



## **SOCI 303 Sociology of Migration**

**Summer 2019**

**Tuesday and Thursday, 9:00 - 12:00**

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**Office Hours:** Tuesday 12-1 pm, Thursday 12-1 pm, or by appointment

(Anthropology & Sociology Building, room 125)

### **Course Description:**

Migration is a global phenomenon in developed and developing countries. Migration is an interdisciplinary field with significant ramifications in Sociology. In 2017 there were unprecedented levels of global displacement - over 68.5 million persons forcibly displaced, including 25.4 million refugees (Immigration, Refugees and Citizenship Canada, 2018). The Syrian Arab Republic accounts for the largest forcibly displaced population globally. As of the end of 2017, there were 12.6 million forcibly displaced Syrians (UNHCR, 2017). Immigration has played a major role in Canada's history Canada (Statistics Canada, 2016 Census).<sup>1</sup> over 7.5 million foreign-born individuals in

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 migrants' communities and migrant-support organisations across Canada. Students will learn the social integration of diverse ethnic and religious groups of migrants and refugees, including women, youth, LGBT2Q, torture survivors and more. The course will explore the influence of digital technology on migrants' integration. In addition to what is learned in the classroom, students will meet refugees, NGO's and policy makers.

**Learning Objectives:**

- 1) To understand historical and contemporary patterns of global migration
- 2) To develop critical thinking about issues associated with migration
- 3) To understand how Canadian society is shaped by historical and contemporary forms of migration
- 4) To learn about migrants' experiences and migration policy from primary sources of information.
- 5) Students will practice engaging in academic discussion about migration through participation in seminar discussion and by reading.

**Course Policies and Support:**

**Required Reading:** Two or three articles are assigned each week. The full details of each article are listed in the Lecture and Reading Schedule, pages 4-7 in this syllabus. All articles 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. You need to access journal articles through UBC library in order to view/read/download/print journal articles **without paying for the journal**.

**UBC's Statement on Accessibility and Support:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>).

**Mental Health:** UBC has contracted with Empower Me, which is a 24/7 phone service that provides immediate access to a trained mental health professional over the phone. The therapist will then provide help, assess your situation, and if you want, make an appointment with a local therapist for a follow up appointment. Each UBC student is entitled to up to seven counseling sessions through this program as part of their student fees. 1-848-741-6389.

**Crisis Support:** If you or a friend are in need of immediate help and don't know who to turn to, please call this 24/7 service. 1-800-784-2433.

**Academic Integrity:** Sociologists have a code of professional ethics that they abide by, and these are reflected in our expectations of our students in Sociology. What this means in the context of any particular course may differ in terms of what ethical actions are being emphasized, but one area of that is common to all sociological work and is standard for all students at UBC is our commitment to academic integrity. Students who fail to uphold the standards of academic integrity, can be charged with academic misconduct, which can be severely punishable (i.e. expulsion). Academic misconduct includes cheating, plagiarism, and falsifying information. If you are unfamiliar with the range of behaviours that are included in UBC's definition of academic misconduct, please read through the description available on UBC's calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0>)

**Academic Resources:** If you are citing papers and need a quick guide, the Harvard ASA style guide is helpful (<https://sociology.fas.harvard.edu/files/sociology/files/asastyleguide.pdf>). The Purdue Owl Writing Lab also has fantastic resources for helping students: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html). The UBC Library has an entire section devoted to helping students succeed in Sociology courses: <http://guides.library.ubc.ca/sociology>. If you want help with your writing, please check out the UBC Centre for Writing and Scholarly Communications (<https://learningcommons.ubc.ca/improve-your-writing/>). And finally, if you are making a poster for a presentation, here is a great UBC template to get you started <https://it.ubc.ca/services/desktop-print-services/printing-services/poster-templates>.

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

## **Course Requirements:**

### **Critical Reflections: 15%**

Due: July 11, week 2

Details of this assignment are found on page 5 of this syllabus.

### **Immigrant Interview Assignment: 30%**

**Part 1:** Profile and Interview Guide: 10%

Due: July 25, week 4

**Part 2:** Transcribed interviews and thematic analysis: 20%

August 6, week 7 (due in class)

Details of this assignment are found on pages 6-8.

### **Class Presentation: 5%**

Each student will present the main points of their thematic analysis of the interview.

Presentations will be 5-7 minutes each, and will take place in weeks 6 and 7.

### **Final Exam: 40%**

Take – Home Essay Exam handed out on August 8.

Due: Thursday August 15, 17:00 pm.

### **Seminar Participation: 10%**

The course will be organized with lectures and seminar discussions each class.

It is essential that students complete weekly readings in order to actively participate in discussions.

## **Critical Reflection: 15%**

Due: July 11, week 2

Length: 3 pages (double spaced, 12 point font, no smaller than this font size) plus bibliography.

You will produce one critical reflection on the readings done in weeks 1 through 2. This brief critical reflection is intended to spur you to actively engage with the readings, to make links across readings, and to further reflect on the issues discussed in class.

This assignment is not intended to be a summary of the readings. It is intended as a short 'thought piece' that conveys how you are thinking about and responding to the material. You must address at least 3 class readings assigned in weeks 1 through 2. You may disagree with an author's arguments or conclusions; wish to extend the analysis in different directions; contribute additional insights; raise additional questions or points that you think are important but overlooked; make new links between readings; evaluate points of disagreement between authors; draw analytical connections to current events; or comment on wider social implications.

This is not intended to be a personal journal entry about how you feel about the material. Instead it should be an intellectual or academic reflection. That means you should remember to explain why you make a particular point, and build a coherent argument in your critical reflection about migration.

Remember to include citations and references for the readings you address. Citations should use APA style. The UBC link for APA citations can be found at:

<http://guides.library.ubc.ca/familystudies/writingandciting>

All critical reflections are due in class on the due date

### **Grading Criteria:**

These assignments will be graded on the following criteria:

a) Demonstrates a sound grasp of at least 3 readings in weeks 1 through 2.

- b) Offers some additional insights, criticisms, connections, and/or implications.
- c) Reflections are connected to broader themes in the course and/or to sociological concepts and theories.
- d) Is well written, clearly organized, and persuasively argued.

### **Immigrant Interview Assignment: 30%**

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 you begin:**

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. **Make sure you print your CORE TCPS2 certificate.** It must be attached to Part I of this assignment.

### **Part 1: Profile and Interview Guide: 10%**

**Due: July 25, week 4 (due in class)**

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.**

### **Grading Criteria for Immigrant Interview Assignment:**

Part 1: 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, when translated into the interviewee's first language)?
- Thought given to the order of questions, connections, and prompts.

### **Part 2: Interview and Thematic Analysis: 20%**

**Due: August 6, week 7 (due in class)**

**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 40 to 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 one paragraph, provide the profile of the interview, describe where the interview took place, and how you feel the interview went. Staple a copy of the **signed consent form** to the transcript. Store the audio-recording on a USB. **The instructor may request a copy of the USB** so keep it until after the course is completed.

**Part 2 B:** In addition to the interview transcript you must write a short **Thematic Analysis** of the interview in a maximum of **5 pages (double-spaced, 12 point font)**. 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 that are relevant for your interview.** Cite all sources, including course

readings. Develop your analysis with short quotes from the interview. Attach the thematic analysis to the transcript.

Citations should use APA style. The UBC link for APA citations can be found at:

<http://guides.library.ubc.ca/familystudies/writingandciting>

**Grading Criteria for Immigrant Interview Assignment:**

Part 2: 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 scholarly research?
- Is it well written, clearly organized, and persuasively argued?



## Lecture and Reading Schedule

### **Class 1: Introduction**

Brettel, C.B. and Hollifield, J.F. "Introduction – Migration Theory", in Brettel, C.B. and Hollifield, J.F., *Migration Theory – Talking across Disciplines*, 7-21. Routledge, 2000.

Cohen, J.H. and Sirkeci, I. "The Cultures of Migration" in Cohen, J.H. and Sirkeci, I., *Cultures of Migration – The Global Nature of Contemporary Mobility*, 1-20. The University of Texas Press, 2011.

### **Class 2: Approaches to Understanding Migration and Migration Terminology**

Gerald, D. S. F. and Arar, R. "The Sociology of Refugee Migration", *Annual Review of Sociology*, Vol. 44, 2018: 387-406.

Samers, M. and Collyer, M. "Explaining Migration Across International Borders: Determinist Theories" in Samers, M. and Collyer, M., *Migration*. Routledge, 2016.

### **Class 3: States and Borders, Asylum and Refugees**

Alden, E. "Is Border Enforcement Effective? What We Know and What It Means?" *Journal on Migration and Human Security*, Vol. 5 (2) 2018: 481-490.

Atac, I., Rygiel, K. and Stierl, M. "Introduction: The Contentious Politics of Refugee and Migrant Protest and Solidarity Movements: Remaking Citizenship from the Margins", *Citizenship Studies*, Vol. 20 (5) 2016: 527 -544.

### **Class 4: Migrants Identity, Integration, Belonging, Settlement and Challenges**

Griffith, A., "Building a Mosaic: The Evolution of Canada's Approach to Immigrant Integration". *Migration Policy Institute*, November 1, 2017.

Koopmans, R. "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.

Palitto, R. and Heyman, J. "Theorizing Cross-Border Mobility, Surveillance, Security and Identity", *Surveillance and Society* Vol. 5 (3) 2008: 315-333.

### **Class 5: The Impact of Diasporas on Homeland Politics**

Baser, B. and Halperin, A. "Diasporas from the Middle East: Displacement, Transnational Identities and Homeland Politics", *Special Issue British Journal of Middle Eastern Studies*, Vol. 46 (2) 2019: 215-221.

Brinkerhoff, J. M. "Interconnected Immigrants in the Information Society" in Alonso, A. and Oiarzabal, P. J. (eds.), *Diasporas in the New Media Age: Identity, Politics and Community*, 39–49. Reno, NV: University of Nevada Press, 2010.

Gamlen, A. "The Emigration State and the Modern Geopolitical Imagination", *Political Geography*, Vol. 27 (8) 2008: 840 – 856.

### **Class 6: Education and The Second Generation**

Gerrard, J. and Sriprakas, A. "Migration and the Borders of Education", *International Studies of Sociology of Education, Special Issue: Migration, Borders, and Education*, Vol. 27 (2-3) 2018: 107-110.

Tannock, S. "Points of Prejudice: Education-Based Discrimination in Canada's Immigration System", *Antipode*, Vol. 43 (4) 2011: 1330-1356.

Wang, Y. and Jiang, D. "Educational Inequality in Migrant Children in China: From Visible Exclusion to Invisible Discrimination" in Hunner - Kreisel, C. and Bohne, S. (eds.), *Childhood, Youth and Migration: Connecting Local and Global Perspectives*, 115-132. Springer, 2016.

### **Class 7: Migrant – Support Organizations in Canada – NGO's and UNHCR**

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

Peterson, W. "Canada's Immigration: The Ideological Background" in Cameron, E (Ed.), *Multiculturalism and Immigration in Canada: An Introductory Reader*, 39-47. Canadian Scholars' Press, 2004.

Reitz, J. "The Distinctiveness of Canadian Immigration Experience", *Patterns of Prejudice*, Vol 46 (5) 2012: 518-538.

### **Class 8: Multiculturalism and the Social Outcomes of Migration**

Bloemraad, I., Korteweg, A. and Yurdakul, G. "Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State", *Annual Review of Sociology*, Vol. 34, 2008: 153–179.

Harling Stalker, L. and Phyne, J. "The Social Impact of Out-Migration: A Case Study from Rural and Small Town Nova Scotia, Canada", *The Journal of Rural and Community Development*, Vol. 9 (3) 2014: 203–226.

Heinbecker, P. and Momani, B. "Canada and the Middle East: Ambivalence or Engagement?" in Heinbecker, P. and Momani, B (Eds.), *Canada and the Middle East in Theory and Practice*, 1-7. The Centre for International Governance Innovation, 2007.

### **Class 9: International Migration Policies and Election Campaigns**

Martin, P.L. "Mexican Migration to the United States: The Effect of Nafta" in Massey, D.S. and Taylor, J.E (Eds.), *International Migration Prospects and Policies in a Global Market*, 120-131. Oxford University Press, 2004.

Simmons, A.B. "Immigration Policy: Imagined Futures- From Immigrant Canada: Demographic, Economics and Social Challenges" in Cameron, E., (Ed.), *Multiculturalism and Immigration in Canada*, Canadian Scholars' Press, 2004.

### **Class 10: Migrants' Use of Media, Media Portrayals and Fake News**

Gillespie, M., Ampofo, L., Cheesman, M., Faith, B., Iliadou, E., Issa, A. Osseiran, S. and Skleparis, D. "Mapping Refugee Media Journey: Smartphones and Social Media Networks", *Research Report, The Open University, 2016*.

Kutscher, N. and Krebs, L.M. "The Ambivalent Potentials of Social Media Use by Unaccompanied Minor Refugees", *Social Media and Society*, Vol. 4 (1) 2018: 1-10.

Mantovani, G. "New Media, Migration and Culture: From Multi to Interculture" in Fortunati, L. Pertierra, J. and Vincent, J. *Migration, Diaspora and Information Technology in Global Societies*, 21-35. Routledge, 2013.

### **Class 11: Student Presentations**

### **Class 12: Student Presentations**

#### **Websites (optional)**

International Organization for Migration (IOM) – Key Migration Terms

<https://www.iom.int/key-migration-terms>

UNHCR - Facts and Figures about Refugees:

<https://www.unhcr.org/teaching-about-refugees.html?fbclid=IwAR3PjgLRH2n8ek45aIIXsExfyiJ7a0yxq0MCLjyL6TgIk1g6DHjfZwitH5c#words>

'Super – Diversity Website':

[www.superdiv.mmg.mpg.de](http://www.superdiv.mmg.mpg.de).