



**SOC6003H:  
Immigration II – Empire and Its Discontents**

**Instructor:** Professor Emine Fidan Elcioglu

**Time:** Wednesdays, 9-11 am EST

**Location:** Room 17024

**Email:** [fidan.elcioglu@utoronto.ca](mailto:fidan.elcioglu@utoronto.ca)

**Office Hours:** 11-12 pm in-person in my office (after class) or by email appointment (over Zoom)

**Course Description**

Empire is still relevant in today's world. Capitalists rely on imperialist endeavors to acquire and retain markets. And, as Patrick Wolfe has written, echoing Native scholars, settler-colonial invasion is not a one-and-done event but rather a structure to which indigenous peoples (and immigrant-settlers) are still subject. At the same time, past empires have profound legacies that continue to shape various aspects of modern society. Given these social facts, the study of contemporary migration politics—too—must be situated in an analysis of empire, both historic and ongoing.

To explore these ideas, we will consider different case studies of migration politics from around the world. In doing so, this course will explore how empire (including settler-colonialism) shapes present-day migration trends as well as everyday ideas and lived experiences. It won't all be bleak, however. We will also consider how resistance and creativity can still grow in the interstices of these oppressive systems.

Prior exposure to migration scholarship is not required. However, I expect students to come to class having read the assigned material for that week and willing to engage the readings with an open mind. Most classes will begin with a brief overview of the material and then segue into a structured discussion during which everyone will be expected to participate enthusiastically and thoughtfully. Participation is not only about speaking up, but also (and perhaps more importantly) about listening to and engaging thoughtfully with what others are saying.

## Course Objectives

- Students will come away with a better understanding of how sociologists and others have empirically analyzed and theorized the relationship between empire and migration.
- Moreover, students will have engaged with hot-off-the-press scholarly work that incorporates colonialism into the study of im/migration.
- Reading responses will help students cultivate the habit of using writing as a way to compassionately, constructively, and critically think about a text.
- Leading discussions will give students an opportunity to work on their public speaking skills, including the ability to synthesize a text in a concise and compelling manner as well as facilitate discussion.
- Students will also have an opportunity to advance their own research agendas by producing a research proposal or a research paper about their own area of interest.

## Course Structure

This is a discussion-based seminar course, where students are expected to attend class. Each week's class will begin with 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 occasionally give a mini-lecture in class to contextualize the week's readings. But my primary role will be to facilitate the group conversation about these important topics.

## Course Requirements and 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. Class attendance is expected.

### ***Weekly Memos (25%):***

Memos are due at **6pm EST on Tuesdays** before each class. The memos should critically engage the week's assigned readings in 500-600 words. Memos will be posted on PeppereR, which is a discussion forum that can be accessed through the Quercus course website. Students are also highly encouraged to read and comment on each other's memos. By the end of course, each student should have submitted 10 memos, which means that you can skip one week.

The memos must not be summaries of the week's readings. Instead, they should each contain a synthesis of the following points:

- a. What is the central question/issue/debate/concept in this set of readings?
- b. What are the points of agreement and disagreement among the authors, if any? You may also elaborate on how these readings respond to or engage with previous weeks' readings.
- c. What is your take on the week's reading(s)? Are there limitations, gaps, or contradictions in any of the arguments? If so, what are they and what could the scholar(s) have done to overcome these limitations?
- d. List 1-2 question(s) that you would like the class to discuss.

### ***Discussion leader (15%):***

Each week's readings will be assigned 1-2 discussion leaders and each student will have at least one opportunity to do so. Being a discussion leader involves introducing the readings in no more than 5 minutes and providing at least 3 discussion questions for the class. (These questions may be pulled from the ones posted in the memos). All students must have led discussion for one week by the end of the course.

### ***Final Take-Home Assignment (50%)***

You may write a research proposal or research paper for your final assignment. Two stipulations apply, however:

1. The proposal or paper must be *at least* 20 double-spaced pages in length.
2. You must seriously engage with at least 1 reading from the syllabus.

I am happy to consult with you over office hours about how best you can use this opportunity for your professional development. I will ask you to send me a brief email at the beginning of week 9 letting me know which option you have selected.

Your proposal or paper will be due Wednesday, December 13<sup>th</sup> at 11:59 pm EST (midnight) on Quercus.

## Course Policies

### *Academic Integrity*

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.vicereprovoststudents.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.

Your final assignment will automatically be run through a new plagiarism detection tool, Ouriginal, for a review of textual similarity and detection of possible plagiarism. In doing so, you will allow your assignments to be included as source documents in the Ouriginal 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 Ouriginal service are described on the Centre for Teaching Support & Innovation website: <https://uoft.me/pdt-faq>.

## *Use of Generative AI*

As of now, the U of T School of Graduate Studies frowns upon the use of generative AI in dissertation writing. Their website states the following: “The Key Criteria of the Doctoral Thesis include presenting the results and analysis of original research, and demonstrating that the thesis makes an original contribution to advancing knowledge. These originality requirements may not be met by work produced using generative AI tools, which rely on existing sources to generate content-based probabilistic or other predictive functions that may not result in sufficiently original content to meet the criteria.”

(<https://www.sgs.utoronto.ca/about/guidance-on-the-use-of-generative-artificial-intelligence/>)

In the spirit of this guidance (and to prepare you to produce original research and writing), I ask that you **not** use generative AI (including programs like ChatGPT) for completing the weekly memos or the final take-home assignment. This means that you may not use AI assistance to outline, write, and edit assignments; indeed, representing AI-generated ideas as your own may be considered an academic offense in this course. So, please do not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, to complete any course assignments.

For an eye-opening cautionary tale about how ChatGPT can produce unreliable information, please see: <https://www.nytimes.com/2023/05/27/nyregion/avianca-airline-lawsuit-chatgpt.html>

## *Late Policies*

**Late work** will be graded down by the equivalent of 1 letter grade for each 24-hour period. If you anticipate that you will not be able to meet a deadline, please get in touch with me as soon as possible.

## *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](https://governingcouncil.utoronto.ca/secretariat/policies/statements-commitment-regarding-persons-disabilities-february-25-2021)” at <https://governingcouncil.utoronto.ca/secretariat/policies/statements-commitment-regarding-persons-disabilities-february-25-2021>.

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](mailto: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](http://distressedstudent.utoronto.ca); Health & Wellness Centre, 416-978-8030, <http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

### ***Health and Wellness***

Please see the university's great new website dedicated to student mental health resources: <https://mentalhealth.utoronto.ca/>. The regular Health & Wellness Centre website can be accessed here: <https://www.utoronto.ca/hwc/>. Additional student resources for distressed or emergency situations can be located at [distressedstudent.utoronto.ca](http://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***

All members of the learning environment in this course should strive to create an atmosphere of mutual respect. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated; please alert me to any behavior that undermines the dignity or self-esteem of any person in this course or otherwise creates an intimidating or hostile environment. You'll find additional information and reports

on Equity and Diversity at the University of Toronto online at <http://equity.hrandequity.utoronto.ca>.

### ***Copyright Statement***

Course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the *Copyright Act*, RSC 1985, c C-42. These materials are made available to you for your own study purposes and cannot be shared outside of the class or "published" in any way. Lectures, whether in person or online, cannot be recorded without the instructor's permission. Posting course materials or any recordings you may make to other websites without the express permission of the instructor will constitute copyright infringement.

### **Land Acknowledgement**

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Wendat, Anishinabek Nation, the Haudenosaunee Confederacy, the Mississaugas of Scugog, Hiawatha, and Alderville First Nations and the Métis Nation. This territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island. We are grateful to have the opportunity to work on this land.

To learn more about the meaning of the land acknowledgement, see these resources:

- <https://native-land.ca/resources/territory-acknowledgement/>
- <https://artistproducerresource.ca/tiki-index.php?page=Land-Acknowledgements>

To learn more about the debate around the decolonizing value of land acknowledgements, please see:

- Marche, Stephen. 2017. "Canada's Impossible Acknowledgement." September 7. *The New Yorker*. <https://www.newyorker.com/culture/culture-desk/canadas-impossible-acknowledgment>

To learn about organizations that are working towards positive social change, please see:

- Idle No More: <https://idlenomore.ca/about-the-movement/>
- Black Lives Matter – Canada: <https://blacklivesmatter.ca/>
- Showing Up for Racial Justice (SURJ): <https://surjtoronto.com/>

## Course Schedule

**\*\*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. Again, please also note that class attendance is required for this course.

All readings, including books, are available through the University of Toronto library website.

### Week 1 (Sept 13): Introduction and Course Overview

No Readings

## ALGERIA / FRANCE

### Week 2 (Sept 20): *Les Pied Noirs* of French Algeria and the Rise of Le Pen's Far-Right

- Veugelers, John (Jack). 2020. *Empire's Legacy: Roots of a Far-Right Affinity in Contemporary France*. Oxford University Press. Read the following sections:
  - Preface
  - Introduction
  - Chapters 1 and 2 (in Part I)
  - Chapter 3 (in Part II)
  - Chapters 9 and 10 (in Part IV);
  - Conclusion

### Week 3 (Sept 27): *Les Maghrébin* in Paris and its *banlieues*

- Beaman, Jean. 2017. *Citizen Outsider: Children of North African Immigrants in France*. University of California Press.



**Week 4 (Oct 4): Class, Development, and Indian Emigration Politics, Part I**

- Agarwala, Rina. 2022 *The Migration-Development Regime: How Class Shapes Indian Emigration*. Oxford University Press. Read Chapters **1-5**.

**(Oct 11): Reading Week**

No Readings, No Class  
(There are four dense chapters for next week, so get started early.)

**Week 5 (Oct 18): Class, Development, and Indian Emigration Politics, Part II**

- Agarwala, Rina. 2022 *The Migration-Development Regime: How Class Shapes Indian Emigration*. Oxford University Press. Read Chapters **6-9**.

**Week 6 (Oct 25): Class, Gender, and the U.S. Visa Regime**

- Banerjee, Pallavi. 2022. *The Opportunity Trap: High-Skilled Workers, Indian Families, and the Failures of the Dependent Visa Program*. New York University Press. Read the following sections:
  - Introduction
  - Chapter 2
  - Chapter 3
  - Chapter 4
  - Conclusion

**Week 7 (Nov 1): The Philippine Migrant Labor-Brokering State**

- Rodriguez, Robyn. 2010. *Migrants for Export: How the Philippine State Brokers Labor to the World*. University of Minnesota Press.

**Week 8 (Nov 8): Migration, Indentured Mobility, and Unfree Labor**

- Parrenas, Rhacel Salazar. 2010. "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.
- Parrenas, Rhacel Salazar. 2022. *Unfree: Migration Domestic Work in Arab States*. Stanford University Press. Read: Introduction, Chapters 1-3

### Week 9 (Nov 15): Using Morality to Fight Unfreedom

- Parrenas, Rhacel Salazar. 2022. *Unfree: Migration Domestic Work in Arab States*. Stanford University Press. Read: Chapters 4-5, Conclusion, Appendix A
- Rodriguez, Robyn Magalit. 2011. "Philippine Migrant Workers' Transnationalism in the Middle East." *International Labor and Working-Class History* 79(1): 48-61.

VIETNAM / GUAM / U.S.A. / ISRAEL-PALESTINE
--

### Week 10 (Nov 22): U.S. Imperialism and the Making of Militarized Refuge(es), Part I

- Le Espiritu, Yen. 2014. *Body Counts: The Vietnam War and Militarized Refuge(es)*. University of California Press. Read: Chapters 1-3

### Week 11 (Nov 29): U.S. Imperialism and the Making of Militarized Refuge(es), Part II

- Le Espiritu, Yen. 2014. *Body Counts: The Vietnam War and Militarized Refuge(es)*. University of California Press. Read: Chapters 4-7

### Week 12 (Dec 6): Settler-Colonialism and its Ideological Handmaiden: Refugee Humanitarianism

- Le Espiritu, Yen et al. 2023. *Departures: An Introduction to Critical Refugee Studies*. University of California Press. Read:
  - Chapter 3 "A Refugee Critique of Humanitarianism – On Ungratefulness and Refusal"
- Gandhi, Evyn Le Espiritu. 2022. *Archipelago of Resettlement: Vietnamese Refugee*

*Settlers and Decolonization across Guam and Israel-Palestine*. University of California Press. Read the following sections:

- Introduction
- Chapter 3
- Chapter 4

**\*\*The Final Assignment (proposal or paper) is due later on December 13<sup>th</sup> at 11:59 pm EST (midnight) on Quercus.**