

University of Toronto
SOC 336H1S- Summer 2014
Immigration and Race Relations in Canada
Tuesdays & Thursdays, 1-3pm, Room SS2135

Instructor: Francisco Villegas

Office Hours: Tuesdays & Thursdays 1-3PM or by appointment

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Teaching Assistant:

COURSE PREREQUISITES

The prerequisite to take SOC 336 is a 200+ level course. Students without this prerequisite can be removed from the course at any time and without notice.

COURSE DESCRIPTION

This course focuses on the intersections of race and migration across a number of different spheres. It begins by interrogating the concepts of race and migration as constituted by multiple and complex power relations. For the purposes of this course migration is understood as an increasingly restrictive phenomenon that unfairly benefits those in the global north. Because many of the individuals migrating from the global south to the global north are racialized, this course pays special attention to the way race is mobilized in the academic texts. Race, is understood as a socially constructed concept that has material consequences on the daily lives of individuals. The course takes up racism as a significant fixture of Canadian society and will analyze a number of ways in which racialized migrants are affected across different social structures. Finally, since human beings are active participants in resisting oppression, this course pays particular attention to the ways that people engage in activism in order to enact change. The first few weeks of the course will consist of reading and discussing the ways in which various authors conceptualize race and migration. We will then look at the ways these concepts affect people across a number of different social structures including the law, family, schooling, the workplace, and the immigration system. Assignments for this course will require each student to connect the theory provided by the required readings with their own experiential knowledge.

READINGS

- Journal articles: available through the University of Toronto e-journal system.

NOTE: While the course may not appear to be reading intensive, the selected readings can be quite dense and may require a significant amount of time to process. As such, I suggest you consider these readings to be at least twice as long as the pages would suggest and prepare for class accordingly.

EVALUATION

| Assignments | Date | Percent of Grade |
|--|-------------|-------------------------|
| 2 Critical Reflections | | 5% each |
| Proposal | | 25% |
| Major Essay - 10-12 pages plus bibliography | | 35% |
| Final Exam – Choice of essay questions | TBA | 30 % |

CRITICAL REFLECTIONS

Students will write two critical reflections to two specific readings. Each student will be assigned a reading according to the first letter in their last name. Beginning on week 5, each reading in your syllabus has a range of letters bolded at the end. If your last name begins within that range then you are responsible for providing a critical reflection to that piece (for example, if your last name begins with the letter “G” then you are responsible for the Romero reading as well as the Hurtado piece). Submission of the personal reflection is due the day the class will discuss the reading. Reflections will be about 2 pages long (excluding a bibliography) and double spaced. Quotations and references must be properly cited, although you do not need to refer to sources beyond the course materials. Please do not use email to turn in your assignment. Further information will be provided in the third class.

ESSAYS

Additional Information regarding essays will be provided closer to the due date. These essays will count for 60% of your grade. The first will review the concepts covered in the earlier part of the course. The second will be thematic essay. All papers must be properly cited.

FINAL EXAM

Final exam will consist of a choice of essays. The exam is cumulative but will focus on the latter part of the course readings as well as lecture material and any films shown in class.

LATE ASSIGNMENTS:

All assignments are due on the dates specified at the beginning of class except for reasons recognized by the university (i.e. illness, personal hardship, religious observance), all of which require appropriate documentation in order to be approved (see next page). If unable to provide documentation, the penalty for late submission of papers is 1 point off of the total assignment grade per weekday late. Assignments cannot be submitted via email. You must date/time stamp and place late assignments in the department’s late mailbox labeled “Level 300” in room 225. Please note that this room is only open until 4:30pm and you will have to wait until the next business day if your assignment is not turned in by this time. Finally, you are responsible for informing me that your assignment has been left in the mailbox.

DOCUMENTATION FROM YOUR PHYSICIAN OR COLLEGE REGISTRAR

If you miss a test or a paper deadline, **do not** contact the instructor or a TA unless you have followed the steps described here. Telling the professor or TA why you missed a deadline or a test will not be considered.

- In case of **illness**, you must supply a duly completed **Verification of Student Illness** or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is not acceptable. **The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or to your TA during their office hours.
- If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). **The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or to your TA during their office hours.

RE-EVALUATION:

Requests for re-evaluation must be submitted in writing no more than 30 days after an assignment is returned. Note: this is the date the assignment is made available for pick up for students, not the date students collect the assignment. Please explain, in detail, why you believe your assignment should receive a different grade. Also, please remember that your grade may go up, down or stay the same. The grade after the remark will be the grade recorded on the assignment.

WRITING SUPPORT

Please edit your work before you submit it. Helpful resources include the various Writing Centres and your peers.

ACADEMIC HONESTY

Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the "Code of Behaviour on Academic Matters" in the Calendar of the Faculty of Arts and Science.

All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code of Behaviour on Academic Matters*. 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, you are expected to seek out additional information from me or other available campus resources like the [College Writing Centers](#), the [Academic Success Centre](#), or the [U of T Writing Website](#).

ACCESSABILITY SERVICES

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416) 978 8060; accessibility.utoronto.ca

Email

Your use of an official U of T address is required. Make sure you put the course code in the subject line of the e-mail. Use e-mail to clarify logistics [i.e. how long is the exam? How many concepts? etc.]. Do not use e-mail to ask me to clarify class materials; for this, come to office hours. Do not use e-mail to submit assignments. Please do not send a repeat e-mail (e.g., "did you get my e-mail?"). I will respond to your e-mail within two business days (48 hours, except weekends and holidays).

Course Schedule and Topics

Class 1- July 3

Course Introduction and Syllabus Overview

Class 2 Concepts– July 8

Castles, S. (2010). Understanding global migration: a social transformation perspective. *Journal of Ethnic and Migration Studies*, 36, 10, 1565-1586.

Fog Olwig, K. (2003). "Transnational" socio-cultural systems and ethnographic research: Views from an extended field site. *International Migration Review*, 37, 3, 787-811

Class 3 Diversity– July 10

Ahmed, S. (2009). Embodying diversity: problems and paradoxes for Black feminists. *Race Ethnicity and Education*, 12, 1, 41-52

Siemiatycki, M. (2011). Governing immigrant city: immigrant political representation in Toronto. *American Behavioral Scientist*, 55, 9, 1214-1234

Class 4- The "problem" with diversity—July 15

Croucher, S. (1997). Constructing the image of ethnic harmony in Toronto, Canada: the politics of problem definition and nondefinition. *Urban Affairs Review*, 32, 3, 319-347

Li, P. (2003). Deconstructing Canada's discourse of immigrant integration. *Journal of International Migration and Integration*, 4, 3, 315-333

Class 5 Concepts– July 17

Bloemraad, I., Korteweg, A., & Yurdakul, G. (2008). Citizenship and immigration: multiculturalism, assimilation, and challenges to the nation-state. *Annual Review of Sociology*, 34, 153-179 **A-C**

Menjívar, C. & Kil, S. H. (2002). For their own good: benevolent rhetoric and exclusionary language in public officials' discourse on immigrant-related issues. *Social Justice*, 29, 1, 160-176 **D-F**

Class 6 Race, Immigration and the Law – July 22

***Concepts paper due at beginning of class**

Romero, M. (2008). Crossing the immigration and race border: A critical race theory approach to immigration studies. *Contemporary Justice Review*, 11, 1, p. 23-37. **G-J**

Razack, S. (1999). Making Canada White: Law and the policing of bodies of colour in the 1990s. *Canadian Journal of Law and Society*, 14, 1, p. 159-184 **K-M**

Class 7 Race, Immigration and the Law – July 24

Sharma, N. (2005). Anti-trafficking rhetoric and the making of global apartheid. *NWSA Journal*, 17, 3, 88-111 **N-Q**

Tannock, S. (2011). Points of prejudice: education-based discrimination in Canada's immigration system. *Antipode*, 43, 4, 1330-1356 **R-T**

Class 8 Schooling – July 29

James C. & Taylor L. (2010). The making of at-risk students: how youth see teachers thwarting their education. *Our Schools, Our Selves*, 19, 3, 123-136. **U-Z**

Lopez N. (2002). Rewriting race and gender high school lessons: Second-generation Dominicans in New York City. *Teachers College Record*, 104, 6, 1187-1203 **A-C**

Class 9 Schooling – July 31

Mirza, H. S. (1998). Race, gender and IQ: the social consequence of a pseudo-scientific discourse. *Race, Ethnicity, and Education*, 2, 1, 149-155. **D-F**

Hurtado, S. (1992). The campus racial climate: contexts of conflict. *Journal of Higher Education*, 63, 5, 539-569 **G-J**

Class 10 Labour – August 5

Zuberi, D. & Ptashnick, M. (2011). In search of a better life: the experiences of working poor immigrants in Vancouver, Canada. *International Migration*, 50, 1, 60-93 **K-M**

Goldring, L. & Landolt, P. (2011). Caught in the work-citizenship matrix: the lasting effects of precarious legal status on work for Toronto immigrants. *Globalizations*, 8, 3, 325-341 **N-Q**

Class 11 Immigration and Race – August 7

Li, P. (2001). The racial subtext of Canada's immigration discourse. *Journal of International Migration and Integration*, 2, 1, 77-97 **R-T**

Thobani, S. (2000). Closing ranks: racism and sexism in Canada's immigration policy. *Race & Class*, 42, 1, 35-55 **U-Z**

Class 12 Resistance and belonging – August 12

***Thematic Essay due**

Wright, C. (2003) Moments of emergence: Organizing by and with undocumented and non-citizen people in Canada after September 11. *Refuge*, 21, 3, 5-15

Walia, H. (2010). Transient servitude: migrant labour in Canada and the apartheid of citizenship. *Race & Class*, 52, 71-84

Arat-Koc, S. (2005). The disciplinary boundaries of Canadian identity after September 11: Civilizational identity, multiculturalism, and the challenge of Anti-Imperialist Feminism. *Social Justice*, 32, 4, p. 32-49

Final Exam- TBD