



Sociology UNIVERSITY OF TORONTO

SOC6003H15

“Immigrant Integration: The Second Generation in North America and Europe”

Winter 2020

Prof. Claudia Diehl, claudia.diehl@utoronto.ca

Tuesday 4-6 pm, Room 240, Department of Sociology, 725 Spadina Avenue

Office hours: per appointment

Course Description

In this class we familiarize ourselves with recent empirical studies on the integration patterns of second generation immigrants in North America and Europe. By reading several influential books that have been published on second generation integration since the year 2000, we try to understand the fundamental theoretical concepts such as Neo-Assimilation Theory and Theory of Segmented Assimilation as well as the dominant empirical patterns in second generation migrants' socio-cultural integration and their integration in the educational system and the labor market. Main focus lies on the question of which factors enhance – and hamper – second generation migrants' integration and upward mobility. We will discuss the highly contested question of which role individual characteristics (e.g. parental background) and group level factors (e.g. resources available within the ethnic group) play as compared to characteristics of the reception context (e.g. ethnic discrimination and national integration policies) in explaining group specific integration trajectories. We will pay special attention to the research design of the studies under consideration that are well suited to give an overview of the different methodological approaches to studying integration trajectories among second generation immigrants.

Session Topics & Readings

January 07:

INTRODUCTION: HOW TO EXPLAIN MIGRANTS' INTEGRATION TRAJECTORIES?

January 14 and 21:

THE ROLE OF INDIVIDUAL LEVEL CHARACTERISTICS IN THE INTEGRATION PROCESS

Book: Alba and Nee, 2003

Book Chapter: Kalter 2011

January 28 and February 4:

RECEPTIONS CONTEXTS MATTER, BUT HOW EXACTLY?

Book: Portes and Rumbaut 2001

Journal Article: Waldinger and Catron 2016

Journal Article: Diehl and Liebau 2017

February 11 and 25:

SECOND GENERATION DECLINE?

Book: Kasinitz et al. 2008

Book Chapter: OECD 2018

March 03 and 10:

DOES CULTURE REALLY MATTER?

Book: Lee and Zhou 2015

Journal Article: Koopmans 2016

Journal Article: Kroneberg 2008

March 17 and March 24:

ASSIMILATION WITHOUT GROUPS?

Book: Luthra, Soehl and Waldinger 2018

Journal Article: Spörlein, C. and C. Kristen 2019

Journal Article: Guveli et al. 2017

March: 31

WRAP UP AND DISCUSSION

Course Requirements

MRP (due by the end of April: 75%)

One 15-20 minute oral presentation of an empirical study in class: 25% (grade reflects quality of presentation and slides)

Evaluation (including Penalty for Lateness Clause)

I will only accept late work when there is legitimate, documented reasons beyond a student's control.

Academic Integrity Clause

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>).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "*to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.*"

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.vicereprovoctstudents.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.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

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/ppno>

[v012004.pdf](#).

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you.

Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at <http://www.studentlife.utoronto.ca/as>, call at 416-978-8060, or email at: accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, <http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

Equity and Diversity Statement?

Equity and Diversity

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.hrandequity.utoronto.ca>.

Class Lecture Details

Books:

Alba, Richard and Victor Nee (2003), *Remaking the American Mainstream. Assimilation and Contemporary Immigration*. Cambridge: Harvard UP.

Guveli, A., et al. (2017). 2,000 Families: identifying the research potential of an origins-of-migration study, *Ethnic and Racial Studies*, 40:14, 2558-2576.

Kasinitz, P., J.H. Mollenkopf, M.C. Waters and J. Holdaway (2008): *Inheriting the City: The Children of Immigrants Come of Age*. New York: Russell Sage Foundation.

Luthra, R., Soehl, T., and R. Waldinger (2018). *Origins and Destinations: The Making of the Second Generation*. New York: Russell Sage Foundation.

Lee, J., and M. Zhou (2015): *The Asian American Achievement Paradox*. New York: Russell Sage Foundation.

Portes, A. and R. Rumbaut (2001): *Legacies. The Story of the Immigrant Second Generation*. Berkeley and Los Angeles: University of California Press.

Journal Articles and Book Chapters:

Diehl, C. and E. Liebau (2017): Perceptions of discrimination: What do they measure and why do they matter? SOEP research papers 945.

https://www.diw.de/documents/publikationen/73/diw_01.c.574686.de/diw_sp0945.pdf

Kalter, F. (2007), The second generation in the German labor market. Pp. 166-184 in R. Alba and M.C. Waters (eds.), *The next generation. Immigrant Youth in Comparative Perspective*. New York: NYUP.

Koopmans, R. (2016), "Does assimilation work? Sociocultural determinants of labour market participation of European Muslims", *Journal of Ethnic and Migration Studies*, Vol. 42, No. 2, pp. 197-216.

Kroneberg, C. (2008), "Ethnic communities and school performance among the new second generation in the United States: Testing the theory of segmented assimilation", *The ANNALS of the American Academy of Political and Social Science*, Vol. 620, No. 1, pp. 138-60.

OECD (2018), *Catching Up? Country Studies on Intergenerational Mobility and Children of Immigrants*. Chapter 3. Germany: Intergenerational inequalities in the education system and the labour market for native-born children of immigrants from Turkey and the former Yugoslavia. OECD Publishing, Paris.

Spörlein, C. and C. Kristen (2019), Why We Should Care About Regional Origins: Educational Selectivity Among Refugees and Labor Migrants in Western Europe. *Frontiers in Sociology* 4.

<https://www.frontiersin.org/articles/10.3389/fsoc.2019.00039/full>

Waldinger, R. and P. Catron (2016), Modes of incorporation: a conceptual and empirical critique. *Journal of Ethnic and Migration Studies*. 42(1):23-53.