

SOC497H1F

SPECIAL TOPIC: Canadian Immigration

FALL 2013 Syllabus

Instructor: Dr. Mai B. Phan

Office: Room 225, Office C (725 Spadina Ave.)

Hours: Thursdays, 2:00-3:30pm

Email: mai.phan@utoronto.ca

Lecture Time & Location: Thursdays, 4-6pm, SK 346 – (Faculty of Social Work)
246 Bloor Street West

Prerequisite: A 300+ level SOC course – students **WITHOUT** the prerequisite will be removed at any time they are discovered.

~ *“It’s going to be a great country when they finish unpacking it.”* ~
Andrew H. Malcolm, journalist and author, on Canada

Course Description

In Canada, most people have some experience with immigration whether directly or indirectly, and many have strong opinions about the topic. Immigration in Canada is more complex, multi-faceted and contentious than is commonly understood. Recently, the nature of Canadian immigration has changed in ways that are both surprising and familiar. Furthermore, the context of immigration today is different from the past, generating new patterns of movements and mechanisms of control that reflect factors beyond Canada’s borders, as well as changing dynamics within the country.

In this course, we will consider immigration as embodying sets of relations such as those between Canada and other nations in an international system; relations that connect our past, present and future; the ties that bind individuals/groups here and there; and the relationship between different institutions and discourses. We will be exploring contemporary issues in Canadian immigration as it relates to current social, political and economic concerns and from a variety of perspectives. Students will consider topics such as immigration and colonization, citizenship and status in nation-building, temporary foreign workers, labour market integration, security and crime, and changing contours of exclusion in immigration policy.

The course is broken up into three parts. In the first part, we will review theories of migration, with a focus on international migration, and the political economy of immigration in Canada. We

will then examine the genesis of international migration in Canadian history, to the early days of British and French settlement and colonization. We will develop an understanding of past and present immigration to Canada as taking place within a colonial capitalist system and consider the implications that arise from that understanding.

In the second part, we will discuss the direction, character and substance of immigration policies. In particular, the expansion of the temporary foreign worker and the tensions between Canada's human rights obligations and national security concerns demonstrate how the balance of political and economic priorities is reflected in our immigration system. We will also critique the exclusionary nature of immigration policies in ways that are racial, gendered and classed.

Finally, the economic and social implications of immigration policies will be the theme in the third part of the course. While there are many immigrant success stories, administrative rules and socio-economic factors combine to generate integration challenges for different classes of immigrants as they encounter the justice system, engage in the labour market and access social services.

Intended Learning Outcomes

After successfully completing the course, you will be able to:

1. Explain the changes and continuities of immigration in Canada within a broader critical and historical perspective, and draw connections between immigration and other policy domains.
2. Critically assess and engage with academic research through discussions and analytic writing.
3. Conduct an active discussion session on a specific topic
4. Develop a small research project using primary or secondary data and present your findings on an aspect of immigration experience in a coherent and compelling way.

Course Assessments

In addition to completing assignments, your active participation in this course is central to your success and to the quality of your experience in this course. Therefore, you are expected to regularly attend class, complete assigned readings before class and participate in discussions and class activities. If you experience difficulties or must miss any classes, please don't hesitate to get in touch with me.

There are a number of ways for you to demonstrate your grasp of the materials and concepts covered in class, as well as assess your progress in achieving the learning outcomes stated above.

Assignments and Grading Scheme:

Class Participation	15%
Reading Journal	30%
Lead class discussion	10%
Mid-term test	20%
Final Assignment	25%

Participation: Attendance is a necessary but not sufficient measure of the quality of your participation in class. Your active involvement in class discussions and activities are required. Each week, you must submit 2 or 3 questions for discussion based on the assigned readings on the course Blackboard by Wednesday, midnight. This will contribute to and reinforce your learning, as well as demonstrate your preparedness for class. Regular attendance and active participation will be worth 15% of your overall mark.

Reading Journal (5 reading reflection papers): Your reading journal consists of 5 reading reflection papers submitted over the term on the topic/week of your choice. Each reading reflection will be 2-3 pages (double-spaced) in length and should *not* simply summarize the readings. Rather, I would like you to comment on how the articles contribute to your understanding of the topic, and compare/contrast, critique or analyse the readings. In your reflection, you may also draw on your own experiences, alternative perspectives or items from news media that you think are relevant to the topic discussion.

By the end of the course, each student will have submitted 5 reading reflections. Reading reflections are due on Wednesday night of the week that your chosen topic is covered. All reflection papers will be submitted and posted on Blackboard to share with the class. Each reflection paper is worth 6 percentage points of your total mark, and each day late will accrue 1 percentage point penalty off that week's reflection mark.

Lead class discussion: Students will sign up to prepare and lead a 30-minute critical discussion of the assigned readings between weeks 3-12. Sign-up sheets will be handed out on the 2nd week of class. The idea is to give you an opportunity to practice facilitating group discussions focused on the readings in an engaging and creative way. You and your partner(s) are encouraged to *not just* present your consolidated analyses of the readings (in reflection papers), but *also* to involve the class through open-ended questions, activities, and/or multi-media presentations, depending on your chosen week/topic. This exercise is worth 10% of your final grade.

Mid-term test: There will be a 2-hour mid-term test that consists of 10 multiple choice and 2 essay questions. The test, worth 20%, will be based on material covered in readings and lectures in the first part of the course (weeks 2-4).

Final Assignment: Further detailed instructions for the assignment (worth 25% and due on the final class) will be provided in the 3rd class. The assignment will involve a small research project using a research method of your choice. As part of the project, you will be required to have at least one consultation with me to discuss your proposed research question, method and data and theoretical approach. You will also be required to sign and submit the Academic Integrity Checklist (attached at end of syllabus) when handing in the final assignment.

Reading and Other Materials

You are responsible for completing all required readings prior to class. Readings for each week are included in the course pack (available for purchase at the Bookstore) or posted on Blackboard. Where materials are available online, I have included the url in the course schedule.

Course Schedule and Topics

Part 1: Theoretical perspectives of migration and immigrants

Week 1: Sept 12 Introduction to the course: Immigration in the Canadian context
In the first class, we will examine what it means to migrate, reasons why people move, and review the mechanisms through which people arrive in Canada.

Week 2: Sept 19 Understanding theories of migration and policymaking

- King, Russell (2012) “Theories and typologies of migration: An overview and a primer”, *Willy Brandt Series of Working Papers in International Migration and Ethnic Relations*, 3/12, Sweden: MALMÖ Institute for Studies of Migration, Diversity and Welfare, downloaded from <http://www.mah.se/upload/Forskningscentrum/MIM/WB/WB%203.12.pdf>
- Hardcastle, Leonie, Andrew Parkin, Alan Simmons and Nobuaki Suyama (1994) “The Making of Immigration and Refugee Policy: Politicians, Bureaucrats and Citizens”, in Howard Adelman, Allan Borowski, Meyer Burstein and Lois Foster (eds.) *Immigration and Refugee Policy: Australian and Canada Compared, Vol. 1*, University of Toronto Press, pp. 95-124.

Supplementary: Massey, Douglas, S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, and J. Edward Taylor (1993) "Theories of International Migration: A Review and Appraisal," *Population and Development Review* 19: 431-466.

Week 3: Sept 26 Understanding our roots: Colonialism and immigration in Canadian nation-building

- Lawrence, Bonita (2011) “Rewriting histories of the land: Colonization and Indigenous Resistance in Eastern Canada”, in Martin J. Cannon and Lina Sunseri (eds.) *Racism, Colonialism, and Indigeneity in Canada*, Oxford University Press, pp. 68-80.
- Kelly, Ninette and Michael Trebilcock (2000) “Immigration and the Consolidation of the Dominion, 1867-1896: Fulfilling the Destiny”, in *The Making of the Mosaic: A history of Canadian Immigration Policy*, 2nd edition, University of Toronto Press, pp. 62-112.

Supplementary: Walia, Harsha (2003) “Resisting Displacement, North and South”, *ZNet*, downloaded from <http://www.zcommunications.org/resisting-displacement-north-and-south-by-harsha-walia>

Week 4: Oct 3 Canada as a ‘land of immigrants’?

- Sharma, Nandita (2011) “Canadian multiculturalism and its nationalisms”, in May Chazan, Lisa Helps, Anna Stanley and Sonali Thakkar (eds.) *Home and Native Land: Unsettling Multiculturalism in Canada*, Toronto: Between the Lines, pp. 85-101.
- Winter, Elke (2011) “The Social Constitution of a Pluralist ‘We’”, in *Us, Them and Others: Pluralism and National Identity in Diverse Societies*, University of Toronto Press, pp. 195-216.
- Bohaker, Heidi and Franca Iacovetta (2009) “Making Aboriginal People ‘Immigrants Too’: A Comparison of Citizenship Programs for Newcomers and Indigenous Peoples in Postwar Canada, 1902-1960s”, *Canadian Historical Review*, 90 (3): 427-461.

Supplementary: Bloemraad, Irene (2012) “Understanding ‘Canadian Exceptionalism’ in Immigration and Pluralism Policy”, Washington, DC: Migration Policy Institute, downloaded from <http://www.migrationpolicy.org/pubs/CanadianExceptionalism.pdf>

Week 5: Oct 10 **MID-TERM TEST**

Part 2: Changes and Continuities in Immigration Policy, 20th century-present

Week 6: Oct 17 Contours of exclusion: Race, class and gender in immigration policy

- Abu-Laban, Yasmeeen (1998) “Keeping ‘em Out: Gender, Race and Class biases in Canadian Immigration Policy”, in Veronica Strong-Boag (ed.) *Painting the Maple: Essays on Race, Gender and the Construction of Canada*, University of British Columbia Press, pp. 69-84.
- Macklin, Audrey (2003) “Dancing Across Borders: ‘Exotic Dancers,’ Trafficking, and Canadian Immigration Policy,” *International Migration Review*, 37 (2): 464-500.

Week 7: Oct 24 Potential citizens or disposable workers? Temporary foreign workers

- Castles, Stephen (2011) "Migration, crisis and the global labour market", *Globalizations*, 8 (3): 311-324.
- Leach, Belinda (2013) "Canada's Migrants Without History: Neoliberal Immigration Regimes and Trinidadian Transnationalism", *International Migration*, 51 (2): 32-45.
- Goldring, Luin and Patricia Landolt (2011) "Caught in the Work-Citizenship Matrix: The Lasting Effects of Precarious Legal Status on Work for Toronto Immigrants", *Globalizations*, 8 (3): 325-341.

Supplementary: Standing Committee on Citizenship and Immigration (2009) *Temporary Foreign Workers and Non-Status Workers*, 7th Report of the Standing Committee in the House of Commons, Ottawa: Library of Parliament, downloaded from <http://www.parl.gc.ca/HousePublications/Publication.aspx?DocId=3866154>

Week 8: Oct 31 Paradigms in tension: National sovereignty and human rights in immigration regimes

- Ibrahim, Maggie (2005) "The Securitization of Migration: A Racial Discourse" *International Migration*, 43 (5): 163-187.
- Lowry, Michelle (2002) "Creating Human Insecurity: The National Security Focus in Canada's Immigration System", *Refuge*, 21: 28-39.
- Lacroix, Marie (2004) "Canadian Refugee Policy and the Social Construction of the Refugee Claimant Subjectivity: Understanding Refugeeeness", *Journal of Refugee Studies*, 17 (2): 147-166.

Part 3: Economic and Social Integration

Week 9: Nov 7 Blurring boundaries between legal/illegal: Criminalizing immigration

- Gordon, Todd (2006) "Criminalization, Race and Neoliberal Order: Policing Immigrant Communities", in *Cops, Crime and Capitalism: The Law-and-Order Agenda in Canada*, Fernwood Books Ltd.
- Goldring, Luin, Carolina Berinstein and Judith Bernhard (2007) "Institutionalizing Precarious Immigration Status in Canada", *Early Childhood Education Publications and Research*. Paper 4, downloaded from <http://digitalcommons.ryerson.ca/ece/4>
- Monsebraaten, Sandro Contenta Laurie (2009) "How we're creating an illegal workforce", *The Toronto Star*, November 1, 2009, downloaded from http://www.thestar.com/news/investigations/2009/11/01/how_were_creating_an_illegal_workforce.print.html

Week 10: Nov 14 Labour market barriers for skilled immigrants

- Boyd, Monica (2013) “Accreditation and the Labor Market Integration of Internationally Trained Engineers and Physicians in Canada”, in Triadafilos Triadafilopoulos (ed.) *Wanted and Welcome? Policies for Highly Skilled Immigrants in Comparative Perspective*, New York: Springer, pp. 165-197.
- Oreopoulos, Philip (2009) “Why do skilled immigrants struggle in the labor market?” *National Bureau of Economic Research, Working paper 15036*, downloaded from http://www.nber.org/papers/w15036.pdf?new_window=1
- Sakamoto, Izumi, Matthew Chin and Melina Young (2010) “Canadian Experience, Employment Challenges, and Skilled Immigrants: A Close Look Through ‘Tacit Knowledge’”, *Canadian Social Work*, downloaded from <http://www.beyondcanadianexperience.com/sites/default/files/csw-sakamoto.pdf>

Supplementary: Ontario Human Rights Commission (2013) *Policy on Removing the*

“Canadian Experience” Barrier, February 1, 2013, downloaded from

<http://www.ohrc.on.ca/en/policy-removing-%E2%80%9Ccanadian-experience%E2%80%9D-barrier>

Week 11: Nov 21 Immigration and the welfare state

- Freeman, Gary P. (2009) “Immigration, Diversity, and Welfare Chauvinism”, *The Forum*, 7 (3): 1-16.
- Banting, Keith G. (2010) “Is There a Progressive's Dilemma in Canada? Immigration, Multiculturalism and the Welfare State”, *Canadian Journal of Political Science*, 43: 797-820.
- Fitzpatrick, Meagan (2013) “Don’t bring parents here for welfare, says Kenney”, *CBC News*, May 10, 2013, downloaded from <http://www.cbc.ca/news/canada/story/2013/05/10/pol-immigration-family-changes.html>

Week 12: Nov 28 Challenging borders and exclusions: Anti-racism and regularization programs

- Sharma, Nandita and Cynthia Wright (2008) “Decolonizing Resistance, Challenging Colonial States”, *Social Justice*, 35 (3): 120-138.
- Access Alliance (2004) *The Regularization of Non-Status Immigrants in Canada 1960-2004: Past Policies, Current Perspectives and Active Campaigns*, downloaded from <http://accessalliance.ca/sites/accessalliance/files/documents/3.5.1%20&%206-%20Regularization%20Report.pdf>
- Abji, Salina (2013) “Post-nationalism re-considered: A case study of the ‘No-One is Illegal’ movement in Canada”, *Citizenship Studies*, 17 (3-4): 322-338.

DUE: Completed reading journal (6 reflection papers); **FINAL ASSIGNMENT DUE**

Note on In-Class Interactions

A successful university course rests on an implicit contract between the instructors and the students on the one hand and between the students and themselves on the other. This contract commits all parties to certain ground rules for the course:

- Students are expected to come to the lectures prepared. This implies that the readings are complete (with appropriate notes).
- The instructor should make every attempt to answer questions from students and to present course material clearly and effectively.
- Students should come to class on time. Walking into the classroom late is distracting to everyone else.
- All cell phones must be turned off before entering the classroom. Phone calls and/or text messaging are not permitted in the classroom.
- All discussion in the class should relate to the course.
- Unless given permission by the instructor under special circumstances, students are not permitted to surf the Internet, use email, or any other Internet services during lectures.
- Students and instructors should maintain standards of courtesy and respect for others at all times.

Laptop Use

Students take notes with laptops. They also do email, Twitter, Facebook, and watch YouTube during class. The impact of doing these last four practices during a university lecture undermines education. It is not only distracting you, but it is also distracting the other students and the instructor. It also implies that university learning is boring and that you would rather be somewhere else. We have two penalties for entertainment laptop use in class: 1st time offence: no laptop use in that class and the following one. 2nd laptop offence: no more laptop use in the class/tutorial again.

Getting Help

Do not hesitate to contact me if you need any assistance or want to discuss your progress in class. If you cannot meet me during regularly scheduled office hours, we can make an appointment to meet at another time that is mutually convenient. Alternatively, I am always able to converse with you by email (mai.phan@utoronto.ca).

If you need special accommodations to succeed in this course, let me know at the beginning of the semester, so we can do what we can to get everything arranged as soon as possible. I want you to succeed to the best of your abilities and will be happy to work with you towards that goal.

Writing and Language Support

There are a wide range of resources for writing support made available in Arts and Science to help all students become better writers and communicators. You can find information about college writing centres at <http://www.writing.utoronto.ca/writing-centres/arts-and-science>.
<http://www.writing.utoronto.ca/about-this-site/pdf-links-for-students> .

Writing Plus Workshops:

The St. George Campus College Writing Centres, with the participation of the Arts and Science Students' Union (ASSU), the Academic Success Centre, University of Toronto Libraries, and the Career Centre, are offering this campus-wide series of academic skills workshops to the University's entire student body. All workshops are free and there is no need to pre-register. Come for one, or come for all! The Writing Plus workshop series is described at <http://www.writing.utoronto.ca/writing-plus>.

English Language Learning program (ELL)

Information about the English Language Learning program (ELL) is available at <http://www.artsci.utoronto.ca/current/undergraduate/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



Important Dates to Remember: Fall Session 2013

September 2013	
9	Fall Session classes begin
15	Waiting lists for F and Y courses turned off at the end of the day.
22	Last date to add or make changes to F and Y section courses.
30	First day to request June 2014 graduation
October 2013	
11	December examination schedule posted
14	Thanksgiving; University closed
November 2013	
4	Last day to cancel F section courses without academic penalty; last day to add or remove CR/NCR option for F section courses.
11-12	November break; no classes
December 2013	
3	Classes end in F and Y section courses; term work in F section courses must be submitted Deadline to request Late Withdrawal (LWD) at College Registrar's Office
4	Make-up Monday classes (at instructor's discretion)
5	Last day to request June 2014 graduation
5-6	Study break
9-20	Examination period; final exams in F section code courses; term tests in Y section courses
Dec 21- Jan 5	Winter holidays; University closed Dec. 23-Jan. 3

AccessAbility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, **Accessibility Services** is your home base for support. It is important to contact the office as soon as you are accepted to U of T so that accommodations for your needs are in place before classes start. All information about your disability is confidential and won't be shared with units outside of Accessibility Services without your consent. www.accessibility.utoronto.ca. 416-978-8060.

The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them and me know your needs, the quicker we can assist you in achieving your learning goals in this course.

The role of Accessibility Services is to facilitate the inclusion of students with disabilities into all aspects of university life. Our focus is on skills development, especially in the areas of self-advocacy and academic skills.

Services are provided to students with a documented disability. It can be physical, sensory, a learning disability, or a mental health disorder. Students with temporary disabilities (e.g. broken arm) are also eligible for the service.

Students first go through an intake interview to discuss their eligibility and needs. Where appropriate, students are referred to one of the Service's professionals (e.g. Adaptive Technologist Consultant, Learning Disability Specialist) to discuss strategies and determine accommodations. All discussions are kept confidential with AS and information is disclosed outside the Service only with permission of the student.

Services provided include:

- alternative [test & examination arrangements](#)
- authorization of test and exam accommodations coordinated by [Test and Exam Services](#)
- [note-taking](#) services
- sign language interpreters
- adaptive equipment & assistive devices
- alternative format for printed materials
- information & resource materials on health conditions & disability related issues
- liaison with academic & administrative units within the University & with off-campus agencies.

Robarts Location

Voice: 416 978-8060

Fax: 416 978-8246

TTY: 416-978-1902

Email: accessibility.services@utoronto.ca

Huron Street Location

Voice: 416 978-7677

Fax: 416 978-5729

TTY: 416 978-1902

Email: as.huronstreet@utoronto.ca

Special Accommodations

If you develop a prolonged illness or encounter a personal crisis that will affect your participation in the course, please contact the course instructor as soon as the problem becomes apparent. Your best strategy for dealing with anything that may prevent you from completing the course in a way that is satisfactory to you is to discuss your concerns as soon as possible with the course instructor so that we can work out a way of responding to them together.

Academic Support

Your Registrar is a reliable first-stop whenever you have questions, concerns or are facing issues that are getting in the way of your success.

The **Academic Success Centre** is the place to go to learn how to develop skills in time management, exam preparation, textbook reading, note-taking, and dealing with anxiety, procrastination and perfectionism. Make an appointment with a learning skills counsellor at the reception desk or by calling 416-978-7970. You can also visit the ASC drop-in centre in the Koffler building at 214 College Street. www.asc.utoronto.ca.

Tutors are available at **First Nations House** to help aboriginal students develop their research, essay writing and study skills. Tutors can also help students find academic support in specific fields of study, such as math and science. www.fnh.utoronto.ca. 416-978-8227.

If you're facing challenging personal circumstances that are affecting your academic performance, feel free to seek emotional and psychological support from U of T's **Counselling and Psychological Services**. www.caps.utoronto.ca. 416-978-8070.

Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including
 - working in groups on assignments that are supposed to be individual work,
 - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with every assignment. If you do not include the statement, your work will not be graded.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me.

If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Academic Integrity Checklist

SOC497H1S: Canadian Immigration – Fall 2013

Lecturer: Dr. Mai B. Phan

I, _____, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure.
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name: _____ Signature: _____

Date: _____