

COURSE INFORMATION

| Course Title | Course Code Number | Credit Value |
|------------------------|--------------------|--------------|
| Sociology of migration | SOCI 303 | 3 |

PREREQUISITES

Course Restrictions: None

Pre-requisites: One of SOCI 100, SOCI 101, SOCI 102.

CONTACTS

| Course Instructor(s) | Contact Details | Office Location | Office Hours |
|----------------------|---|-----------------|---|
| Stefano Gulmanelli | stefano.gulmanelli@ubc.ca Typical time of response: 1 business day | TBD | Students can make appointments when needed. Contact the instructor and a meeting will be set. |

COURSE STRUCTURE

Thirteen weeks with two 90-minute sessions per week. Tuesdays are dedicated to lectures, Thursdays focus on in-class activity, discussion and presentations.

The lectures are traditional style and at the end of the session the slides will be uploaded on Canvas

LEARNING OUTCOMES

International migration is a phenomenon changing the societies we live in, creating new challenges for politics and policies. The course aims to look at the multiple aspects – political, economic, social and cultural – of migratory flows and analyze their mutual relationship. To this purpose, it takes a distinctive interdisciplinary approach, drawing on historical, economic and sociological perspectives.

In particular, students will familiarize with: a) Historical roots of migration: from Colonialism & Imperialism to Decolonization & Neo-colonialism; b) Features of international migration in time (migratory waves) and space (Europe, North America, Asia); c) Categorization, patterns and intervening factors of migration; d) Theories of migration; e) The migration-and-development nexus and the globalization-and-migration interplay; f) Societal consequences of migration g) The role of the State and its policies

At the end of the course, students will have developed:

- a. A general understanding of international migration and its most recent tendencies
- b. A good knowledge of the main interpretive frameworks and the ability to use them in examining a specific migratory event.
- c. An appreciation of societal dynamics related to migratory flows

Overall, students will have acquired the concepts and tools needed for a critical approach to issues associated with international migration.

LEARNING ACTIVITIES

There is no automatic penalization for missed classes, but participation is part of the evaluation process (see point *a* of the relevant paragraph). Moreover, although slides of the lectures are uploaded and made available to the students, missing classes makes it harder for a student to fully appreciate the interconnections between the various topics the course focuses on.

LEARNING MATERIALS

A package of 12 readings (journal articles and/or chapters/books excerpts) is provided. Each text is chosen according to the issue dealt in a specific class. The readings are available on Canvas.

ASSESSMENTS OF LEARNING

a) *Reflection task on text sources and group discussion* (30%)

Every week students submit a 250-word reflection on the week's reading. These comments – which are NOT meant to be summaries – are then presented to groups organized during class and provide the basis for a collective discussion on the topic. Participation to the debate is a significant component (35% of the marking for this assignment) in the evaluation of this task; submitting the comment but failing to discuss it in class entails the loss of that component.

b) *Critical Reflection* (25%)

A critical reflection must be submitted as a mid-term. This assignment (500 words) is meant to be a personal elaboration on a text handed out on week 6. The Critical Reflection is evaluated looking at the following elements: level of insightfulness of the analysis, originality of the perspective offered, and clarity in the presentation.

c) *A Final Take-Home Exam (Case study)* (45%)

The final assignment takes the form of a case study focusing on a migratory event chosen by the student. The analysis should make use of the theoretical frameworks, constructs and approaches discussed in class. Case studies may have a multimedia format (e.g. include slides, video) but they must in any case hinge upon a written text of 2200 words (bibliography excluded). This assignment is evaluated in content (Has an appropriate level of analysis been developed? Have concepts discussed during lectures been used to support the argument? Is the information presented accurate? Has a personal perspective been proposed? Have clear conclusions/implications been provided?) as well as in form (clarity of structure, appropriate referencing, attention to language conventions).

Bibliography must include eight sources from academic journals or publications.

UNIVERSITY POLICIES

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 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 on [the UBC Senate website](#).

OTHER COURSE POLICIES

Laptops and tablets/smartphones – Students can bring them in the classroom provided they are used for activities related to the course – that is, taking notes. Private use of those devices is not encouraged.

Late assignments – Late assignments will receive a 10% grade penalization for each day of delay (re weekly comments see the relevant section in the Evaluation section point a). After three days of delay the assignment is automatically marked zero. Only documented reasons (medical reason, emotional hardship, work commitments, serious family problems) will be considered as a possible justification.

In-term concessions – Students must contact the instructor via email as soon as they are aware they may need an [in-term concession](#). I will adjudicate the request. Please include a Student Self-Declaration form, found on the [Arts Advising website](#). If you require a second concession, you must make your request to your Faculty Advising Office.

Academic integrity – Students are expected to adhere to UBC's guidelines on academic integrity. (see <http://learningcommons.ubc.ca/guide-to-academic-integrity/> for details).

Central to the notion of academic integrity is the avoidance of any form of plagiarism. According to the UBC Academic Calendar, plagiarism is understood as "intellectual theft, [that] occurs where an individual submits or presents the oral or written work of another person as his or her own.....when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation." (see <http://www.arts1.arts.ubc.ca/arts-one-program/ubc-plagiarism-policy.html> for details). In accordance with the UBC calendar, a student suspected of plagiarism may be asked to submit their assignment electronically to TurnItIn.com for verification. If a student is caught cheating or plagiarizing, the assignment will automatically be recorded as not delivered (bear in mind this would also become a blot on your academic record in general).

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

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Recording of lectures is not permitted.

SCHEDULE OF TOPICS

LECTURE AND READING SCHEDULE

(I reserve the right to make minor modifications/adjustments)

NB. Weeks below are defined by topics rather than by calendar

Week 1 (Sept 5): Course Intro (Basic Terms, Schedule, Literature, & Criteria for Evaluation)

Week 2 (Sept 10 & 12): Overview of Migratory Flows & History of Migration (the long boom)

Reading discussed: Messina A. (2007). 'The Origin and Trajectory of Post-WWII Immigration.' in *The Logic and Politics of Post-WWII Migration to Western Europe*, Cambridge: Cambridge University Press, pp. 19-33

Week 3 (Sept 17 & 19): History of Migration (2nd and 3rd waves)

Reading discussed: Messina A. (2007). 'The Origin and Trajectory of Post-WWII Immigration.' in *The Logic and Politics of Post-WWII Migration to Western Europe*, Cambridge: Cambridge University Press, pp. 33-53

Week 4 (Sept 24 & 26): Framing Migration: Categorizing & Measuring Migration

Reading discussed: Collyer, M. & De Haas, H. (2012). 'Developing Dynamic Categorisations of Transit Migration.' *Population, Space and Place*, vol. 18, n. 4, pp. 468-481.

Week 5 (Oct 1 & Oct 3): Explaining Migration: Models and Theories of Migration

Reading discussed: Massey, D. (2015). 'A Missing Element in Migration Theories.' *Migration Letters*, vol.12, n. 3, pp. 279-299.

Week 6 (Oct 8 & 10): Forced Migration

Reading discussed: Erdal, M.E. & Oeppen, C. (2018). 'Forced to leave? The discursive and analytical significance of describing migration as forced and voluntary.' *Journal of Ethnic and Migration Studies*, vol. 44, n. 6, pp. 981-998

Week 7 (Oct 15 & 17): The Migration-Development Nexus

Reading discussed: Haas de, H. (2007). 'Turning the Tide? Why Development Will Not Stop Migration.' *Development and Change*, vol. 38, n. 5, pp. 819-841

Week 8 (Oct 22 & 24): Historical Perspective: Colonialism and Imperialism

Reading discussed: Cohen, R. (2006). 'Unfree Labour and Modern Capitalism.' In Cohen, R., *Migration and Its Enemies: Global Capital Migrant Labour and the Nation-state*. Fernham, Surrey: Ashgate Publishing, pp. 13-38

Week 9 (Oct 29 & 31): Historical Perspective: Decolonization and Neo-Colonialism

Reading discussed: Cohen, R. (2006). 'The Proletariat at the Gates: Migrants and Non-Citizen Labour 1850-2000.' In Cohen, R., *Migration and Its Enemies: Global Capital Migrant Labour and the Nation-state*. Fernham, Surrey: Ashgate Publishing, pp. 39-62

Week 10 (Nov 5 & Nov 7): An Economic Perspective: Globalization and Migration

Reading discussed: Donato K.M. & Massey D.S. (2016). 'Twenty-First Century Globalization and Illegal Migration.' *The ANNALS of the American Academy of Political and Social Science*, vol. 666, n.1, pp. 7-26.

Critical Reflection - due date October 31

Week 11 (Nov 12 & 14): Societal Impact of Migration and Policies on Migration

Reading discussed: Portes, A. (2010). 'Migration and Social Change: Some Conceptual Reflections.' *Journal of Ethnic and Migration Studies*, vol. 36, n. 10 pp. 1537-1563.

Week 12 (Nov 19 & 21): The role of Countries of origin & Presentation of Final Examination

Reading discussed: Stephen Castles (2014) 'International migration at a crossroads.' *Citizenship Studies*, vol. 18, n. 2, pp. 190-207.

Week 13 (Nov 26 & 28): Available for consultation on Final Case Study

Reading discussed: Zolberg, A.R. (2012) 'Why not the Whole World? Ethical Dilemmas of Immigration Policy.' In Khory, K.R. (2012) *Global migration: Challenges in the twenty-first century*, New York: Palgrave McMillan US, pp. 211-231

Final Examination (Case Study) – due date Dec 3