



Sociology
UNIVERSITY OF TORONTO

**Immigration II:
Power, Im/migration, Race
SOC6003H**

Instructor: Professor Emine Fidan Elcioglu

Time & Location: Fridays, 2-4pm, Rm 240

Email: fidan.elcioglu@utoronto.ca

Office Hours: Fridays, 1-2pm, Rm 358 (or by email appointment)

Course Description

How should we think about the relationship between state power, im/migration regimes, and race? To answer this question, this course will draw on a number of case studies that consider the experiences of migrants, emigrants, as well as the descendants of immigrant families in a number of sites around the world. Importantly, each week, we will ask ourselves whether, in what ways, and how successfully im/migration scholars have conceptualized state power and race. In any given study, to what extent is the state acknowledged, defined, and analyzed? To what extent is race and racialization considered, and what happens when we choose to disregard these phenomena? Similarly, how does gender and class factor into our conceptualizations of migration? Throughout the course, we will reflect on the enduring theoretical paradigms in the sociology of immigration and the extent to which they need to be rethought to better explain the empirical world.

Course Goals

- Students will have explored some of the ways in which sociologists and others have complicated and criticized assimilation-oriented approaches to immigration.
- Specifically, students will leave the course with a better understanding of how the sociology of im/migration has engaged with (and, in some cases, failed to consider) the role of the state, power, and domination.
- Moreover, students will have engaged with hot-off-the-press scholarly work that incorporates race, gender, and class into the study of im/migration.
- Class presentation of readings as well as the mini-conference at the end of the

semester will give students an opportunity to work on their presentation skills, including the ability to synthesize a text or research project in a concise and compelling manner.

- Finally, students will have an opportunity to work and receive feedback on a research proposal or paper that (a) engages with some of the questions and themes animating the course and (b) feeds into the student's own research agenda.

Required Texts

****NB**** There is a significant amount of reading required for this course – the close equivalent of one scholarly book per week. This is a standard expectation of graduate students at top Sociology programs in North America. Please take this course only if you have the time to complete all the readings thoroughly every week.

Students must purchase or borrow from the library the following books:

- (1) Bloemraad, Irene. 2006. *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*.
- (2) Robyn Rodriguez. 2010. *Migrants for Export: How the Philippine State Brokers Labor to the World*.
- (3) Andrews, Abigail. 2018. *Undocumented Politics: Place, Gender, and the Pathways of Mexican Migrants*.
- (4) Neda Maghbouleh. 2017. *The Limits of Whiteness: Iranian Americans and the Everyday Politics of Race*.
- (5) Selby, Jennifer, Amelie Barras and Lori Beaman. 2018. *Beyond Accommodation: Everyday Narratives of Muslim Canadians*.
- (6) Sunera Thobani. 2009. *Exalted Subjects: Studies in the Making of Race and Nation in Canada*.

Other required readings will be available on Quercus. Please make sure to bring the readings with you to class (electronic or hardcopy), if you can, so that you can easily refer to them during class discussion.

Course Structure

This is a discussion-based seminar course. Each week's class will begin by thematically orienting the discussion topics everyone has brought in (see below), which will be

followed by the scheduled presenter(s) providing a brief summary of the readings and asking some of their own initial questions to get the discussion started. I will not lecture in class. Instead, my role will be to facilitate the group conversation about these important topics.

Requirements & Evaluation

Participation (10%)

Also known as the adoption of a 'scholarly attitude,' participation is worth 10% of your final grade. Students with a scholarly attitude take the role of graduate student seriously and demonstrate their commitment to academic pursuits by actively engaging in the material, reflecting deeply on the readings, raising thoughtful questions and comments in class, and listening seriously to and responding to colleagues' comments in a productive manner.

Weekly Discussion Topics (10%):

Each week, you will be required to bring 1-2 discussion topic and/or questions pertaining to each assigned reading. Your discussion topic/question should make it clear that you've completed the readings.

Class Presentation of Readings (10%):

There will be rotating presentations on a weekly basis. In your rotation, you will be responsible for giving a 10-minute summary, and posing initial discussion questions and topics.

Reading Responses (15%):

You are responsible for submitting reading responses at the beginning of three class meetings. These should (maximum) 500 words, or two double-spaced typed pages. You might want to match some of these up with your rotation in presenting the day's topics. Please bring a hardcopy of your reading response with you and turn it in at the beginning of class.

Research Proposal Outline or Paper Outline (due Week 7, February 22nd): 5%

In Week 7, you will be submitting a one-page outline of a research proposal or paper that you plan to turn in at the end of the semester.

Mini-Conference Presentation (Week 11, March 29th & Week 12, April 5th): 15%

In Weeks 11 and 12, we will hold a mini-conference in which each of you will be giving a 15-minute, conference-style presentation of your term paper. I'll provide guidance about how to do this in an effective manner. After each

presentation, the class will have an opportunity to ask questions and make comments.

Final Paper or Final Research Proposal (due March 29th): 35%

- Your final paper, of about 15 pages, is due on the second to last day of class, March 29th. I'll provide more guidelines later in the course.

Plagiarism & Late Policies

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well: (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the *Code of Behaviour on Academic Matters* (<http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters>) and *Code of Student Conduct* (<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Late work will be graded down by the equivalent of 1 letter grade for each 24-hour period.

Accessibility Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council "Statement of Commitment Regarding Persons with Disabilities" at <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf>.

Equity and Diversity Statement

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. Additional information and reports on Equity and Diversity at the University of Toronto is available at <http://equity.brandequity.utoronto.ca>.

Course Schedule and Reading List

WEEK ONE – January 11

Course Overview

WEEK TWO – January 18

(The Politics of) Immigrant Assimilation Theory

- (1) Alba, Richard and Victor Nee. 1997. “Rethinking Assimilation Theory for a New Era of Immigration,” *International Migration Review* 31(4): 826-874.
- (2) Zhou, Min. 1997. “Segmented Assimilation: Issues, controversies and Recent Research for the New Second Generation.” *International Migration Review* 31:975-1008.
- (3) Jung, Moon Kie. 2009. “The Racial Unconscious of Assimilation Theory.” *Du Bois Review: Social Science Research on Race* 6(2): 375-395.
- (4) Korteweg, Anna. 2017. “The Failures of ‘Immigrant Integration’: The Gendered Racialized Production of Non-Belonging.” *Migration Studies* 1-17.
- (5) OPTIONAL: Treitler, Vilna Bashi. 2015. “Social Agency and White Supremacy in Immigration Studies.” *Sociology of Race and Ethnicity* 1(1): 153-65.

WEEK THREE – January 25

Politics as Immigrant Civic Integration

- (1) Bloemraad, Irene. 2006. *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. University of California Press. Read:

Introduction, Chaps 1-4, Conclusion.

WEEK FOUR – February 1

The ‘Function’ of the State in Migrant Labor Systems

- (1) Burawoy, Michael. 1976. “The Functions and Reproduction of Migrant Labor: Comparative Material from Southern Africa and the United States.” *American Journal of Sociology*, 82(5): 1050-87.
- (2) Rodriguez, Robyn M. 2010. *Migrants for Export: How the Philippine State Brokers Labor to the World*. University of Minnesota Press. Read: Introduction, Chaps 1-3, and Conclusion
- (3) OPTIONAL: Guevarra, Anna. 2014. “Supermaids: The Racial Branding of Global Filipino Care Labour.” In Anderson, B and I Schutes (eds) *Migration and Care Labour. Migration, Diasporas and Citizenship Series*. London, UK: Palgrave Macmillan.

WEEK FIVE – February 8

Migrants’ Gendered (and Raced?) Pathways to Politics – Part I

- (1) Armenta, Amada. 2017. Racializing Crimmigration: Structural Racism, Colorblindness, and the Institutional Production of Immigrant Criminality. *Sociology of Race and Ethnicity* 3(1), 82-95.
- (2) Andrews, Abigail. 2018. *Undocumented Politics: Place, Gender, and the Pathways of Mexican Migrants*. University of California Press. Read: Introduction and Chaps 1-3.

WEEK SIX – February 15

Migrants’ Gendered (and Raced?) Pathways to Politics – Part II

*Dr. Abigail Andrews will conduct Q&A over Skype.

- (1) Andrews, Abigail. 2018. *Undocumented Politics: Place, Gender, and the Pathways of Mexican Migrants*. University of California Press. Read: Chaps 4-6 and Conclusion

*****READING WEEK - February 22

No Readings

WEEK SEVEN – March 1 *[Outlines are Due Today in Class]*****

The Limits of Whiteness

***Dr. Maghbouleh will be a guest speaker in the class.**

- (1) Maghbouleh, Neda. 2017. *The Limits of Whiteness: Iranian Americans and the Everyday Politics of Race*. Stanford University Press.

WEEK EIGHT – March 8

Race, Religion, and the Politics of Reasonable Accommodation

- (1) Selby, Jennifer, Amelie Barras and Lori Beaman. 2018. *Beyond Accommodation: Everyday Narratives of Muslim Canadians*. University of British Columbia Press. Read: Introduction, Chaps: 2, 3, 4 and Conclusion.

WEEK NINE – March 15

“The Exaltation Process”: Another Way to Transcend the Race-Immigration Divide? – Part I

- (1) Thobani, Sunera. 2007. *Exalted Subjects: Studies in the Making of Race and Nation in Canada*. University of Toronto Press. Read: Chaps: 1-2.

WEEK TEN – March 22

“The Exaltation Process”: Another Way to Transcend the Race-Immigration Divide? – Part II

- (1) Thobani, Sunera. 2007. *Exalted Subjects: Studies in the Making of Race and Nation in Canada*. University of Toronto Press. Read: Chaps: 4-5.

WEEK ELEVEN – March 29 *[Final Papers are Due Today in Class]*****

In-Class Mini Conference

WEEK TWELVE – April 5

In-Class Mini Conference