

**THE UNIVERSITY OF CALGARY
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF SOCIOLOGY**

**SOCI 401.48 - Special Topics in Sociology of Migration
International Migration in Global Perspective**

INSTRUCTOR: Alla Konnikov
OFFICE: Social Sciences 943
OFFICE HOURS: Monday, Wednesday and Friday 11:00 – 12:00, after class or by appointment
E-MAIL: akonniko@ucalgary.ca
CLASS: Monday, Wednesday and Friday, 10:00-10:50 in Science A, Room 247

COURSE DESCRIPTION

In 2015, the number of individuals residing in a country other than their country of birth has reached 244 million, constituting 3 percent of the world population. Almost every nation in the world is contributing to the global movement of individuals as a sending country, a destination, or both. Why do individuals move across countries? How do nations maintain, control and encourage migration? Does economic development move with migration flows? How do local and global labour market needs shape the volume and the scope of migration flows? Are newcomers able to re-establish themselves economically in host societies? This course will cover these questions, highlighting the main theoretical approaches and trends and examining the macro, micro and meso levels of international migration in the context of global economy. The course will include, but will not be limited to, the Canadian context.

The course is organized around two major topics:

- (1) International migration in the age of global economy: the main theoretical concepts and trends of the global movement of individuals, specifically who is migrating, where and why.
- (2) Immigrants' employment and economic assimilation in receiving societies: the theoretical foundations and trends of immigrants' integration into the host society, particularly in the areas of employment and economic achievement.

The course will be delivered as a seminar and will focus on discussing the readings, which students are expected to complete before each seminar.

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

- (1) explain the main theories of migration;
- (2) recognize global immigration trends;
- (2) identify the major policy trends in the context of globalization and global economy;
- (3) differentiate the mechanisms that facilitate or hinder immigrants' employment and economic integration into host societies; and
- (4) analyse and interpret migration trends, policies and outcomes using the acquired theoretical knowledge.

COURSE REQUIREMENTS

All assignments will be based on lectures and assigned readings. Students are responsible for familiarising themselves with the assigned reading materials, which may or may not be discussed in class. Additionally, students are responsible for acquainting themselves with the information covered in class that is not reviewed in the readings.

The final grade for the course consists of the following components:

Assessment	Date	Method of Submission	Weight
Reflective memos	Noon One day before the reading is due	Uploaded to D2L	15% (10 x 1.5% each)
In-class article review presentation	Week 4 to 13	Presented in class	10%
Take-home examination	Week 7 Exam given: Oct 24 Exam returned: Oct 31	Hard copy submitted in class	35%
Final paper	Noon Dec 16	Submitted by email	40%

1. Reflective Memos (15%)

During Weeks 2 to 13, students will write ten reflective memos based on the assigned readings and upload them onto D2L by noon one day before the assigned readings are due to be discussed in class. The memos will be 1-3 pages and include:

- (1) a brief summary of the article's main themes and concepts;
- (2) a personal reflection on the article;
- (3) one or two sociological questions that the reading has raised.

2. In-class article review presentation (10%)

Each student will facilitate one class discussion based on the reading chosen for writing a reflective memo. The presentation will be 10-15 minutes long and will summarise the article, provide a critical reflection on it and offer a few questions for class discussion. The sign-up sheet with the presentation dates will be circulated at the beginning of the class.

3. Take-home examination (35%)

The take-home examination will be written in an essay format based on the questions provided on October 24. The hard copy of the take-home examination will be submitted in class on October 31.

4. Final paper (40%)

The final paper will reflect students' original individual work on the topic of their choice selected from the range of topics covered in the course. The final paper will be 10-15 pages long and will represent either (1) a critical literature review of the key issues, arguments and perspectives on international migration in global perspective based on additional academic readings; or (2) a critical analysis of an immigration case or trend documented in mass media, e.g. an article on the CBC or in The Globe and Mail, using the academic readings covered in class. Detailed instructions and evaluation criteria for the final paper will be provided in class. The final paper will be submitted by email before noon on December 16.

LETTER GRADE ASSIGNMENT			
95 - 100 =	A+ (Outstanding)	67 - 71 =	C+
90 - 94 =	A (Excellent)	63 - 66 =	C
85 - 89 =	A- (Very Good)	59 - 62 =	C-
80 - 84 =	B + (Good)	54 - 58 =	D+
76 - 79 =	B (Satisfactory)	50 - 53 =	D
72 - 75 =	B-	00 - 49 =	F

COURSE READINGS

Week 1: Sep 12 & Sep 14 & Sep 16

Theoretical perspectives or why individuals migrate

Portes, Alejandro. (2009). Migration and Development: reconciling opposite views. *Ethnic and Racial Studies*, vol. 32(1), 5-22

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/01419870802483668>

Massey, D.S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A. & Taylor, J.E. (1993). Theories of international migration: a review and appraisal. *Population and Development Review*, 19(3), 431– 466.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=16930690&site=ehost-live>

De Haas, H. (2005). International migration, remittances and development: Myths and facts. *Third World Quarterly*, 26 (8), 1269–1284.

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/01436590500336757>

Week 2: Sep 19 & Sep 21 & Sep 23

Immigrants' self-selection or who gets in

Simmons, Alan B. (2010). *Immigration in Canada: Global and Transnational Perspectives*. Toronto: Canadian Scholars' Press 2010. (Chapter 5)

Dumont, J. C., G. Spielvogel, and S. Widmaier. (2010). International Migrants in Developed, Emerging and Developing Countries: An Extended Profile. OECD Social, Employment and Migration, Working Papers.

http://www.oecd-ilibrary.org/social-issues-migration-health/international-migrants-in-developed-emerging-and-developing-countries_5km4g1bk3r7h-en

Week 3: 26.09 & 28.09 & 30.09

Immigration policy: the role of the state

Zolberg, Aristide R. (1999). Matters of State: Theorizing Immigration Policy. Pp. 71-93 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation.

Cornelius, Wayne A. (2005). Controlling 'Unwanted' Immigration: Lessons from the United States, 1993-2004. *Journal of Ethnic and Migration Studies* 31(4), 775-794.

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/13691830500110017>

Week 4: 03.10 & 05.10 & 07.10

Immigration policy: the role of the global economy

Hatton, Timothy, and Jeffrey G. Williamson. (2008). *Global Migration and the World Economy*. Cambridge, MA: MIT Press. (Chapter 16)

Sachar, A. (2006). The Race for Talent: Highly Skilled Migrants and Competitive Immigration Regimes. Toronto: University of Toronto, Legal Studies Research Paper No. 883739

<http://heinonline.org.ezproxy.lib.ucalgary.ca/HOL/Page?handle=hein.journals/nylr81&size=2&collection=journals&id=164>

Bauer, T.K. and A. Kunze (2004). The demand for high-skilled workers and immigration policy, *Brussels Economic Review*, Forthcoming.

<http://ftp.iza.org/dp999.pdf>

Week 5: 12.10 & 14.10 No class on 10.10 (Thanksgiving)

Immigration to Canada - the historical perspective

Li, Peter S. (2002). *Destination Canada: Immigration Debates and Issues*. Oxford University Press, 2002. (Chapter 2)

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=27&docID=10334945&tm=1472073914880>

Week 6: 17.10 & 19.10 & 21.10

Assimilation, adaptation or integration?

Brown, Susan K. and Frank D. Bean. (2006). *Assimilation Models, Old and New: Explaining a Long-Term Process*. Washington, DC: Migration Policy Institute.

<http://www.migrationinformation.org/Feature/display.cfm?ID=442>

Vigdor, Jacob L. (2011). *Comparing Immigrant Assimilation in North America and Europe*. New York: Manhattan Institute.

http://www.manhattan-institute.org/pdf/cr_64.pdf

Week 7: 24.10 & 26.10 & 28.10

Making a living in a new country: economic and employment aspects of migration

Borjas, G. J. (1994). The economics of immigration. *Journal of Economic Literature*, 32(4), 1667–1717.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=9501041458&site=ehost-live>

Chiswick B. and Miller P. (2010). The Effects of Educational-Occupational Mismatch on Immigrant Earnings in Australia, with International Comparisons. 2010. *International Migration Review*, 44(4): 869-898.

<http://onlineibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/j.1747-7379.2010.00829.x/epdf>

Stewart, Q. T. and J. C. Dixon. (2010). Is it Race, Immigrant Status, or Both? An Analysis of Wage Disparities among Men in the United States. *International Migration Review*, 44(1): 173-20-1.

<http://onlineibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/j.1747-7379.2009.00802.x/epdf>

Week 8: 31.10 & 02.11 & 04.11

The role of the context of reception: a macro perspective on immigrants' integration

Kogan, I. (2016). Integration Policies and Immigrants' Labour Market Outcomes in Europe. *Sociological Science*, 3, 335-358.

https://www.sociologicalscience.com/download/vol-3/june/SocSci_v3_335to358.pdf

Bagchi, Ann (2001). Migrant Networks and the Immigrant Professional: An Analysis of the Role of Weak Ties. *Population Research and Policy Review*, 20, 9-31.

<http://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1023/A%3A1010608225985>

Konnikov, A & Rajjman, R. (2016). Former Soviet Union Immigrant Engineers in Germany and Israel: the Role of Contexts of Reception on Economic Assimilation. *Journal of International Migration and Integration*, 17 (2), 409-428.

<http://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1007/s12134-015-0412-6>

Week 9: 07.11 & 9.11 & 11.11
NO CLASSES Reading week

Week 10: 14.11 & 16.11 & 18.11

Economic and Employment patterns of immigration to Canada

Reitz, J. G. (2007). Immigrant Employment Success in Canada, Part I: Individual and Contextual Causes. *Journal of International Migration and Integration*, 8 (1), 11-36.

<http://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1007/s12134-007-0002-3>

Guo, S. (2009). Difference, deficiency, and devaluation: Tracing the roots of non/recognition of foreign credentials for immigrant professionals in Canada. *Canadian Journal for the Study of Adult Education*, 22(1), 37-52.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/1346872960?accountid=9838>

Shan, H. (2013). Skill as a relational construct: Hiring practices from the standpoint of Chinese immigrant engineers in Canada. *Work, Employment & Society*, 27(6), 915-931.

<http://wes.sagepub.com.ezproxy.lib.ucalgary.ca/content/27/6/915.abstract>

Week 11: 21.11 & 23.11 & 25.11

A double disadvantage: gendered aspects of international migration and integration

Boyd, Monica & Grieco, Elizabeth. (2003). Women and Migration: Incorporating Gender into International Migration Theory. Working Paper WPS 98–139. Center for the Study of Population, Florida State University.

<http://www.migrationpolicy.org/article/women-and-migration-incorporating-gender-international-migration-theory>

Browne, Irene and Joga Misra (2003). The Intersection of Gender and Race in the Labour Market, *Annual Review of Sociology*, 29: 487–513.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=10878466&site=ehost-live>

Week 12: 28.11 & 30.11 & 02.12

Second generation: are children doing better?

Zhou, Min. (1997). Segmented Assimilation: Issues, Controversies, and Recent Research on the New Second Generation. *International Migration Review*, 31(4), 975-1008.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/2547421>

Silberman Roxane, Alba, Richard and Irene Fournier (2007). Segmented Assimilation in France? Discrimination in the Labour Market against the Second Generation. *Ethnic and Racial Studies*,30(1), 1-27.

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/01419870601006488>

Abada T, Hou F and Lu Y (2014). Choice or necessity: Do immigrants and their children choose self-employment for the same reasons? *Work, Employment & Society*, 28(1), 78–94

<http://wes.sagepub.com.ezproxy.lib.ucalgary.ca/content/28/1/78.abstract>

Week 13: 05.12 & 07.12

Transnationalism

Portes, Alejandro, Guarnizo, Luis Eduardo and William Haller (2002). Transnational Entrepreneurs: An Alternative Form of Immigrant Economic Integration. *American Sociological Review*, 67 (2), 278-298.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=6777573&site=ehost-live>

Landolt, Patricia (2001). “Salvadoran Economic Transnationalism: Embedded Strategies for Household Maintenance, Immigrant Incorporation and Entrepreneurial Expansion. *Global Networks*, 1(3), 217-241.

<http://onlineibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/1471-0374.00014/epdf>

OTHER ADMINISTRATIVE INFORMATION

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. Academic Misconduct: Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>
3. Protection of Privacy: The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. “If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.”
4. Ethical Research: Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Departmental Ethics Committee. In completing course requirements,

students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

5. Deferrals: If possible, please provide advance notice to the instructor if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student. If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at: <https://www.ucalgary.ca/registrar/student-forms>

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It’s available at https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

6. Student Representation: The 2016-17 Students’ Union VP Academic is Alicia Lunz (suvpaca@ucalgary.ca). The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>

7. Emergency Evacuation: In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at {**location**}. Please check these assembly point locations for your other classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

8. Safewalk: The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus

Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

9. Academic Accommodation: Students with a disability, who require academic accommodation, must register with the Disability Resource Centre (MC 293, phone 403-220-8237). Please provide academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.

http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf

Handing in papers, return of final papers, and release of final grades:

- All assignments for this course will be submitted to the instructor via D2L system or handed in as a hard copy during class. Papers will not be accepted in the main Sociology Department office.
- All feedback regarding assignments for this course will be provided by the instructor via email, D2L system or attached to the hard copy.
- Final grades are not posted by the Sociology Department. They are available only online.

10. Email communication: Feel free to contact me over email at any time. Please put your course number and section in your email’s subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails violating customary email conventions will be ignored. All other emails will be answered within one business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.