

Sociology of Immigration

Instructor: Dr. Carlos Torres

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Seminar: Thursday 11:30-220

Office hours: meeting by zoom

Course Description:

This course uses a sociological approach to examine the social condition of immigrants. Students will learn about the diverse causes and contexts of immigrants. Students will also learn about the challenges that immigrants face in the process of entering and settling into another country. This course asks some of the following questions: Why do people immigrate? Do countries have to accept immigrants? How does the rule of law (international and domestic) intersect with immigrants? What are popular attitudes about immigrants? These questions will be addressed from a comparative framework, this means that students will engage this course from the standpoint of North America and beyond.

Learning Outcomes: The learning outcomes of this course are consistent with McMaster's undergraduate Degree Level Expectations: <http://ccl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>). In this course, students will learn about contemporary problems and issues with the sociology of immigration. The content of the course connects to several of the undergraduate degree level expectations including developing a depth and breadth of knowledge and development of critical thinking and communication skills.

Delivery of course: This course will be delivered remotely, in particular, via zoom every Thursday from 11:30-120. I will post a zoom invite weekly on avenue to learn. Students are expected to attend all classes accordingly.

Reading material: All readings and/or links to readings for this course shall be uploaded to avenue to learn.

Evaluation breakdown:

In class participation and presentation 30%

I will post a sign-up sheet for students to select a day to present. Students can work on the presentation in groups of 2-3. All presentations will be carried out during class time and will be conducted via zoom and/or any other format agreed up between students and the course instructor. Students will present for 40 minutes on the given topic. The aim is to highlight salient ideas in the readings and be able to engage the class with thoughtful questions. This means that students will be leading the class. I will elaborate more on

the content of this exercise on our first day. In addition to having to present, students are required to participate in other forms too. In particular, students must engage with the readings in weekly topics. This engagement may be realized orally or in written format. Students will select which format they prefer to communicate their thinking. To this end, students may email me their comments and reflections after each class. Students are highly encouraged to raise questions that show thoughtful engagement with the readings, articulate a synthesis of the main claims for assigned readings and construct critical commentaries about the topics raised. I will elaborate more in class about the breakdown of this section.

Test 1 (20) %of final grade.

Test 1 will consist of a take home test. The test will be posted on avenue to learn and will be open book. The focus of this midterm is to evaluate students understanding with salient ideas shaping power relations about deviance and diversity. The content of the test will only include material covered from the outset of the course to the test date. The test will consist essay discussion. Greater detail will be provided in class.

Reading Summary (20%)

Students will select a reading that has not been covered in class and will compose a reading summary for it that addresses the following: provide a summary for the main argument(s) made in the article; demonstrate knowledge of the evidence and rationality of the argument(s) made in the article; connect the main claims in the readings to salient topics covered in class discussions. The summary should aim to be 3 pages, maximum of 4 pages. Students cannot write a summary for an article that has already been covered in class. No external research is needed for this assignment. I will elaborate on this assignment in our first class. Students have the term to complete this assignment. Accordingly, extensions will only be given under exceptional circumstances.

Essay (30)

This assignment consists of an analytic research paper. The analytic research paper will be evaluated on a number of criteria. Students will be assessed on the ability to demonstrate knowledge of concepts learned in the course and application of them to specific context(s). The latter is meant to show how well students understand the relationship between theory and reality. Students will also be evaluated on their ability synthesize course content and the content of the research topic. The objective here is to measure the strengths of the arguments made in the research paper. Another critical component of this assignment is to assess and measure the cogency of arguments in the essay and the organization of the paper. For this assignment students must have 4 to 6 external academic sources. Students may use non-academic sources, but preference is given to academic sources. Wikipedia sources do not count as a non-academic source. NGO reports and government documents are acceptable. Students must use at least 1 source from the course. The essay should be 10 - 12 pages, double spaced, plus to the bibliography.

Reading Schedule:

September 10, 2020 Introduction to course

September 17, 2020 – Rosenbaum, Carrie “Crimmigration – Structural tools of settler Colonialism” pp. 1-83 (available on line)

September 24, 2020 Kashyap, Monika “Unsettling Immigration Laws: Settler Colonialism and the US immigration Legal System. 549- 579 (available on line)

October 1, 2020 Dauvergne, Catherine “The troublesome Intersections of Refugee Law and Criminal Law pp. 76-90 in *The Borders of Punishment: Migration, Citizenship, and Social Exclusion* Aas, Katja and Bosworth, Mary (available on line through oxford)

October 8, 2020 Atak, Idil et al “The securitization of Canada’s Refugee System: Reviewing the unintended consequences of the 2012 reform” pp. 1-24 in *Refugee survey Quarterly* (37) 2018

October 15, 2020 no class

October 22, 2020 Test 1 will be uploaded to avenue to learn. It is a take home test

October 29, 2020 De Giorgi A Immigration, Post Fordism and less eligibility: A Materialist Critique of the Criminalization of Immigration Across Europe” in *Punishment and Society*, 12 (2) pp. 147-167

November 5, 2020 Silverman, Stephanie “What Habeas Corpus can (and cannot) do for immigrants and Detainees: Scotland vs Canada and the injustices of imprisoning migrants” pp. 145-161 (available on line) Downloaded from <https://www.cambridge.org/core>.

November 12, 2020 De Genova, Nicholas “Spectacles of immigrant “illegality:” The Scene of exclusion, the obscene of inclusion” pp. 1180-1195 in *Ethnic and Racial Studies* Vol 36; No 7 (2013)

November 19, 2020 Francesca Esposito et al “Voices from the Inside: Lived Experiences of Women confined in a Detention Center Signs: *Journal of Women in Culture and Society* 2019, vol. 44, no. 2

November 26, 2020 Longazel, Jamie et al “The Pains of Immigrant Imprisonment” *Sociology Compass* 2016; 10: 989–998 © 2016 John Wiley & Sons Ltd. wileyonlinelibrary.com/journal/soc

December 3, 2020 Menjivar, Cecilia et al “The expansion of crimmigration, mass detention and deportation” in *Sociology Compass* Vol 12 issue 4 pp. 1-29 (2018). **Final Essay is due**

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work". Please talk to the course director.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a [RISO](#) accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F