SELECTED TOPICS IN THE SOCIOLOGY OF IMMIGRATION

Fall 2022

**Instructor:** Awish Aslam

**Email:** aslama6@mcmaster.ca

**Lecture:** Mondays 2:30-5:20pm
**Room:** ETB 230

**Office:** KTH 607

**Office Hours:** Mondays 5:30-6:30pm
**TA:** N/A
**TA email:** N/A

# Course Description

This course focuses on a timely sociological topic on immigrants and immigrant children (the second generation), including labour market integration, transnationalism, and gender and migration.

# Course Objectives

By the end of the course students should be able to:

* demonstrate a sociological understanding of dominant theories, policies, trends, and issues pertaining to immigrants and their children
* understand and evaluate empirical approaches to examining the experience of immigration
* develop and communicate sound arguments about key debates in the field in oral and written format
* work independently and collaboratively to synthesize, analyze, and evaluate theoretical perspectives, empirical debates, and key concepts in published research
* apply course knowledge while engaging in critical scholarly discussions to analyze how social structures, institutions, and processes shape real world experiences and outcomes of immigrants and their children across contexts

# Required Materials and Texts

* All required readings and course materials will be posted on Avenue to Learn.

# Class Format

Class will be run in an interactive manner. I will begin each week with a lecture to provide an overview on the topics covered in the readings. Following the lecture, we will engage in group activities and structured discussions. In the last 30 minutes of class, a team of students will deliver a presentation on material related to the topic of the week and lead a brief discussion. Your job is to attend, listen, participate, and ask and answer questions. I will end class with a summary of the day’s discussion and key takeaways from the readings. I have provided an overview of the methods of evaluation below, but more information will be provided during the first class and detailed instructions will be posted online.

# Course Evaluation – Overview

1. Written commentaries: 20% Due: every Sunday, 11:55pm
2. Class activities/discussion: 20% weekly
3. Presentation: 10% TBA (on the first day of class)
4. Essay proposal: 10% Due: October 23, 2022,11:55pm
5. Final essay: 40% Due: December 15, 2022, 11:55pm

# Course Evaluation – Details

## Written Commentaries (20%), due weekly on Avenue

## It is crucial that you complete the readings listed in the syllabus before each class. To help with this task, you will submit a one-page (double spaced) written response with your thoughts on the assigned readings every week. Your response should not include a summary of the readings. Instead, as you read, identify one theme, issue, concept, or argument you would like to discuss. You may want to analyze its strengths or weaknesses, explain why you agree or disagree, or evaluate its contribution or applicability in helping us understand the social condition of immigrants. You do not have to address all the readings, but you can draw on similarities or differences between them if you would like. Build up your commentary so that you lead into one clear and focused question that engages with the aspect you discuss throughout your submission. The questions students pose in their commentaries will guide our weekly seminar discussions. As such, you should be ready to elaborate on the points raised in your submission during class discussions. Commentaries are due online every Sunday at 11:55pm (except for the first and last week of class).

## Reading-Based Class Activities/Discussion (20%), weekly

In-class activities and discussions are designed to hone your understanding of the course material through collaborative learning. Such activities are a fruitful and rewarding intellectual exercise when everyone does their part to facilitate a stimulating learning environment. You are expected to share your perspectives, ask questions, and build and challenge one another’s ideas while engaging with the course material. Respect is crucial in creating an atmosphere of collegiality. You can be respectful by giving your undivided attention to your peers, refraining from interrupting or dominating the conversation, and approaching unfamiliar ideas with an open mind. Your grade will be evaluated based on attendance, preparation, and participation.

## Presentation (10%), due TBA (on the first day of class)

This assignment requires you to identify and bring in material (e.g., a news item, a policy, short video clip, case, historical event, artwork) related to the topic of the week, deliver a brief presentation (~10 minutes), and lead the class in a sociological discussion (~20 minutes). This assignment will likely be done in pairs (depending on the number of students). You will select a topic and date for your presentation during the first week of class.

## Essay Proposal (10%), due October 23, 2022

## Students will submit a proposal for feedback to help them prepare their final analytical essay. Your proposal should begin with a paragraph summarizing your paper (similar to an abstract of an academic journal article). This paragraph should include a research question, a thesis/argument, and an explanation of the topic’s sociological relevance and how it relates to the course. The remainder of the proposal requires you to provide a breakdown of each section of your paper. A detailed template will be posted online.

## Final Essay (40%), due December 15, 2022

Students will write a final analytical essay on a topic of their choice, related to the content of this course. You will analyze a problem or aspect of immigration from a sociological standpoint by incorporating the theories, concepts, and other sociological ideas from class as well as outside sources to support your argument. Your argument should be focused and specific and you should take a side on the issue. The paper should be 10 pages (double spaced) in length.

# Weekly Course Schedule and Required Readings

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| **Week 1** | **Introductions** |
| **Sept 12** | No readings assigned. |
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|  | ***Weekly Commentary due Sunday, Sept 18 at 11:55pm via Avenue to Learn.*** |
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| **Week 2****Sept 19** | **Borders, Movement, and Control:**  **A Sociological Overview of International (Im)migration** |
|  | Immigration Policy in Canada: <https://www.thecanadianencyclopedia.ca/en/article/immigration-policy> |
|  | Lee, Chris. 2009. “Sociological Theories of Immigration: Pathways to Integration for U.S. Immigrants.” *Journal of Human Behavior in the Social Environment* 19(6):730–44.  |
|  | Walia, Harsha. 2013. *Undoing Border Imperialism*. Oakland, CA: AK Press. [Excerpts] |
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|  | ***Weekly Commentary due Sunday, Sept 25 at 11:55pm via Avenue to Learn.*** |
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| **Week 3** | **Transnationalism & Development** |
| **Sept 26** | Tan, Yan, Xuchun Liu, Andrew Rosser, Brenda Yeoh, and Fei Guo. 2018. “Transnationalism, Diaspora, and Development: A Purposive Review of the Literature.” *Geography Compass* 12(12):e12413–n/a. |
|  | Bastia, Tanja. 2013. “The Migration-Development Nexus: Current Challenges and Future Research Agenda.” *Geography Compass* 7(7):464–77.  |
|  |  |
|  | ***Weekly Commentary due Sunday, Oct 02 at 11:55pm via Avenue to Learn.*** |
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| **Week 4** | **Context of Reception: From Nativism to Multiculturalism**  |
| **Oct 03** | See, Scott W. 2000. “‘An Unprecedented Influx’: Nativism and Irish Famine Immigration to Canada.” *The American Review of Canadian Studies* 30(4):429–53.  |
|  | Estrada, Emily P., Emily R. Cabaniss, and Shelby A. Coury. 2020. “Racialization of Latinx Immigrants: The Role of (Seemingly) Positive Newspaper Discourse.” *Du Bois Review* 17(1):125–46.  |
|  | Thobani, Sunera. 2007. *Exalted Subjects: Studies in the Making of Race and Nation in Canada*. Toronto: University of Toronto Press. [Excerpts] |
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| **Oct 10** | **READING WEEK – No class** |
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|  | ***Weekly Commentary due Sunday, Oct 16 at 11:55pm via Avenue to Learn.*** |
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| **Week 5** | **The Meaning(s) of Citizenship** |
| **Oct 17** | Glenn, Evelyn Nakano. 2011. “Constructing Citizenship: Exclusion, Subordination, and Resistance.” *American Sociological Review* 76(1):1–24. |
|  | Thobani, Sunera. 2007. *Exalted Subjects: Studies in the Making of Race and Nation in Canada*. Toronto: University of Toronto Press. [Excerpts] |
|  | Horgan, Mervyn, and Saara Liinamaa. 2017. “The Social Quarantining of Migrant Labour: Everyday Effects of Temporary Foreign Worker Regulation in Canada.” *Journal of Ethnic and Migration Studies* 43(5):713–30.  |
|  |  |
|  | ***Weekly Commentary due Sunday, Oct 23 at 11:55pm via Avenue to Learn.*** |
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|  | ***Essay proposal due Sunday, Oct 23 at 11:55pm via Avenue to Learn.*** |
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| **Week 6**  | **Experiencing Racialization** |
| **Oct 24** | Creese, Gillian. 2019. “‘Where Are You from?’ Racialization, Belonging and Identity Among Second-Generation African-Canadians.” *Ethnic and Racial Studies* 42(9):1476–94.  |
|  | Maghbouleh, Neda. 2017. *The Limits of Whiteness: Iranian Americans and the Everyday Politics of Race*. Stanford, California: Stanford University Press. [Excerpts]  |
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|  | ***Weekly Commentary due Sunday, Oct 30 at 11:55pm via Avenue to Learn.*** |
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| **Week 7**  | **Gender & The Family** |
| **Oct 31** | Boyd, Monica, and Grieco, Elizabeth. 2003 Women and Migration: Incorporating Gender into International Migration Theory. Washington DC: Migration Policy Institute. Available at: <https://www.migrationpolicy.org/article/women-and-migration-incorporating-gender-international-migration-theory> |
|  | Min, Pyong Gap. 2001. “Changes in Korean Immigrants’ Gender Role and Social Status, and Their Marital Conflicts.” *Sociological Forum* (Randolph, N.J.) 16(2):301–20. |
|  | Menjívar, Cecilia. 2012. “Transnational Parenting and Immigration Law: Central Americans in the United States.” *Journal of Ethnic and Migration Studies 38(*2):301–22.  |
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|  | ***Weekly Commentary due Sunday, Nov 06 at 11:55pm via Avenue to Learn.*** |
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| **Week 8** | **Gender, Sexuality & The State** |
| **Nov 07** | Del Real, Jose, 2018. ‘They Were Abusing Us the Whole Way’: A Tough Path for Gay and Trans Migrants. New York Times. Available at: <https://www.nytimes.com/2018/07/11/us/lgbt-migrants-abuse.html> |
|  | Vogler, Stefan. 2016. “Legally Queer: The Construction of Sexuality in LGBQ Asylum Claims.” *Law & Society Review* 50(4):856–89.  |
|  | Collier, Megan, and Meghan Daniel. 2019. “The Production of Trans Illegality: Cisnormativity in the U.S. Immigration System.” *Sociology Compass* 13(4):e12666–n/a.  |
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|  | ***Weekly Commentary due Sunday, Nov 13 at 11:55pm via Avenue to Learn.*** |
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| **Week 9** | **Labour Market Experiences and Economic Outcomes**  |
| **Nov 14** | Branker, Ron Robert. 2016. “Labour Market Discrimination: The Lived Experiences of English-Speaking Caribbean Immigrants in Toronto.” Journal of International Migration and Integration 18(1):203–22. |
|  | Ameeriar, Lalaie. 2017. *Downwardly Global: Women, Work, and Citizenship in the Pakistani Diaspora*. Durham: Duke University Press. [Excerpts] |
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|  | ***Weekly Commentary due Sunday, Nov 20 at 11:55pm via Avenue to Learn.*** |
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| **Week 10** | **Education & Work Among the Second Generation** |
| **Nov 21** | Zhou, Min, and Susan S. Kim. 2006. “Community Forces, Social Capital, and Educational Achievement: The Case of Supplementary Education in the Chinese and Korean Immigrant Communities.” *Harvard Educational Review* 76(1):1–29.  |
|  | Aslam, Awish, and Wolfgang Lehmann. 2021. “The School‐to‐work Transitions of Second‐generation Immigrant Youth.” *The Canadian Review of Sociology* 58(4):492–512. |
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|  | ***Weekly Commentary due Sunday, Nov 27 at 11:55pm via Avenue to Learn.*** |
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| **Week 11** | **Between Worlds: Identity & Belonging** |
| **Nov 28** | Plaza, Dwaine. 2006. “The Construction of a Segmented Hybrid Identity Among One-and-a-Half-Generation and Second-Generation Indo-Caribbean and African Caribbean Canadians.” *Identity* (Mahwah, N.J.) 6(3):207–29. |
|  | Kwon, Hyeyoung. 2015. “Intersectionality in Interaction: Immigrant Youth Doing American from an Outsider-Within Position.” *Social Problems* (Berkeley, Calif.) 62(4):623–41. |
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| **Week 12** | **Networks & Neighbourhoods** |
| **Dec 05** | Mianda, Gertrude. 2020. “Francophone Sub-Saharan African Immigrants Organizing Tontines in Toronto: A Basis for Solidarity and Integration.” *Canadian Ethnic Studies* 52(3):7–26.  |
|  | Hume, Susan E. 2015. “Two Decades of Bosnian Place-Making in St. Louis, Missouri.” *Journal of Cultural Geography* 32(1):1–22. |
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| **Dec 15** | ***Final essay due Thursday, Dec 15 at 11:55pm via Avenue to Learn.*** |
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|  | ***This course does not have a final exam.***  |

# Course Policies

## Submission of Assignments

Assignments should be submitted via the appropriate Avenue to Learn assignment folder.

## Late Assignments

For late assignments, please submit the assignment in Avenue to Learn. A late assignment will be marked down by five percentage points for each day it is late, including weekends and holidays, up to a maximum of five days, after which it will no longer be accepted. If you are having difficulty with the assignment, please do not hesitate to email me.

## 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”.

## 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.

## Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more information please refer to the [Turnitin.com Policy](http://www.mcmaster.ca/academicintegrity).

# University Policies

## Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academiccredentials 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 academiccredit 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](http://www.mcmaster.ca/academicintegrity)**.**

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](https://sas.mcmaster.ca/) (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*](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf)policy.

## 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](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) 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](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (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+ |
| 85-89 | 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 |