

**THE UNIVERSITY OF CALGARY  
FACULTY OF ART  
DEPARTMENT OF SOCIOLOGY**

**SOCI 401.48 - Special Topics in Sociology of Migration  
International Migration in Global Perspective  
Winter 2018**

**INSTRUCTOR:** Alla Konnikov  
**OFFICE:** 2506-B  
**OFFICE HOURS:** Tuesday noon-1:00 pm  
**E-MAIL:** akonniko@ucalgary.ca  
**CLASS:** Tuesday, 9:00 am -11:50 am, in the classroom 2208

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**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 aims to unpack 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:

<b>Assessment</b>	<b>Date</b>	<b>Method of Submission</b>	<b>Weight</b>
<b>Reflective memos</b>	Weeks 2 to 13 Sunday noon before the week the readings are due	Uploaded to D2L	15% (10 x 1.5% each)
<b>In-class article review presentation</b>	Weeks 4 to 13	Presented in class	15%
<b>Take-home examination 1</b>	Exam given: Feb 13 Exam returned: Feb 18	Uploaded to D2L	35%
<b>Take-home examination 2</b>	Exam given: Apr 10 Exam returned: April 15	Uploaded to D2L	35%

### 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 on Sunday before the week the assigned readings are due to be discussed in class. **The memos are not graded and you will receive full credit for each submission.** The memos will be 1 page long:

- (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 (15%)

Each student will facilitate at least 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.

### 3. Take-home examination 1 (35%)

The take-home examination will be written in an essay format based on the questions provided on February 13. The electronic version of the take-home examination must be submitted on the D2L by noon on February 18.

### 4. Take-home examination 2 (35%)

The take-home examination will be written in an essay format based on the questions provided on April 10. The electronic version of the take-home examination must be submitted on the D2L by noon on April 15.

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: Jan 9

#### **Theoretical perspectives or why individuals migrate**

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>

#### **Optional reading:**

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>

### Week 2: Jan 16

#### **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)

### Week 3: Jan 23

#### **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://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=17395008&site=ehost-live>

**Week 4:** Jan 30

**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>

**Week 5:** Feb 6

**Immigration to Canada - the historical perspective**

Li, Peter S. (2002). *Destination Canada: Immigration Debates and Issues*. Oxford University Press, 2002. (Chapter 2)  
<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/432065>

**Week 6:** Feb 13

**1st take-home examination**

**Week 7:** Feb 20

**Mid-term break**

**Week 8:** Feb 27

**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>

Nee, Victor & Sanders, Jimmy. (2001). Understanding the diversity of immigrant incorporation: a forms-of-capital model, *Ethnic and Racial Studies*, 24(3), 386-411.  
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01419870020036710>

**Week 9:** Mar 6

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

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 & Raijman, 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 10:** Mar 13

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

Massey DS, Sanchez MR. (2010). *Brokered Boundaries: Creating Immigrant Identity in Anti-Immigrant Times*. New York: Russell Sage Found. (Chapter 4)

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4386931>

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

**Week 11:** Mar 20

**Making a living in a new country: 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.

<https://link.springer-com.ezproxy.lib.ucalgary.ca/article/10.1007%2Fs12134-007-0001-4>

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 12: Mar 27**

**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>

Guida Man, Guida. (2004). Gender, work and migration: Deskilling Chinese immigrant women in Canada. *Women's Studies International Forum*, 27, 135 – 148

<http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0277539504000172>

**Week 13: Apr 3**

**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>

**Week 14: Apr 10**

**2nd Take-home examination**

**RDC / U of C COLLABORATIVE 2017/2018 ACADEMIC SCHEDULE**

<b>Winter 2018</b>	
Jan. 2-6	U of C's Block Week Session
Jan. 3	FIRST DAY OF CLASSES FOR WINTER TERM
Jan. 15	Last day to apply to Graduate for Winter Conferral of Degrees in February
Jan. 19	Last day to DROP winter term half courses
Jan. 22	Last day to ADD/SWAP winter term half courses
Jan. 26	Fee payment deadline for winter term half courses
Feb. 1	Change of program deadline: Honours, Minor, Double Major or Combined Degree for 2018/2019
<b>Feb. 19</b>	<b>Family day (college closed)</b>
<b>Feb. 20-23</b>	<b>Mid-term break (college open)</b>
Feb. 26	Classes resume after mid-term break
Mar. 16	Final exam schedule posted for winter term
Mar. 19	Continuing Student registration begins for 2018/2019
Mar. 30	Good Friday (college closed)
Mar. 31	Last day to apply to Graduate for Spring Convocation in June
Apr. 10	LAST DAY OF CLASSES FOR FULL YEAR AND WINTER TERM COURSES
Apr. 13	Last day to Withdraw from full-year and winter term half-courses. (students will not be permitted to withdraw from any course for which they have already written a final exam)
Apr. 16- Apr. 21	Final exam week
Apr. 24	Deferred exams written for winter term

## 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-5.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 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.
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](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 2017-18 Students' Union VP Academic is Tina Miller (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>

7. 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.

8. 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.

9. 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.

### **Student Services on Red Deer College Campus**

Students should be aware that Personal Counselling, Career, Learning and Disability Resources are provided by RDC. Students may inquire about locations at the Information Desk. It is the responsibility students to discuss their specific learning needs with the appropriate service provider.

Learning Support (Library: 403-342-3264, help\_learn@rdc.ab.ca )

- Writing Skills Centre (writingskills@rdc.ab.ca)
- Math Learning Centre (math concepts and advanced theoretical math)
- Learning Strategies (note-taking, studying and exam-writing strategies)
- Peer-Assisted Study / Tutoring (one-on-one tutoring by students)

Disability Resources (Library: 403-357-3629, disabilityservices@rdc.ab.ca)

- Coordination of services (tutoring, alternate format text, note-taking and so on.)
- Academic accommodations, including exam accommodations

Counselling and Career Centre (Room 1402: 403-343-4064, counselling@rdc.ab.ca)