

2018 SISS Syllabus

Course: *Ethnic and religious identity as a motivator for socio-political engagement in Europe and North America*

Major: Sociology
Language: English

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Course Description & Objective

1) Course Description

Due to liberalization of migration policies after World War II, there has been a dramatic increase of immigrants from all around the world to Western countries. It has changed significantly social, cultural, and religious compositions of both European and North American societies. However, proclaimed policies on immigrants' integration, including the policy of multiculturalism, have faced a serious crisis in the last two decades. Encountering social and cultural barriers to equality, a significant number of second- and third-generation immigrants have been economically disadvantaged in contrast to children of natives. Additionally, in the post 9/11 era, there has been an upsurge of anti-migrant sentiments and nationalist mobilization throughout the Western world. At the same time, having grown numerically, Muslim diaspora and Sikh communities gained enormous influence on socio-political stances of their members over the last several decades. Finally, there have been ongoing changes within older Jewish and Christian communities in a post-secular age.

This course is devoted to the study of ethno-religious communities' involvement in social movements and their emergence in the forefront of national politics in Western Europe and North America.

2) Course Objective

The course aims to:

- 1) Analyze why there has been an increased activity of n-generation immigrants. For instance, the following reasons will be explored: a) hostile reactions of the receiving society regarding newcomers whose ethnic and religious otherness make them different from the larger national culture, b) as well as immigrants' intentions to retain distinctive cultural identities;
- 2) Deepen students' insight into the relationship between ethnic, religious, and national identities;
- 3) Examine how ethnicity and religion affect the marginalization as well as mobilization of immigrants in the selected societies, including the USA, Canada, France, Great Britain and the Netherlands, in order to break down existing stereotypes and make changes toward creating a more equal society;
- 4) Critically assess the influence of transmigrants on the trade-migration linkage and also their involvement in political movements in the host society.

Teaching Methods

This course will help students to deepen their knowledge of diversity management, the challenges which immigrants face in the host country, and different types of immigrants' participation in social and political domain. Also, the course will intend to develop students' critical thinking skills. That is why the assignments within the course give students some autonomy in the learning process to motivate them to choose a topic of their interest and develop their research skills in the chosen subfield. Participation of students in numerous group activities will provide them with important skills for their professional development, such as: an ability to work in a team and improve a social network. It also will empower them to take responsibility for their learning process.

Furthermore, an application of theoretical concepts to real-life experiences and their usage for analysis of contemporary issues will promote students' interest in the subject and further encourage their involvement in the learning process.

Assigned books and articles (*please see the pages for reading in the Weekly Schedule*)

Alba, R. (2005). Bright vs. blurred boundaries: Second-generation assimilation and exclusion in France, Germany, and the United States. *Ethnic and Racial Studies*, 28(1), 20-49.

Barslund et al. (2017). Gender Inequality and Integration of Non-EU Migrants in the EU. *CEPS Policy Insights*, 1-10.

Berry, J. & Colette, S. (2010). Acculturation, discrimination, and adaptation among second generation immigrant youth in Montreal and Paris. *International Journal of Intercultural Relations*, 34(3), 191-207.

Connor, P. (2012). Balm for the Soul: Immigrant Religion and Emotional Well-Being. *International Migration*, 50(2), 130-157.

Kivisto, P. (2014). *Religion and Immigration: Migrant Faiths in North America and Western Europe*. Polity.

Segal, U., Mayadas, N., and Elliott, D. (2006). A Framework for Immigration. *Journal of Immigrant & Refugee Studies*, 4(1), 3-24.

Components of Final Mark

Method of Evaluation	No. of Times	Content of Evaluation	Weighing	Due Week
Participation in the class	5	Pop up in-class activities: group activities such as debates, think-pair-share, role play, as well as diagnostic tests, 1-minute papers, etc.	10%	Pop Up activities
Quizzes	7	The questions are designed to assess students' comprehension of the concepts, theories, issues, and key ideas from the compulsory readings. It will be given in class and contain one open-ended and five multiple-choice questions.	20 %	the day the reading is assigned

<p>Critical Analysis Paper</p>	<p>1</p>	<p>The paper is a 1200 words long argumentative analysis of one of several articles offered by professor in class (<i>a list of articles will be provided at the first day of the class</i>). Students are asked to identify and explain the argument that the author is making, and develop their own arguments and counter-arguments while referring to other studies.</p> <p>The paper should demonstrate an application of the concepts and theories studied in this course.</p> <p>Students must use a minimum of five scholarly sources for their paper in addition to the chosen article.</p> <p>Students will be provided with a recommended structure for their paper.</p>	<p>40%</p>	<p>Week 3, class 11</p> <p><i>(draft should be submitted by week 2, class 6)</i></p>
<p>Peer assessment</p>	<p>1</p>	<p>Prior to the submission of the Critical Analysis Paper, students will be placed in pairs to review one another's papers and provide each other with constructive feedback (to evaluate the paper's strengths and weaknesses - the content, critical thinking, clarity of key points, coherence, etc.). This formative exercise intends to help students improve their papers before the final submission, as well as develop their ability to evaluate others' arguments and justify their recommendations.</p> <p>Students will be provided with the rubrics for the peer assessment activity. The length of the critical reflection on a partner's paper should be around one page.</p>	<p>15%</p>	<p>Week 2, Class 10</p>
<p>In-class critical summary</p>	<p>3</p>	<p>After watching a video (a piece from a documentary or a TED talk), students are asked to critically reflect on it basing on the material studied in class and using their own experience. A specific question for a critical summary will be asked before students start doing this activity.</p>	<p>15%</p>	<p>Pop Up activities</p>

Please note:

- **Detailed explanation of assignments will be provided at the first class of the course.**
- **Late assignments will be penalized** 1 point per each subsequent day (including weekends) following the due date if justification is not acceptable. Unless you have a valid reason, assignments will not be accepted later than 7 days after the due date and will receive a grade of zero.
- **Plagiarism:** please be aware of academic fraud. Here are some examples of academic fraud:
 - Presenting falsified research data;
 - Submitting an assignment of which you are not the sole author;

- Presenting the same work from another course without written permission from the professors concerned.

Persons who commit or try to commit academic fraud, or who are accomplices in fraud, will be penalized.

Weekly Schedule

Week (Class)	Theme	Method	Pages
1 (1)	Introduction to the course: Overview of main concepts, Course content and assignments. Historical context and sociological perspectives on the concept of immigration.	Mini-lessons, small group activities	No readings
1 (2)	Forced migrants, asylum seekers, and refugees	Mini-lessons, small group activities, video, quiz	Segal et al., <i>A Framework for Immigration</i> , pp. 3-22
1 (3)	Immigrants' identity: racial, ethnic, religious, and linguistic aspects. Identity retention. Hyphenated identity	Mini-lessons, small group activities, quiz	Kivisto, <i>Religion and Immigration</i> , pp. 39-58.
1 (4)	Citizenship and national identity	Mini-lessons, small group activities	No readings
1 (5)	Transmigration and transnationalism. Social movements. Immigrants' social and political participation	Mini-lessons, small group activities, quiz	Connor, <i>Balm for The Soul: Immigrant Religion and Emotional Well-Being</i> , pp. 130-153
2 (6)	Approaches of various religious communities to socio-political involvement	Mini-lessons, small group activities, quiz	Kivisto, <i>Religion and Immigration</i> , pp. 107- 131
2 (7)	Social and political debates on how multiculturalism, interculturalism and laïcité policies respond to diversity	Mini-lessons, active learning activities	No readings
2 (8)	Place of religion in public space	In-class debate	Resources to prepare for the debate: http://www.debateurope.eu/2015/02/02/should-people-keep-their-religious-beliefs-private/#.WpnIKOjwbs3
2 (9)	Immigrants' accommodation: integration, assimilation, segregation.	Mini-lessons, small group activities, quiz	Alba, <i>Bright vs. blurred boundaries: Second-generation assimilation and exclusion in France, Germany, and the United States</i> , pp. 20-42.

	Diversity management: reasonable accommodation and “deep equality”		
2 (10)	Gender equality in different ethno-religious communities. Role of women in ethno-religious communities.	Mini-lessons, small group activities, video	No readings
3 (11)	Structural inequality	Mini-lessons, small group activities, quiz	Barslund et al., <i>Gender Inequality and Integration of Non-EU Migrants in the EU</i> , pp. 1-8
3 (12)	Cultural challenges and ways of how to overcome them	Mini-lessons, small group activities	No readings
3 (13)	Cultural adaptation	Mini-lessons, small group activities, video, quiz	Berry & Colette, <i>Acculturation, discrimination, and adaptation among second generation immigrant youth in Montreal and Paris</i> , pp. 191-207
3 (14)	Architecture	Mini-lessons, video	No readings
3 (15)	Food diversity: cultural and economic contributions to the food industry. Overview of the course	Mini-lessons, video	No readings