

a place of mind



**DEPARTMENT OF SOCIOLOGY
THE UNIVERSITY OF BRITISH COLUMBIA
MUSQUEAM TRADITIONAL TERRITORY**

**SOCIOLOGY 303 - 901/902
SOCIOLOGY OF MIGRATION
Summer Session 2, July - August 2020
MW 14:00 - 17:00
online**

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COURSE OVERVIEW/RATIONALES

Migration is something humans have been doing for a long time. It is a strong pattern in our species. Except for subsaharan Africans, we all, if you trace it back far enough, came from somewhere else. And even many African communities have migrated within Africa. In addition to physical migration, there is genetic migration (gene flow) and today even the "migration of dreams." In this course we will look at these issues from a broad position to start, and then quickly enter into the contemporary world, or the world since 1492. We will adopt a global focus, but will also look specifically at Canada, which is a "nation of immigrants" largely if not entirely. We will especially focus on global issues emerging since colonialism and intensifying in recent decades.

METHODOLOGIES

It's a brave new world, and please be aware that teaching online is a new process for all of us. Please exhibit some patience with the inevitable technical glitches. This course will consist of live lectures once per week, and recorded lectures which will be posted to Canvas. The live lectures will be facilitated via Zoom, so you will need to download this app. Our main course textbook (by Castles) is available online through the UBC library (link given below) so you do not need to purchase a textbook. Supplemental readings will either be indicated with links to the UBC library, general links or uploaded to Canvas as appropriate.

Here is how the typical week will look:

Attending synchronous discussion class: 60-80 minutes
Watching asynchronous instructional material: 4x20 minutes
Completing asynchronous discussion exercises: 45-60 minutes
Preparation and reading: 3 hours
Total time: ~7 hours/week

TEXTS

Castles, Stephen (2017). Migration, citizenship and identity : selected essays. Edward Elgar M.U.A.

Link:

https://gw2jh3xr2c.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info%3Aasid%2Fsummon.serialssolutions.com&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Abook&rft.genre=book&rft.title=Migration%2C+Citizenship+and+Identity&rft.au=Stephen+Castles&rft.date=2017-06-01&rft.pub=Edward+Elgar+M.U.A&rft.isbn=9781785360992&rft.externalDocID=9781788112376¶mdict=en-US

Supplemental Readings will be listed in the course outline.

EVALUATION

Evaluation of student learning will take the following forms:

Take-Home Midterm:	33.3%
Take-Home Final:	33.3%
Discussion Exercises:	33.3%

POLICIES

Late exams will have points deducted in a manner intended to ensure fairness to all students... extremely late may not be accepted without prior consultation or an unusual and verifiable excuse. Students who are encountering difficulties meeting deadlines due to "other" issues should seek a deferred standing. Students unable to meet deadlines (including for discussion exercises) should contact the instructor or TA in a proactive manner.

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 at:
<https://senate.ubc.ca/policies-resources-support-student-success>

ACADEMIC CONCESSION

Arts Students must contact Arts Advising as soon as you are aware you may need an in-term concession. Please review their websites below for concession criteria as well as process to follow:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0#26592>

<https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>

Students in other Faculties should contact their Faculty advising office for direction.

DISCUSSION EXERCISES

Because of the non-traditional manner in which courses are being taught it has been suggested that we find alternative means of conveying and engaging students with course content. The purpose of the discussion exercises is to allow you to engage with the readings in ways other than synchronous lectures and asynchronous recordings of material. This should provide some degree of relief from simply attending or listening to such materials.

Each week (beginning July 13th) you will be expected to participate in asynchronous discussions with other students in the course. These discussions will be facilitated on the Canvas system. Each week the instructor or TA will post a portion of the assigned readings for that week. You will be divided into groups of approximately 5 students each. Each member of the group will be expected to devise one question for the group to discuss. You will receive 4 points for creating a proper question for your group. In addition, you must reply to the other students' questions with comments of at least a 250 words (this is approximate, yes you can stop at 249 or go to 300). Responses will be graded. Each response will be valued at 4 points, for a total of 20 points per week total. (In the event that there are fewer than 5 students in a particular group, the instructor or TA will post a question for your response along with the students.)

The portion of the readings to be utilized for this purpose will be posted on Monday of that same week.

RULES:

- 1) You must pose a question by Tuesday, 5 p.m. of that week.
- 2) You must write the responses and post them by Friday at 5 p.m. of the same week.
- 3) Failure to participate will mean 0 points earned for that week. You are expected to respond to each question posed by the other students in your group.
- 4) You write responses only to the questions you did NOT pose (that were posed by the other students in your group), for a total of 4 responses per week.
- 5) You will receive up to 4 points for posing a proper and insightful question about the reading.

- 6) You will receive up 4 points for each response posted to the other students' questions.
- 7) The question posed and your responses will be graded based upon such criteria as: insightfulness, pertinence, relevance, engagement with material, examples and awareness of theoretical or larger issues. Quality of writing will also count.

COURSE OUTLINE

Part One: Theory and Methodologies: A review of theories from Neoliberal to Globalisation to Neo-Marxist. What are the main differences between these approaches? How do they critique each other? How do we study and understand migration? What methodological issues are there?

- 06 JUL: Introduction and Overview of the Course
 Migration as a Human Activity/Migration and Human Evolution
 Basic Social Theories as They Relate to Migration
 Summary of Theoretical Approaches
 Readings: Castle, Chapters 1 and 2
 Marsella, Anthony J. and Erin Ring (2003). "Human Migration and Immigration: An Overview," in L.L. Adler and U.P. Gielen (eds.) Migration: Immigration and Emigration in International Perspective, Greenwood Publishing, pp. 3-22. (in Google books)
https://books.google.ca/books?id=Yw-_K6ek5IUC&lpg=PA3&ots=YdGaI5Em4x&dq=early%20human%20migration&lr&pg=PA12#v=onepage&q=early%20human%20migration&f=false
 Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino and J. Edward Taylor (1993). "Theories of International Migration: A Review and Appraisal," Population and Development Review 19:431-466. (on Canvas)
- 08 JUL: Dimensions of Migration: Temporal, Spatial, Motivational
 Kinds of Migrants
 Methodological Issues
 Readings: Castle, Chapters 3 and 4
 Fussell, Elizabeth (2012). "Space, Time, and Volition: Dimensions of Migration Theory," in M.R. Rosenblum and D.J. Tichenor (eds.) Oxford Handbook of the Politics of International Migration, Oxford University Press. (online at UBC Library)

<https://www-oxfordhandbooks-com.ezproxy.library.ubc.ca/view/10.1093/oxfordhb/9780195337228.001.0001/oxfordhb-9780195337228-e-2>

Part Two: Contemporary Issues in Migration: How does migration reflect current socio-political conditions? What policies are adopted by various nations to encourage or inhibit migration? How do migrants themselves affect policy? What role do such factors as education and climate change play in migration?

13 JUL: Migration Policies and Practises in the 21st Century
Readings: Castle, Chapters 5 and 6

15 JUL: Climate Change and Migration
Readings: Castle, Chapter 7
Perch-Nielsen, Sabine L., Michèle B. Bättig and Dieter Imboden (2008). "Exploring the Link Between Climate Change and Migration," *Climatic Change* 91:375–393. (on Canvas)
Kniveton, Dominic, Kerstin Schmitt-Verkerk, Christopher Smith and Richard Black (2008). *Climate Change and Migration: Improving Methodologies to Estimate Flows*. International Organization for Migration (UN).
(online)
https://read.un-ilibrary.org/migration/climate-change-and-migration_6233a4b6-en#page1

20 JUL: Educational Issues – The Brain Drain
Readings: Castle, Chapters 8 and 9

TAKE-HOME MIDTERM EXAM

Part Three: Migration and Development Issues: Most migration today is movement from the so-called "Third World" (Global South) to the "First World." What factors push people towards migration? What patterns are established in this process? What issues, economic and otherwise, for the primary motivation?

22 JUL: Looking at Examples of the Sending Countries
The Relationship Between Migration and Development Practises
Readings: Castle, Chapter 10 and 11

27 JUL: Human Rights Issues
Readings: Castle, Chapter 12

Part Four: Refugees, Asylum Seekers: What principles guide countries and international agencies in dealing with refugees and asylum seekers?

29 JUL: UN Convention on Refugees/Basic Principles
Readings: Castle, Chapter 13
FitzGerald, David Scott and Rawan Arar (2018). "The Sociology of Refugee Migration," Annual Review of Sociology 44:387–406. (on Canvas)

05 AUG: Forced Migration
Readings: Castle, Chapters 14 and 15

Part Five: Citizenship, Nationalism and Migration: How does migration change the nature of identity? What issues (ethnic conflicts, racism, Islamaphobia, etc.) come into play?

10 AUG: The Migration of Dreams
Transnational Communities
Long-Distance Nationalism
Readings: Castle, Chapters 16 and 17
Levitt, Peggy and B. Nadya Jaworsky (2007). "Transnational Migration Studies: Past Developments and Future Trends," Annual Review of Sociology 33:129–56. (on Canvas)
Schiller, Nina Glick (2007). "Beyond the Nation-State and Its Units of Analysis: Towards a New Research Agenda for Migration Studies. Essentials of Migration Theory," COMCAD Arbeitspapiere - Working Papers No. 33. (on Canvas)

12 AUG: Migration and Identity
Diasporas
Readings: Castle, Chapters 18 and 19
Krishnamurti, Sailaja (2012). "Queue-Jumpers, Terrorists, Breeders: Representations of Tamil Migrants in Canadian Popular Media," South Asian Diaspora 5:139-157. (on Canvas)

TAKE-HOME FINAL EXAM

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