SOCIOLOGY 728

Sociology of Immigration

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| --- | --- |
| Fall 2022 | Instructor: Dr. Lisa Kaida  |
| Class time: Wed 9am-12pm  | Email: kaidar@mcmaster.ca |
| Location of class: KTH 712 | Office Hour: right after class, 1 hr |

(Please expect a reply from me within **3 business days**. Be sure to include ‘Sociology728’ in the e-mail subject header to facilitate a timely response.)

## COURSE DESCRIPTION

This course focuses on contemporary debates and developments in the research on international migration and immigrant integration. Required readings include sociological works pertaining to major immigrant destinations in the Global North (e.g. Canada, the US). Emphasis will be placed on the social and economic integration of immigrants and children of immigrants.

This course is divided into three parts. The first part provides an overview of international migration patterns and trends, immigration policy, and theoretical frameworks on international migration, immigrant assimilation/integration, and transnationalism. This will help you put the required readings in Parts 2-3 in broad scholarly and policy contexts. Second, you will learn the economic and social integration of immigrants. Within the broad area of immigrant economic and social integration, several sub-areas are explored: human capital and discrimination approaches to explaining immigrant economic disadvantages; the roles of social capital in immigrant economic success; and integration challenges faced by skilled immigrants and refugees. Finally, you will study three other major/ emerging topics in the sociology of immigration: the second generation; gender & migration; and covid & migration.

Upon completion of this course, you will:

* Gain broad knowledge of contemporary international migration and immigration policy
* Comprehend theoretical perspectives on migration and immigrant integration/assimilation in sociology and apply them to your own research
* Hone your oral and writing skills in critically assessing the existing literature on the sociology of immigration.

Admittedly, the sociology of immigration is a vast area, and not all topics will be covered in this 12-module course. Topics such as immigrant health, spatial assimilation, and political incorporation will not be covered in this course.

### Topics and Schedules



### Other important dates, Fall 2022

Sept 23 (Fri): Last day to add courses

Nov 11 (Fri): Last day to drop courses

Note: This is not the complete list – for other important dates, please view [here](https://academiccalendars.romcmaster.ca/content.php?catoid=46&navoid=9207).

## METHOD OF EVALUATION

### Grade Breakdown

|  |  |
| --- | --- |
| Critical reviews | 30% (15% \* 2 reviews) |
| Discussion questions | 15% (5% \* 3 questions) |
| Class participation | 10% |
| Final paper outline (due: Nov 2) | 5% |
| Final paper (due: Dec 16) | 40%100% |

### Critical Reviews (30%)

* You must select **5 modules** from 8 modules in Modules 4-11 and submit your preferences on Avenue’s Survey by **5pm, September 18** (Sun).
* From these 5, you will be assigned **2 modules** and prepare a **3-5 page critical review** (double-space, including references) for each module, based on **at least 3 required** **readings** for the module.
* Depending on the literature covered, a good critical review should include the following components (not necessarily in order, and not necessarily the full roster)
	+ A statement of the questions (or theses) that the readings either raise or purpose to answer
	+ A positioning in the larger field of these questions (or theses) and/or an attempt to extract what are the general themes or concerns of the entire set of assigned readings
	+ An indication of how the questions are answered
	+ An assessment of how well the research questions are addressed and a discussion of why or the answers are satisfactory or unsatisfactory.
	+ A discussion of how the authors’ specific empirical work fits into the broad literature on this topic
	+ A consideration of where we go from here: what issues are not covered that need to be addressed.
* This means you should not just summarize each assigned reading. Instead, synthesize the general themes or concerns of the set of assigned readings.
* Some of the readings are *review articles*, where the authors discuss the current state of the literature on a specific topic. These works will help you grasp the “big picture” and put other empirical works in broad contexts.
* You must upload your completed critical review on Avenue’s **Discussion and Assignment** by **5pm** the day before the class (on **Tuesday**). For example, the critical review for the Module 4 class (Oct 5, Wed) is due **5pm ET** on October 4 (Tues). This deadline is fixed and non-negotiable.

**Discussion Questions (15%)**

* You will submit a question based on the required readings for a specific module that would be interesting, insightful, or engaging enough to be discussed with your colleagues in class. Your discussion question should be broad enough to entail **at least 2 required readings** for a specific module. Think of this assignment as a practice to answer Ph.D. comprehensive exam questions in Migration or Race, Ethnicity, and Immigration.
* You must choose **3 modules** from **Modules 3-12**, excluding the two modules in which you are submitting critical reviews. For example, if you are assigned to write critical reviews for Module 5 (transnationalism) and Module 11 (gender & migration), you cannot submit discussion questions for Modules 5 and 11.
* You are required to submit your discussion question (directly type in your question) to Avenue’s Discussion by **5pm ET** **the day** before the class (due: **5pm ET on Tuesday**). This deadline is fixed and non-negotiable. I will not accept any late submission.
* Please prepare an outline of the answer to your own discussion question. After we discuss your question in class, you are asked to briefly present your own answer. However, you do not need to submit your written answer to Dr. Kaida.
* All students are expected to review the posted questions before coming to class and to come up with their own answers.
* If you submitted a discussion question for a specific module but were unable to attend the class of that module, you must post a written answer to your question (maximum: 200 words) to Avenue’s Discussion by **5pm** on the day of the class to be fully evaluated on your discussion question submission.

### Class participation (10%)

* Your engagement in in-class discussions and comments on course material during our weekly class will contribute to our understanding of the course material. Informed class participation in the form of questions and comments will be taken into consideration in the figuring of your participation mark.
* Attendance to weekly class is also considered as class participation (0.5% per class up to 5% maximum).
* Finally, you must submit an evaluation of your class participation (maximum: 250 words, double-space) at the end of this course (due: **December 7, 5pm ET**). This will help me gauge your level of participation through the semester and will be used to help determine your participation mark.

### Final Paper Outline (5%) & Final Paper (40%)

* You are required to write an extensive critical review on a topic that is covered in the course as the final paper**.** The paper should be 15-20 double spaced pages (including references)**.**  Further guidelines will be provided later in the semester.
* You must *analyze*, rather than *describe*, the current state of the sociological research on the topic of your choice and future directions of this literature. In other words, you should address the following questions: What do we know so far (empirical evidence)? What are the contested issues (theoretical/ empirical debates)? Where to go from here (future research directions)?
* In reviewing the literature, you must cite at least **7** academic sociology works that have been published **since 2010**. A journal article is counted as 1 work, whereas a book is counted as 3 works. You are encouraged to use article databases (e.g. Proquest Sociology Collection, Sociological Abstracts) to search for the appropriate works. You can use the required readings listed in this course syllabus as part of the required 7 academic sociology works (even though some of them were published before 2010). Further, you can cite non-sociology works (e.g. economics, geography, history) written on the topic of your choice as long as you meet the 7 academic sociology works requirement.
* A good example for this assignment would be an article published in the [*Annual Review of Sociology*.](https://www.annualreviews.org/journal/soc)
* You may be interested in a topic within the sociology of immigration that is not covered in this course (e.g. immigrant health, spatial assimilation, political incorporation). However, you are required to choose the paper topic within the topics covered in this course. Please note that this is not negotiable.
* You must submit a one-page outline of what you intend to write, complete with 7+ references (all of which must be academic sociology works) by **November 2** **(in the beginning of the class)**.
* The final paper is due **5pm ET, December 16 (Fri)**. Please upload your work on Avenue’s Assignment by that time/date.

## COURSE-RELATED ITEMS

### Class format

The course consists of a mix of my lectures and student presentations/discussions. For the first 3 weeks, I will mainly lecture to provide an overview of the sociology of immigration. You are encouraged to ask questions and/or comment on my lecture topics during the class.

From Module 4 to 12, you will take the initiative in leading the class. In each class, students who are assigned to write a critical review give a brief presentation on their review. I will then open the floor so other students can comment on the critical review. Students who have submitted a discussion question will also address their question then.

In consideration of students with limited knowledge in the sociology of immigration, I will deliver a brief lecture on a topic that will be covered in the next class, starting in Module 2. For example, toward the end of Module 4 class, I will provide a brief overview of the sociological research on transnationalism, the topic of Module 5. My lecture will help you situate each assigned reading in a broad context and write a concise critical review (if assigned) or ask an insightful discussion question.

### Office Hours & Appointments

You may visit my office hour to discuss matters of concern. The office hour takes place right after the class and lasts for an hour. If you cannot make it during the regular office hours, please let me know so we can arrange an appointment.

### Late Policy

Assignments are due when specified on the course outline above. No extensions will be granted except in the case of a documented medical issue or emergency. If an assignment is submitted late, 5 percentage points for each 24-hour period following the deadline with be deducted, with no prorating over the 24-hour period. For example, if you receive 65% on the final paper, but turn in the paper in 6 hours late, you will lose 5 percentage points, or receive a grade of 60%. Weekends count as days late.

### Grade Appeals

Every effort will be made to provide you with a grade that honestly reflects the quality of your work. Read carefully the comments provided on the returned assignment. Marks depend not on surface comprehension of the material but deep comprehension; in the critical reviews and final paper, marks depend on critical and original analysis of the material, and clear and concise organization, presentation and writing with no irrelevant material. You are also assessed on spelling, grammar, and punctuation at a graduate school level.

If, after having read the comments, listened to the review and reread your work, you believe the grade does not adequately reflect the quality of your work, return the assignment to me with short, specific, written comments arguing for the quality of your work. You must use the designated form, which is available upon request. The request form must be submitted to me in person within **1 week** of the assignment being returned to the class. Re-marked assignment can be graded up or down.

### Inclusion and Equity

This course brings together students from a variety of academic disciplines, as well as ethnic and cultural backgrounds. Learning from our diversity of experience, values and world views is a strength of the university experience. In order for all students to get the most from this course, dialogue should be respectful across disciplinary, cultural and personal differences.

### Absences, Missed Work, Illness

Under exceptional circumstances a course instructor may approve an extension for the student for the completion of work in a course and assign an Incomplete grade (INC). The instructor will submit an incomplete grade with a ‘Lapse To’ grade, which is the grade that will default to at the date to clear incomplete grades. Normally this extension is in the range of a few weeks. A student who receives an incomplete grade must complete the work as soon as possible, and in any case early enough to allow the instructor to report the grade by the ‘Final Date to Submit Results of Incomplete Grades’. If the INC grade is not cleared by the deadline, the lapsed grade will be recorded.

### 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. 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](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 their 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 their 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 |

## COURSE READINGS

There is no course pack to be purchased. Almost all the assigned articles are available as pdf or html files using the [McMaster Library online catalogue](https://library.mcmaster.ca/) or [Google Scholar](https://scholar.google.ca/).

**September 14 (Module 1) Introduction: An overview of migration research**

de Haas, Hein, Stephen Castles, and Mark J. Miller. 2020. *The Age of Migration: International Population Movements in the Modern World,* 6th Ed., New York: The Guilford Press, Chap. 1. Pp. 1-20. (available on Avenue)

International Migration Organization. 2022. Key Migration Terms.

<http://www.iom.int/key-migration-terms>

**September 21 (Module 2) The roles of the state**

***Overview***

Massey, Douglas S. 1999. "International Migration at the Dawn of the Twenty‐First Century: The Role of the State." *Population and Development Review* 25 (2):303-322.

***US immigration policy***

FitzGerald, David Scott and David Cook-Martín. 2014. "Introduction." Pp. 1-46 in *Culling the Masses*, Harvard University Press.

***Canada’s immigration policy***

Boucher, Anna Katherine. 2020. "How ‘Skill’ Definition Affects the Diversity of Skilled Immigration Policies." *Journal of Ethnic and Migration Studies* 46(12):2533-50.

Crossman, Eden, Feng Hou, and Garnett Picot. 2020. *Two-Step Immigration Selection: A Review of Benefits and Potential Challenges.* Statistics Canada (Ottawa, ON).

<https://www150.statcan.gc.ca/n1/pub/11-626-x/11-626-x2020009-eng.htm>

Hiebert, Daniel. 2016, "What’s So Special About Canada? Understanding the Resilience of Immigration and Multiculturalism"*,* Washington, DC: Migration Policy Institute. <https://www.migrationpolicy.org/research/whats-so-special-about-canada-understanding-resilience-immigration-and-multiculturalism>

**September 28 (Module 3) Theoretical perspectives on international migration**

***Overview***

de Haas, Hein, Stephen Castles, and Mark J. Miller. 2020. *The Age of Migration: International Population Movements in the Modern World,* 6th Ed., New York: The Guilford Press, Chap. 3. Pp. 42-74. (available on Avenue)

***Recent developments***

Carling, Jørgen and Kerilyn Schewel. 2018. "Revisiting Aspiration and Ability in International Migration." *Journal of Ethnic and Migration Studies* 44(6):945-63.

de Haas, Hein. 2010. "Migration and Development: A Theoretical Perspective." *International Migration Review* 44(1):227-64.

Schewel, Kerilyn. 2020. "Understanding Immobility: Moving Beyond the Mobility Bias in Migration Studies." *International Migration Review* 54(2):328-55.

**October 5 (Module 4) Models of Assimilation/Integration/Incorporation**

Alba, Richard D. and Victor Nee. 2003. *Remaking the American Mainstream: Assimilation and Contemporary Immigration.* Cambridge, MA: Harvard University Press, Chap. 2. (available on Avenue)

Crul, Maurice. 2016. "Super-Diversity vs. Assimilation: How Complex Diversity in Majority–Minority Cities Challenges the Assumptions of Assimilation." *Journal of Ethnic and Migration Studies* 42(1):54-68.

Gordon, Milton. 1964. *Assimilation in American Life*. New York: Oxford Press. Chapter 3, pp.60-83. (available on Avenue)

Kivisto, Peter. 2004. "What Is the Canonical Theory of Assimilation?" *Journal of the History of the Behavioral Sciences* 40 (2):149-163.

**October 19 (Module 5) Transnationalism**

Dahinden, Janine. 2017. "Transnationalism Reloaded: The Historical Trajectory of a Concept." *Ethnic and Racial Studies* 40(9):1474-85.

Huynh, Jennifer A. 2022. "Assimilation through Transnationalism: Second-Generation Refugees and Vietnamese Transnational Organizing." *Ethnic and Racial Studies*:1-20. <https://doi.org/10.1080/01419870.2022.2033807>

Levitt, Peggy, and Deepak Lamba-Nieves. 2011. "Social Remittances Revisited." *Journal of Ethnic and Migration Studies* 37 (1):1-22.

Portes, Alejandro, Luis E. Guarnizo and Patricia Landolt. 1999. "The Study of Transnationalism: Pitfalls and Promise of an Emergent Research Field." *Ethnic and Racial Studies* 22(2):217-37.

Portes, Alejandro, Luis Eduardo Guarnizo and Patricia Landolt. 2017. "Commentary on the Study of Transnationalism: Pitfalls and Promise of an Emergent Research Field." *Ethnic and Racial Studies* 40(9):1486-91.

**October 26 (Module 6) Economic integration – human capital and discrimination approaches**

***Human capital approaches and place of education***

Boyd, Monica and Siyue Tian. 2018. "Is STEM Education Portable? Country of Education and the Economic Integration of Stem Immigrants." *Journal of International Migration and Integration* 19(4):965-1003.

Kanas, Agnieszka, and Frank van Tubergen. 2009. "The Impact of Origin and Host Country Schooling on the Economic Performance of Immigrants." *Social Forces* 88 (2):893-915.

***Measuring discrimination***

Quillian, Lincoln and Arnfinn H. Midtbøen. 2021. "Comparative Perspectives on Racial Discrimination in Hiring: The Rise of Field Experiments." *Annual Review of Sociology* 47(1):391-415.

Schmaus, Miriam, and Cornelia Kristen. 2022. “Foreign Accents in the Early Hiring Process: A Field Experiment on Accent-Related Ethnic Discrimination in Germany.” *International Migration Review* 56(2): 562–93.

**November 2 (Module 7) Role of social capital in economic integration**

Akkaymak, Guliz. 2016. "Social Network Development Experiences of Immigrants from Turkey to Canada." *Journal of Ethnic and Migration Studies* 42(15):2611-28.

Levanon, Asaf. 2013. "Who Succeeds as an Immigrant? Effects of Ethnic Community Resources and External Conditions on Earnings Attainment." *Research in Social Stratification and Mobility* 36:13-29.

Roth, Wendy D., Marc-David L. Seidel, Dennis Ma and Eiston Lo. 2012. "In and out of the Ethnic Economy: A Longitudinal Analysis of Ethnic Networks and Pathways to Economic Success across Immigrant Categories." *International Migration Review* 46(2):310-61.

Zhou, Min. 2004. "Revisiting Ethnic Entrepreneurship: Convergencies, Controversies, and Conceptual Advancements." *International Migration Review* 38 (3):1040-1074.

**November 9 (Module 8) Integration challenges faced by skilled immigrants**

Adams, Tracey L. and Jayzer Flores. 2022. "Marginalized Inclusion: The Experiences of Visible Minority Engineers in Ontario, Canada." *Canadian Ethnic Studies* 54(2):23-45.

Elrick, Jennifer. 2016. "Screening, Skills and Cultural Fit: Theorizing Immigrant Skill Utilization from an Organizational Perspective." *Journal of International Migration and Integration* 17(3):801-17.

Lu, Yao and Feng Hou. 2020. "Immigration System, Labor Market Structures, and Overeducation of High-Skilled Immigrants in the United States and Canada." *International Migration Review*. 54(4) 1072-1103.

Tan, George and Andreas Cebulla. 2022. "When What You Have Is Not Enough—Acquiring Australian Qualifications to Overcome Non-Recognition of Overseas Skills." *International Migration*:1-21. <https://doi.org/10.1111/imig.13030>

**November 16 (Module 9) Integration challenges faced by refugees**

FitzGerald, David Scott and Rawan Arar. 2018. "The Sociology of Refugee Migration." *Annual Review of Sociology* 44(1):387-406.

Gowayed, Heba. 2019. "Diverging by Gender: Syrian Refugees’ Divisions of Labor and Formation of Human Capital in the United States." *Gender & Society* 33(2):251-72.

Kaida, Lisa, Feng Hou and Max Stick. 2020. "The Long-Term Economic Integration of Resettled Refugees in Canada: A Comparison of Privately Sponsored Refugees and Government-Assisted Refugees." *Journal of Ethnic and Migration Studies* 46(9):1687-708.

Kreisberg, A Nicole, Els de Graauw and Shannon Gleeson. 2022. "Explaining Refugee Employment Declines: Structural Shortcomings in Federal Resettlement Support." *Social Problems: 1-20*. <https://doi.org/10.1093/socpro/spab080>

**November 23 (Module 10) “Assimilation” of the second generation**

***Conceptualization of the second generation assimilation***

Portes, Alejandro and Ruben G. Rumbaut. 2001. Chapter 3: Not Everyone is Chosen: Segmented Assimilation and its Determinants. Pp.44-69 in *Legacies*. Berkeley: University of California Press. (Available on Avenue)

Stepick, Alex, and Carol Dutton Stepick. 2010. "The Complexities and Confusions of Segmented Assimilation." *Ethnic & Racial Studies* 33 (7):1149-1167.

***Empirical works (read at least 2 articles)***

Alba, Richard and Nancy Foner. 2016. “Integration’s Challenges and Opportunities in the Wealthy West.” *Journal of Ethnic and Migration Studies* 42(1):3-22.

Boyd, Monica and Siyue Tian. 2016. "Educational and Labor Market Attainments of the 1.5- and Second-Generation Children of East Asian Immigrants in Canada." *American Behavioral Scientist* 60(5-6):705-29.

Imoagene, Onoso. 2018. "Stepping up Your Game: Workplace Experiences of Second- Generation Nigerians in the USA." *Journal of International Migration and Integration* 19(2):497–512.

Zhou, Min and Roberto G. Gonzales. 2019. "Divergent Destinies: Children of Immigrants Growing up in the United States." *Annual Review of Sociology* 45(1):383-99.

**November 30 (Module 11) Gender & migration**

Creese, Gillian, and Brandy Wiebe. 2012. "'Survival Employment': Gender and Deskilling among African Immigrants in Canada." *International Migration* 50 (5):56-76.

Kofman, Eleonore. 2019. "Gendered Mobilities and Vulnerabilities: Refugee Journeys to and in Europe." *Journal of Ethnic and Migration Studies* 45(12):2185-99.

Nawyn, Stephanie J. and Julie Park. 2019. "Gendered Segmented Assimilation: Earnings Trajectories of African Immigrant Women and Men." *Ethnic and Racial Studies* 42(2):216-34.

Valdez, Nicol M. and Van C. Tran. 2020. "Gendered Context of Assimilation: The Female Second-Generation Advantage among Latinos." *Journal of Ethnic and Migration Studies* 46(9):1709-36.

**December 7 (Module 12) Conclusion: International migration & immigrant integration in the age of covid**

Macklin, Audrey. 2021. "(in)Essential Bordering: Canada, Covid, and Mobility." Pp. 23–43 in *Migration and Pandemics*, *IMISCOE Research Series*, edited by A. Triandafyllidou: Springer. <https://link.springer.com/chapter/10.1007/978-3-030-81210-2_2>

Martin, Susan and Jonas Bergmann. 2021. "(Im)Mobility in the Age of Covid-19." *International Migration Review* 55(3):660-87.

McAuliffe, Marie, Luisa Feline Freier, Ronald Skeldon and Jenna Blower. 2021. "Chapter 5. The Great Disrupter: Covid-19’s Impact on Migration, Mobility and Migrants Globally." in *World Migration Report 2022*, edited by M. McAuliffe and A. Triandafyllidou. Geneva: International Organization for Migration (IOM). <https://publications.iom.int/system/files/pdf/WMR-2022_0.pdf>

Nardon, Luciara, Amrita Hari, Hui Zhang, Liam P.S. Hoselton and Aliya Kuzhabekova. 2022. "Skilled Immigrant Women's Career Trajectories During the Covid-19 Pandemic in Canada." *Equality, Diversity and Inclusion* 41(1):112-28. <https://www.emerald.com/insight/content/doi/10.1108/EDI-09-2020-0255/full/html>