

University of Toronto
Department of Sociology
SOC336H1S
IMMIGRATION AND RACE RELATIONS IN CANADA
Winter Term, 2013
TUESDAYS, 6-8pm
MP103 (255 Huron Street)

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“Remember always, that all of us, and you and I especially, are descended from immigrants...” – Franklin D. Roosevelt, 1938

“We called for guest workers. We got people instead”
– Max Frisch, 1974

Course Description

This course examines the economic, social, cultural and political dimensions of 20th and 21st century immigration in Canada. While this course has a particular Canadian focus, the topic of immigration requires close examination of the global context in which immigration takes place. We will analyze the multiple forces that cause people to leave the country of their birth, and the consequences that such processes of resettlement have on the countries (and people) left behind and on the new countries of residence. The study of immigration invites us to explore intersecting subjects such as gender, class, ‘race’/ethnicity, nation building, colonialism, multiculturalism, social inequality, and social justice activism—topics that we will closely examine throughout the duration of this course.

Living in Canada, all of us are touched by the impacts of immigration in one form or another. While some of us have experienced immigration firsthand or have been raised by people who came to Canada from elsewhere, we all live our daily lives in a country shaped by the immigrant experience. The international community regards Canada as the paradigm of multiculturalism, yet the country’s immigration and asylum policies have not always treated newcomers or ethnic minorities with the dignity that they deserve. I encourage students to reflect on and share their own experiences of and ideas about immigration. One of the objectives of this course is to consider the macro-level and structural factors that impact our own personal experiences of and ideas about immigration. We will learn how to use sociological (and other) theories in order to make sense of these experiences in a diverse society such as Canada.

This course will focus on both the *causes* and *outcomes* of immigration. Some questions that we will be attempting to answer throughout the semester include:

- *What motivates people to migrate or seek refuge across international borders?*
- *How do new immigrants adapt to and seek to integrate into their new societies? What barriers are in place that may prevent them from doing this? What contributes to more favorable experiences of resettlement?*
- *How does the process of racialisation shape immigration and asylum policies?*
- *What are some of the human rights abuses and other forms of exploitation to which migrants and refugees are made vulnerable? What are some ways in which the human rights and dignity of immigrants can be better realized?*
- *How do new immigrants impact the societies into which they migrate, be it in the context of culture, economics, politics, religious life, etc?*
- *How does immigration affect the identity of immigrants and the identity of the country into which they move?*
- *How does immigration impact both sending and receiving countries? What are some of the transnational ties that may develop between the two? What are the implications of these transnational ties?*

This course is divided into three sections. Part I of the course will outline the major theories of immigration, methodologies, units of analysis and various dimensions of migration (e.g. forced vs. voluntary migration, transnational modes of migration, the intersection of 'race,' class and gender). Part II of the course explores the relationship between immigration and the state. Here, we will discuss such topics as citizenship, immigration policy, immigration status, multiculturalism and the formation of transnational spaces and networks of migration. Finally, Part III considers the various ways in which migration processes impact and respond to identity, including such topics as 'race' and ethnicity, assimilation, integration politics, and the second generation.

Course Objectives

- to understand the causes, consequences and repercussions of immigration
- to examine the impact of immigration on **both** sending and receiving countries
- to illustrate the intersecting dynamics of gender, class and 'race'/ethnicity in structuring the processes of immigration
- to learn to read, think and write critically about the major debates in the study of immigration from a sociological perspective
- to challenge students to question held assumptions about reasons for migrating, the context of reception, and the extent to which migration is a collective rather than individual process

Prerequisites, Exclusions, CSL Group

A 200+ level SOC course. Students without the prerequisite will be removed at any time they are discovered.

Readings and Other Materials

Required readings for each session are drawn from a variety of published sources, and are included on the reading list below. All required readings are included in the course pack or will be posted on Blackboard. Required newspaper/magazine articles are listed in this syllabus and can be downloaded from the included weblinks.

I will occasionally present film excerpts or short documentaries during lecture. Students are responsible for knowing this material for the class tests. *When possible*, I will make these film (or audio) clips available on Blackboard.

Evaluation Components and Grading

Course evaluation will be based on the following elements: two in-class tests (midterm and final), two critical reading responses, and an essay style film or book review.

Midterm Test	25%	February 12 th
1 Critical Reading Response	15%	Due: Throughout Semester
Film/Book Review Essay	35%	Due: March 26 th
Final Test (in-class)	25%	April 2 nd

Midterm Test: the in-class midterm will assess your knowledge of materials covered in class lecture and assigned readings from weeks 1 to 5, inclusively. The format of the test may include multiple choice, concept definition, short and long answer, and 1-2 essay questions. It will be 2 hours long.

Critical Reading Response: each student is responsible for submitting ONE critical reading response during the semester (Weeks 2-5 or Weeks 7-10). There will be a sign-up sheet in the first class so that students can choose the week for which they will be responsible for submitting responses.

Each response should be **3 – 4 pages double-spaced** and based on ONE of the assigned readings of that week (all readings with an * are acceptable—see course schedule below; you are certainly welcome to refer to the other assigned readings as well). **Your response is due electronically via Blackboard by noon on Mondays, that is, on the day BEFORE the lecture of the assigned reading. LATE REACTIONS PAPERS WILL NOT BE ACCEPTED UNDER ANY CIRCUMSTANCES.**

The purpose behind this assignment is to encourage students to think critically about the readings *BEFORE* coming to class and developing questions, comments and critiques that can then be brought up during lecture in order to generate class discussion. In order to do well on responses, students must give a *very brief* summary of the readings (what are the main arguments? What methods do the authors use to reach their conclusions? What key theories do authors use to make their arguments?). More importantly however, students are expected to identify the major theme(s) of the reading and to discuss how these fit into the broader themes discussed in the course, how they correspond to current events (you may reference newspaper or magazine articles, for example), and/or personal experience. Students are also encouraged to include questions that emerge from the reading that can be used for discussion during class. See

below (p. 5) for a list of websites that refer to many of the themes discussed in our course and that may be helpful as you prepare your critical reading response.

Film/Book Review Essay: students will receive a list of 8-10 novels and 8-10 films on the topic of immigration. They are expected to write a 7-8 page critical review of *either* one film or one novel from this list by making clear connections to the concepts and theories discussed throughout the course. Students will be required to draw on and reference course readings and lecture materials in order to write this assignment. A separate handout will be posted on Blackboard that outlines this assignment in more detail. Students may choose a film or novel that does not appear on this list but will have to receive approval from the instructor first.

Final Test: the in-class final test will assess your knowledge of all material covered in lectures and assigned readings from parts II and III of the course (Immigration and the State; Immigration and Identity). It is NOT cumulative. The material tested covers classes 6 to 11 inclusively. The test may consist of multiple choice, concept definition, short and long answer, and 1-2 essay question(s). It will be 2 hours long.

ASSIGNMENT/TEST	GRADE	DUE DATE	DESCRIPTION
Midterm Test	25%	February 12 th	2 hour in-class test based on all materials covered in Weeks 1-5
1 Critical Reading Response	15%	Mondays by noon, post on Bb. Choose from Weeks 2-5 or Weeks 7-10. (No late papers accepted)	3-4 page critical response to 1 assigned reading from the week you sign up
Film or Book Review Essay	35%	March 26 th	7-8 page essay reviewing a film or novel (see list posted on Bb)
Final Test	25%	April 2 nd	2 hour in-class test based on all materials covered in Weeks 7-11

Class Format

Weekly class sessions will consist of lecture presentations and discussions based on weekly readings and other assigned materials. Key issues will be identified, and major recent studies reviewed and evaluated.

Where possible, weekly readings will comprise a theoretical article accompanied by a case study/ application of the themes and concepts of that week (e.g. newspaper/magazine articles, government documents such as bills and policies). In addition to readings, I will integrate a variety of multi-media materials, including documentary film and radio, dramatic film clips, literature and comic strips.

Students are expected to do the readings *before* coming to class. If you begin to fall behind on the readings, you should *not* expect to do well on the following test or assignment. Students are responsible for mastering the lectures, assigned readings and other materials presented in class for use on tests and the written assignment.

Finally, please note that although I am the instructor, I do not necessarily have all of the answers; I am open to having my ideas and assumptions challenged. I hope that students will approach the materials covered in this course in the same way, and will be able to engage in discussion about the theories and issues of the course openly and in a way that is supportive of fellow classmates. I will be lecturing for parts of each class but encourage students to use class time to voice their own ideas and critiques of course materials and related concepts.

Online Resources (for critical reaction papers, final paper, etc...)

Maytree Foundation: <http://maytree.com/>

Rabble News: www.rabble.ca

— Karl Nerenberg's blog: <http://rabble.ca/blogs/bloggers/karl-nerenberg>

Cities of Migration: <http://citiesofmigration.ca/>, <http://citiesofmigration.ca/living-together/>

No One Is Illegal (Toronto Chapter): <http://toronto.nooneisillegal.org/>

Canadian Council for Refugees (CCFR): <http://ccrweb.ca/>

Race-Talk: <http://www.race-talk.org/>

Colorlines: <http://www.colorlines.com/>

Racialicious: <http://racialicious.com/>

Between the Lines: <http://www.psychologytoday.com/blog/between-the-lines>

Hatewatch: <http://www.splcenter.org/blog/>

Racism Review: <http://www.racismreview.com/blog/>

National Council of La Raza: <http://www.nclr.org/>

Course Schedule

PART I: CONCEPTUALIZATIONS AND DIMENSIONS OF MIGRATION

Week 1 (January 8). Introduction

NO READINGS

In this week's lecture, we will be explaining some of the major dimensions of immigration, focusing in particular on questions such as: why do people move across national borders? We will also place immigration in historical context, examining how modern immigration is connected to the European history of colonization and the rise of the nation-state.

In-class video presentation:

Island of Hope – Island of Tears (1989), directed by Charles Guggenheim:

<http://www.archive.org/details/gov.ntis.ava15996vnb1>

Week 2 (January 15). Theories of migration, methodologies, units of analysis...

*Castles & Miller. 2009. Chapter 2, "Theories of Migration," *The Age of Migration: international population movements in the modern world*, 4th edition. Pp. **20-33** and **41-43**.

*Brettell, Caroline & James B. Hollifield. 2000. Chapter 1, "Introduction: Migration theory: talking across disciplines" in Caroline Brettell & James B. Hollifield (eds.) *Migration Theory: talking across Disciplines*. NY & London: Routledge. Pp. **1-26**.

Supplementary:

Castles, Stephen & Mark J. Miller. 2009. Chapter 1, "Introduction," *The Age of Migration: international population movements in the modern world*, 4th edition. Pp. **1-19**.

Week 3 (January 22). Transnational Migration

*Glick Schiller, Nina, Linda Basch and Cristina Szanton Blanc. 1995. "From Immigrant to Transmigrant: Theorizing Transnational Migration," *Anthropological Quarterly* 68(1): 48-63.

*Portes, Alejandro, Luis Guarnizo & Patricia Landolt. 1999. "The Study of Transnationalism: pitfalls and promise of an emergent research field," *Ethnic and Racial Studies* 22(2): 217-237.

Sontag, Deborah and Celia W. Dugger. 1998. "New Immigrant Tide: Shuttle Between Worlds," *New York Times* 19 July. Online at:

<http://tv.nytimes.com/learning/general/specials/immigration/071998immigration.html>

Week 4 (January 29). Reactive migration and displacement: refugees, asylum seekers and the increasing securitization of borders

*Castles, Stephen. 2003. "The International Politics of Forced Migration," *Development* 46(3): 11-20.

*Loescher, Gil. 2001. "The UNHCR and World Politics: State Interests vs. Institutional Autonomy," *International Migration Review* 35(1): 33-56.

Joe Sacco's 2010 comic strip printed in *The Guardian* newspaper about African refugees in Malta: "Not in my Country: a Tale of Unwanted Immigrants." Online at:

<http://www.guardian.co.uk/world/interactive/2010/jul/17/joe-sacco-unwanted-immigrants>

Week 5 (February 5). The Intersection of Gender, 'Race,' Class and Immigration

*Hochschild, Arlie. 2003. "Love and Gold" in Arlie Hochschild and Barbara Ehrenreich (eds.) *Global Woman: Nannies, maids and sex workers in the new economy*. NY: Henry Holt and Co. Pp. 15-30.

*Hondagneu-Sotelo, Pierette and Ernestina Avila. 1997. "'I am here but I am there': The meanings of Latina transnational motherhood," *Gender and Society* 11(5): 548-571.

Vanderklippe, Nathan. 2012. "Does Temporary Foreign Workers Program Create Second Class of Labourers?" *Globe and Mail*, May 6. Online at:

<http://www.theglobeandmail.com/news/national/time-to-lead/does-temporary-foreign-workers-program-create-second-class-of-labourers/article4105800/>

Week 6 (February 12). IN-CLASS MIDTERM TEST

READING WEEK – February 19 – NO CLASS

PART II: IMMIGRATION AND THE STATE

Week 7 (February 26). Immigration and the state (1): immigration policy and the racialisation of immigration/ asylum

*Massey, Douglas. 1999. "International Migration at the Dawn of the Twenty-first Century: the Role of the State," *Population and Development Review* 25(2): 303-22.

*Levitt, Peggy and Rafael de la Dehesa. 2003. "Transnational migration and the redefinition of the state: Variations and explanations," *Ethnic and Racial Studies* 26(4): 587-611.

Pulido, Laura. 2007. "A Day Without Immigrants: The Racial and Class Politics of Immigrant Exclusion," *Antipode* 29(1): 1-7.

"The Human Cost of Jason Kenney's Refugee Health Cuts," *Rabble News* 5 December 2012. Online at: <http://rabble.ca/news/2012/12/kenneys-cuts-hurt>

Week 8 (March 5). Immigration and the state (2): Immigration Status, Detention, Deportation, and Social Mobility

*Goldring, Luin and Patricia Landolt. 2012. *The Impact of Precarious Legal Status on Immigrants' Economic Outcomes*. IRPP Study 35. Montreal: Institute for Research on Public Policy. Available for download at: http://www.irpp.org/pubs/IRPPstudy/IRPP_Study_no35.pdf
SKIM (INTRO AND MAJOR FINDINGS)

*De Genova, Nicholas P. 2002. "Migrant 'illegality' and deportability in everyday life," *Annual Review of Anthropology* 31: 419-447.

Behrens, Matthew. 2012. "Taking Liberties: Canada's Booming Business of Detention and Deportation," *Rabble News* 21 February. Online at: <http://rabble.ca/columnists/2012/02/taking-liberties-canadas-booming-business-detention-and-deportation>

Harper, Tim. 2012. "We Need Foreign Workers, They Need Fair Treatment," *Toronto Star* 14 November. Online at: <http://www.thestar.com/news/canada/politics/article/1287333--tim-harper-we-need-foreign-workers-they-need-fair-treatment>

Week 9 (March 12). Immigration and the state (3): citizenship and multiculturalism

*Shachar, Ayelet. 2000. "On Citizenship and Multicultural Vulnerability," *Political Theory* 28(1): 64-89.

*Mahtani, Minelle. 2002. "Interrogating the Hyphen-Nation: Canadian Multicultural Policy and 'Mixed Race' Identities," *Social Identities* 8(1): 67-90.

The assigned readings this week will provide us with some relevant concepts with which to discuss the December 2011 face veil ban at the citizenship oath ceremony by Canadian Immigration Minister Jason Kenney. Please familiarize yourself with the details of this new bill on the Citizenship and Immigration Canada website:

<http://www.cic.gc.ca/english/resources/manuals/bulletins/2011/ob359.asp>

An editorial published in the Toronto Sun highlights some of the main problems with this proposed bill: "Citizenship veil ban coerces women to fit into the 'mainstream,'" Toronto Star (opinions): <http://www.thestar.com/opinion/editorials/article/1100856>

PART III: IMMIGRATION AND IDENTITY

Week 10 (March 19). Immigration and identity (1): assimilation research and debates

*Alba, Richard, and Victor Nee. 1997. "Rethinking Assimilation Theory for a New Era of Immigration." *International Migration Review* 31:826-874.

*Boyd, Monica. 2002. "Educational Attainments of Immigrant Offspring: Success or Segmented Assimilation?" *International Migration Review* 36(4): 1037-1061.

Ziegelman, Jane. 2011. "Immigrant Identities, Preserved in Vinegar?" *New York Times* 3 August. Online at: <http://www.nytimes.com/2011/08/04/opinion/immigrant-identities-preserved-in-vinegar.html?ref=immigrationandemigration>

Supplementary:

Castles & Miller. 2009. Chapter 2, "Theories of Migration," *The Age of Migration: international population movements in the modern world*, 4th edition. Pp. 33-49.

Week 11 (March 26). Immigration and identity (2): race/ethnicity, intergroup relations, and immigrant agency and resistance

*****ESSAY DUE BY START OF CLASS TODAY*****

*Cornell, Stephen and Douglas Hartmann. 2004. "Conceptual confusions and divides: race, ethnicity, and the study of immigration" in Nancy Foner and George M. Frederikson (eds) *Not Just Black and White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States*. NY: Russel Sage Foundation. Pp 23-41.

*Nagra, Baljit. 2011. “‘Our Faith Was Also Hijacked by Those People’: Reclaiming Muslim Identity in Canada in a Post-9/11 Era,” *Journal of Ethnic and Migration Studies* 37(3): 425-441.

Stein, Eleanor. 2003. “Construction of an enemy,” *Monthly Review* 55(3): 125-29. Online at: <http://monthlyreview.org/2003/07/01/construction-of-an-enemy>

Week 12 (April 2). Final Test: IN-CLASS

Procedures and Rules:

1. Missed tests and assignments

- **Accommodation provision:** In general, for missed tests or assignments we follow U of T policy about accommodation for missed tests for the following three reasons:
 - Illness
 - Religious observances (i.e., holy days) – REASONABLE ADVANCED NOTICE IS EXPECTED IN REGARD TO RELIGIOUS OBSERVANCE IF A CONFLICT WITH THE COURSE IS ANTICIPATED
 - <http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>
 - Other unplanned circumstances entirely beyond the student’s control (e.g., a court subpoena for which you have no option except to show up, a funeral).
 - Reasons such as “too much work”, technology failure, weddings, or not adding the class in time, are not compelling reasons. For assignments, you are expected to plan ahead.
- **Documentation: In all cases, appropriate supporting documentation is required** (e.g., University of Toronto Student Medical Certificate—available on BB, a note from a religious official concerning a holy day, a death certificate). You must also declare your absence on ROSI, and provide the instructor with a hard copy of your declaration.

1a. Missed tests

- **U of T Policy: Students who miss a term test will be assigned a mark of zero for that test unless they satisfy the following conditions:**
 1. “Students who miss a test for reasons entirely beyond their control may, **within one week of the missed test**, submit to the instructor a written request for special consideration explaining the reason for missing the test, and attaching appropriate documentation,” as noted above.
 2. “If a written request with documentation cannot be submitted within one week, the instructor may consider a request to extend the time limit.”

- **Accommodation provision:** Your medical note **MUST** include the statement “This student was unable to write the test on the date(s) for medical reasons.” Documentation **MUST** show that the physician was consulted within **ONE** day of the test. A statement merely confirming a report of illness made by the student is **NOT** acceptable.
- The accommodation for a missed test in this course is a **make-up test**. Dates for the make-up test will be announced during the semester.
 - Make-up tests will cover the same material and follow the same format as the original test but with different questions
 - No student is automatically entitled to a second make-up test

1b. Late assignments

- You are expected to complete assignments on time.
- An assignment is considered late if it is not submitted by the due date noted in the course schedule above. In order not to be considered late, **hard copies of assignments must be submitted by the beginning of class; electronic versions must also be submitted by that time to Blackboard. As stated above, the critical reading response must be submitted via Blackboard only (no hard copies required for this assignment).**
- **Critical Reading Responses will NOT be accepted past the due date.**
- **Late Film/Book Review Essays for reasons that are within your control will be penalized 10% per day.** Assignments that are more than 7 days late will not be accepted unless they are accompanied by valid documentation of circumstances beyond student’s control.
 - The penalty will run from the day the assignment was due until the day it is submitted electronically via Blackboard. You may still be required to submit a hard copy at the next class. The electronic copy must be identical to any hard copy submitted.
 - **The penalty period includes weekends and holidays.**
 - **Accommodation provision:** The University of Toronto Medical Certificate must state that you were ill on the due date of the assignment for a one-day extension. For a longer extension you must prove that you were sick during a longer period or prove an exceptional, unforeseen circumstance.

2. Grade appeals.

The instructor and teaching assistant take the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error simply alert the instructor of the error.
- In the case of more substantive appeals, you must:
 1. Wait at least 24 hours after receiving your mark.
 2. Carefully re-read your assignment, all assignment guidelines and marking schemes and the grader’s comments.
 3. You have 30 days after receiving a mark to appeal it.If you wish to appeal:

A. You must submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as “I need a higher grade to apply to X” are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.

B. Attach to your written explanation your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor during office hours.

C. You will receive a response via email or in person about your re-grade.

3. Electronic communication and electronic learning technology

- All course communication should be conducted through Blackboard or your Utormail account.
- It is the student’s responsibility to check Blackboard regularly for any updates or modifications to the course
- **Students must use their utor accounts for all email communication. Emails sent from any other email account – e.g. hotmail, gmail – will not be answered**
- Emails from students will generally be answered within **48 hours** of receipt.
- Please treat emails as you would any other professional communication.
- All general questions about the course that are NOT addressed on the syllabus and course website should be posted to the ‘general inquiries’ section of the Blackboard discussion board. If you can’t figure something out, chances are your inquiry will be useful for the entire class.
- Please do not ask specific questions about the readings in an email. Instead, ask them in class as your classmates likely have similar questions.

4. Classroom etiquette

- Students are expected to arrive at class on time, to turn off all electronic communication devices, and to use laptops only for note-taking. Other uses (e.g., emailing, web surfing) will result in the student’s being required to turn off the laptop.
- **Cell phones must be TURNED OFF** throughout the duration of class.
- Videotaping and recording lectures is strictly forbidden without written permission from the instructor

5. 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 and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. For general information, see: www.artsci.utoronto.ca/osai/students
- By enrolling in this course, students agree to abide by the university’s rules regarding academic conduct, as outlined in the Calendar.
- You are expected to have read and understood the on-line document “How Not to Plagiarize” (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)

- You are expected to be familiar with the “Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) and *Code of Student Conduct* (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

6. Student resources

Accessibility Services. Students with diverse learning styles and needs are welcome in this course. In particular, if students have a disability/health consideration that may require accommodations, they should contact and register with Accessibility Services: (416) 978-8060; www.accessibility.utoronto.ca. Located at Robarts Library, 1st floor north.

U of T Writing Centre. Information about college writing centres is available at: <http://www.writing.utoronto.ca/writing-centres/arts-and-science>. Additional information regarding available learning opportunities at the writing centre is available at: <http://www.writing.utoronto.ca/writing-centres/learning>. More than 60 Advice files on all aspects of academic writing are available from: www.writing.utoronto.ca/advice. Printable PDF versions are listed at: <http://www.writing.utoronto.ca/about-this-site/pdf-links-for-students>.

As listed above, please see the “How Not to Plagiarize” site. There is advice here on documentation format and methods of integrating sources: www.writing.utoronto.ca/advice/using-sources.

For information about the Writing Plus workshop series, see: <http://www.writing.utoronto.ca/writing-plus>

English Language Learning program (ELL). Information available at: <http://www.artsci.utoronto.ca/current/advising/ell>

Please note especially the Communication Cafe, which meets weekly at four different times and locations for the first five weeks of each term. For more information, please contact the ELL Coordinator Leora Freedman at: leora.freedman@utoronto.ca.