

McGill University Department of Sociology - Fall Term 2023
SOCI 212 – International Migration

Tuesday and Thursday 13:05 to 14:25 in EDUC 129

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OBJECTIVES:

This course is designed to give you an overview of some of the key topics in the study of international migration. While we will focus on sociological approaches the reading list will reflect the interdisciplinary and methodologically pluralist nature of the field of international migration research: stretching from the demography and economics of migration, through political science, geographical and mainstream sociological approaches, to the ethnography and oral history of migrants.

There is too much to cover it all and any attempt to do so would result in a very superficial treatment of each topic. So this syllabus leaves out many topics we could discuss. In the first part of this course we will draw on a broad set of literatures that can help us understand the social, economic and political forces that drive international migration as well as the barriers to global human mobility. In the second part we survey the research on the socio-economic, political and cultural aspects of the immigrant experience, in particular to questions related to the settlement, adaptation and social organization of international migrants in their host countries.

I believe learning is an activity. Consequently, I designed this course with a large component of active, participatory elements.

EVALUATION:

Final Exam - 45%: There will be a comprehensive final exam during the University-Scheduled examination period.

(Mini) Midterm – 10%: The goal of the midterm is to give you a sense of the types of questions you will encounter in the final exam.

Reading Annotations – 10%: In this course we will use an online reading annotation tool called Perusall. I will introduce this system early on in the course and we will be using it after the add/drop period. Essentially this means you have to complete assigned readings *before* class and you have to show, by making annotations, that you engaged the texts. For every reading assigned on Perusall you will have to provide annotations. For now we will set 2 hours before the beginning of class for as the due date but we may change this as the semester goes on. It is your responsibility to keep track of these deadlines and you are responsible for using the correct settings. When calculating the final grade, I will drop the lowest two scores, but I will not grant any extensions or exceptions. Plan accordingly.

Individual Work - 5%: This will be the notes from your interview (see exercises below).

Group Work - 30%: You will complete several group exercises over the course of the semester. We will announce the due date and parameters of the deliverables for each exercise as it nears. As a group you will have to coordinate who edits and assembles the final product. Generally each member of the group will receive the same grade on these assignments but I reserve the right to make adjustments - see point below.

Group Participation: At the end of the semester you will evaluate each member of your group (and each member of your group will evaluate you). We will provide a rubric to help you in this assessment. We will use this evaluation to create an adjustment factor for the group grade but I reserve the right to adjust the credit you receive for your group's work (in either direction).

There are three main group activities in this class. Each of these exercises will require in-class work but also work outside of class. During these periods there are generally no readings assigned.

- a) Interview exercise – group product (5%): During this exercise you will be conducting one open-ended interview with an immigrant to Canada asking them to tell you why they came to Canada. In your group you will then compare the interviews you collected and as a group, write a short analysis piece. The goal of this exercise is to give you a feel for how qualitative data collection (a large part of social science data) is done and to put some of the theories of migration we read to the test.
- b) Negotiation exercise (12.5%): In this exercise we will simulate an abstracted version of negotiating migration policy making. Each group will play a particular stakeholder/interest group. There are two key deliverables for this exercise: a memo outlining the analysis of the interests of the group you are assigned to play, and a reflection memo.
- c) Data Analysis (12.5%): In this exercise we will use a very easy to use software (or any other software of your choice) to analyze some data from a survey and examine some questions about the lives of the children of immigrants. You will choose a question to investigate, see what the data can tell you about this question and prepare a short report summarizing what you found. The goal of this exercise is for you to get your hands dirty doing some empirical research and working with the kinds of data that are behind much of the research that you have consumed in this class. Plus, you'll learn some very useful skills. Two class periods are reserved for presentations of initial findings and we will provide feedback for the final report. While the presentation will not be graded, it is mandatory. We will provide more detailed instructions as the date nears.

DUE DATES

To help you plan your workload these are the *preliminary* due dates for deliverables.

- Sep 26: Interview notes - individual
- Oct 03: Interview exercise - group analysis
- Oct 12: Negotiation exercise - stakeholder position
- Oct 26: Negotiation exercise - reflection memo

- Dec 05: Data analysis exercise - final report

NOTES/POLICIES

Tentative nature of the syllabus: This syllabus is my best guess at how the semester will unfold. We may move faster or slower than I anticipated, or I may update some of the readings with newer/better material. Thus, I reserve the possibility to amend the syllabus at any point during the semester. Any changes to readings will be announced at least one week in advance and posted on the course website. You are responsible for keeping up with any changes. Not reading the course website is not a valid excuse.

Course communication: Having a clear communication is important. You have to regularly check your McGill e-mail and the mycourses page.

Discussion Board: If you have logistical questions about the class or clarifying questions about the class material you can ask them in class – so everyone can hear them. *Do not e-mail us with these questions.* The reason is that many of you will have the same questions and we don't want to answer the same question multiple times. Before you ask a question please make sure you read through the syllabus, mycourses announcements.

Email Etiquette: Remember that email communication for all courses should be professional. Make sure to use proper spelling, grammar, and punctuation. I may ignore e-mail that is excessively casual.

Attendance: Since this course will feature a lot of in-class exercises and active participation attendance is generally required. Absences will affect your ability to contribute to group-work and hence may be reflected in a lower group participation grade (see above). If you cannot participate in a particular class clear this with your group members to make sure you can adequately contribute to any project.

Respect and use of electronic devices: As electronic devices distract from conversations they are not permitted in this class unless they are required for in-class exercises. In consideration for other students, as well as for the instructor, please make sure you that you arrive on time, and do not leave class early. Cell phones should be turned off.

Absences and late assignments: Only legitimate reasons recognized by McGill as excusable, such as illness, family emergency, and natural disaster will be accepted. In the case of the midterm, I will determine the nature of the makeup exam: either I will conduct a written make-up exam, or I will conduct a face-to-face oral exam in my office. All due dates are fixed and late assignments will not be accepted.

Academic Integrity: "McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).(approved by Senate on 29 January 2003)

"L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par

conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/)."

Language: "In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded."
(approved by Senate on 21 January 2009 - see also the section in this document on Assignments and evaluation.)

"Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue)."

Copyright and the reproduction of course material: Instructor-generated course materials (e.g., lectures, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Specifically, you may not reproduce or place in the public domain lecture and course session recordings. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Schedule of Classes and Tentative list of readings

[NOTE: I may edit this list of readings as we move through the course]

Date	Class	Day	Topic	Reading / Activity
31-Aug	1	TR	Introduction	
05-Sep	2	T	Normative Perspectives	Carens, Joseph. 1987. "Aliens and Citizens: The Case for Open Borders." <i>Review of Politics</i> 49
07-Sep	3	TR		Walzer, Michael. 1983. <i>Spheres of justice: A Defense of Pluralism and Equality</i> . New York: Basic [Chapter 2].
12-Sep	4	T	Migration Decisions	Douglas Massey et al. 1998. <i>Worlds in Motion. Understanding International Migration at the End of the Millennium</i> . Oxford University Press [Chapter 1 & Chapter 2
14-Sep	5	TR		
19-Sep	6	T	Refuge and Asylum	Rawan Arar and David FitzGerald. 2023. <i>The Refugee System</i> . Polity Press [Chapters 2 and 4]
21-Sep	7	TR		Hamlin, Rebecca, 2021. <i>Crossing</i> . Stanford University Press. [Chapter 1]
26-Sep	8	T	Migration Decisions	<p>Interview Exercise</p> <p>Chapters 1 and 2 from Fruterios (only annotate Ch2)</p> <p>OPTIONAL: Chapters 1 and 2 from "The big Gamble" https://www.luminosoa.org/site/books/m/10.1525/luminos.82/</p>

28-Sep	9	TR	Migration Policy and Politics	<p>Freeman, Gary. 1995. "Modes of Immigration Politics in Liberal Democratic States." <i>International Migration Review</i> 29(4). [Carefully read pp 881 to 887; skim the rest]</p> <p>Brubaker, Rogers. 1995. "Comments on 'Modes of Immigration Politics in Liberal Democratic States'." <i>International Migration Review</i> 29(4): 903-908</p> <p>OPTIONAL: Christian Joppke. 1998. "Why Liberal States Accept Unwanted Immigration," <i>World Politics</i> 50(2): 266-29</p>
03-Oct	10	T		Zolberg, Aristide. 1999. "Matters of State: Theorizing Immigration Policy" in Hirschman et al. <i>The Handbook of International Migration</i> . Russell Sage.
05-Oct	11	TR		Negotiation Exercise: Prepare
10-Oct		T		No Class - Fall Break
12-Oct	12	TR		Negotiation Exercise: Negotiate
17-Oct	13	T		Negotiation Exercise: Reflect
19-Oct	14	TR	Ethnic Discrimination and Migration Policy	Joppke, Christian. 2005. <i>Selecting by Origin: Ethnic Migration and the Liberal State</i> . Harvard. [Introduction]
24-Oct	15	T		Fitzgerald, David and David Cook-Martin. 2014. <i>Culling the Masses</i> . Chapter on Canada
26-Oct	16	TR	Midterm	Midterm Exam - In Class
31-Oct	17	T	Labour Market Competition and Attitudes towards immigration	Chapter 4 in George Borjas. <i>Heaven's Door: Immigration Policy and the American Economy</i>
02-Nov	18	TR		<p>Hainmueller and Hiscox. 2010. "Attitudes toward Highly Skilled and Low-skilled Immigration: Evidence from a Survey Experiment" <i>American Political Science Review</i></p> <p>Hopkins, Margalit and Omer. 2023. "Personal Economic Shocks and Public Opposition to Unauthorized Immigration" <i>British Journal of Political Science</i></p>

07-Nov	19	T	After Migration: Assimilation, Integration, Homeland Connections	Alba, Reitz and Simon. 2012. "National Conceptions of Assimilation, Integration and Cohesion" in Mollenkopf and Crul. <i>The Changing Face of World Cities.</i>
09-Nov	20	TR		Portes and Rumbaut: "Growing up American" Ch7 in <i>Immigrant America</i>
14-Nov	21	T		Roger Waldinger. 2015. <i>The Cross-Border Connection</i> Harvard. Chapter 3.
16-Nov	22	TR		<i>Data Analysis Exercise</i>
21-Nov	23	T		
23-Nov	24	TR		Presentations
28-Nov	25	T		Presentations
30-Nov		TR		No - class Monday Schedule
05-Dec	26	T	Conclusion	Final Class - Review / Preparation for final exam