

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

Sociology 471.03
SPECIAL TOPICS COURSE IN FAMILIES AND IMMIGRATION

• Winter 2017	• Mon, Wed, Fri: 11:00-11:50 a.m.	• Lecture Hall — SH 278
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Instructor: Dr. Pallavi Banerjee
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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	10 %
Photo Blog Paper	15 %
Group Presentations	15 %
Research Proposal paper	30 %
In-class Analytic Essay Tests (2)	30 %

Grades will be assigned according to the following scale:

A+ = 97-100	B+ = 80-84	C+ = 67-69	D+ = 54-58
A = 90-96	B = 75-79	C = 63-66	D = 50-53
A- = 85-89	B- = 70-74	C- = 59-62	F = 49 or less

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.

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 (10%): includes: (a) your regular attendance 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

Photo/Video Blog Paper (15%) Due February 27: For this assignment, you will draw on sociological theories of immigration and families to write a blog on what is known as visual sociology about a contemporary immigration and family based issue or debate of your choice. You will need to write a coherent analysis of two to four photos or videos related to immigration and families.

Here is a step-by-step direction for what you would need to do for this assignment:

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 blog. 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 blog 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/VIDEOS

You will need to pick 2 to 4 photos and or videos or a combination thereof that relates to your topic. For e.g., you can pick one photo and one video or two photos and a video or just two photos or just two videos. You need to be careful about picking your photos and videos 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 that the photos and videos 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/shoot your own videos or get photos or videos off the Internet, newspapers, and magazines. **MAKE SURE TO CITE THE SOURCE FOR YOUR PHOTOS.**

Feel free to run the photos and the videos by me. Please come to my office hours for this. I won't be responding to emails regarding photos and videos. If you do want to run your photos or videos by me, please check in with me **by February 20.**

STEP 3: COMPILE SOURCES

You will need to compile three sources similar to those I have compiled below as an example: two media sources representing opposing viewpoints, and one or more academic articles on the same topic. You do not necessarily have to cite these sources in your photo blog (although you may choose to do so), but you do need to provide these citations to me when you submit your blogs.

Issue - Wearing the Niqab:

Op-ed 1: <http://www.ottawasun.com/2015/09/26/wearing-a-niqab-is-not-anti-women>

Op-ed 2: <http://www.theguardian.com/commentisfree/2015/mar/20/muslim-woman-veil-hijab>

Scholarly piece: <https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/583329>

STEP 4: WRITE THE PHOTO BLOG

You will need to write a coherent analysis of **two to four photos or videos** related to contemporary issues around immigration and families in North America (Canada, U.S., Mexico). The written part of the blog should be between 400 – 600 words and absolutely no more than 650 words.

You will need to create a coherent story based on your analysis of the photos and or the videos you pick. What this means that the photos and videos 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/shoot your own videos or get photos or videos off the Internet, newspapers, and magazines. **MAKE SURE TO CITE THE SOURCE FOR YOUR PHOTOS.**

Write your blog using clear, concise language that is accessible to a broad audience. Here are a few great example of a visual blogging that was published.

- <https://thesocietypages.org/socimages/2016/12/30/on-masculinity-and-political-power-trump-is-a-page-out-of-putins-playbook/>
- <https://thesocietypages.org/socimages/2017/01/02/is-covergirls-new-coverboy-a-feminist-coup-or-a-capitalist-one/>
- <http://sarai.net/decreed-and-devotion-sacred-property-on-internet/>
- <http://sarai.net/mourning-martyrdom-on-facebook-a-cyber-imagined-community/>

In the version of the blog that you submit for marking, you need to reference *at least two* sociological source of research on immigration and families. However, do not assume that your readers will be familiar with sociological concepts. Explain these concepts to your readers in clear, jargon-free language.

STEP 5: WRITE THE PHOTO BLOG

There are two steps to submitting the photo blog.

First, you will create your blog on D2L blog (will be shown in class). It's up to you if you want to make your blog public or only share it with the class. Please **do not** share the blog with the class until the deadline for submission.

Second, also submit your blog in a word document with the pictures on D2L-dropbox folder under the link of "Photo Blog." Please mention the word-count at the end of the blog that you submit on dropbox.

Under no circumstance will I accept your PHOTO BLOGS after the deadline.

I will evaluate your photo blog using the following **GRADING RUBRIC**:

- | | |
|---|------------------|
| ▪ Topic is timely and addresses an important "immigration and family" issue | 3 points |
| ▪ The Photos/Videos are relevant and well-chosen | 4 points |
| ▪ The blog is clearly organized and written | 5 points |
| ▪ Grammar, punctuation, spelling, word count | 3 points |
| ▪ Analysis of the photos/videos is sound | 5 points |
| ▪ The argument of the blog persuasive | 4 points |
| ▪ Paper references sociological theories and/or findings from sociological research, citing <i>at least two</i> sources | 6 points |
| ▪ TOTAL | 30 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 Fridays 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 or 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 second class and each student must sign-up for the assignment.

Research Proposal (30%): A research proposal is the first step to conducting an original research project. For this assignment you will have to think very carefully about a topic in the field of immigration and families that interests you deeply and that you would want to explore further. I will provide a few suggestions for topics in the more detailed version of the assignment guide that will be posted on D2L, but you should feel free to pick a topic outside of that list. The research proposal consists of a research plan that is 10-12 pages (in 12 font - Time New Roman, double-spaced with 1” margins on all sides). The research plan includes the following sections: 1) Title page 2) Abstract 2) Introduction, 3) Literature review consisting at least 10 academic and 5 non academic sources, 4) Methodology, 5) Expected Findings 6) Conclusion 7) Timeline for completion of the project, 8) Bibliography. If you exceed page numbers, I will stop reading at page 12.

I want you to think of this assignment/project 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 proposal is particularly excellent, meaning, if it is of top-notch quality and is feasible as a project, 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.

Steps and Deadlines associated with Research Proposal:

Step 1. Outline of your research proposal: One page research outline that should clearly state the topic of your research proposal, your research questions, possible sources you will draw on and your plan for completion of the project. **Due: February 9**

Step 2. Meet with your professor: **After February 13 until March 22.** This step is optional BUT, I highly recommend that you check in with me about your thoughts and progress on the paper at least once before your first draft is due. If you do this a couple of times, you maybe able to skip Steps 3 and go to Step 4.

Step 3. Draft of research paper: **Due March 24.** This step is also optional. If you submit a draft of your final paper, I will be happy to give you feedback before you submit the final paper. However, this CANNOT be a rough draft. This needs to be a draft that is almost final. If you submit a rough draft, I will not provide you feedback because it will be too late for you to fix a super rough draft and it then is a waste of both your and my time.

Note that, **steps 2 and 3** are not mandatory but recommended for you to do well on the final paper.

Step 4: Final Research Paper: **Due April 12**

In-Class Analytical Essay Test (2) (30%): You are required to do two in class analytical essay tests. The first one is scheduled for **February 17** and the second one is scheduled for **April 7**.

PLEASE ENTER THESE DATES IN YOUR CALENDAR NOW. You have no option for making up these tests unless valid documentation for your absence for the day of the test is provided prior to the test date.

Each test will contain two essay questions, worth 15 points each (60 points total on two tests), based on readings, lectures, films, and discussions from class until the day before the test. The tests are **not** cumulative. For e.g., test 2 will cover materials taught after test 1 in class. The questions will ask you to synthesize main ideas across readings, not simply regurgitate minor details, so focus on the “big picture” when taking notes and studying for these exams. I will post a number of preparatory questions about a week before the exam on D2L. The questions you get on the test will be from this pool of questions with slight variations. You will be allowed to bring a two-page cheat sheet to help you with the test.

Of the two questions you answer in each test, you can **choose to write one question of your own and then answer it**. *This is to give you more say in the testing process. If you do choose to write your own question, you will have the opportunity to earn 3 extra points (over the 30 total points for the exam) for writing a GREAT question. You will earn the entire 3 points only and only if your question is extraordinary. Everyone will earn 1 point extra if you write your own question. You will need to get your question approved by me at least 3 days before the test. Please email me your question and I may offer suggestions for change. Hint: Model your questions after the prep questions I upload 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.**

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-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 me.
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.

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-2-1.html>

Deferrals

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, I 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 I schedule 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/files/registrar/fall-2016-deferred-application-form.pdf>

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).

Student Representation

The 2016-17 Students’ Union VP Academic is Alicia Lunz (suypaca@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>

Emergency Evacuations

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

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

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services ; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf

TENTATIVE COURSE TOPICS 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 Families

Week 1 (Jan 9 - 13): 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](#)

Lecture II and III:

Readings: Canadian Exceptionalism and History of Migration U.S.

- Understanding Canadian Exceptionalism by Irene Bloemradd: [Click for Link 3](#)
- “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. [Click for Link 4 \(also pdf on D2L\)](#)

Week 2 (Jan 16 – 20): Theory of Immigration and Families

Lecture I: Migratory Process I

Readings:

- [Pdf 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. (pdf on D2L) (Chapter 2)

Lecture II and III: Migratory Process II

Readings:

- [Pdf 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) [Click for Link also here.](#)

- [Pdf 3 \(Reference/optional\)](#): 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.

II. Impact of Governmental Policies on Immigrant Families

Week 3 (Jan 23 – 27): 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.

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](#)

Lecture III: Deportations and Policy

Readings:

- [Pdf 5](#): "Nervios: On the Threat of Deportation" (Chapter 2.) by Joanna Dreby in *Every Day Illegal: When Policies Undermine Immigrant Families*. University of California Press. (Pdf on D2L) and [Link 6](#)

Week 4 (Jan 30 – Feb 3): 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:](#)

Lecture II and III: 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](#)
- Samira Sami et. al. 2014. "Responding to the Syrian crisis: The needs of women and girls". [Click for Link 9](#)

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

Week 5 (Feb 6 – 10): Gender, Class and Religion

Lecture I: Gender and Migration

Reading:

- [Pdf 6](#): Pedraza, Silvia. 1991. "Women and Migration: The Social Consequences of Gender". *Annual Review of Sociology* 17: pp. 303-325. [Click for Link 10](#)

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](#)

Feb 10 **No Class: Work on Research Outlines**

Research Proposal Outline due online: Feb 9 by 11: 59 p.m.

Week 6 (Feb 13 – 17): 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](#)

Feb 15: Guest Lecture by Student Success Center on Writing (attendance compulsory)

Lecture II and III.

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. [Click for Link 13](#)
- Acosta, Katie L. 2008. Lesbians in the Borderlands: Shifting Identities and Imagined Communities. *Gender & Society* 22(5): 639-659. [Click for Link 14](#)

Feb 17: You will be writing your analytical essay test 1 in class.

Week 7 (Feb 20 – 24)

READING WEEK

Photo Blog Papers due on Dropbox and D2L blog: Feb 27 by 11: 59 p.m.

IV. Intergenerational Relationships in Immigrant Families

Week 8 (Feb 27 – Mar 3):

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 15](#)

Lecture II: Normal American Families and Immigrant Families

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 16](#)

Lecture III: 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](#)

V. Intersectionality in Transnational Families

Week 9 (Mar 6 – 10): Intersectionality, Masculinities and Transnational Families

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](#)

Lecture II: Transnational Motherhood

Reading:

- 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](#)

Lecture III: 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](#)

Week 10 (Mar 13 – 17): Intersectionality, Masculinities and Transnational Families

Lecture I:

Reading: Men and Transnational Families

- Hoang L. A., and Yeoh B. S. A. 2011. "Breadwinning wives and "left-behind" husbands: Men and masculinities in the Vietnamese transnational family." *Gender & Society*, 25,717-739. [Click for Link 21](#)

Lecture II:

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 22](#)

Lecture III: 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 23](#)

VI. Immigrant Families in the Global Context

Week 11 (Mar 20 – 24): 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.

Lecture II: Globalization and Gender

Reading:

- [Pdf 8](#): Hoang, Kimberly Kay. 2013. Transnational Gender Vertigo. *Contexts*. 12: 22-26 (Pdf on D2L) [Click for Link 24](#)

Lecture III:

Reading: Globalization and Gendered Labour

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

Week 12 (Mar 27 – 31): 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*: [Link 26 to article](#)

Lecture II: Transnational Migration and Changing Gender Relations.

Reading:

- Bastia, Tanja and Erika Busse. 2011. “Transnational Migration and Changing Gender Relations in Peruvian and Bolivian Cities,” *Diversities: International Journal on Multicultural Societies* 13(1): 19-33 [Link 27 to article](#)

Lecture III: Migration in other parts of the World

Reading:

- Hutter, Mark. 2013. “My Filipina Is from Ghana’L Transnational Migration , Nannies and Family Life.” *Journal of Comparative Family Studies* 44(6):741–48. [Link 28 to article](#)

Draft of Research Proposal Due: Mar 27 (This is optional)

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

Week 13 (Apr 3 – 7) Meanings of Citizenship and Belonging

Lecture I: Citizenship and Belonging I

Reading:

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

Lecture II and III: Citizenship and Belonging II

Reading:

- Suárez-Orozco, Cerola et al. Making Up For Lost Time: The Experience of Separation and Reunification Among Immigrant Families, *Family Process*. 41:4 pages 625-643 [Click for Link 30](#)
- Willen, Sarah S.. 2005. “Birthing "Invisible" Children: State Power, NGO Activism, and Reproductive Health Among "illegal Migrant" Workers in Tel Aviv, Israel”. *Journal of Middle East Women's Studies* 1 (2). Duke University Press: 55–88 [Click for Link 31](#)

April 7: You will be writing your analytical essay test 2 in class.

Week 14 (Apr 10 – 12): Resistance in Immigrant Families and Wrap Up

Lecture I: Resistance in Immigrant Families

Reading:

- Das Gupta, Monisha. 2014. “Don’t Deport Our Daddies”: Gendering State Deportation Practices and Immigrant Organizing.” *Gender & Society* 28:83-109. [Click for Link 32](#)

April 12: Wrap Up, Paper Submission and Pizza (bring a drink -non-alcoholic)!

Final Research Proposal Due: Apr 12 – NO LATE PAPERS WILL BE ACCEPTED