

The University of Calgary  
Faculty of Arts  
Department of Sociology  
Sociology Department Home Page: <http://www.soci.ucalgary.ca>

Sociology 471.03  
SPECIAL TOPICS COURSE IN FAMILIES AND IMMIGRATION

• Fall 2018	• Tues/Thurs: 2:00 p.m - 3:15 p.m.	• Lecture Hall — SH 278
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**Instructor:** Dr. Pallavi Banerjee  
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**E-mail:** [pallavi.banerjee@ucalgary.ca](mailto:pallavi.banerjee@ucalgary.ca)  
**Phone:** (403) 220-6511

**Office hours:** Minimum 3 hours a week.

Here's a link to my calendar where you can book appointments with through the available time-slots:  
<https://drbanerjeeucalgary.youcanbook.me>

**COURSE OVERVIEW:**

This course examines the dialectical relationship between immigrant and migrating families and the various factors that propels family immigration and incorporation of new immigrants in the host society. We will particularly focus on how migration alters and reshapes family and household organization in sending and receiving communities. With this aim in mind, the course considers concepts, theories, and data about the history, the economics and the politics of immigrant, transnational and refugee families that rest at the intersections of gender, class, race, sexuality, and citizenship. Specifically we will survey the literature that gives evidence of the major concepts and questions in immigration studies as well as a variety of case studies that will bring to life the lived experiences of immigrant families in Canada, United States and globally.

**COURSE/LEARNING OBJECTIVES:**

This course is designed to foster critical thinking about issues of immigrant families. At the end of this course students will be able to:

1. Understand the historical context of immigration policy in Canada, the U.S. and other parts of the world, the impact of globalization, and the framing of the immigration narrative
2. Recognize that migration is a multifaceted phenomenon shaping the lives of immigrant families, non-migrants in the country of origin, and the native born population in the destination country
3. Recognize and critically evaluate the way migration patterns affect family structure, family formations, and other facets of family lives for immigrating and transnational families.

4. Identify current policies of the receiving and sending States that shape the lived experiences of immigrants and their families both locally and globally

Participation in this course and assessment of individual assignments will also provide you with opportunities to improve your overall skills in the following areas: analytical thinking, writing and research, and with an understanding and appreciation of the varieties of social organization and their effect on the human condition by:

1. Fostering intellectual curiosity.
2. Breaking free from the leash of cultural conformity by learning to think critically and creatively about issues for themselves without relying on others (authorities) to make the assessments for them.
3. Finding, understanding and critically assessing scholarly and analytic bodies of sociological literature on our special topic.
4. Practicing the skill of connecting social observations with theory so that theories learnt in this class can be used by students throughout their lives to develop sophisticated assessments about the causes and effects of human actions.
5. Writing and speaking clearly and fluently while also incorporating the sociological knowledge (i.e. terms, concepts and theories).
6. Achieving breadth of knowledge across sociological substantive areas and depth within one area.

## READINGS:

Readings are listed in the course calendar in pages 10-15. Click on Links for the articles and the Pdfs have been uploaded on D2L. *Please note: You need to be logged in to U of C library for the links to work.*

## COURSE REQUIREMENTS, EXPECTATIONS AND GRADING:

You will be responsible for *all* readings specified in the course outline, as well as *all* lecture materials (including films, guest speaker presentations etc.)

The course grade will be determined as follows:

Class Participation . . . . .	15 %
Reading Reflections (5) . . . . .	25%
Group Presentations . . . . .	15 %
Immigration History Short Paper . . . . .	15%
Photo Voice Research Paper . . . . .	30 %

### Reading for the class:

*Students will be expected to keep up with the assigned readings for each class period.* The reading load is not excessive, but does require you to plan ahead to get it done. If you want to do well in this class, you must not only complete the readings, but take time to critically think about them before you come to class. **\*NOTE\*** *I reserve the right to add additional readings OR drop readings as they fit the progression of the course. Coming to class will be the best way to make sure you are up-to-date on such readings.*

*You will be expected to take notes on readings prior to coming to class.* These notes are designed to summarize key points and should include some of your own questions or analysis of the readings. I will regularly invite students to ask their own questions based on the readings or lectures. I regard lectures and

discussions as a supplement to what you are reading. At times, the lectures will seek to clarify and crystallize some of the reading material. At other times, however, the lectures will add to or historicize what you are reading. *Attendance in class will likely be the single most important factor in your ability to do well in this course.*

**Class Participation (15%):** includes: (a) your regular attendance in class; (d) group-discussion activities in class (c) your ability to respond to questions in class about the readings when called upon; (d) your ability to ask questions of your own in class; (d) general participation in class discussions and activities. Being prepared to answer questions, NOT missing classes without advance permission, and volunteering to ask and answer questions in class will significantly help your scores on participation. **I cannot replicate class discussions for people who miss a class period! Also, make a friend to make-up for what you miss when you are absent from class.**

**Note:** In-class contribution is a significant part of the grade, and an important part of our shared pedagogical experience. Your active participation helps me to evaluate your overall performance as a student (as well as making the class more interactive and engaging for all of us). The quality of your participation is more important than the quantity. Given our limited amount of time together, talking without positively contributing is not encouraged. However, I want to stress that positive contributions are not necessarily “right” answers. I encourage you to experiment and take risks. “Not-so-correct” answers can also be instructive and debate is often a good way to learn. Positive contributions are those that advance the discussion by presenting new ideas or insights, or building on others’ comments, or presenting a counterpoint to others’ comments in a respectful way. Contributions that are not positive are those that simply repeat points already made or deride others’ contributions in a discourteous way.

**2. Reading Reflections by Week (5): You will write five 2 double-spaced page papers that reflect upon and** respond critically to the readings for the week you pick to do the reading reflection. You can spread the 5 reading reflections out through the semester but check the course schedule to see when you should each reflection paper by. These papers should include a short summary of the arguments but focus on synthesis, engagement with core ideas, and critique. Write **at least two** questions for the class that will allow the class to explore the deepest ideas in the reading. Each paper is worth 5 points.

**Group Presentation (15%):** You will be required do a 15-minute presentation on **contemporary events** affecting immigrant families. You will do this in a group of 2-4 students. There will be one group presenting almost every week. We will keep 15 minutes on Tuesdays for your presentations but on some weeks we might need to change the day. I will let you know ahead of time. In these presentations, you are asked to clearly state the event; tie it in with topics being explored in the course on the particular week of your presentation and what has been covered before; and pose questions that will lead to active in-class discussion. In order to complete this assignment, you will have to keep a watchful eye on the news. The current event can be international, national, or local in nature. I will pass around a sign-up sheet during the first class and each student must sign-up for the assignment.

**Family Migration History Paper(15%):** Most of you will be able to trace the history of your family’s immigration to the Canada. For this assignment, you will explore the immigration history of your own family by reflecting on stories told to you by your parent, grandparent, aunt, uncle, or guardian about your family’s migration history. Most of you will be able to trace the history of your family’s immigration to Canada. This should be the focus of your reflection. Your reflection should center on the following questions, but you should come up with others on your own about your family’s migration history.

- Where did your ancestors originate?

- When and why did your family migrate to the Canada? Do the two sides of your family have different histories?
- What was it like for them when they arrived? For example, what types of jobs did they have?
- What is the history of your family since they arrived in Canada?

Some of you will be unable to trace such a history. For example, the indigenous people of Canada, of course, never immigrated to Canada. Some of you might have grown up separated from your family. And some of you are foreign students whose families still live back home. If this is the case, you can reflect on the following questions or can come up with your own questions when applicable:

- Where did your ancestors originate?
- Did the growth and expansion of Canada affect your family? If so, how?
- How did settler colonialism affect your family?
- Are there patterns of migration that you can identify? Either within Canada, between other countries, or within another country?
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Write a brief essay (two-paged, double-spaced, 12 point font) about your family's migration history. Relate your family's history to what you know about the history of your racial or ethnic group more generally and what you have been reading in class about migration history of Canada.

This paper is due on dropbox on **Sep 28 by 5:00 p.m. on Dropbox**

### **PHOTO VOICE FINAL RESEARCH PAPER (30%):**

You will work in pairs for this project. We'll will assign each of you partners in the first two weeks of classes based on your topic of interest.

#### **STEP 1: CHOOSE A TOPIC AND PHOTOS/VIDEOS**

Think carefully about the contemporary immigration and family debate you would like to address in your photo voice paper. Your topic maybe inspired by the readings from the class or not but you will need to engage with the readings when doing the paper – so think carefully. It should be “contemporary” in that it is timely—people are talking about it now; it should be about “immigration and families” broadly defined (pertaining to transnational families, refugees, intersectionality in immigrant families, gender and or sexuality related inequalities in immigrant, and/or intersections of gender with other social locations such as race and class, effects of a certain immigration policy on immigrant families – see the links below for photo blogs by academics...); and it should be a “debate” in that people disagree about it. If you hope to make your blog public, this should be a topic you know something about or are connected to personally. If public access is not your goal (and this is NOT a requirement for the course), you may choose any topic that meets these criteria and interests you.

You may find it useful to frame your photo voice paper with a provocative question, similar to the questions framing the readings for Unit 3. Here are a few examples to help you brainstorm: *Should hijab and niqab be banned? Should Western nations close its doors to Syrian refugees? Is our immigration policies gendered and heteronormative? How do police “stop and frisks” impact the immigrant community? Does Canada reject marginalized and less educated immigrants?* Please feel free to take this assignment in a very different direction! These examples are meant to jumpstart rather than limit your own thinking.

#### **STEP 2: CHOOSE PHOTOS**

You will need to pick 2 to 6 photos and that relates to your topic. You need to be careful about picking your photos because you will need to create a coherent story based on your analysis of the photos and or the videos you pick. What this means is that the photos you pick must in some way be related to each other so that your analysis tells a connected story. You can click your own photos or get photos or videos off the Internet, newspapers, and magazines. If you click your own photos it is important that you don't have photos of people/individuals who can be identified through those photos – meaning that no faces and other identifying markers should be part of your photo. Whether you pick a photo from the internet or magazines or newspapers or shoot your own, PLEASE CITE THE SOURCE FOR YOUR PHOTOS CORRECTLY.

#### STEP 4: WRITE THE PHOTO VOICE PAPER

You and your partner will need to write a coherent analysis of **two to six photos** related to contemporary issues around immigration and families in North America (Canada, U.S., Mexico). The paper should be between 10-12 pages, Time New Roman 12 font and double-spaced.

The research paper should include the following sections: 1) Title page 2) Abstract 2) Introduction 3) Context of the photos chosen (why these photos, sources of the photos etc), 3) Literature review consisting at least 8 academic and 3 non academic sources – this should relate to your topic, 4) Methodology – how did you pick the photos, what was your sampling method, 5) Analysis of the photos presented as findings 6) Conclusion, 8) Bibliography/References. If you exceed page numbers, I will stop reading at page 12.

I want you to think of this paper as more than just a requirement for this class. I want you to write a paper that you can use to apply to graduate school or submit as writing sample for job applications or pursue as a research project in the future. If a research paper is particularly excellent, meaning, if it is of top-notch quality, as well as is of interest to me, I will offer the student, the option to continue working on the project over summer with me to make it into a research paper much like the papers you read for this class and find a venue to publish it (as co-authors) or in the least present it at an academic conference.

*You will submit an outline of your paper along with the selected photos to me on **Oct 11** on dropbox so that I can indicate if you are in the right direction.*

**Your final paper is due on Dec 6 at 5:00 p.m. in D2L Dropbox.**

*Grading Rubric for the research paper is available on D2L*

**NOTE\*\*\*: Nitpicking over marks and points is discouraged as this reflects the prioritization of the grade over learning. No late assignments/tests/papers are accepted without valid DOCUMENTED reasons.**

**Grades for these assignments will be assigned according to the following scale:**

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent-superior performance
A-	85 – 89.99%	3.7	
B+	80 – 84.99%	3.3	
B	75 – 79.99%	3.0	Good – clearly above average performance

<b>B-</b>	70 – 74.99%	2.7	
<b>C+</b>	67 – 69.99%	2.3	
<b>C</b>	63 – 66.99%	2.0	Satisfactory - basic understanding
<b>C-</b>	59 – 62.99%	1.7	
<b>D+</b>	55 – 58.99%	1.3	
<b>D</b>	50 – 54.99%	1.0	Minimal pass - marginal performance
<b>F</b>	<50%	0	Unsatisfactory performance

***Please note that ALL tests and assignments must be completed to obtain a passing grade in this course. Please note also that final grades are NOT negotiable. No grade will be increased beyond what a student has earned during the term, and in the class.***

## **OTHER ADMINISTRATIVE INFORMATION:**

### **Attendance Policy**

Attendance is mandatory in every class. All students are expected to be present. You won't be allowed to make-up for any in-class assignments including reading quizzes if you are absent. If you face any particular challenges that you believe will affect your commitment to this course, please make an appointment to meet with one or both of us at the earliest possible date. You may not be responsible for your circumstances, but you are responsible for letting me know when you need support. We are more likely to be able to assist you in dealing with your situation if we know about it early in the semester. I however cannot emphasize enough how important it is for you to attend class. **I cannot replicate class discussions for people who miss a class period! Also, make a friend to make-up for what you miss when you are absent from class.**

### **Grade Reappraisal**

*Within two weeks* of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to me explaining the basis for reconsideration of one's mark. I will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a *re-assessed grade may be raised, lowered, or remain the same.*

### **Reviewing of Exam and Assignment**

Students will have **two weeks after the exams and assignments** have been marked and grades have been posted on D2L to review the exam. For instance, students cannot demand to review the first exam or analysis paper at the end of the term.

### **Technology Use**

To minimize disruption in the classroom, all cell phones; tablets and other electronic devices must be turned OFF during class unless otherwise instructed. You may use your cell phones when I ask you to register attendance and/or reading quizzes through the TopHat learning tool. Laptops are permitted in the classroom BUT ONLY to take notes and to connect with TopHat. Research has shown that laptops bring down your own and your classmates performances and grades (I have posted the research on this on D2L under "Useful Links"). **(Permission to use LAPTOPS AND CELL PHONES may be withdrawn if they are used for anything else other than class purposes).**

### **Email**

Students can contact me over email ONLY to make appointments or in case of an **emergency**. Please put your course number and section (Soci 471.03) 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 to two business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams, know that **I do not** discuss marks over email – any questions regarding marks needs to be addressed face-to-face. 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.** Here's an interesting article about email courtesy: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.1mzg7xuiq>

### **Handing in Papers, Assignments**

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **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.
3. Final grades are not posted by the Sociology Department. They are only available online.

### **Emergency Evacuations**

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at Education Block – Food Court. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

### **Ethics 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 Faculty 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.

### **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-5.html>

### **Deferrals**

When possible, please provide advance notice 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, misreading the syllabus, and scheduling conflicts with other classes or employment 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](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).

### **Student Representation**

The 2018-19 Students' Union VP Academic is Jessica Revington ([suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)).

For more information, and to contact other elected officials with the Student's Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>

You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/ombuds/contact>

### **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.

### **Academic Accommodation**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

### **Student Resources**

[SU Wellness Centre](#)

[Campus Mental Health Strategy](#)

## **TENTATIVE COURSE SCHEDULE AND READINGS**

The following is a tentative schedule of topics for class discussion, the accompanying readings, and the test and assignment schedule. This schedule may be changed if unforeseen circumstances arise, or if topics emerge that seem to warrant more attention. Links to journal articles are below. Book chapters will be posted on D2L.

### ***I. Historical Context and Theories of Immigration and Immigrant Families***

#### ***Week 1 (Sep 6): Introduction to the course and History of Immigration***



## Lecture I: History of Migration Canada

### Readings:

- Immigration History of Canada article: Click for [Link1](#).  
OR
- 100 Years of Immigration in Canada by Monica Boyd and Michael Vickers: [Click for Link 2](#)
- Understanding Canadian Exceptionalism by Irene Bloemradd: [Click for Link 3](#)

## *Week 2 (Sep 11 – 13): History and Theory of Immigration*

### Lecture I: Migratory History

#### Readings: History of Migration U.S.

- “The Three Phases of U.S. Bound Immigration.” (Chapter 1). By Alejandro Portes and Rubén G. Rumbaut in *Immigrant America: A Portrait*, University of California Press, 2014.

**Post a link only**

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=40&docID=1711065&tm=1534971936823>

### Lecture II: Migratory Process II

#### Readings:

- 1. “The Migratory Process...”(theories of migration) by Castels, Stephen and Mark J. Miller. 2009. In *The Age of Migration*, Fourth Edition: International Population Movements in the Modern World. The Guild Press. Pages 20-49

**Post a PDF scanned from a print copy (fair dealing)**

- 2. “Not Everyone is Chosen: Segmented Assimilation and Its Determinant” by Portes, Alejandro and Ruben G. Rumbaut. 2001. In *Legacies: The Story of the Immigrant Second Generation*. University of California Press. (Chapter 3)

**Post a link only**

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=69&docID=227306&tm=1534972030189>

## *II. Impact of Governmental Policies on Immigrant Families*

### *Week 3 (Sep 18 – 20): Immigrant Families*

#### Lecture I: Concept of Families and Immigration Policy

##### Readings:

- Pdf 4: Lee, Catherine. 2013. “The Fabric of Our Civilization As we Know it: Family in Research and Policy.” In “Fictive kinship : family reunification and the meaning of race and nation in American immigration”. Russell Sage Foundation. Pp. 19-48

**Post a PDF scanned from a print copy (fair dealing)**

#### Lecture II: Transnational Families and Policy

##### Readings:

- Judith K. Bernhard; Patricia Landolt and Luin Goldring, 2009. “Transnationalizing Families: Canadian Immigration Policy and the Spatial Fragmentation of Care-giving among Latin American Newcomers”. *International Migration*. 47:2, pages 3-31 [Click for Link 5](#)

**Post a link only**

- Pdf.5: “Banerjee, Pallavi. (Forthcoming 2018) “What Do Visas Have to Do with Parenting? Middle-Class Dependent Visa Holders and Transcultural Parenting.” in *Contemporary Parenting and Parenthood: From News Headlines to New Research*. Michelle Janning (ed), Praeger/ABC-CLIO, New York.

*\*\*E-book license permits only one online user at a time; per day, a user may save/print to PDF (for offline access) up to 94 pages*

### **Reading Reflection 1 to be submitted by Week 3**

#### **Week 4 (Sep 25 – 27): Refugee Families**

Lecture I:

Reading: Refugee Rights and Violence

- Jarmila Rajas (2015). “Disciplining the human rights of immigrants: market veridiction and the echoes of eugenics in contemporary EU immigration policies”, *Third World Quarterly*, 36:6, 1129-1144 [Click for Link 7:](#)  
**Post a link only**

Lecture II: Canadian Refugee Policy and Syrian Refugee Crisis

Reading:

- “Canadian Refugee Policy and the Social Construction of the Refugee Claimant Subjectivity: Understanding Refugeeeness” by Maire Lacroix in the *Journal of Refugee Studies* (2004) 17 (2): 147-166 [Click for Link 8](#)  
**Post a link only**
- Samira Sami et. al. 2014. “Responding to the Syrian crisis: The needs of women and girls”. [Click for Link 9](#)  
**Post a link or PDF**

### **Immigration History Paper Due Sep 28 by 5:00 p.m. on Dropbox**

### **III. Feminist and Intersectional (Gender, Race, Class, Sexuality, Religion) Lens into Immigrant Families**

#### **Week 5 (Oct 2 – 4): Gender, Class and Religion**

Lecture I: Gender and Migration

Reading:

- Pedraza, Silvia. 1991. “Women and Migration: The Social Consequences of Gender”. *Annual Review of Sociology* 17: pp. 303-325. [Click for Link 10](#)  
**Post a link only**

Lecture II: Immigration and Religion

Reading:

- Rhys H. Williams and Gira Vashi, 2007. “Hijab and American Muslim Women: Creating the Space for Autonomous Selves”” *Sociology of Religion*. 68: 269-287. [Click for Link 11](#)  
**Post a link only**

### **Reading Reflection 2 to be submitted by Week 5**

#### **Week 6 (Oct 9 – 11): Sexuality, Gender and Immigrant Families**

Lecture I: Immigration and Sexuality

Reading:

- Luibhéid, Eithne. 2004. Heteronormativity and Immigration Scholarship: A Call for Change *GLQ: A Journal of Lesbian and Gay Studies* 10.2, 227-235. [Click for Link 12](#)  
**Post a link only**

Oct 11 – No class – Outline of final papers and photos due – work on it on your own

### **Week 7 (Oct 16 – 18): Intergenerational Relationships and Sexuality**

Lecture I: Immigration and Sexuality

Readings: Being immigrant and being LGB.

- Ocampo, Anthony C. 2014. "The Gay Second Generation: Sexual Identity and the Family Relations of Filipino and Latino Gay Men." *Journal of Ethnic and Migration Studies* 40(1): 155-73. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=92525689&site=ehost-live>  
**Post a link only**
- Acosta, Katie L. 2008. Lesbianas in the Borderlands: Shifting Identities and Imagined Communities. *Gender & Society* 22(5): 639-659. [Click for Link 14](#)  
**Post a link or PDF**

Lecture II: Intergenerational Relationships and Normal American Family

Reading:

- Pyke, Karen. 2000. "The Normal American Family" as an Interpretive Structure of Family Life among Grown Children of Korean and Vietnamese. *Journal of Marriage and Family*, 62 (1) pp. 240-255. [Click for Link 15](#)  
**Post a link or PDF**

### **IV. Intergenerational Relationships in Immigrant Families**

#### **Week 8 (Oct 23 – Oct 25):**

Lecture I: Intergenerational Relationships

Reading:

- Foner Nancy and Joanna Dreby. 2011. "Relations Between the Generations in Immigrant Families." *Annual Review of Sociology*. 37: 545-564. [Click for Link 16](#)  
**Post a link only**
- Pdf 6: Zhou, M. (2009). Conflict, coping, and reconciliation: Intergenerational relations in Chinese immigrant families. In N. Foner (Ed.), *Across generations: Immigrant families in America* (pp. 21-46). New York, NY, US: New York University Press.  
**Post a PDF scanned from a print copy (fair dealing)**

Lecture II: Transnational Intergenerational relationship

- **Reading:** Parreñas, Rhacel Salazar . 2005. "Long distance intimacy: class, gender and intergenerational relations between mothers and children in Filipino transnational families". *Global Networks*, 5: 317–336. [Click for Link 17](#)  
**Post a link or PDF**

**Reading Reflection 3 to be submitted by Week 8**

### **V. Intersectionality in Transnational Families**

#### **Week 9 (Oct 30 – Nov 1): Intersectionality, Transnational Families and Citizenship**

Lecture I:

Reading: Intersectionality and Transnationality

Purkaystha, Bandana. 2012. Intersectionality in a Transnational World. *Gender and Society*, 26 (1), 55-66 [Click for Link 18](#)

**Post a link or PDF**

- Hondagneu-Sotelo, P., and E. Avila. 1997. "I'm here, but i'm there": The meanings of Latina transnational motherhood. *Gender & Society* 11 (5): 548-71. [Click for Link 19](#)

**Post a link or PDF**

Lecture II: Citizenship and Intersectionality

Reading:

- Romero, Mary. 2008. "The Inclusion Of Citizenship Status In Intersectionality: What Immigration Raids Tells Us About Mixed-Status Families, The State And Assimilation". *International Journal Of Sociology Of The Family* 34 (2). 131-52. [Click here Link 20](#)

**Post a link only**

**Week 10 (Nov 6 – 8): Intersectionality, Gender and Transnational Families**

Lecture I:

Reading: Masculinity and Immigration

**Montes, Veronica. 2013. The Role of Emotions in the Construction of Masculinity: Guatemalan Migrant Men, Transnational Migration, and Family Relations. *Gender & Society* 27(4): 469-490. [Click for Link 21](#) **Post a link or PDF****

Lecture II: Sexuality and Transnational Families

Reading:

- Murray, David AB. 2011. "Becoming Queer Here: Integration and Adaptation Experiences of Sexual Minority Refugees in Toronto." in *Canada's Journal on Refugees*. 28:2 127-135 [Click for Link 22](#) **Post a link or PDF**
- **Lecture on Content Analysis for photo voice analysis**

**Reading Reflection 4 to be submitted by Week 10**

**Week 11 (Nov 11 – 16): READING WEEK - NO CLASS**

**VI. Immigrant Families in the Global Context**

**Week 12 (Nov 20 – 22): Global Labor Circuits and Family**

Lecture I: Globalization and Citizenship

Reading:

- **Pdf 7:** Ong, Aihwa, 1999. "Introduction", *Flexible Citizenship: The Cultural Logics of Transnationality*. Duke University Press. Pp. 1-28

**Post a PDF scanned from a print copy (fair dealing)**

Lecture II: Globalization and Gender

Reading:

- Hoang, Kimberly Kay. 2013. *Transnational Gender Vertigo*. Contexts. 12: 22-26 (Pdf on D2L) [Click for Link 24](#) **Post a link or PDF**

**Week 13 (Nov 27 – 29): Family Migration in Other Parts of the World**

Lecture I: Intimate Labor and Gendered Citizenship

Reading:

- Choo, Hae Yeon. forthcoming. "Maternal Guardians: Intimate Labor and the Pursuit of Gendered Citizenship among South Korean Volunteers for Migrant Women." *Sexualities*: <http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1363460716651416>  
**Post a link or PDF**

Lecture II: Transnational Migration and Labour.

Reading: Shah, Nasra M. (2004). "Gender and Labour migration to the Gulf countries." *Feminist Review* 183-185. Link: [Click for Link 25](#) **Post a link only**

## VII. Questions of Home, Belonging and Citizenship for Immigrant Families

### Week 14 (Dec 4 – 6) Meanings of Citizenship and Belonging

Lecture I: Citizenship and Belonging

Reading:

- Nakano Glenn, Evelyn. 2011. Constructing Citizenship: Exclusion, Subordination, and Resistance. *American Sociological Review* . 76:1, 1-24 [Link 29 to article](#)  
**Post a link only**

Lecture 2: Resistance and Change

- Pdf : Rosaldo, Renato. 2000. "Cultural Citizenship, Inequality and Multiculturalism". Flores, William V. and Rina Benmayor, eds. *Latino Cultural Citizenship: Claiming Identity, Space, and Rights*. Boston, MA: Beacon Press.  
**Post a PDF scanned from a print copy (fair dealing)**

**Reading Reflection 5 to be submitted by Week 13**

Dec 6: Wrap Up, Paper Submission and Pizza (bring a drink -non-alcoholic)!

**Final Research Photo Voice Paper Due on Dropbox: Dec 6 by 5:00 p.m. – NO LATE PAPERS WILL BE ACCEPTED**

### Deadline Summary

Tasks	Deadlines
Reading Reflections	1 by week 3; 2 by week 5; 3 by week 8; 4 by week 10; 5 by week 13
Immigration History Paper due on D2L Dropbox	Sep 28 by 5:00 p.m.
Presentations	Schedule posted on D2L
Final Paper Outline with photos	Oct 11
Final Photo Voice Papers due on D2L Dropbox	<b>Dec 7, 2018 by 5:00 p.m.</b>

