



**SOCI 303 (101) Sociology of Migration
Fall 2022
Department of Sociology
The University of British Columbia**

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Schedule: Tuesday/Thursday 15:30-17pm
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Course Description:

To understand migration and refugee flows, this course adopts a chronological approach. First, we briefly review the main sociological theories. Second, we discuss the sociohistorical background/context of our current era. This includes the rise and fall of expansive empires and the breakdown but also the consolidation of groups into nation-states. This part of the course introduces students to the sociopolitical processes leading to the emergence of nations/nationalisms and race-ethnicity as the tools for the sociopolitical organization of “difference”. We then examine how these factors lead to inclusion and exclusion and, therefore, to population movements across national and continental borders. We, critically, engage with the most recent debates on migration, asylum, and race-ethnicity. This course focuses on but is not limited to the Canadian society and Canadian immigration and refugee policies.

Learning Objectives:

Upon successful completion of this course you will:

- Understand sociological theoretical frameworks and be able to critique but also apply them to concrete examples such as migration, integration, and nationalism in different contexts.
- Understand the variety of sources causing (forced) migration as well as the responses to immigrant and refugee arrivals.
- Be able to critically assess the role of the state as well as the civil society in local and international migration flows.

Teaching Method:

This is a student-centred course. Students are expected to actively participate in discussions, engage with one another and the course instructor, and to deliver a group presentation in class. Teaching methods include lectures, PowerPoint slides, guest lectures, and the use of peer-reviewed journal articles. Class lectures (to some extent) overlap with the assigned readings but remain an independent element of the course material. Everything that is presented in class (except for student presentations) as well as the readings will be covered in the final exam. Students should

come to class having read all required materials. Students are also responsible for all the assigned readings, whether or not such readings are specifically covered/addressed in the lectures.

Evaluation:

Students' total final grade will be an accumulative outcome of several assignments. This variety will allow the students to shine where they perform best and learn to improve where needed. Your final mark will be based on the following:

1. One multiple-choice mid-term exam with 30 questions worth 30% of your total grade. The exam will be on **October 18th** in class.
2. One multiple-choice final exam with 30 questions worth 30% of your total grade. The exam will be scheduled for the final exam period.
3. One 1000- to 1200-word take-home book review (essay) assignment due on **November 15th**. This essay is worth 10% of your total grade. Students will be required to submit their written assignments to **Turnitin.com** and in **Canvas** to receive credit for the assignment. The list of the books is available on Canvas. We will have a session for student peer-review on **November 1st** to provide feedback.
4. One 10-minute group presentation worth 10% of the total grade. The group presentations will be scheduled for **November 29th** and **December 1st**. The instructor will select the topics.
5. Comments on the assigned readings worth 20% of your final grade. Reading comments are expected for 10 of the sessions and their corresponding assigned readings. Please see the "course schedule and reading list" table below and the sessions that have "comments" on the left-hand side. Each set of comments will have 2% of the final grade. Each student is expected to read the assigned course material (articles, book chapters, and news pieces), reflect upon the material, and write a 100- to 120-word paragraph containing major takeaways or criticisms or questions or a mix of these. Students are encouraged to share and reflect on their personal experiences and connect them with the assigned readings. Students must not summarize the text but take the text and think with it about their real-life experiences. All students have to post their questions and takeaways on Canvas **before noon** on the day we convene for each class—after this cut-off time it will not be possible to submit the comments. At the beginning of each class, we will pick and discuss a few of these comments that reflect and resonate with other comments. I will give more instructions and clarifications on this matter on the first day of our class.

Breakdown of Grades:

1. Multiple-choice mid-term exam	30%
2. Multiple-choice final exam	30%
3. Reading comments	20%
4. Book review essay	10%
5. Group presentation	10%
Total	100%

Note 1: When reading the assigned texts, do not memorize numbers/ statistics. I doubt that there is any benefit in memorizing pure stats for this course so feel free to skip them. But keep in mind you need to understand what these numbers represent and what they tell you about major trends.

Note 2: It is the students' responsibility to submit their reading comments, sign up for the group activity on time, and participate in group presentation. If any deadlines are missed or if the student does not participate in group presentations, they will lose the grade assigned to the missed activity.

Note 3: The book review assignment must be submitted electronically to the allocated assignment section on Canvas and on **Turnitin.com** by the specified deadline. Assignments that are not submitted to **both** sites by the deadline will not be considered. Note that "in this course, you will be using Turnitin, which is a tool to help review your written work. When creating an account in the tool, you will be asked to provide personally identifying information. Please know you are not required to consent to sharing this personal information with the tool, if you are uncomfortable doing so. If you choose not to provide consent, you may create an account using a nickname and a non-identifying email address, then let your instructor know what alias you are using in the tool".

See [here for guidelines](#). Use the following procedures for electronic submissions:

1. Go to <http://turnitin.com>
2. Login if you already have an account, or register yourself as a new user if you do not.
3. Login as a student and then click on "enroll in a class."
4. I will provide the Class ID and the enrollment password in class and will also post them on Canvas.
5. Select the appropriate assignment from the pull-down menu.
6. Choose and upload your **Word** file.

See [UBC Privacy Policies here](#) and [UBC Privacy advice for students here](#).

Readings:

We will read original texts and research articles. These will include both theoretical and more recent empirical research papers. All readings, including the book chapters, will be accessible online through UBC Libraries.

Attendance

Students who attend class will be more likely to understand the material and will therefore be in a better position to do well in the course. Attendance at lectures is extremely important because some topics presented in class are not contained in the readings. If you, due to work or other commitments, know that you will miss a lecture you will have to make arrangements to get notes from another student. My lecture notes will be in PowerPoint format and available on Canvas. However, these notes will be the abridged copy of the in-class presentation.

Video/Audio recording

Audio or video recording, digital or otherwise, of lectures or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved

accommodation plan. Using electronic devices such laptops or mobile phones in class for purposes not related to the course (e.g. checking social media, watching videos, *etc.*) can be a significant distraction to other students and is therefore prohibited. You may use electronic devices in class to take notes and to consult electronic copies of the assigned readings. Please respect your classmates by limiting your use of devices in class to these activities. I will ask any student who might be more interested in checking their social media (instead of engaging with the class) to leave the classroom.

Classroom Atmosphere and Policies:

This classroom will be our learning community and safe space for everyone. I expect that you do the readings before class and come to class prepared to engage with the material and ready to participate in a class discussion. In order to learn with and from each other, it is important that we are all coming to class with an open mind, ready to share ideas and – potentially – have them challenged by someone else (you should also feel free to ask me questions). However, the rule is that we always do so in a respectful manner. I will not tolerate whispering when another student has the floor or any form of insulting comments. Also, I realize that there is a great deal of reading and school work and that you are combining this course with other duties and responsibilities.

“During the term, I will do my best to reach out and offer support if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance. In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counselling, or other resources and support to help you get back on track. The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.”

“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](#).

See information on the [UBC Centre for Accessibility here](#).

Deferred Exams: Missed Mid-term Test and Final Exam

You can find the [UBC's policies on deferred exams here](#). “Remember, academic concessions are a privilege, not a right.”

A deferred final examination will not be approved if a student (a) has not been in regular attendance where attendance and/or participation are required, and/or, (b) excluding the final exam, has completed less than half of the assigned work.

If you miss a deadline, you must contact the instructor **within two days** to request an opportunity to discuss the possibility of an extension. An extension will be granted only if there are legitimate medical or compassionate grounds. Documentation must be submitted. Deferred midterms are intended to accommodate students who have experienced an incapacitating illness or severe domestic affliction; applications based on minor or inconsequential ailments will not be approved. Students will not be given make-up tests or essay extensions due to travel (employment, vacations), weddings or other personal commitments. According to UBC calendar:

“Bachelor of Arts students are expected to schedule their commitments so as to avoid conflicts with academic courses, including exams. Those who experience unanticipated events or circumstances that interfere with their ability to accomplish their academic coursework are advised to consult their course syllabus. Students unable to complete final course assessments, including final exams, for such reasons should notify [Arts Academic Advising](#) immediately”. Students should be aware that academic concession is not granted automatically even with supporting documentation.

Changes to the Syllabus:

There may be times during the semester when I need to make changes in the assigned readings (e.g. to accommodate snow days or other changes in schedule). Any changes will be announced on Canvas and, when possible, in class. Please check Canvas and your related email notifications regularly.

Academic Integrity

All students are expected to read and understand the university’s policies with regard to academic misconduct and plagiarism. [These policies are available here.](#)

As per UBC calendar, forms of academic dishonesty include but are not limited to the following:

- Submitting the same, or substantially the same, essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.
- falsification of any material subject to academic evaluation, including research data;
- use of or participation in unauthorized collaborative work;
- use or possession in an examination of any materials (including devices) other than those permitted by the examiner;
- use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and
- dishonest practices that breach rules governing examinations or submissions for academic evaluation (see the [Student Conduct during Examinations](#)).

Course schedule and reading list

Dates	Topics & Readings
September 08	<ul style="list-style-type: none"> • Introduction to sociology of migration
September 13	<ul style="list-style-type: none"> • Introduction to sociological theories <ol style="list-style-type: none"> 1. Durkheim, É. (1982). Sociology and the social sciences (1903). In <i>The rules of sociological method</i>. Palgrave, London. Pages 1-6. 2. Marx, K. (2021). <i>The Class Struggles in France: 1848-1850</i>. Wellred Books. Read: Part I: The Defeat of June 1848. Pages 15-21. 3. Weber, M. (2019). 1. Basic Sociological Concepts. In <i>Economy and Society</i> (pp. 77-138). Harvard University Press. Read: Pages 77-85.
September 15	<ul style="list-style-type: none"> • Sociological concepts in migration studies <ol style="list-style-type: none"> 1. Zapata-Barrero, R., Jacobs, D., & Kastoryano, R. (Eds.). (2021). <i>Contested concepts in migration studies</i>. Routledge. Read Introduction chapter.
September 20	<ul style="list-style-type: none"> • Colonialism and imperialism <p>Comments.</p> <ol style="list-style-type: none"> 1. Arendt, H. (1945). Imperialism, nationalism, chauvinism. <i>The Review of Politics</i>, 7(4), 441-463.
September 22	<ul style="list-style-type: none"> • The rise of nations and nationalism <p>Comments.</p> <ol style="list-style-type: none"> 1. Yuval-Davis, N. (1993). Gender and nation. <i>Ethnic and Racial Studies</i>, 16(4), 621-632.
September 27	<ul style="list-style-type: none"> • Globalization and immigration <p>Comments.</p> <ol style="list-style-type: none"> 1. Shachar, A. (2009). Chapter 5, Popular defenses of birthright citizenship and their limitations. In <i>The birthright lottery</i>. Harvard University Press
September 29	<ul style="list-style-type: none"> • Pathways of migration <p>Comments.</p> <ol style="list-style-type: none"> 1. Ellermann, A., & Gorokhovskaia, Y. (2020). The impermanence of permanence: The rise of probationary immigration in Canada. <i>International Migration</i>, 58(6), 45-60.
October 04	<ul style="list-style-type: none"> • Why populations (do not) move? Theories of migration <ol style="list-style-type: none"> 1. Schewel, K., & Fransen, S. (2022). Who prefers to stay? Voluntary immobility among youth in Ethiopia, India, and Vietnam. <i>Journal of Ethnic and Migration Studies</i>, 1-28.
October 06	<ul style="list-style-type: none"> • What happens when people arrive? Ethnicity <ol style="list-style-type: none"> 1. Kivisto, P. (2017). The origins of “new assimilation theory”. <i>Ethnic and Racial Studies</i>, 40(9), 1418-1429.

October 11	<ul style="list-style-type: none"> • What happens when people arrive? Race <ol style="list-style-type: none"> 1. Sawyer, M. Q., & Paschel, T. S. (2007). “We didn’t Cross the Color Line, the Color Line Crossed Us”: Blackness and Immigration in the Dominican Republic, Puerto Rico, and the United States. <i>Du Bois Review: Social Science Research on Race</i>, 4(2), 303-315.
October 13	<ul style="list-style-type: none"> • What happens when people arrive? Transnationalism <ol style="list-style-type: none"> 1. Schiller, N. G., Basch, L., & Blanc-Szanton, C. (1992). Transnationalism: A new analytic framework for understanding migration. <i>Annals of the New York academy of sciences</i>, 645(1), 1-24.
October 18	Mid-term exam
October 20 Comments.	<ul style="list-style-type: none"> • What happens when people arrive? Ethnicity, race, transnationalism? <ol style="list-style-type: none"> 1. Erdal, M. B., & Oeppen, C. (2013). Migrant balancing acts: Understanding the interactions between integration and transnationalism. <i>Journal of Ethnic and Migration Studies</i>, 39(6), 867-884.
October 25 Comments.	<ul style="list-style-type: none"> • Canada <ol style="list-style-type: none"> 1. Bauder, H., & Breen, R. (2022). Indigenous Perspectives of Immigration Policy in a Settler Country. <i>Journal of International Migration and Integration</i>, 1-16.
October 27	<ul style="list-style-type: none"> • Europe <ol style="list-style-type: none"> 1. Schinkel, W. (2018). Against ‘immigrant integration’: For an end to neocolonial knowledge production. <i>Comparative Migration Studies</i>, 6(1), 1-17.
November 01	<ul style="list-style-type: none"> • Asia and Latin America <ol style="list-style-type: none"> 1. Delgado Wise, R. (2022). Unsettling the migration and development narrative. A Latin American critical perspective. <i>International Migration</i>. doi.org/10.1111/imig.12994 <p style="text-align: center;">Essay Review</p>
November 03 Comments.	<ul style="list-style-type: none"> • Refugee vs. immigration <ol style="list-style-type: none"> 1. Arendt, H. (2017). We refugees. In <i>International Refugee Law</i> (pp. 3-12). Routledge.
November 08 Comments.	<ul style="list-style-type: none"> • Civil society and refugees <ol style="list-style-type: none"> 1. Macklin, A. (2021). Working against and with the State: From Sanctuary to Resettlement. <i>Migration and Society</i>, 4(1), 31-46.
November 10	Mid-term break

November 15	
Book reviews are due.	Documentary: refugee in Canada
November 17	<ul style="list-style-type: none"> • Gender and Migration <ol style="list-style-type: none"> 1. Hondagneu-Sotelo, P. (2000). Feminism and migration. <i>The Annals of the American Academy of Political and Social Science</i>, 571(1), 107-120. 2. Okeke-Ihejirika, P., & Salami, B. (2018). Men become baby dolls and women become lions: African immigrant men's challenges with transition and integration. <i>Canadian Ethnic Studies</i>, 50(3), 91-110.
November 22	<ul style="list-style-type: none"> • Migration and Surveillance <ol style="list-style-type: none"> 1. Tetrault, J. E., Bucarius, S. M., & Haggerty, K. D. (2020). Multiculturalism under confinement: Prisoner race relations inside western Canadian prisons. <i>Sociology</i>, 54(3), 534-555.
November 24	<ul style="list-style-type: none"> • De-Globalization and Future of Migration <ol style="list-style-type: none"> 1. Triandafyllidou, A. (2020). Commentary: Spaces of Solidarity and Spaces of Exception at the times of Covid-19. <i>International Migration</i>, 58(3), 261.
November 29	Group presentations
December 01	Group presentations
December 06	Course review and conclusion
December	Final exam to be scheduled by the registrar