (5pm)

Other important dates, Winter 2018

January 12 (Fri): Last day for enrollment (registration) and changes

March 16 (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/2017-18fw/#winter_term

METHOD OF EVALUATION

Grade Breakdown:

Assignment (group presentation + individual paper)	20% (10%: presentation; 10%: paper)
Mid-term test (Feb. 13)	20%
Final paper (outline+final paper) or take-home final exam	25%
Movie response paper (Date: Mar. 13)	15%
Class participation	20% 100%

1. Assignment (20%=10% presentation + 10% paper)

- From Week 3 to 13 (except for Weeks 6 & 9), one small group of students (3-4 students per week, assigned by the instructor) must prepare a 45-60 minute presentation. The presentation consists of: 1) summaries of 2 of the 3 assigned readings of the week (15-20 minutes for each reading); and 2) report and discussion of a non-academic material relevant to the week's topic (e.g. newspaper/magazine article, radio program, news TV, podcast, Youtube) (15-20 min). Further details will be provided in class.
- Following the group presentation, each student in the group is required to submit a 5-page paper that addresses a question assigned by the instructor. The question will be announced on the day of the group presentation and may be based on the discussion questions submitted by other students. This paper must be written individually and is due one week after the group presentation (Tues, 11:30am).
- The group presentation and individual paper are worth 10% of the final grade each. All students in the group will be given the same grade for the group presentation, whereas the individual paper grade depends on the quality of each student's work.
- You are asked to select 5 weeks from Weeks 3-12 (except for Weeks 6 & 9) and email the list of your choices to me by **5pm, January 14 (Sun)**. Based on the submitted preference, I will assign one specific week to you by January 16 (Tues).

2. Mid-term test (February 13, 90 minutes)

- The mid-term test consists of short- and long-answer type questions and will be based on the course material (e.g. assigned readings, lectures, group presentations, in-class discussions, discussion questions submitted by students) from Week 1 to Week 5.
- The test starts at the beginning of the class. Therefore, if you arrive late, you must turn in your test at the same time as the other students do (this means you will not get extra time to compensate for the late arrival). Please plan for your transportation to work that day, and set your alarm clock if required.
- You must take the mid-term test as scheduled (February 13, 11:30am-1pm). The only exception is when a student meets conditions that will be accepted by the University. You must take a make-up test as scheduled.
- If you miss the mid-term test without proper documentation, you will receive a mark of zero for the missed test. These grades of zero will be included in your total grade.
- The make-up for the mid-term test will be held on a fixed date/time (TBA). The date and time of the make-up test will be **fixed and non-negotiable**.

3. Movie response (March 13)

- In the March 13 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 March 13 class. Further details of this assignment will be provided later.

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 **February 27 (in the beginning of the class)**. The outline is worth 5% of the final grade.
- The final paper is due **5pm, April 10 (Tues)**. Please upload your work on Avenue's Assignment by that time/date.

[Take-home final exam]

- In the March 27 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 7 to Week 12.
- The deadline for the take-home final exam is **5pm, April 10 (Tues)**. Please upload your work on Avenue's Assignment by that time/date.

5. Class participation (20%)

Your class participation will be assessed by three criteria: 1) attendance; 2) submission of discussion questions; and 3) other participation activities.

[Attendance – 10% maximum]

- Attendance to class is deemed as class participation (1% per class up to 10% maximum). Your attendance can be confirmed mostly through the submission of your evaluation of group presentations (Weeks 3-13) using a short evaluation form. Your evaluation form will be given to the presenters (with your name removed) so it may help them improve their presentation skills. In the weeks when there is no group presentation (Weeks 2 & 9), I will take attendance in the beginning of class.

[Discussion questions – 5% maximum]

- 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 **5 weeks** from the 9 weeks (Weeks 2-5, 7-8, 10-12), excluding the week in which you are presenting in class as part of Assignment). For example, if you are assigned the topic of gender and migration and to present in Week 8, you must choose 5 weeks from the remaining 8 weeks - Weeks 2, 3, 4, 5, 7, 10 11, and 12.
- Please note that your submitted question may not be discussed in class, given the larger size of this seminar course. However, you are expected to prepare an outline of your answer. In other words, you should be able to answer your own question regardless of whether it is discussed in class.
- You are required to upload your discussion question on Avenue (Discussion) by **5pm Monday** 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 a question for another week.
- All students are expected to review the posted questions before coming to class and to come up with their own answers.
- Think of this assignment as a practice to answer a long-essay question in a fourth-year level undergraduate exam.

[Other participation activities – 5% maximum]

- 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.
- 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 group presentations and in-class discussions. For the first two weeks, I will mainly lecture to provide an overview of the sociology of immigration. From Week 3 to 12, you are expected to take the initiative in leading the class, given that this is a seminar course. In each class, a group of 3-4 students will deliver a 45-60 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 (Tues, 2:30-3:30pm), 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/academicsupport/#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 25% 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)

January 9 (Week 1) Introduction

No required reading.

Part 1: Conceptualizing international migration and immigrant integration

January 16 (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>

January 23 (Week 3): Models of Assimilation/Integration/Incorporation

*Alba, Richard D. 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.

January 30 (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

February 6 (Week 5): 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.

February 13 (Week 6) Mid-term test

No required reading.

February 27 (Week 7) Refugee resettlement

*Ertorer, Secil E. 2016. "Acculturating into the Canadian Society: A Case of Karen Refugees." *Journal of Ethnic and Migration Studies* 42(11): 1864-84.

*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>

*Simich, Laura. 2003. "Negotiating Boundaries of Refugee Resettlement: A Study of Settlement Patterns and Social Support." *Canadian Review of Sociology* 40(5): 575-91.

March 6 (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.

*Hampton, Melissa. 2017. "Constructing the Deviant Woman: Gendered Stigma of the 1980 Cuban Mariel Migration." *American Behavioral Scientist* 61(10):1086-102.

*Tungohan, Ethel, Rupa Banerjee, Wayne Chu, Petronila Cleto, Conely De Leon, Mila Garcia, Philip Kelly, Marco Luciano, Cynthia Palmaria and Christopher Sorio. 2015. "After the Live-In Caregiver Program: Filipina Caregivers' Experiences of Graduated and Uneven Citizenship." *Canadian Ethnic Studies* 47(1): 87-105.

March 13 (Week 9) Movie viewing

No required reading.

Part 3: The "New" Second Generation

March 20 (Week 10) 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.

March 27 (Week 11) Socioeconomic attainment of the Second Generation 1

*Alba, Richard, and Nancy Foner. 2015. "Educating the Second Generation." Pp. 169-196 in *Strangers No More: Immigration and The Challenges of Integration in North America and Western Europe*. Princeton: Princeton University Press. (Available on Avenue).

*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.

*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.

April 3 (Week 12) Socioeconomic attainment of the Second Generation 2

*Kelly, Philip F. 2015. "Transnationalism, Emotion and Second-Generation Social Mobility in the Filipino-Canadian Diaspora." *Singapore Journal of Tropical Geography* 36(3):280-99.

*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.

*Zhou, Min, Jennifer Lee, Jody Agius Vallejo, Rosaura Tafoya-Estrada, and Yang Sao Xiong. 2008. "Success Attained, Deterred, and Denied: Divergent Pathways to Social Mobility in Los Angeles's New Second Generation." *The Annals of the American Academy of Political and Social Science* 620:37-61.

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.