



SOCIOLOGY 9373-001

MIGRATION

September till December 2022

Mondays 1:30 till 4:30 IN CLASS

Instructor: Dr. Teresa Abada Department of Sociology, Email: tabada@uwo.ca Office Hours: TBA by appointment only by Zoom
Wednesdays 1:30 till 3:30

Enrollment Restrictions

Enrollment in this course is restricted to students in the Department of Sociology and those who are in the Migration and Ethnic Relations Collaborative Graduate Program as well as any student that has obtained special permission to enroll in this course from the course instructor and the Graduate Chair from the student's home program

Course Description:

This course will examine issues regarding Migration in both less developed and more developed countries (for developed countries emphasis on Canada, US and some European countries). The specific topics will include economic integration of immigrants; ethnic communities and settlement patterns; second generation (children of immigrants); language, diversity and identity issues; gender and migration; economic development; family; models of vulnerabilities and refugees; immigration policies.

This is a seminar course, therefore student participation is expected during classes. There will be no mid-term exam. Term grades will be determined on the basis of requirements: (1) class presentations; (2) class participation (3) term paper.

The course will be conducted in a seminar format, with a focus on analysing the readings which seminar participants are expected to have read in advance of a given seminar.

Learning Outcomes:

- Synthesize and critically evaluate theoretical arguments and published research from a sociological perspective*
- Critically assess social institutions, social processes, social relations, and various dimensions of social experience from a sociological perspective*
- Analyze, evaluate, and utilize a variety of theoretical perspectives and methodological approaches in Sociology*
- Demonstrate an ability to present and discuss ideas clearly and articulately through effective oral and written communication*

- Demonstrate an ability to engage in scholarly discussion and debate in formal and informal learning environments*

Method of Evaluation: This course will consist of a term paper, class participation and presentations

Evaluation Breakdown:

The final grade will be determined as follows:

Term paper (Last day of class in December)	45%
Class participation	25%
Presentation	30%

Class participation

This mark will be based on evidence of having read the readings, and participation through questions and discussion. For each seminar, all students are expected to have read the required readings listed on the course outline. Participation includes asking questions, answering questions, discussing links to other things, thinking about implications. It is important to come to class with some notes and reflections on the material. Our objectives should be to summarize, raise important points, synthesize, appreciate critically, and discuss the relevance of given readings.

Presentation

The person responsible for a given seminar will distribute a page of questions that they will use as a focus for the discussions of the following week. Thus the presentation mark will be based on distributing a set of discussion questions, and leading the discussion for part of the seminar. This includes raising questions, sponsoring discussion, possibly bringing in additional material, synthesizing, and discussing the policy implications.

Class participation and your presentations will be evaluated not just on the mere summaries of your presentation. One must generate quality discussions and contributions from the assigned readings, not just the general findings, etc. It's important to synthesize the literature and move beyond it to show its relevance to the broader immigration literature. The use of examples is also important when making your arguments.

Term paper:

By end of October you need to have chosen a term paper topic. You can either see me about your topic or provide me some written details. You can hand in about a page that indicates the main objective (thesis,

purpose) of the paper, strategies of how you will approach your topic, themes to be covered and some references.

The paper can either be reviews that bring together the literature and information on a specific question, or empirical papers that involve data analysis (using an available data set from the Social Science Computer Centre). The paper needs to relate to this course, so you should be able to put the topic somewhere in the course outline. Another way of saying this is that the paper needs to relate to Migration and include discussion (in terms of theoretical perspectives and the substantive issues that are relevant to this course).

For example, if you are writing on the second generation, you should be able to bring into the discussion the theoretical framework pertaining to segmented assimilation.

The term paper should be seen as an investigation (through library research), where you put together the evidence, document your results and think through the implications. It is important that a term paper be unified around a central topic ("purpose" or "thesis"), and that the reader be able to follow the plan of the paper. The term paper should be seen as a research report (generally involving library research), where you put together the evidence for your argument and document your results. That is, it should bring to bear sociological/demographic research as evidence on the topic at hand. The better papers start with an idea that is pursued through library research or through an analysis of data. In the case of library research, you need to document the evidence with regard to given questions. In the case of a research paper, you could undertake an actual analysis of data (possibly a data set available in the IDLS system of the Social Science Computer Lab).

It should be an investigation of your question/problem/issue using available evidence, rather than a summary of a series of books and articles on the topic of the paper. At least on key observations of the paper, research evidence taken from given studies should be used, rather than summaries taken from text books or other secondary sources. In citing evidence, it is the writer's responsibility to ensure that the evidence is accurate and legitimate, and to convince the reader of the quality of this evidence. Just because someone wrote it, or posted it on the Web, does not necessarily mean that it is credible evidence.

In reading the paper, one needs to have a good sense of what has been investigated/researched, and what was the conclusion of the investigation. Introductions and conclusions of papers are particularly important. The parts of the paper should be readily identifiable, normally through headings and transitions that make the reader aware of the logic of the plan of the paper. The paper should be well organized and checked for errors (including typos and spelling). Scholarly standards of referencing are expected. Referencing in the text should be used, rather than through footnotes. The referencing style of the American Psychological Association (APA) is to be used. There is a handout at the entrance to the Weldon Library on APA referencing. If tables or figures are used in the paper, they should be properly labelled so that the reader knows when to look at given tables. The text of the paper needs to be typed, but tables/figures may be photocopied from other sources, or hand-written, as long as they are numbered in accordance with your usage in the paper and **your** source is properly indicated at the bottom of the table.

Papers should be about 10 numbered pages. Papers will be graded on the basis of having located the appropriate research by which to analyse the question under investigation, the readability of the paper, and the originality/insightfulness of the discussion. I will keep a copy of your paper; if you want a copy with my comments, please return two copies.

How to Contact Me: tabada@uwo.ca

How to get important information:

If there is any announcement I will contact you through OWL.

Important Policies

Policies for Assignment Deadlines:

You must present on the day that you are scheduled to do so. Note that the presentations are by topics of the week, so it's imperative that the presentations are in line with the weekly topics. If you cannot present on this day for any reason, then you are required to write a 5 page paper on any topic other than your final paper. This will be in place of the missed day for your scheduled presentation. If you miss both presentations then you are required to write another 5 page paper on a different topic from your first paper and your final paper. So for both missed presentations, you will have to write 2 papers (5 pages each) on different topics and these papers will also be on a different topic from your final paper.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Completion of Course Requirements

Course requirements must be completed by the end of the term in which the course is offered (Fall-December 31; Winter-April 30, Summer-August 31). Only in exceptional circumstances may a student take additional time to complete the course requirements. In such a case, the student must first meet with the Graduate Chair to request permission to carry the incomplete. Medical documentation, where required, will be kept on file in the Sociology graduate program office. More details regarding

incompletes are outlined in the Graduate Handbook:

http://www.sociology.uwo.ca/graduate_handbook/course_information.html

Standards of Professional Behaviour

It is the responsibility of all members of the Department of Sociology to adhere to and promote standards of professional behaviour that support an effective learning environment. These include:

- **respect for others** both in and out of the classroom through words and actions (be professional, fair, and respectful in interactions with people on-line and in-person; understand and respect differences among classmates and colleagues; avoid disrupting the learning environment; respect others' expectations of confidentiality and privacy)
- **active engagement in learning** and commitment to quality (being prepared for classes; participating and listening actively to other; using technology and social media appropriately, striving to do your best)
- **personal integrity** (following through on commitments; doing own work)

Students should also be aware of the **UWO Student Code of Conduct** found at

<https://www.uwo.ca/univsec/pdf/board/code.pdf>

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Health/Wellness Services

Students who are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

Policy on Laptops and other Electronics/Phones in Class:

Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

Course Schedule and Readings:

September 12:

Introduction to Basic Concepts and Issues

Boyd, Monica (2000) 100 years of Immigration, *Canadian Social Trends*, Autumn, 2000.
<https://www150.statcan.gc.ca/n1/en/pub/11-008-x/2000002/article/5164-eng.pdf?st=lbY4JFRA>

September 19:

THEORETICAL PERSPECTIVES

***Alba Richard and Victor Nee (1997). "Rethinking Assimilation Theory for a New Era of Immigration." *International Migration Review*, 31(4): 826-874.

Alba Richard, Foner Nancy. 2014. Comparing immigrant integration in North America and Western Europe: How much do the grand narratives tell us? *International Migration Review* 48:263–91.

Van Hear. N. (2018). Push-pull plus: reconsidering the drivers of migration. *Journal of Ethnic and Migration Studies*.44: 927-944.

Grzymala-Kazlowska, Aleksandra, and Jenny Phillimore. 2018. "Introduction: Rethinking Integration. New Perspectives on Adaptation and Settlement in the Era of Super-Diversity." *Journal of Ethnic and Migration Studies* 44 (2): 179–196.

Crul Maurice (2016). "Super-diversity vs. assimilation: how complex diversity in majority–minority cities challenges the assumptions of assimilation." *Journal of Ethnic and Migration Studie*.42(1):54-68.

September 26: LABOUR MIGRATION

Kyeremeh, E., Arku, G., P Mkwandawire,P., Cleave, E. and I Yusuf. 2021. What is success? Examining the concept of successful integration among African immigrants in Canada. *Journal of Ethnic and Migration Studies*. 47(3):649-667.

Kanas A, Müller K. 2021. Immigrant Women's Economic Outcomes in Europe: The Importance of Religion and Traditional Gender Roles. *International Migration Review*. 2021;55(4):1231-1264.

Zhang T, Banerjee R. 2021, Bridges or Barriers? The Relationship between Immigrants' Early Labor Market Adversities and Long-term Earnings. *International Migration Review*.;55(4):1169-1200.

Sano, Yujiro, Lisa Kaida, and Liam Swiss (2017). "Earnings of Immigrants in Traditional and Non-Traditional Destinations: A Case Study from Atlantic Canada" *Journal of International Migration and Integration* 18(3):961–980

October 3: ALTERNATIVE FORMS OF ECONOMIC INCORPORATION

***Abada Teresa, Hou Feng and Yuqian Lu (2014). Choice or Necessity? Do Immigrants and Their Children Choose Self Employment for the Same Reasons?" *Work Employment and Society*

Martin Andersson, Johan P. Larsson & Özge Öner (2021) Ethnic enclaves and self-employment among Middle Eastern immigrants in Sweden: ethnic capital or enclave size?, *Regional Studies*, 55:4, 590-604, DOI: [10.1080/00343404.2020.1839638](https://doi.org/10.1080/00343404.2020.1839638)

Ram, M.' Jones T. Doldor S.et al., 2022. What happens to refugee-origin entrepreneurs? Combining mixed embeddedness and strategy perspectives in a longitudinal study. *Ethnic and Racial Studies*, 45(16): 1-27

Bagwell, Susan 2015. Transnational Entrepreneurship amongst Vietnamese Businesses in London. *Journal of Ethnic and Migration Studies*, 41(2): 329-349.

Kloosterman R.C., Rusinovic, K. & D. Yeboah (2016) Superdiverse migrants—similar trajectories? Ghanaian entrepreneurship in the Netherlands seen from a Mixed Embeddedness perspective, *Journal of Ethnic and Migration Studies*, 42:6, 913-932

October 10 Thanksgiving

October 17: SECOND GENERATION

***Zhou, Min (1997). "Segmented Assimilation: Issues, Controversies and Recent Research for the New Second Generation." *International Migration Review*, 31: 975-1008.

Drouhot, Lucas and Victor Nee. 2019. "Assimilation and the Second Generation in Europe and America: Blending and Segregating Social Dynamics Between Immigrants and Natives" *Annual Review of Sociology* 45: 177-199.0(3): 537-567.

Crul, Maurice, Elif Keskiner, and Frans Lelie. 2017. "The Upcoming New Elite among Children of Immigrants: A Cross-Country and Cross-Sector Comparison." *Ethnic and Racial Studies* 40 (2): 209–229. doi:[10.1080/01419870.2017.124543](https://doi.org/10.1080/01419870.2017.124543)

Villares-Valera, M. 2017. "Not helping out": classed strategies of the (non) contribution of children in immigrant family businesses. *Ethnic and Racial Studies*, 40(10) 1758-1775.

Abada T. Frank, K., and Hou F.(2018) Between Two Worlds: Source-Country Gender Roles and Gender Differences in Educational Attainment among Immigrant Children. *Sociological Inquiry*, 88(1): 131-154.

October 24: LANGUAGE, DIVERSITY AND IDENTITY ISSUES

***Kelly Patricia-Fernandez and Lisa Konczal (2005). ‘Murdering the Alphabet’ Identity and Entrepreneurship among Second Generation Cubans, West Indians and Central Americans.” *Ethnic and Racial Studies*, 28(6): 1153-1181.

Marfouk A. (2019). I’m neither racist nor xenophobic, but: dissecting European attitudes towards a ban on Muslims’ immigration. *Ethnic and Racial Studies*, 42(10): 1747-1765.

Jon Horgen Friberg (2021) Who wants to be Norwegian – who gets to be Norwegian? Identificational assimilation and non-recognition among immigrant origin youth in Norway, *Ethnic and Racial Studies*, 44:16, 21-43, DOI: 10.1080/01419870.2020.1857813

Carlsson M. and S. Errikson (2017). Do attitudes expressed in surveys predict ethnic discrimination? *Ethnic and Racial Studies* 40(10): 1739-1757.

October 31 to November 6 Fall Reading Break

November 7: ETHNIC COMMUNITIES, COMMUNITY FORCES AND SETTLEMENT PATTERNS

***Zhou, Min and Susan Kim (2006). “Community Forces, Social Capital, and Educational Achievement The Case of Supplementary Education in the Chinese and Korean Immigrant Communities.” *Harvard Educational Review*, 76(1): 1-29.

Long Le Anh Nguyen. 2015. Institutions, Information Exchange, and Migrant Social Networks in Rome. *Ethnic and Racial Studies* 38(15): 2722-2737.

Sanchez M, Diez S, Fava NM, et al. 2019. Immigration stress among recent Latino immigrants: The protective role of social support and religious social capital. *Soc Work Public Health*. 34(4): 279–292. DOI: 10.1080/19371918.2019.1606749

Guzman Garcia, M. (2018). Spiritual Citizenship: Immigrant Religious Participation and the Management of Deportability¹. *International Migration Review*, 52(2), 404–42

November 14 MIGRATION AND ECONOMIC DEVELOPMENT

Cassarino, Jean-Pierre, Theorising Return Migration: The Conceptual Approach to Return Migrants Revisited (2004). *International Journal on Multicultural Societies (IJMS)*, Vol. 6, No. 2, pp. 253 -279, 2004, Available at SSRN: <https://ssrn.com/abstract=1730637>.

Dulce Medina and Cecilia Menjívar. 2015. The context of return migration: challenges of mixed-status families in Mexico’s schools *Ethnic and Racial Studies*: 2123-2139.

Song Q. and Z. Liang (2019). Remittance Behaviors of International Migrants in Comparative Perspective: The Case in Fujian, China. *International Migration Review*, 53(3): 930-955

Agarwala R.(2018) Divine Development: Transnational Indian Religious Organizations in the United States and India *International Migration Review*, 50(4):

Chae, S. and Jennifer Glick (2019). Educational Selectivity of Migrants and Current School Enrollment of Children Left behind: Analyses in Three African Countries. *International Migration Review*. 53(3): 736-769

November 21: GENDER AND FAMILY

***Hondagneu-Sotelo, Piererette (2000). "Feminism and Migration." *The ANNALS of the Academy of Political and Social Science*, 571, 107-120.

Foner, Nancy (1998). "Benefits and Burdens: Immigrant Women and Work in New York City." *Gender Issues*, 16(4): 5-24.

Frank, K. and F. Hou. 2015. "Source country gender roles and the division of labor within immigrant families." *Journal of Marriage and Family* 77:557-574.

***Parrenas, Rhacel (2005). "Long Distance Intimacy: Class, Gender and Intergenerational Relations between Mothers and Children in Filipino Transnational Families." *Global Networks*, 5(4): 317-336.

Foner, Nancy, (1997). "The Immigrant Family: Cultural Legacies and Cultural Changes." *International Migration Review*, 31(4): 961-974.

Sala E. and L. Baldassar (2019). Killing pigs and talking to nonna: "wog" versus "cosmopolitan" Italianità among second-generation Italian-Australians and the role of family. *Ethnic and Racial Studies*, 42(10): 1651-1668.

Lam T. and B. Yeoh. (2019). Parental migration and disruptions in everyday life: reactions of left-behind children in Southeast Asia. *Journal of Ethnic and Migration Studies* 45(16): 3085-3104

Gudrun Bauer, August Österle, 2016. Mid and later life care work migration: Patterns of re-organising informal care obligations in Central and Eastern Europe, *Journal of Aging Studies*, Volume 37, 2016, Pages 81-93,

November 28: MIGRATION AND HEALTH

George M.A. & Bassani, C. (2018). Influence of Perceived Racial Discrimination on the Health of Immigrant Children in Canada. *Journal of International Migration and Integration*, 19(3): 527-540.

Nino, M. Cai, T., Ignataw G. and P. Young (2017). Generation Peers and Alcohol Misuse. *International Migration Review*, 51(1): 57-96.

Huijts T, Kraaykamp G. Immigrants' Health in Europe: A Cross-Classified Multilevel Approach to Examine Origin Country, Destination Country, and Community Effects. *International Migration Review*. 2012;46(1):101-137. doi:[10.1111/j.1747-7379.2012.00882.x](https://doi.org/10.1111/j.1747-7379.2012.00882.x)

Kwak, K. (2018) Age and Gender Variations in Healthy Immigrant Effect: a Population Study of Immigrant Well-Being in Canada. *Journal of International Migration and Integration*, 19(2),: 413-437.

Hearst, M. O., Ekwonye, A., Munala, L., Ismail, H., Kennedy, E., & Buessler, H. (2021). COVID-19 and Systemic Racism Pandemics Impact Daily Life for Immigrant/Refugees, Minneapolis, USA. *Annals of global health*, 87(1), 107. <https://doi.org/10.5334/aogh.3411>

Amoyaw J. and Abada, T.(2016) "Does helping them benefit me? Examining the emotional cost and benefit of immigrants' pecuniary remittance behaviour in Canada" *Social Science & Medicine*, 153:182-192.

Behbahani, S., Smith, C. A., Carvalho, M., Warren, C. J., Gregory, M., & Silva, N. A. (2020). Vulnerable Immigrant Populations in the New York Metropolitan Area and COVID-19: Lessons Learned in the Epicenter of the Crisis. *Academic medicine : journal of the Association of American Medical Colleges*, 95(12), 1827–1830. <https://doi.org/10.1097/ACM.0000000000003518>

December 5: MODELS OF VULNERABILITY and Immigration Policies

Helleiner Jane 2013. Unauthorised Crossings, Danger and Death at the CanadaUS Border *Journal of Ethnic and Migration Studies*, 39(9): 1507-1524.

van Heelsum, A. 2017. Aspirations and Frustrations: Experiences of Recent Refugees in the Netherlands. *Ethnic and Racial Studies*, 40(13): 2137-2150

Romero L. (2018). Islamophobia and the making of Latinos/as into terrorist threats.” *Ethnic and Racial Studies*, 41(12), 2235-2254.

Meseguer C. & Kemmerling, A. (2018) “What Do You Fear? Anti-Immigrant Sentiment in Latin America.” *International Migration Review*, 52(1): 236-272.

Sahar Sadeghi (2019) Racial boundaries, stigma, and the re-emergence of “always being foreigners”: Iranians and the refugee crisis in Germany, *Ethnic and Racial Studies*, 42:10, 1613-1631,

Paloma E. Villegas 2013. Assembling a visa requirement against the Mexican ‘wave’: migrant illegalization, policy and affective ‘crises’ in Canada *Ethnic and Racial Studies*, 2013 Vol. 36, No. 12, 22002219

Jane Ku, Rupaleem Bhuyan, Izumi Sakamoto, Daphne Jeyapal & Lin Fang (2019) “Canadian Experience” discourse and anti-racialism in a “post-racial” society, *Ethnic and Racial Studies*, 42:2, 291-310,

Satzewich, V. (2015). Is Immigrant Selection in Canada Racialized? Visa Officer Discretion and Approval Rates for Spousal and Federal Skilled Worker Applications. *Journal of International Migration and Integration*, 16(4), 1023-1040

