



# UNIVERSITY OF CALGARY

Winter 2020

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: TOPICS IN THE SOCIOLOGY OF FAMILIES: FAMILIES AND IMMIGRATION			
Course Number	Sociology 471.03		
Pre/Co-Requisites	Sociology 313 and 371		
Instructor Name	Dr. Pallavi Banerjee	Email	pallavi.banerjee@ucalgary.ca
Instructor Email Policy	Given that we are going online students can contact me over email with urgent or quick questions and to make appointments or in case of an <b>emergency</b> . Please put your course number and section (Soci 471.03) in your email's subject line, <b>and include a proper salutation</b> , your full name, student ID, and a <b>proper closing</b> in the body of your email. I will respond to all non-emergency emails on Friday during the workday. Here's an interesting article about email courtesies: <a href="https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.1mzg7xoig">https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.1mzg7xoig</a>		
Office Location	SS 926	Office Hours	Here's a link to my calendar where you can book appointments: <a href="https://drbanerjeeucalgary.yourcanbook.me">https://drbanerjeeucalgary.yourcanbook.me</a> You can make appointments online and we'll meet over zoom. Alternatively, I will be available on Zoom from 12:00 – 1:00 on Thursdays and 3:30 – 1:30 Tuesdays until April 14 after which you can send me emails to set up appointments.
Telephone No.	(403) 220-6511		
Class Dates	January 14 – April 14, 2020		
Class Times	Tues/Thurs, 14:00 – 15:15 / 2:00 p.m. – 3:15 p.m. over Zoom		
Class Location	Join URL: <a href="https://ucalgary.zoom.us/j/347905127">https://ucalgary.zoom.us/j/347905127</a>		

## Course Description

This course examines the dialectical relationship between immigrant and refugee families and the various factors that propels family immigration and incorporation of new immigrants and refugees in the host society. We will particularly focus on how various forms of 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 Objectives/Learning Outcomes

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/refugee policies 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 and refugee 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.

### Course Design and Delivery:

We are changing the course delivery format due to COVID 19. We will be moving to an online format,

and use D2L and ZOOM for the rest of the semester. If you are not able to join us on Zoom, I will be depositing the recording of our Zoom discussions on D2L starting Thursday, March 19<sup>th</sup> for you to check later. Here's the information for connecting on Zoom:

Pallavi Banerjee is inviting you to a scheduled Zoom meeting.

Topic: SOCI 471 L01 - (Winter 2020) - Topics in the Sociology of Families

Time: Mar 19, 2020 02:00 PM Edmonton

Every week on Tue, Thu, until Apr 14, 2020, 8 occurrence(s)

Mar 19, 2020 02:00 PM

Mar 24, 2020 02:00 PM

Mar 26, 2020 02:00 PM

Mar 31, 2020 02:00 PM

Apr 2, 2020 02:00 PM

Apr 7, 2020 02:00 PM

Apr 9, 2020 02:00 PM

Apr 14, 2020 02:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly:

[https://ucalgary.zoom.us/meeting/vpAqfumtrztqnfSFIt4Ef3\\_OdR6Q46gQw/ics?icsToken=98tyKuqsqTlqH9WXt1\\_Hc7cvA4H5bOHqImBArJB7tQuxJiYAXVPyBLRzZuR4Ic-B](https://ucalgary.zoom.us/meeting/vpAqfumtrztqnfSFIt4Ef3_OdR6Q46gQw/ics?icsToken=98tyKuqsqTlqH9WXt1_Hc7cvA4H5bOHqImBArJB7tQuxJiYAXVPyBLRzZuR4Ic-B)

Join Zoom Meeting

<https://ucalgary.zoom.us/j/347905127>

Meeting ID: 347 905 127

One tap mobile

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Dial by your location

+1 647 558 0588 Canada

+1 778 907 2071 Canada

+1 438 809 7799 Canada

+1 587 328 1099 Canada

+1 647 374 4685 Canada

+1 646 558 8656 US (New York)

+1 312 626 6799 US (Chicago)

+1 301 715 8592 US

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US

Meeting ID: 347 905 127

Find your local number: <https://ucalgary.zoom.us/u/aNDQjL5jT>

Join by SIP  
347905127@zoomcrc.com

Join by H.323  
162.255.37.11 (US West)  
162.255.36.11 (US East)  
221.122.88.195 (China)  
115.114.131.7 (India Mumbai)  
115.114.115.7 (India Hyderabad)  
213.19.144.110 (EMEA)  
103.122.166.55 (Australia)  
209.9.211.110 (Hong Kong)  
64.211.144.160 (Brazil)  
69.174.57.160 (Canada)  
207.226.132.110 (Japan)  
Meeting ID: 347 905 127

Join by Skype for Business  
<https://ucalgary.zoom.us/skype/347905127>

### Required Textbooks, Readings, Materials, Electronic Resources

Readings are listed in the course outline in pages 9-15. Copyrighted 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. I suggest that you download all the papers required for this class at the beginning of the semester when you are on campus and save them on your hard drive.*

### Methods of Assessment and Grading Weights

You will be responsible for completing *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:

- Reading and Class Participation . . . . .15 %
- Reading Reflections (5) . . . . .25%
- Group Presentations . . . . . 15 %
- Immigration History Short Paper . . . . . 15%
- Final Research Paper/Project . . . . . 30 %

Please note that I understand that the situation due to COVID 19 may cause additional stress and may limit your time and ability to focus. Please know that we are committed to work with you given the circumstances and encourage you to communicate with me (the Instructor) to discuss any accommodation as needed. Your well-being is of paramount importance to us.

## Reading and Class Participation (15%):

### Readings (7 points):

***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.

Part of the reading assignment for this class is also geared towards helping you learn to read at the seminar level. In each class we will do close reading of parts of the texts assigned to you as well as unpack key concepts. In order to do this you have two weekly assignments related to reading the materials for the week:

- a) Each student will be required to post key concepts and ideas from each of the readings on D2L Dropbox by, Monday 5:00 p.m. for the week. All I am expecting here is for you to identify the key concepts and constructs in readings in the form of words or phrases. Nothing intense.
- b) Along with your concepts also post one question or a comment you had about the readings on D2L Dropbox by, Monday 5:00 p.m. for the week. Please do this by each reading assigned for the week. These questions or comments should be about something in the reading that either spoke to you or more importantly, you did not quite get and would like to go over. We will do a 10-minute group discussion around the questions/comments before getting into class discussion.

**PLEASE NOTE: You have to submit the concepts and comments/questions only for those weeks when you are not doing reading reflection. In other words, you are expected to submit concepts and questions for only **seven weeks**. Also, this is an un-graded assignment. You will get your reading points (7) if you submit the concepts and comments from the readings for 7 weeks when you are not doing a reading reflection.**

**Class Participation (8 points):** 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.**

In light of the COVID-19 situation, the way we are expected to participate in class changes a little. To facilitate discussions, I have created several Discussion Forums on D2L under the Discussion Tab. These include a) Discussion Forums for content for the remaining weeks; b) Discussion forums for student presentations for the remaining weeks; c) Discussion Forums for logistical questions about course; d) A Discussion Forum for Self-Care and Wellness at this time (Extra Credit).

**For your participation grades, 6 points out of the total 8 points will be based on your in-class participation up until March 12. For the rest of the 2 points, starting March 19, your participation will be measured by any two of the following:**

1. Active participation in zoom classroom for 2 of the four weeks left.
2. Responding to student presentation discussions either on D2L Discussion Forums or in the Zoom classrooms at least for 2 presentations of the 4 remaining presentations.
3. Posting questions/comment about **class content** in the Discussion Forums on D2L for 2 of the four weeks.

**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 double-spaced, 2 to 3 page papers that reflect upon and** respond critically to the readings for the week you pick to do the reading reflection. You are required to **SUBMIT at least ONE REFLECTION IN THE DURATION OF EACH UNIT (i.e, Reflection 1 in Unit 1, Reflection 2 in Unit 2 and so on)**. 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. You need to submit the papers by 12:00 p.m. Monday of the week you are writing the paper for. So for example, if your reading reflection is for Week 2, you will have to submit your paper by 12:00 noon on Monday of Week 2 or by noon on January 20. Late submissions will result in loss of points on the reflection papers.

**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.

In light of the COVID-19 situation, the delivery of the presentation will be changing. You can do the presentation in one of the two ways:

1. Doing the PowerPoint presentations on Zoom for the class on your scheduled day. If you choose to do this, **please send me your presentations by 12:30 p.m. on Monday** along with your discussion questions so that I (the instructor) can post it on D2L so that those who are not able to access zoom can respond to the discussion questions based on the presentations on D2L.
2. Submitting your PowerPoint presentations (that includes your discussion questions) along with audio files of your scripts on D2L by 12:30 p.m. on Monday so that the I (the instructor) can post these on D2L for your classmates to see and hear. Please make sure that your audio files are either .wav or .M4A or use can use PowerPoint Narration (<https://support.office.com/en-us/article/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c>). The presenters will ask their discussion questions in the zoom classroom on Tuesday even if they chose this option so that your classmates can respond to you. Again, those who cannot connect on Zoom can respond on the Discussion Forums.

Given the requirement for social distancing, if working together in a group becomes difficult, you can send me the individual pieces of your presentations with the audio narration and your discussion questions as well.

**Family Migration History Paper (15%):** 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?

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 **FEBRUARY 26 by 5:00 p.m. on Dropbox**

### **FINAL PROJECT/PAPER: (30%)**

**You have two options for this project. For all the projects you will work in pairs. You can make a special case with me to work on your own but this should be determined by the second week of the semester.**

**Due to social distancing as result of the COVID-19 situation if working together becomes difficult, you can send do individual papers or projects. I will post some guidelines for individual projects and papers on D2L by Monday March 23<sup>rd</sup>.**

**Option 1:** Write an empirical research paper based on analysis of some form of secondary data on immigrant families. This would be useful for anyone thinking of graduate school to submit as a writing sample. This paper can be an analysis of quantitative data, or content analysis of textual or visual or video or audio data. Here are the various steps of this project.

#### **STEP 1: CHOOSE A TOPIC AND YOUR DATA SET**

Think carefully about the contemporary immigration and family debate you would like to address in your paper. Your topic may be 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 links and papers on D2L to see what photo blogs look like); and it should be a “debate” in that you can present two sides of an argument.

You may find it useful to frame your 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 their doors to Syrian refugees? Are 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: SELECT YOUR DATA

Based on your research question you will have to choose your data. You need to be careful about choosing your data because you will need to create a coherent story based on your analysis of the data you pick. You can choose census data to do a statistical analysis of data around immigrant/refugee families or you can choose to analyze photos or videos or films or podcasts or newspaper articles or tweets related to your topic.

*You will submit an outline of your paper, enumerating the type of data you are analyzing, why and the plan for your analysis to me on **MARCH 11** on dropbox so that I can indicate if you are in the right direction. I will need to approve the data you select for your analysis before you can proceed with your paper. This will be worth 5 points of the 30 points for the final project.*

## STEP 3: WRITE THE PAPER

You and your partner will need to write a coherent analysis of **the data you pick** related to contemporary issues around immigration and families in North America (Canada, U.S., Mexico). The paper should be between 10-15 pages, Time New Roman 12 font and double-spaced including references.

The research paper should include the following sections: 1) Title page 2) Abstract 3) Introduction 4) Literature review consisting of at least 12 sources of which 8 have to be academic sources and the rest can be non-academic sources related to your topic, 5) Methodology – how did you pick the data, description of the data, your sampling method and so on. If you choose a video or a film or podcast make sure to provide a detailed description of the medium in your methodology. If you choose photos, provide a context of the photos and don’t forget to cite the source of your data, 6) Analysis of the data presented as findings 7) Conclusion, 8) Bibliography/References. If you exceed page numbers, I will stop reading at page 15.

You can take this opportunity to make this paper more than just a requirement for this class. If you want to use this paper for something beyond this course, for instance, use it as a writing sample to apply to graduate school or for other kinds of job applications, feel free to speak to me about doing this paper by yourself instead of doing it with a partner. 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/s, 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.

**OPTION 2: PRACTICAL AND CREATIVE TOOLKIT FOR NEWCOMERS** (This project must be done in pairs)

This project has **two parts**. The **first part** involves creating an information booklet for newcomer families to Canada. This booklet can be either for immigrant or refugee families but needs to be customized for the group you pick. The booklet will be 6-8 pages and should include key information that a newly arrived immigrant or refugee family will need to find their footing in Canada and to make Canada their home. You may further narrow this booklet for particular type of refugee or immigrant families – for instance the booklet can be for queer families or single-mother families or non-kin families or mixed-status families and so. I would like to see you using concepts you learned in this class to create this information booklet. For instance based on what you learned about queer immigrant families, what would an ideal information booklet look like for them? You can be as creative as you want to be for this project. Use of a combination of text/writing, pictures, audio, video, sketches and drawings is welcome. Think of an interesting title for the title for your booklet. If there is a booklet that stands out, I will pick that booklet and present it to an immigrant serving organization in Calgary for them to use with names of the creators as the authors of the booklet. (15 points)

The **second part** of this project involves writing a 4-5-page rationale for the booklet. For this, you will explain your rationale for the booklet, meaning why you chose to provide the information you did in this booklet and how would this information make the lives of the particular type of immigrant/refugee families you are targeting, better, in Canada. This write up will also include an annotated bibliography where you will cite and annotate at least 12 sources of which 6 have to be academic sources and the rest can be non academic sources explaining how you arrived at the design and the content of the booklet. Make sure to cite all sources (photos, videos, audios, information) used in the booklet. (10 points)

*You will submit an outline of your booklet, enumerating the type of families you are creating the booklet for, the information you are providing in the booklet and a plan for how you will design the booklet on **MARCH 11** on dropbox so that I can indicate if you are in the right direction. I will need to approve this outline before you proceed with your project. This will be worth 5 points of the 30 points for this final project. (5 points)*

Other details about how to go about the Toolkit project will be posted on D2L during the course of the semester.

Please use ASA or APA citation style guide for the final project and all other projects. ASA citation guidelines are provided on D2L.

**Your final project is due on April 16 at 5:00 p.m. in D2L Dropbox.**

Grading Rubric for the research paper and the booklet is available on D2L

**NOTE\*\*\*: No late assignments/tests/papers are accepted without valid DOCUMENTED reasons.**

### Final Exam Information

There will be no final exam for this course. Instead you have a final project/paper

### Grading Scale

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

Grade	Percent range	Grade Point Value	Description
A+	97 – 100%	4.0	Outstanding performance
A	90 – 96.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

### 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.*

## Schedule of Lectures 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.

Given the new circumstances, I have reduced the number of readings going forward – the crossed-out readings are not required to be included in your reflections, presentations, concepts and questions or class discussions.

### **UNIT 1: Unit 1. Historical Context and Theories of Immigration and Immigrant Families**

#### **Week 1: (Jan 14 – 16): Introduction to the course and History of Immigration**

Readings Day 1:

- 100 Years of Immigration in Canada by Monica Boyd and Michael Vickers:
- Understanding Canadian Exceptionalism by Irene Bloemradd
- Reikai, Peter. (2002). US and Canadian Immigration Policies. *CD Howe Institute Commentary*, 171.

Readings Day 2:

- "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
- U.S. Immigration Timeline by Statue of Liberty Foundation:  
<https://www.libertyellisfoundation.org/immigration-timeline>

#### **Week 2: (Jan 21 – 23) Theories of Immigration**

Readings Day 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

Readings Day 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)

### Week 3: (Jan 28-30): Theories of Migration and Families

Readings Day 1:

- Meyers, E. (2000). Theories of international immigration policy—A comparative analysis. *International migration review*, 34(4), 1245-1282.
- Nawyn, Stephanie J. "Gender and migration: Integrating feminist theory into migration studies." *Sociology Compass* 4.9 (2010): 749-765.

Readings Day 2:

READINGS: TBA

**Jan 30:** Guest Lecture on how to write a research paper/ information sheet/report and group work on writing a research question/topic statement.

## UNIT II. *Impact of Governmental Policies on Immigrant and Refugee Families*

### Week 4: (Feb 4-6) Policies and Immigrant Families

Readings Day 1:

- Chapter 3, *Immigration Policy in Points of Entry How Canada’s Immigration Officers Decide Who Gets in* by Vic Satzewich, 2016 UBC Press.
- 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

Readings Day 2:

- Parreñas, Rhacel. S. (2011). The indentured mobility of migrant women: How gendered protectionist laws lead Filipina hostesses to forced sexual labor. *Journal of Workplace Rights*, 15(3-4), 327-339.
- Banerjee, Pallavi. (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.

### **Week 5: (Feb 11-13): Policies and Refugee Families**

#### Readings Day 1:

- FitzGerald, David Scott, and Rawan Arar. "The sociology of refugee migration." *Annual Review of Sociology* (2018).

#### Readings Day 2:

- 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
- Samira Sami et. al. 2014. "Responding to the Syrian crisis: The needs of women and girls".

### **Week 6: (Feb 16-22) – READING WEEK – NO CLASSES: Work on Immigration History Paper**

## **UNIT III: Transnational and Intersectional Lens into Immigrant/Refugee Families**

### **Week 7: (Feb 25 – 27): Gender, Religion, Race and Immigration and Families**

#### Readings Day 1:

- Hondagneu-Sotelo, P. (2011). Gender and migration scholarship: an overview from a 21st century perspective. *Migraciones Internacionales*, 6(1), 219-233.
- Banerjee, Pallavi. "Subversive Self-Employment: Intersectionality and Self-Employment Among Dependent Visas Holders in the United States." *American Behavioral Scientist* 63.2 (2019): 186-207.

#### Readings Day 2:

- Alghafli, Zahra, et al. "Veiling in fear or in faith? Meanings of the hijab to practicing Muslim wives and husbands in USA." *Marriage & Family Review* 53.7 (2017): 696-716.
- Reitz, Jeffrey G., Mai B. Phan, and Rupa Banerjee. "Gender equity in Canada's newly growing religious minorities." *Ethnic and Racial Studies* 38.5 (2015): 681-699.

### **IMMIGRATION HISTORY PAPER DUE IN DROPBOX (FEB 26)**

#### **Week 8: (March 3 – 5): The Becoming of Transnational Families**

##### Readings Day 1:

- Purkaystha, Bandana. 2012. Intersectionality in a Transnational World. *Gender and Society*, 26 (1), 55-66
- Robertson, Zoe, Raelene Wilding, and Sandra Gifford. "Mediating the family imaginary: Young people negotiating absence in transnational refugee families." *Global Networks* 16, no. 2 (2016): 219-236.

##### Readings Day 2:

- 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

#### **Week 9: (March 10 – 12): Intersectionality and Citizenship**

### **March 10: We won't meet as a class – Use class-time to work with your project partner on your Outline for the Final Project.**

##### Readings Day 2:

- Nakano Glenn, Evelyn. 2011. Constructing Citizenship: Exclusion, Subordination, and Resistance. *American Sociological Review* . 76:1, 1-24
- 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

### **OUTLINE DUE ON MARCH 11 ON DROPBOX**

## UNIT IV: Intergenerational Familial Relationships

### Week 10: (March 17 -19): Immigrant Intergenerational Relationship

#### Readings Day 1:

- Foner Nancy and Joanna Dreby. 2011. "Relations Between the Generations in Immigrant Families." *Annual Review of Sociology*. 37: 545-564.
- 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.

#### Readings Day 2:

- 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.
- 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.

### Week 11: (March 24- 26): Sexuality and Intergenerational Relationship

#### Readings Day 1:

- ~~Luibhéid, Eithne. 2004. Heteronormativity and Immigration Scholarship: A Call for Change *GLQ: A Journal of Lesbian and Gay Studies* 10.2, 227-235.~~
- 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.

#### Readings Day 2:

- Acosta, Katie L. 2008. Lesbianas in the Borderlands: Shifting Identities and Imagined Communities. *Gender & Society* 22(5): 639-659.
- Hoang, Kimberly Kay. 2013. Transnational Gender Vertigo. *Contexts*. 12: 22-26 (Pdf on D2L)

## Week 12: (March 31 – April 2): Parenting, Gender and Migration

### Readings Day 1:

- 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:
- ~~Bloch, Alexia. "“Other mothers,” migration, and a transnational nurturing nexus." *Signs: Journal of Women in Culture and Society* 43.1 (2017): 53-75.~~

### Readings Day 2:

- Rodriguez, Cassandra. "Latino/a Citizen Children of Undocumented Parents Negotiating Illegality." *Journal of Marriage and Family* 81.3 (2019): 713-728.
- Taylor, A., & Krahn, H. (2013). Living through our children: Exploring the education and career 'choices' of racialized immigrant youth in Canada. *Journal of Youth Studies*, 16(8), 1000-1021.

## UNIT V: Citizenship and Belonging for Immigrant and Refugee Families

## Week 13: (April 7 – 9)

### Readings Day 1:

- ~~López, Jane Lilly. "“Impossible Families”: Mixed-Citizenship Status Couples and the Law." *Law & Policy* 37, no. 1-2 (2015): 93-118.~~
- Walia, H. (2010). Transient servitude: Migrant labour in Canada and the apartheid of citizenship. *Race & Class*, 52(1), 71-84.

### Readings Day 2:

- Sharma, Nandita, and Cynthia Wright. 2008. "Decolonizing resistance, challenging colonial states." *Social Justice* 35(3): 120-138.
- 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.

## Week 14: (April 14)

## Questions and Debriefing Over Zoom

**Final Research Paper/Project Due on Dropbox: April 16 6 by 5:00 p.m. – NO LATE PAPERS WILL BE ACCEPTED**

### Deadline Summary

Tasks	Deadlines
Reading Reflections	No deadline but submit one reflection in each Unit.
Immigration History Paper due on D2L Dropbox	<b>FEBRUARY 26</b> by 5:00 p.m. on dropbox
Presentations	Schedule posted on D2L on dropbox
Final Paper/Project Outline	MARCH 11, by 11:59 p.m. on dropbox
Final Project due on D2L Dropbox	<b>April 16, 2019 by 5:00 p.m.</b>

### 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).**

### 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 can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

### Research Ethics

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.

### Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### 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.html>

### Absences and 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 the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

**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 can be found at:  
<https://www.ucalgary.ca/registrar/exams/deferred-exams>

**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://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred\\_termwork15\\_0.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/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).

### 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/](http://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.pdf>

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

### Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

### Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

### Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

### Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives, can be found here:

<https://www.su.ucalgary.ca>.

### Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

### Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.