

## **MID-AUGUST VERSION- - SUBJECT TO CHANGE BEFORE TERM STARTS**

### **McGill University Department of Sociology – Fall Term 2020 SOCI 520: Migration and Immigrant Groups**

Instructor: Thomas Soehl

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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)

#### **SUMMARY AND OBJECTIVES:**

The field of international migration studies is, perhaps, unique in its interdisciplinary and methodologically pluralist nature: stretching from the demography and economics of migration, through political science, geographical and mainstream sociological approaches, to the ethnography and oral history of migrants. We explore key theoretical debates of the field and the empirical data and case studies on which these debates hinge. Thus, one central objective of this course is to examine social phenomena from a variety of perspectives and disciplinary approaches ranging from the macro-level social forces that structure opportunities for migration to the micro-level decision-making processes of migrants.

We will pay special attention to the role of modern states in international migration. How they (attempt to) control human mobility and different ways in which they accommodate migrants. In this way, the study of migration opens up fresh perspectives on conceptions of nationhood, citizenship and the state. Finally, the topic also poses a number of normative contradictions that we will wrestle with.

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.

There is much more than we can possibly cover and each topic could easily be a class in itself. So rather than being exhaustive this course is an attempt to provide you with a basic framework with which we can understand international migration and the adaptation processes of immigrants.

#### **NOTES FOR THE ONLINE VERSION IN FALL 2020**

This year we will conduct this seminar on zoom rather than in-person. Assuming that class size stays relatively small I expect that we can more or less conduct a normal seminar format online. We may keep sessions a bit shorter than normal to not let zoom-fatigue get the better of us or take a short break halfway through. We'll see. In order to have a good interaction I expect that everyone will have their video turned on for class. Should this not be possible or if you have concerns about this let me know and we can find a way to handle this.

If you are unable to participate in our class meetings due to time-differences, other obligations or technical issues you should let me know. We will then find another way for you to take the class. Most likely this will mean that you provide more extensive and frequent reading memos rather than participating in class sessions. We may complement this with regular check-ins / office hours with me. But we can consider other options as well. If at all possible I recommend participating in the regular class meetings as this will provide you with the social aspects of learning that is hard to replicate in asynchronous participation.

#### EVALUTATION:

*Participation (10%):* The basic requirement is to come to class and do the readings. There are many of them and it is important to stay on top of the material at all times. We will have structured discussions and I expect everyone to participate. Those who don't raise their hand can expect to be called on in every class. A grading rubric can be found on the last page of this syllabus.

For those who cannot participate in live meetings you will have to provide responses to the reading memos of other students instead.

*Reading Annotations in Perusall (15%):* We will be using an online reading annotation tool called Perusall. For every week you have to provide annotations to some of the assigned readings. For the time being annotations are due at 5pm the day before class but we can re-consider this due date over the course of the term.

*Reading Memos (15%):* Three times during the semester you will write a more formal reading memo. These will be about two pages in length. You should post these memos on the discussion board on the mycourses page by 10am the day before the class meeting.

*Discussion Leading (10%):* Once or twice in the semester (depending on class size) you will introduce the readings for that week and initiate discussion. This should be very brief 5 to 8 minutes at the most. You can (and probably should) draw on the annotations as well as the reading memos provided your classmates.

For those who cannot participate in live course meetings you will record a short introduction video instead.

*Final Take home exam or research paper (50%):* For the take-home exam I will hand out the questions in the last class and it will be due one week after the last class. I strongly recommend that undergraduates as well as all those who have not yet passed their field exams use this option.

That said, students who have an idea for a research paper in mind can write a research paper instead. If you want to do so you should discuss your paper topic with me. The evaluation standard is original research which involves data analysis. While the paper can be a (solid) first draft simple literature reviews and ideas for research papers will not suffice for a good grade.

#### 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 class in advance and posted on the course website and you are responsible for keeping up with any changes.

*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/](http://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/](http://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)."

### **ASSIGNED READINGS – Subject to change (addition, deletion, substitution)**

1. Introductory Remarks, Organization of the Course  
Portes, Alejandro. 1997. "Immigration Theory for a New Century: Some Problems and Opportunities". *International Migration Review*.  
Wimmer, Andreas and Nina Glick-Schiller. 2002. "Methodological Nationalism and beyond: nation-state building, migration and the social sciences." *Global Networks* 2:301-334.

Optional but highly recommended.

Wimmer, Andreas. 2009. "Herder's Heritage and the Boundary-Making Approach: Studying Ethnicity in Immigrant Societies." *Sociological Theory*

Beauchemin, Cris. 2014. "A Manifesto for Quantitative Multi-sited Approaches to International Migration." *International Migration Review*.  
doi: 10.1111/imre.12157

Castles, Stephen. 2007. "Twenty-First-Century Migration as a Challenge to Sociology." *Journal of Ethnic and Migration Studies* 33:351-371.

FitzGerald, David. 2012. "A comparativist manifesto for international migration studies." *Ethnic and Racial Studies* 35: 1725-1740.

2. Global inequality and freedom of movement – normative perspectives:  
 Walzer, Michael. 1983. *Spheres of justice: A Defense of Pluralism and Equality*. New York: Basic [Chaper 2]. - MYC  
 Carens, Joseph. 1987. “Aliens and Citizens: The Case for Open Borders.” *Review of Politics* 49 (2)  
 Cohen, Jean L. 1999. “Changing Paradigms of Citizenship and the Exclusiveness of the Demos”. *International Sociology* 14(3) 245-268.
  
3. Who moves, how, and why? Theories and Mechanisms of Migration I:  
 Douglas Massey et al. 1998. *Worlds in Motion. Understanding International Migration at the End of the Millennium*. Oxford University Press [Chapter 1 & Chapter 2].  
 Michael Piore.1979. Birds of Passage [Chapters 1 and 2]  
 Fussell, Elizabeth, and Douglas S. Massey. "The limits to cumulative causation: International migration from Mexican urban areas." *Demography* 41.1 (2004): 151-171.
  
4. Who moves, how, and why? Theories and Mechanisms of Migration II  
 Hagan, Jacqueline Maria. "Social networks, gender, and immigrant incorporation: Resources and constraints." *American sociological review* (1998): 55-67.  
 Curran, Sara R., and Estela Rivero-Fuentes. "Engendering migrant networks: The case of Mexican migration." *Demography* 40.2 (2003): 289-307.  
 Paul, Anju Mary. 2011. “Stepwise International Migration: A Multistage Migration Pattern for the Aspiring Migrant.” *American Journal of Sociology* 116(6).  
 Ryo, Emily. 2013. “Deciding to Cross: Norms and Economics of Unauthorized Migration” *American Sociological Review* 78
  
5. States, citizenship and limits to migration.  
 Zolberg, Aristide.1999. “Matters of State: Theorizing Immigration Policy” in Hirschman et al. *The Handbook of International Migration*. Russell Sage.  
 Brubaker, Rogers. *Citizenship and nationhood in France and Germany*. Harvard. [Introduction and Chapter 1]
  
6. Labor market competition & anti-immigrant attitudes  
 Wimmer, Andreas 2002. *Nationalist Exclusion and Ethnic Conflict: Shadows of Modernity*. Cambridge: Cambridge University Press. Skim all of Chapter 3 but especially Pages 57-64.  
 Hainmueller, Jens and Michael Hiscox. 2010. “Attitudes toward highly skilled and low-skilled immigration: Evidence from a survey experiment.” *American Political Science Review* 104(1).  
 Hainmueller and Hopkins. 2014. “Public Attitudes towards Immigration” *Annual Review of Political Science*  
 Card, David. 1990. “The impact of the Mariel boatlift on the Miami labor market.” *Industrial and Labor Relations Review* 43(2).  
 Borjas, George. 2001. *Heavens Door: Immigration Policy and the American Economy* [Chapter 4 – The Labor Market Impact of Immigration]

Recommended:

Wimmer, Andreas. 1997. "Explaining Xenophobia and Racism: A critical review of current research approaches." *Ethnic and Racial Studies*. 20(1).

Hiers Wesley, Thomas Soehl and Andreas Wimmer. 2017. ""National trauma and the fear of foreigners: How past geopolitical threat heightens anti-immigrant sentiment today." *Social Forces*

7. Immigration policy I: Regulation and its limits

Freeman, Gary. 1995. "Modes of Immigration Politics in Liberal Democratic States." *International Migration Review* 29(4).

Brubaker, Rogers. 1995. "Comments on 'Modes of Immigration Politics in Liberal Democratic States'." *International Migration Review* 29(4): 903-908.

Joppke, Christian. 1998. "Why Liberal States Accept Unwanted Immigration." *World Politics* 50(2):266-293.

Ellermann, Antje. 2005. "Coercive Capacity and the Politics of Implementation: Deportation in Germany and the United States" *Comparative Political Studies* 38(10)

8. Immigration policy II: Ethnic Selection

Joppke, Christian. 2005. *Selecting by Origin: Ethnic Migration and the Liberal State*. Harvard. [Introduction and Chapter on US and Australia]

Fitzgerald and Cook-Martin. 2014. Culling the Masses. [Excerpts TBA]

9. Assimilation./Integration

Alba, Richard D. and Victor Nee. 2003. *Remaking the American Mainstream: Assimilation and Contemporary Immigration*. Cambridge, MA: Harvard University Press. Ch 1 & 2.

Gordon, Milton M. 1964. *Assimilation in American Life: the Role of Race, Religion, and National Origins*. New York: Oxford University Press. Ch 3. [Available as e-book from McGill Library]

Brubaker, Rogers. 2001. "The return of assimilation? Changing perspectives on immigration and its sequels in France, Germany, and the United States". *Ethnic and Racial Studies* 24(4).

Adrian Favell. 2005. "Assimilation/Integration" in Gibney and Hansen *Immigration and Asylum: From 1900 to the Present* Clio

10. Segmented assimilation and the debate about the second generation

Portes, Alejandro and Rumbaut Ruben. *Legacies: The Story of the Immigrant Second Generation*. [Chapter 3: Not Everyone is Chosen]

Haller, Portes & Lynch. "Dreams Fulfilled, Dreams Shattered: Determinants of Segmented Assimilation in the Second Generation" *Social Forces*. 89(3) as well as comment by Richard Alba, Philip Kasinitz, and Mary C. Waters and rejoinder in same issue.

Waldinger, Roger and Peter Catron. 2016. "Modes of Incorporation: A Conceptual and Empirical Critique." *Journal of Ethnic and Migration Studies* 42(1): 23-53.

11. Cross-border ties & Migrant Transnationalism

- Nina Glick Schiller, Linda Basch and Cristina Szanton Blanc. 1995. "From Immigrant to Transmigrant: Theorizing Transnational Migration" *Anthropological Quarterly* 68(1)
- Portes, Alejandro et al. 2002. "Transnational Entrepreneurs: An Alternative Form of Immigrant Economic Adaptation." *American Sociological Review*. 67 (2).
- Soehl, Thomas and Roger Waldinger. 2010. "Making the Connection: Latino Immigrants and their Cross-Border Ties" *Ethnic and Racial Studies*. 33(9).
- Waldinger, Roger & Thomas Soehl. 2013. "The bounded polity: The Limits to Mexican Emigrant Political Participation" *Social Forces* 91(4).

12. Multiculturalism and Diversity: Comparative Perspectives

- Zolberg, Aristide and Long Litt Woon. 1999. "Why Islam is like Spanish: Cultural Incorporation in Europe and the United States" *Politics and Society* 27(5).
- Brubaker, Rogers. 2013 "Language, Religion, and the Politics of Difference" *Nations and Nationalism* 19.
- Joppke, Christian. 2009. *Veil: Mirror of Identity*. Polity

*Recommended:*

- Foner, Nancy and Richard Alba. "Immigrant Religion in the US and Western Europe: Bridge or Barrier to Inclusion?" *International Migration Review* 42
- Irene Bloemraad, and Wright, M. 2014. "Utter Failure" or Unity out of Diversity? Debating and Evaluating Policies of Multiculturalism. *International Migration Review* 48(S1): S292-S334.
- Christial Joppke 2009. "Limits of Integration Policy: Britain and Her Muslims" *Journal of Ethnic and Migration Studies*.
- Ruud Koopmans. 2010. "Tradeoffs Between Equality and Difference: Immigrant, Integration, Multiculturalism, and the Welfare State in Cross National Perspective" *Journal of Ethnic and Migration Studies*.

13. Final Class – book manuscript discussion – or topic TBD

-- FINAL EXAM QUESTIONS HANDED OUT --

FINAL EXAM / PAPER DUE ONE WEEK AFTER LAST CLASS

## Participation Grade rubric as required per McGill regulations

	A	A-	B	C	D	F
<b>Interaction with peers</b>	Actively supports, engages and listens to peers (ongoing)	Actively supports, engages and listens to peers (ongoing)	Makes a sincere effort to interact with peers	Limited interaction with peers	Virtually no interaction with peers	No interaction with peers
<b>Preparation</b>	Arrives full prepared at every session	Arrives full prepared at almost every session	Arrives reasonably (if not fully) prepared	Preparation, and therefore level of participation, are both inconsistent	Rarely prepared and rarely participates	Never prepared
<b>Discussion Participation</b>	Plays an active role in discussions	Plays an active role in discussions	Participates constructively	When prepared, participates constructively in discussions and makes relevant comments based on the assigned material	Comments are generally vague or drawn from outside of the assigned material	Never participates
<b>Quality of Comments</b>	Comments advance the level and depth of the dialogue	Comments occasionally advance the level and depth of the dialogue	Makes relevant comments based on the assigned material		Demonstrates a noticeable lack of interest	Demonstrates a noticeable lack of interest in the material
<b>Contribution to Group Dynamics</b>	Group dynamic and level of discussion are consistently better because of the student's presence	Group dynamic and level of discussion are often better because of the student's presence	Group dynamic and level of discussion are occasionally better (never worse) because of the student's	Group dynamic and level of discussion are not affected by the student's presence	Group dynamic and level of discussion are harmed by the student's presence	Group dynamic and level of discussion are significantly harmed by the student's presence