

University of Toronto, Fall, 2017
SOC6002 Immigration I
Contemporary International Migration: Current Issues and Debates
Wednesday 10am-12noon, Room 240

Professor Monica Boyd, Room 356, Sociology, 725 Spadina (at Bloor)
 Office Hours: Thursday 2-4 pm or by appointment
 Phone: 416-946-5906; E-mail: monica.boyd@utoronto.ca

A. Course Description:

Designed as a broad survey course, this one semester course examines contemporary immigration policies, and migrant integration in post-industrial democracies. The course focuses on Canada, but may include comparisons with Australia, the United States and European countries. The following core themes are emphasized throughout the course: revisionist theories of the causes of migration; emerging challenges to immigration policies as instruments of regulations and control; challenges to migrant policies including migrant citizenship and civic participation; issues of inequality associated with the social and economic integration of immigrants, particularly their labor market experiences, and integration issues for the children of immigrants.

B. Intellectual and Empirical Context of the Course:

From a comparative perspective, the United States, Canada and Australia are countries with policies that encourage permanent settlement. This stance along with related policy responses contrasts with Europe. Although European countries experienced sizable in-migration beginning in the late 1950s and continuing today with large refugee claimant flows, they are relative newcomers in formulating policies regarding international migration flows, refugee claimants, and the social economic and political integration of migrants.

Despite differences among countries in who comes, how (authorized or undocumented) and in what numbers, and despite differences in policies and approaches to integration issues, all industrial democracies are facing the following major challenges:

1) One challenge arises from the increasing spontaneous and unpredictable nature of international migration, often creating substantial unanticipated refugee flows, not only from less developed countries but from Eastern Europe to West Europe. In response, analysts and policy makers ask if a refugee regime exists, what are the root causes, and how refugee policy and immigration policies are conceptualized by states. Another central question, central to the work of NGOs and international agencies, is to what extent refugees either receive or are denied basic human rights.

3) A second challenge arises from the increasing global inter-connections that also stimulate migration from economically and environmentally impoverished areas and enhances refugee flows. The resulting increases in unplanned migration cause analysts to ask if national sovereignty over borders is possible in an era of globalization. Substantively, the numerical increases focus attention on immigration management including border control, multilateral treaties between nations and refugee policies of countries. Contemporary migration flows also

stimulate the recasting of old models of why people move and what integration in the destination society(ies) mean. As a emergent social form, transnational migration both illustrates the processes of globalization, and challenging orthodox models of migrant adaptation and integration.

3) A third challenge is associated with the racial and ethnic diversity that comes with global migration. This diversity has elicited a renewed look at issues of race and ethnic relations and the way in which newcomers and their offspring are incorporated into (or barred from) the social, economic and political life of a country. Racially stratified labour market insertion, and the political, civil and social rights of migrants and who is entitled to full citizenship rights are part of this discourse. So too is concern over the disadvantaged status of immigrant women and the fates of immigrant offspring.

These challenges now occur in a context in which immigration has emerged as a major field of study, reshaping theoretical frameworks and research agendas, and in which immigration now is center stage in a geo-political context, reflected in country specific policies and in current UN reports and recommendations. As a result, this course utilizes material from a wide range of sources and disciplines while still maintaining an emphasis on the sociology of international migration.

C. Course Topics

September	13	Course introduction – How do we know what we know?
	20	The Role of the State
	27	Why People Move – Theoretical Perspectives on International Migration
October	4	Models of Assimilation/Integration/Insertion
	11	I'm Here, I'm There: The Newest Developments?
	18	Human Capital, Discrimination and Economic Integration
	25	Social Capital, Co-Ethnics and Ethnic Economies
November	1	Temporal Trends, Language and Economic Integration
	8	Entry Status and Economic Vulnerability – class location change
	15	Gendering Migration
	22	Conceptualizing Second Generation Integration
	29	Recent Studies on the Children of Migrants

D . Course Format and Grading Criteria: The course consists of a mixture of student presentation and faculty lectures. I take it as given that I will contribute to each class although the extent and format will vary over the semester. First, at the end of each class I sketch out the next week's topic and suggest how to view the assigned material. How much I also formally lecture depends on how actively engaged students in the seminar. However, as the course proceeds, I expect you to be demonstrating more and more mastery of the material, and leading off the discussion. This will be accomplished by your own discussions and presentations of material.

REQUIREMENTS:**COURSE GRADING CRITERIA:**

Critical reviews:	4 critical reviews - 10 points each for a total of 40 points
Course questions	4 exam type questions (see below) 5 points pts for each question
Final paper	40 points

Although grades are given on the basis of specific tasks (see above and below), I expect people to come to class having completed the readings and prepared to participate in the discussion. Your grade for two of the criial reviews will also include a 15 minute presentation at the beginning of the class, designed to stimulate further discussion. The structure of the presentation will be discussed during the first class (September 13).

Attendance:

I assume you will attend all classes. Please note that while I am sympathetic to the fact that you may have your TA instructor demand that you invigilate or meet students etc. during the SOC6002H class time, that is **never** a reason for missing one of your graduate classes, and it is **not** a university approved reason for an absence. Learning a field and strengthening your intellectual skills comes first, not last, in the pecking order of things you do in graduate school.

Critical reviews: Students are asked to rank 8 topics from 10 modules that exist after the September 20th classes. *Your selections are due September 22 by 5pm in electronic form, sent to my email address.* From these 8, I will assign four to you and ask you to prepare a critical review. For each of the four, students are requested to prepare a 3-4 page critical review (sometimes also known as a position paper). Depending on the literature covered, a critical review usually contains the following (not necessarily in order, and not necessarily the full roster): a statement of the questions (or theses) that the readings either raise or purport to answer; a positioning in the larger field of these questions (or theses) and/or an attempt to extract what are the general themes or concerns of the entire set of assigned readings; an indication of how the questions are answered; an assessment of how well the questions are answered and why or why not the answers are satisfactory; and a consideration of where we go from here: what issues are not covered that need to be addressed (rounding out the body of knowledge). Generally good reviews pay minimal attention to summarizing what the authors said, and try to focus on the questions, where they fit in with an ongoing discourse or the emergence of new paradigms or issues, and what remains in need of further work. This involves asking if the theoretization (or conceptualization) fits, if the theoretical/conceptual frameworks are consistent with the questions the author(s) purport to address, is the evidence offered adequate to answer the questions posed. This is generally how one uses (or should use) readings when preparing for exams or comprehensives.

Students are asked to finalize the assigned critical reviews by **Monday, 4pm** before the next weeks' class, and to email them to me. I will then upload these short reviews on Blackboard which will make them accessible to other students in the course. In order to assist classroom discussion and to facilitate the work of the commentators, the critical reviews will be posted on Blackboard— at the latest - by **10am Tuesday** before each class.

All other students are asked to read the critical reviews before coming to class, along with the

assigned readings. Come prepared to give feedback, ask questions, and build on analysis offered in reviews. Students doing a critical review for a specific week are expected to provide a brief introduction to the area reviewed. They are encouraged to emphasize their main analytical contributions or insights rather than undertake a article by article summary.

I also am asking all other students to submit **an exam question** approximating a comprehensive question, based on the weekly readings for the remaining 4 topics (from the original list of 8 out of 10 classes after September 16) and **excluding** the four weeks where you are responsible for a critical review; these questions may be composed solely by you, or in collaboration with one additional student.. You will be asked to do 4 of these questions, each worth 5 points. Examples of comp-like questions will be provided by September 20. As the course progresses you may devise exam questions that cut across weekly modules (for example use the readings for a specific week but also relate them to earlier readings). You should write out the outline of your answer to your question and be prepared to share this in class.

Please note that late submissions of questions will be assigned a grade of zero. Also if you are not present in class to discuss your answers, your question will be assigned a grade of zero. Obviously, if you have a university approved exemption from class (see below), those restrictions do not apply.

You should come to class prepared to answer your question (after all, a bad question is one that you cannot answer!). I will ask you to make a formal presentation on one of these question-answers during the semester.

The exam questions are **due Monday at 4pm** for each week via email to me and they also will be posted on blackboard. In addition to stimulating discussion, the purpose of creating exam questions is twofold. First, developing good questions is a very important pedagogical exercise – once you get familiar with how to do this, your studies will become much easier. Second, for those of you looking to this course as preparation for the sociology comprehensive in Immigration and Ethnicity, such questions will help you prepare a study guide.

Course paper: Students are also requested to write a paper of 15-20 double spaced pages (not counting bibliography) on a topic that is covered in the course. This paper must take the format of *an annual review* paper. That is, it is an in-depth coverage of a specific subfield that is covered in the course and that you have not researched for another course. Typically “annual review” articles survey the entire sub-field or specified topic, determining what are the “critical questions.” These questions are then answered, and breakthroughs, and gaps and the need for further insights are assessed and where relevant, provided. The material covered usually is both theoretical and empirical. One way to proceed is to imagine that you were going to ask at least one, and probably more, comprehensive questions from the literature in this sub-field. What would you ask, and how would you answer your question? The assumption in this exercise is that you are a critical assessor of the field and that you are provide the “state of the art” review essay of theory and research in a *major subfield* of immigration. Examples of works published in the *Annual Review of Sociology* are available from the library electronic journal system. I also will be posting examples of a selection of these annual reviews that I consider to be good templates to inspire you.

To state the task somewhat differently, focus on making your state-of-the-art “annual review” paper into what economists call a “public good,” written as an aid to others in the profession (in this case, especially your fellow students – and you when you are in need of intellectual refreshment). Readers should be able to go to your paper to get an overview of main theoretical debates, issues, and state of empirical research in the area you are writing about. It should identify what we know (or *think* we know), contested issues, and promising areas for further research. It should be comprehensive (this means going beyond the readings in the syllabus although obviously you can start there) and up-to-date. Typically, it will use “comparison and contrast” to isolate similarities and differences among different schools of thought and research traditions. Two methods are sometimes used to do this. The first is historical, describing the evolution of a research question over time along with an effort to interpret the reasons for change. The second is analytic, highlighting key differences in assumptions that underlie different schools of research

To help you get underway quickly in a short, 12 week semester, please send me a short statement (approximately 150-200 words) of your intended paper topic(s) by October 7 and then meet with me by October 18 *at the very latest* to discuss this/these possible topics. A rough or first draft of the paper is due November 20 (Monday) by 5pm and should be sent to me electronically. This draft must be at least 7 pages of double spaced text, excluding the bibliography which also should be attached. The draft should contain enough detail to indicate where you are going with your assessment of the field. If you get a B or higher on this draft, I will replace it by the grade for the final draft (e.g. a lower grade is “forgiven”). However, if you get a B- or less on the first draft, I will average the grades for the draft and the final paper. Once you select a topic and turn in the first draft, you may **not change** topics. The final paper is due December 20 (Wednesday, the last day before the U. of T closes for the holidays), but I encourage you to turn it in by December 15 (or even earlier) so that you have time either to work on other courses, enjoy the holidays and/or do TA-related grading etc.

Your research paper will be graded on 1) quality and thoroughness of analysis; 2) incorporation of research from academic and other relevant sources; and 3) the clarity and organization of presentation (this latter component also includes good grammar, spelling etc). Please proofread your paper! If you have difficulties in writing, please check

<http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx>

I encourage you to use the university's writing resources. Courses on many aspects of writing are now open – see <http://www.sgs.utoronto.ca/currentstudents/Pages/Current-Terms-Courses.aspx>

Please be aware that **turning in an old paper (e.g. one previously written for another course, or large parts thereof)**, for credit in a **second (or third etc.)** course, is considered an academic offense that results in students being referred off to the Office of Academic Integrity.

Keep in mind that **plagiarizing** carries severe penalties, and may include termination of one’s graduate studies. Please see me if you have any doubt, and consult

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize> as you write. Self-plagiarizing also is considered a form of plagiarizing.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Information on the course turnitin account will be given later in the semesters. For instructions on how to upload your paper to Turnitin.com please consult <http://www.turnitin.com>

DEADLINES:

Failure to meet deadlines will result in a grade of zero for the work with no opportunity to resubmit. The only exceptions are those circumstances which are recognized by the university as constituting valid reasons for missing a deadline. Deadlines refer to both email receipts of critical reviews, questions, as well as the first draft and the final paper. **Please note that in this course, no incompletes will be given** unless university validated reasons exist accompanied by the required forms.

OVERVIEW GUIDES (not required reading)

The field of migration is now huge, and you will be exposed to many of the classics and the up-to-date material in this course. However, if I had to become a quick expert, I would probably skim or immerse myself in the following (they are useful as adjunct readings as well). Keep in mind these books make very different contributions and that they pay little attention to involuntary (refugee) migrations. Listed in alphabetical order.

Castles, Stephen, Hein de Haas and Mark J. Miller. 2014. *The Age of Migration* (5th edition). New York: the Guildford Press.

You also might enjoy reading the review of the many editions by Russell King. 2015. Migration Comes of Age. *Ethnic and Racial Studies* 38(13):2366-2372.

Constant, Amelie F. and Klaus F. Zimmerman (eds). 2013. *International Handbook of the Economics of Migration*. Northampton, MA: Edward Elgar.

Gold, Steven and Stephanie J. Nawyn (eds), 2014. *International Handbook of Migration Studies*. Routledge

Hirschman, Charles, Philip Kasinitz, and Josh DeWind (eds). 1999. *The Handbook of International Migration*. New York: Russell Sage Foundation.

Kivisto, Peter and Thomas Faist. 2010. *Beyond a Border: The Causes and Consequences of Contemporary Immigration*. Thousand Oaks, California: Pine Forge Press.

Ness, Immanuel (ed.) 2013. *Encyclopedia of Global Human Migration*, Wiley Blackwell Publishers. 5 volumes.

Rath, Jan and Marco Martiniello (eds.) 2010. *International Migration and Immigrant Incorporation: The Dynamics of Globalization and Ethnic Diversity in European Life*.

Amsterdam: University of Amsterdam Press, IMISCOE

Stalker, Peter. 2001. *The No-Nonsense Guide to International Migration*. Oxford: new Internationalist Publications. Old, but still one of the clearest expositions on labour migration.

United Nations. Department of Economic and Social Affairs. 2004. *World Economic and Social Survey 2004: International Migration*. E/2004/75/Rev.1/Add.1 New York.

ASSIGNED READINGS: * = required. (for additional recommended readings, please see the syllabus posted on blackboard) Note: in several sections I indicate readings may be replaced with more recent ones. All changes will be made by September 18 and the final syllabus will be posted on Blackboard.**

September 13 : HOW DO WE KNOW WHAT WE KNOW? CONCEPTS, DATA SOURCES, SOCIOLOGY VS INTERDISCIPLINARY APPROACHES

What is international migration; why study it?

***International Migration Organization. 2011. *Key Migration Terms*.

<http://www.iom.int/key-migration-terms>

SKIM

*** Castles, Stephen, Hein de Haas and Mark J. Miller. 2014. Chapter 1, pp. 1-20 in *The Age of Migration* (5th edition). New York: the Guildford Press.

Measurement and Doing Research on International Migration

***Bloemraad, Irene. 2012. What the textbooks don't tell you: Moving from a research puzzle to publishing findings. Pp. 502-520 in Carlos Vargas-Sivas (ed.) *Handbook of Research Methods in Migration*. Northampton, MA: Edward Elgar.

***Castles, Stephen. 2012. Understanding the Relationship between Methodology and Research. Pp. 7-25 in Carlos Vargas-Sivas (ed.) *Handbook of Research Methods in Migration*. Northampton, MA: Edward Elgar.

SEPTEMBER 20: THE ROLE OF THE STATE

Why Policies

***Castles, S. 2004. Factors that make and unmake migration policy. *International Migration Review* 38(3): 852-884. (SKIM)

*** Massey, Douglas. 1999. International Migration at the Dawn of the Twenty-First Century. The Role of the State. *Population and Development Review* 25(2): 303-318. **Note:** only required to read from mid-page 307 through 318.

*** FitzGerald, David, and David Cook-Martín. 2015. *Culling the Masses: The Democratic Origins of Racist Immigration Policy in the Americas*. Harvard University Press. Introduction (pp. 1-46). You also may want to glance at the special symposium on the book, published in *Ethnic*

and *Racial Studies*, 2015, vol. 38(8). This issue contains pieces on the book by Cybelle Fox, Peter Wade, Christian Joppke, Hiroshi Motoura, and James F. Hollifield with a rejoinder by the two authors.

Canadian Immigration and Nation Building

*** Boyd, Monica and Naomi Alboim. 2012. Managing International Migration: The Canadian Case. (Monica Boyd and Naomi Alboim). Chapter 4, Pp. 119-146 in Dan Rodríguez-García (ed.). *Managing Immigration and Diversity in Canada: A Transatlantic Dialogue in the New Age of Migration*. Montreal and Kingston: McGill-Queen's University Press, Queen's Policy Studies Series.

***Boyd, Monica. 2014. Recruiting High Skill Labour in North America: Policies, Outcomes and Futures. *International Migration*. 52(3 Special Issue S1): 40-54. SKIM

Canadian Temporary Programs

*** El-Assal, Kareen and Arthur Sweetman. 2016. A Primer on Canada's Foreign Workers. The Conference Board of Canada Report. September. See: <http://www.conferenceboard.ca/e-library/abstract.aspx?did=8168> (you then sign in to download the complete report).

SEPTEMBER 27: WHY PEOPLE MOVE – THEORETICAL PERSPECTIVES ON INTERNATIONAL MIGRATION

Situating the Problematic

*** Portes, Alejandro. 1997. "Immigration Theory for a New Century: some Problems and Opportunities." *International Migration Review* 31, No. 4 (Winter): 799-825.

Economic Restructuring and Historical Models

*** Massey, Douglas S. 1988. Economic Development and International Migration in Comparative Perspective. *Population and Development Review* 14 (September): 383-413.

*** Sassen-Koob, Saskia. 1981 "Towards a Conceptualization of Immigrant Labor." *Social Problems* 29 (October): 65-85.

*** De Haas, Hein. 2010. Migration and Development: Theoretical perspectives. *International Migration Review* 44(1):227-264.

Social Networks and Other Frameworks

***Boyd, Monica. 1989. Family and Personal Networks in International Migration: Recent developments and new agendas. *International Migration Review* 23:638-670.

*** Massey, Douglas, S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, and J. Edward Taylor. 1993 "Theories of International Migration: A Review and Appraisal." *Population and Development Review* 19(September): 431-466.

OCTOBER 4: MODELS OF ASSIMILATION/INTEGRATION/INSERTION

***Alba, Richard and Nancy Foner. 2016. 'Integration's challenges and opportunities in the

Wealthy West', *Journal of Ethnic and Migration Studies* 42(1):3-22.

*** Crul, Maurice. 2016. "Super-diversity vs. assimilation: how complex diversity in majority-minority cities challenges the assumptions of assimilation." *Journal of Ethnic and Migration Studies* 42(1): 54-68.

*** Gordon, Milton. 1964. *Assimilation in American Life*. New York: Oxford Press. Chapter 3, pp. 60-83 (SKIM).

***Kivisto Peter. 2004. "What is the canonical theory of assimilation?" *Journal of the History of the Behavioral Sciences* 40, No. 2 (Spring): 149-163.

*** Portes, Alejandro. 1997. Immigration Theory for a New Century: some Problems and Opportunities. *International Migration Review* 31, No. 4 (Winter): 799-825.

***Portes, Alejandro and Jozsef Borocz. 1989. "Contemporary Immigration: Theoretical Perspectives on its Determinants and Mode of Incorporation." *International Migration Review* 23 (Fall): 606-630.

*** Zolberg, A. and L. L. Woon (1999). "Why Islam is Like Spanish: Cultural Incorporation in Europe and the United States." *Politics & Society* 27(1): 5-38.

OCTOBER 11: I'M HERE, I'M THERE: THE NEWEST? OR WHAT'S OLD IS NEW AGAIN? Select readings in this section may be replaced by more recent research)

Theoretical Approaches and Debates

*** Foner, Nancy. 2007. "Engagements across National Borders, Then and Now." *Fordham Law Review* 75(5):2483-2492.

***Levitt, P., & Glick-Schiller, N. (2004). Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society. *International Migration Review*, 38(3), 1002-1039.

*** Portes, Alejandro, Luis E. Guarnizo and Patricia Landolt. 1999. "The Study of Transnationalism: Pitfalls and Promise of an Emergent Research Field." *Ethnic and Racial Studies* 22(2): 217-237.

*** Portes, Alejandro. 2003. "Conclusion: Theoretical convergences and empirical evidence in the study of immigrant transnationalism" *International Migration Review* 37, No. 3 (Fall):874-892.

Empirical Studies (These readings will be replaced by more recent research)

***Itzigsohn, J., and S. Gloguli-Saucedo. 2005. Incorporation, transnationalism, and gender: Immigrant incorporation and transnational participation as gendered processes. *International Migration Review* 39 (4):895-920.

***Levitt Peggy and Deepak Lamba-Nieves. 2011. Social Remittances Revisited. *Journal of Ethnic and Migration Studies* 37(1): 1-22.

OCTOBER 18: HUMAN CAPITAL, DISCRIMINATION AND ECONOMIC INTEGRATION

Human Capital Approaches and Education

*** Adamuti-Trache, Maria, Paul Anisef, and Robert Sweet. 2013. "Impact of Canadian Postsecondary Education on Occupational Prestige of Highly Educated Immigrants." *Canadian Review of Sociology* 50 (2):178-202.

*** Kanas, Agnieszka and Frank Van Tubergen. 2009. The Impact of Origin and Host Country Schooling on the Economic Performance of Immigrants. *Social Forces* 88(2): 893-915.

Measuring Discrimination

*** Lincoln Quillian. 2006. New Approaches to Understanding Racial Prejudice and Discrimination. *Annual Review of Sociology*, 32: 299-328. **Read pp. 299-310.**

*** National Research Council. 2004. *Measuring Racial Discrimination: Panel on Methods for Assessing Discrimination*. Chapter 4. You also can either read or download the electronic form from Robarts Library. Chapter 5 is highly recommended for those who want to understand the structure of research designs on the topic.

*** Dechief, Diane and Philip Oreopoulos. 2012. "Why do some employers prefer to interview Matthew but not Samir? New evidence from Toronto, Montreal and Vancouver." Canadian Labour Market and Skills Researcher Network Working Paper No. 95. March. Available from: <http://www.clsrn.econ.ubc.ca/workingpapers/CLSRN%20Working%20Paper%20no.%2095%20-%20Dechief%20and%20Oreopoulos.pdf> *Read pp. 1-29; Table 2 (p. 38); Table 11 (p. 47).*

***Yoshida, Yoko and Michael R. Smith. 2008. Measuring and Mismeasuring Discrimination against Visible Minority Immigrants: The Role of Work Experience. *Canadian Studies in Population* 35 (2): 331-338.

OCTOBER 25: SOCIAL CAPITAL, CO-ETHNICS, AND ETHNIC ENCLAVES *Select readings will be replaced by more recent research*

*** Hou, Feng. 2009. Immigrants Working with Co-Ethnics: Who are they and how do they fare? *International Migration* 47(2): 69-100.

*** Fong, EricWenhong Chen and Chiu Luk, 2007. "A Comparison of Ethnic Businesses in Suburbs and City," *City & Community* 6:2 June 2007, pp. 119-136.

*** Levanon, Asaf. 2014. Who succeeds as an immigrant? Effects of ethnic community resources and external conditions on earnings attainment. *Research in Social Stratification and Mobility* 36:13-29,

*** Light, Ivan, and Steven Gold. 2000. *Ethnic Economies*. San Diego: Academic Press, Ch. 1.

*** Nakhaie, Reza and Abdolmohammad Kazemipur. 2012. "Social Capital, Employment and Occupational Status of the New Immigrants in Canada" *Journal of International Migration and Integration*

***Zhou, Min. 2004. Revisiting Ethnic Entrepreneurship: Convergencies, Controversies and Conceptual Advances. *International Migration Review*. 38(3): 1040-1074.

NOVEMBER 1: TEMPORAL TRENDS, LANGUAGE and ECONOMIC INTEGRATION *More recent citations may replace these readings*

The Declining Fortunes of Immigrants

*** Hou, Feng and Garnett Picot. 2016. Changing Immigrant Characteristics and Entry Earnings. Analytical Studies Branch Research Paper Series No. 374. Ottawa: Statistics Canada. <http://www.statcan.gc.ca/pub/11f0019m/11f0019m2016374-eng.pdf>

*** Picot, Garnett. 2004. The Deteriorating Economic Welfare Of Canadian Immigrants. *Canadian Journal of Urban Research*. 13 (1): 25-46. Skim 25-35; pay attention to pp. 36-43.

Language Skills and Policies

***Akresh, Ilana Redstone. 2007. Contexts of English language use among immigrants to the United States. *International Migration Review* 41(4): 930-955.

***Boyd, Monica and Xingshan Cao. 2009. Immigrant Language Proficiency, Earnings, and Language Policies. *Canadian Studies in Population* 36(1-2):63-86.

***Creese, Gillian and Brandy Wiebe. 2012. 'Survival Employment': Gender and Deskilling among African Immigrants in Canada. *International Migration* 50(5): 56-76.

***Derwing, Tracey M. and Erin Waugh. 2012. *Language Skills and the Social Integration of Canada's Adult Immigrants*. IRPP Study No. 31. <http://irpp.org/wp-content/uploads/assets/research/diversity-immigration-and-integration/language-skills-and-the-social-integration-of-canadas-adult-immigrants/IRPP-Study-no31.pdf>

NOVEMBER 8 ENTRY STATUS AND ECONOMIC VULNERABILITY

Regulated Occupations, Re-accreditation and Match-Mismatch Issues

***Girard, Magali and Michael Smith. 2012. Working in a Regulated Occupation in Canada: an immigrant-native born comparison. *International Migration and Integration* (2013 14:219-244).

*** Houle, René and Lahouaria Yssaad. 2010. Recognition of newcomers' foreign credentials and work experience. *Perspectives on Labour and Income* (Statistics Canada) September. Available from: www.statcan.gc.ca/pub/75-001-x/2010109/pdf/11342-eng.pdf

Entry Status, State Actions and Expendable Workers

(note: please see earlier section on temporary migration policy in Canada)

*** Anderson, Bridget. 2010. "Migration, immigration controls and the fashioning of precarious workers." *Work, Employment & Society* 24: 300-317

*** Goldring, Luin and Patricia Landolt. 2012. *The Impact of Precarious legal Status on Immigrants' Economic Outcomes*. IRRP Study No. 35. <http://irpp.org/wp-content/uploads/assets/research/diversity-immigration-and-integration/the-impact-of-precarious-legal-status-on-immigrants-economic-outcomes/IRPP-Study-no35.pdf>

*** Massey, Douglas S., Jorge Durand, and Karen A. Pren. 2016. The Precarious Position of Latino Immigrants in the United States: A Comparative Analysis of Ethnosurvey Data. *Annals of The American Academy of Political and Social Science* 666(1): 91-109.

*** Lenard, Patti Tamara and Christine Straehle. 2010. Temporary labour migration: Exploitation, tool of development or both? *Policy and Society* 29: 283-294.

NOVEMBER 15: MIGRATING WOMEN *More recent citations may replace these readings*

Factors in Female Migration

*** Lutz, Helma. 2010. Gender in the Migratory Process. *Journal of Ethnic and Migration Studies* 36(10 Special Issue: SI): 1647-1663.

(De)Skilled Women Migrants

*** Creese, Gillian and Brandy Wiege. 2012. 'Survival Employment': Gender and Deskilling among African Immigrants in Canada. *International Migration* 50(5)56-76

*** Kofman, Elenore and Parvati Raghuram. 2009. Skilled Female Labour Migration. *Focus Migration Policy Brief* No. 13, April
<http://www.bpb.de/gesellschaft/migration/kurzdoessiers/58026/female-labour-migration>

Women Migrating for [Personal] Care

*** Arat-Koc, Sedef. 1997. From "Mothers of the Nation" to Migrant Workers. Pp. 53-79(chapter 2) in Abigail B. Bakan and Daiva Stasiulus (eds.) *Not One of the Family: Foreign Domestic Workers in Canada*. Toronto: University of Toronto Press.

*** Shutes, Isabel. 2014. A Right to Care? Immigration Controls and the Care labour of Non-Citizens. Pp. 87-109 PP. 130 – 149 in Bridget Anderson and Isabel Shutes (eds) *Migration and Care Labour: Theory, Policy and Politics*. Basingstroke, Hampshire UK: Palgrave MacMillian.

*** Tungohan, Ethel, Rupa Banerjee, Wayne Chu, Petronila Cleto, Conely De Leon, Mila Garcia, Philip Kelly, Marco Luciano, Cynthia Palmaria and Christopher Sorio. 2015. "After the Live-In Caregiver Program: Filipina Caregivers' Experiences of Graduated and Uneven Citizenship." *Canadian Ethnic Studies* 47(1): 87-105.

NOVEMBER 22: CONCEPTUALIZING SECOND GENERATION INTEGRATION

*** Zhou, Min. 1997. "Segmented Assimilation: Issues, controversies and Recent Research for the New Second Generation." *International Migration Review* 31:975-1008.

*** Portes, Alejandro and Ruben G. Rumbaut. 2001. Chapter 3: Not Everyone is Chosen: Segmented Assimilation and its Determinants. Pp. 44-69 in *Legacies*. Berkeley: University of California Press.

*** Perlman, Joel, and Roger Waldinger .1997. "Second Generation Decline? Children of Immigrants, Past and Present - Reconsideration." *International Migration Review* 31:893-922.

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