TENTATIVE VERSION – AUGUST 12 2020

McGill University Department of Sociology - Fall Term 2020

SOCI 212: International Migration

Instructor: Thomas Soehl
e-mail: thomas.soehl@mcgill.ca
Office Hours: Mondays 12:30pm to 2:30pm on zoom:
please sign up at: https://calendly.com/thsoehl/office-hours
Meeting ID: 953 0613 3506; Passcode: 093695
(note this is the meeting for office hours only the zoom meetings for classes should be accessed through mycourses)

TA: Maike Isaac –
e-mail: maike.isaac@mail.mcgill.ca
Office Hours: TBA

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 I had to make choices as to what to cover. 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.

THE 2020 ONLINE EDITION

Lectures: All lectures will be pre-recorded and posted on mycourses. I will try to keep these to about 15minutes maximum with most being significantly shorter. I will also post any slides associated. Note that as per university policy these recordings and slides are for your own use exclusively. You are not allowed to share these with people or to post them in the public domain (see copyright policies below). There will be three types of lectures:

- Background information: Material not covered in readings.
- Introductions to readings. For each article/chapter assigned I will provide an introduction. This will provide some context and give you pointers as to what I think you should look out for when reading the text.
- Responses to your reading questions and clarifications. We will monitor the reading annotations (see Perusall) and discussion boards and as warranted I will post recorded video responses to select questions.
Overall there will be a lot less time spent listening to me talk this year than normally – probably a good thing. Instead you will spend more time reading, thinking, discussing, and writing.

In class time: Since lectures will be recorded for you to watch at your own pace, in-class time will mostly be devoted to activities – generally in small groups. During this time both the TA and I will be available to consult. This is also a time when you can ask additional questions. You can also think of this as “group office hours” that we will be holding. Sometimes all groups will be “present” in the room but for the most part each group will be only present once per week. So for most meetings there will be about 7 groups per meeting and both the TA and I will consult with groups. This will allow us to spend a significant amount time together and create an opportunity for meaningful interaction. I strongly encourage you to use this opportunity. If you use this time effectively you will be a good way towards completing these assignments though additional work outside of class time may be required especially for bigger exercises.

After the add-drop period concludes we will have stable groups. That is you will be working with the same group throughout the course of the term. Before the deadline there will be some turnover which is often challenging but we’ll do our best to make it work for everyone.

We will use the Zoom breakout room feature to do this. For this to work it is important that you are signed into Zoom using your McGill e-mail address.

Asynchronous participation: For those of you who for some reason cannot participate in these regular meetings we will form an own group or, if needed, multiple groups. We will work out an arrangement how we can follow up and be in touch with you. This may involve a separate zoom-session once in a while or we conduct this over e-mail or a discussion board. If at all possible I strongly encourage you to take part in the regularly scheduled meetings as this will provide a regular structure and interaction and also allow me to get to know you, but understand if that would impose undue burdens.

IMPORTANT: If you join the class you need to inform us if you cannot participate in the synchronous meetings. Send an e-mail to Maike Isaac giving all information that we need to know to facilitate your participation.

“Live” meetings: Once in a while we’ll have a live meeting without group work – these will generally be for me to introduce new exercises, a new section of the course, or to provide an opportunity for general check-ins. We will have these more often early on as new people join the class and then sporadically throughout the term. These meetings will be recorded and posted for those who cannot participate (see asynchronous participation). We will also have special guests once in a while and these will be live meetings as well.

Readings: Reading is the perfect form of asynchronous socially distanced learning. I tend to think it’s one of the better ways to learn – period. There will basically three types of readings. First, as every year there is a number of articles and book chapters assigned. These are generally to introduce key theoretical concepts. Some of these are a bit more dated but I assign them because (I think) they are foundational to the field. These articles will be posted on Perusal (see Evaluation). Second, I may ask you to read other material such as newspaper articles or reports or research material related to your group projects.
Finally, this year class will have a “book-club” component to it. We will read at two very recently published books throughout the term. In the writing exercise which we will have towards the end of the term you will engage both of these texts. Both books are available at the McGill bookstore, but note other access options listed.

- **Fruteros: Street Vending, Illegality, and Ethnic Community in Los Angeles** by Rocío Rosales (May 2020). An excellent book that ties in with several of the topics we will cover in this class. Why and how migrants move, how their social networks shape their mobility and how they navigate life in the new country, cross-border connections and many more. I asked the library to order an e-book version though only limited copies may be available.

- **The Big Gamble: The Migration of Eritreans to Europe** by Milena Belloni (December 2019). The book takes up very similar themes than Fruteros but examines them in a very different migrant population, so it will be a nice complement and provide rich material for comparative and analytical thinking about migration. Note this book is available for free as an e-book/pdf.

**Special events and guests:** We’ll take advantage of the fact that we all be brought together virtually anyways and have some special guests join us.

- Rocio Rosales is professor of sociology at the University of California Irvine and the author of Fruteros. So after you have read and deeply thought about her book you will have a chance to ask her questions.

- **Daniela Gerson** is professor of journalism at California State University, Northridge (CSUN), with a focus on community, ethnic and participatory media. She is also co-founder and editor of Migratory Notes, a concise and informed guide to immigration news. I highly encourage you to subscribe – at least for the duration of this class. You can do so [here](#).

I may invite additional guests to join us over the course of the term.

**Course communication:** Since we don’t meet in person having a clear communication strategy will be important. You have to regularly check your McGill e-mail and the mycourses page.

If you have logistical questions about the class you need to pose those on the discussion board on mycourses that we will monitor. **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 and previous questions on the discussion board. Should your particular question not be answered after 48 hours on the discussion board you may e-mail us.

**EVALUATION:**

For this course, I am adopting flexible assessment strategies that create greater access for all students by incorporating principles of Universal Design for Learning. As such, I have taken into
consideration the variety of learner needs and barriers that students may face in this course and have designed the assessments with these considerations in mind. Additionally, I recognize that any student may experience unexpected interruptions in a remote learning environment. Therefore, additional time has been built into the assessment strategy to address these potential barriers. Because of these modifications, authorized time-based accommodations for students registered with OSD will not apply.

Except for the quizzes (see below) all assessments have a more than 48 hour time-window. For quizzes I will allot more than double the time needed to complete them and we will make the quiz available for a 48 hour window.

There may be exceptional circumstances in which other disability-related accommodations may still be needed. If you feel this is the case for you, please reach out to OSD via email at exams.osd@mcmill.ca. They will assess the situation and coordinate with me when necessary.

**Quizzes - 15%:** We will have a few (probably three to four) quizzes throughout the semester. These will be conducted online on MyCourses. I will confirm these as the semester starts for right now the tentative days of the beginning of the 48 hour window in which you take the quiz are:
- Quiz 1: September 29
- Quiz 2: October 29
- Quiz 3: November 12

**Reading Annotations - 15%:** 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. It is your responsibility to keep track of these deadlines and you are responsible for using the correct settings. I will not grant any extensions or exceptions.

**Group Work - 35%:** 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 in egregious cases— also see point about group participation below.

**Short group projects (15%)**: For several weeks there will be a short group-work assignment. We will post these in advance of class session and you should be able to complete a good part of the project during class-time.

**Two larger group projects (20%):** There are two 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.
- **Interview exercise (~7%)**: 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. The deadline for the analysis memo will
probably be October 1st.
• Negotiation exercise (~13%): 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.

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 your in this assessment. We will use this evaluation to create an adjustment factor for
the group grade. We will conduct a mid-term evaluation that won’t count towards the
grade but that you should use to get a sense of your contributions to group-work (and to
give others feedback).

Individual Writing Assignments (35%): There are two times when you will produce a piece of
writing on your own.

Interview 5%: This are your interview guide and the notes from your interview (see
interview exercise)

Essay writing exercise (30%): In the last weeks of the semester we will have a peer review
writing project that will consist of three parts. You will write a first draft (7.5%). In an
anonymous process you will get comments and an evaluation from your peers. The
comments you provide on your colleagues’ work count for another 7.5%. Using the
feedback from your peers you will write a second draft (15%). As this assignment nears we
will provide additional instructions.

DEADLINES FOR DELIVERABLES OTHER THAN QUIZZES
To be added or distributed in first week of class

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.

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
"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 triche, 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.

Recording of live sessions: To make lectures and other course sessions accessible to students who cannot attend class, I will record all course meetings. You will be notified through a ‘pop-up’ box in Zoom that a session is being recorded. By remaining in the session, you agree to the recording, which implies that your image, voice, and name may be disclosed to classmates and that recordings will be made available in MyCourses to students registered in the course.

Schedule of Classes and Tentative list of readings [IMPORTANT: It is possible that I change some of the readings as we move through the course, I may also add readings.]

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Day</th>
<th>Topic</th>
<th>Reading</th>
<th>Mode</th>
<th>Content/Activity</th>
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<tr>
<td>03-Sep</td>
<td>1</td>
<td>TH</td>
<td>Introduction</td>
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<td>Live Zoom</td>
<td>Introduction to course, technology and one another</td>
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<td>Date</td>
<td>Day</td>
<td>Time</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Group Activity</td>
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<td>15-Sep</td>
<td>4</td>
<td>TU</td>
<td>Live Zoom</td>
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<td>Intro to Interview Exercise and Perusall</td>
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<td>22-Sep</td>
<td>6</td>
<td>TU</td>
<td>Group-work: Groups 8 to 14</td>
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<td>Discuss Interview Guides / Short Group Assignment</td>
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<td>24-Sep</td>
<td>7</td>
<td>TH</td>
<td>Chapters from Fruteros and The Big Gamble (TBD)</td>
<td>Group-work: Groups 1 to 7</td>
<td>Analyze Data from Interviews</td>
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<td>29-Sep</td>
<td>8</td>
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<td>Group-work: Groups 8 to 14</td>
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<td>Analyze Data from Interviews</td>
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<td>08-Oct</td>
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<td>Group-work: Negotiation exercise - preparation Groups 8 to 14</td>
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<td>13-Oct</td>
<td>TU</td>
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<td>15-Oct</td>
<td>TH</td>
<td>Group-work: Negotiation (online) Groups All Groups</td>
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<td>14-Oct</td>
<td>TU</td>
<td>Negotiation Exercise: Reflection Memo Groups 1 to 7</td>
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<td>15-Oct</td>
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<td>Group-work: Negotiation Exercise: Reflection Memo Groups 8 to 14</td>
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<td>21</td>
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<td>Group-work: Groups 1 to 7</td>
<td>Short Group Work Exercise: TBD</td>
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<td>24</td>
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<tr>
<td>26-Nov</td>
<td>25</td>
<td>TH</td>
<td>Reading assignments TBD</td>
<td>Group Work: ALL</td>
<td>Prepare questions for visit by Daniela Gerson</td>
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<tr>
<td>01-Dec</td>
<td>26</td>
<td>TU</td>
<td>LIVE ZOOM</td>
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