

University of Toronto Sociology
SOC336H1S- Summer 2013 Immigration and Race Relations in Canada
Tuesdays/Thursdays 1-3 pm, SS 2135

Instructor Information

Instructor: Paloma E Villegas
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Office hours: Tues/Thurs 3-4 or by appointment
Teaching Assistant: TBA

Course Description

This course focuses on the intersection of race and migration across a number of different spheres. In order to do so, we will employ an anti-racist/critical race theory lens throughout the course. This lens understands “race and ethnicity not as inherent qualities, but as categories that have been socially constructed by law, public policy, and people’s everyday practices” (Romero, 2008, p. 24). While race is socially produced, racism continues to produce material effects for those whom it targets. Therefore, the course takes up racism as a prevalent fixture of Canadian society, focusing specifically on immigration policy and practice. We will therefore analyze a number of ways in which racialized migrants experience different social structures and are represented in the general public. We will begin with a brief conversation on the history of racialized migrations to Canada. We will then look at the ways contemporary migrations are understood and felt by people across a number of different social institutions/structures including the law, family, schooling, the workplace, and the immigration system.

IMPORTANT NOTE: The prerequisite to take this course is a 200+ level Soc course. Students will be removed at any time discovered.

Goals and Learning Objectives

- To understand and apply an anti-racist/critical race theory lens to immigration
- To examine the intersections between immigration and race in Canadian immigration scholarship
- To understand the breadth and diversity of immigration experiences in Canada

Readings

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

Evaluation Components and Grading Policies

	Due Date	Percent of Grade
Reading quizzes/ class participation 4 at 2.5 points each	In class, unannounced	10
Film Review	July 18, 2013	20
Research Paper proposal/Annotated Bibliography	July 25, 2013	10
Research Paper	August 8, 2013	30
Final Exam	TBA	30

Reading Quizzes/ Participation

Class participation is an important facet of this class. In order to be prepared to participate in class, please do all the required readings before class. In addition, you will be responsible for writing four (4) reading

quizzes **in class**. I will ask you to reflect on a facet of the reading for that day. The point of this assignment is to ensure that you have gone over the readings before class, therefore I will ask broad questions about a reading's argument or general story. There will be a total of five quizzes on unannounced days, but you can only complete four. If you are sick and unable to come to class on a day a critical response was assigned please contact me as soon as possible. You cannot redo a quiz unless you can document an illness through a UT medical certificate.

Film Review

We will watch a film in class and you will be asked to write a 6 page review of the film due the following week. I will provide more specific instructions once we watch the film.

Research paper proposal and annotated bibliography

A proposal is a particular genre of writing. It is not a series of notes, it is not a mini-essay and it is not a list of bullet points. Rather, a proposal should gesture to the larger paper you will write and include the following:

1) Your proposed topic. This is the subject area under investigation and will necessarily be descriptive (e.g., my paper addresses the ____, or my paper explores __). Also include a tentative title.

In order to choose your topic, you are asked to browse recent media articles regarding immigrants/immigration to Canada. Select one article. You will use this article as a point of departure for your research. For instance if the article discusses refugees, your academic research should focus on refugees in Canada. Make sure the topic covered in your article relates to course readings, as you will be asked to use course theories/discussions in your paper.

2) Your proposed argument. This is the hardest part but also the most important part. This means that you should write a decent-length paragraph explaining the trajectory of your projected argument. This means you must have done enough research to have a sense of what your argument will be. This also means you will be building on (1), but whereas in (1) you might say "My essay addresses..." in (2) you must say things like "My paper argues/demonstrates that..." You should write a paragraph that is long enough to explain your proposed argument and how you intend to make it.

Points 1-2 should be no more than 2 pages, double-spaced.

In addition, you are required to write an annotated bibliography for 5 external academic texts.

Each entry will include the following **(1-2 sentences for each of the 4 below)**:

1. The bibliographic entry
2. What you believe the text's main argument is.
3. How the author(s) support the argument
4. How the text is useful for your paper

[Sample entry]

Alexander, C. (2006). Introduction: Mapping the issues, special issue writing race: Ethnography and difference. *Ethnic and Racial Studies*, 29(3), 397-410.

Claire Alexander, in her article, "Introduction: Mapping the issues, special issue writing race: Ethnography and difference" (2006), argues that ethnographic methods need to take race into account. She supports her argument by "map[ping] the key issues and controversies surrounding ethnography and race in Britain, the United States and mainland Europe, and trac[ing] the different anthropological and sociological perspectives on the ethnographic method in relation to race and ethnicity" (p. 397). This article is useful for my project because it evaluates ethnographic research that takes race into account specifically.

Research paper

Length: 8 pages of text excluding bibliography, cover page etc.
I will disseminate specific instructions for this assignment during class.

Format: Double-spaced, 12-font (Times New Roman), 1-inch margins on all sides, proper paragraphs, no extra empty spaces between sections and paragraphs, page numbering, and references page. Use a cover page to identify the following: your name, student number, title of paper, date submitted course title and number. You are encouraged to print double-sided to save paper. References: You are free to use any citation style you choose, however, please be consistent and properly cite any work that is not your own.

Assignments are due at the beginning of class. You must also submit your essays to blackboard before the beginning of class on the due date.

Final exam: The final exam will be cumulative and will include short answer/definition questions and a longer essay question. The best way to prepare for the final exam is to attend class and actively engage with the material.

Class/Seminar Format

Although this course is lecture based, class participation is very important. Students are expected to do the assigned reading before class and to come prepared with questions and comments. Occasionally we will view film/clips, examine images or documents, or address a case study as a group. Students will be given access to Power Point lecture slides, but full lecture notes will not be posted or distributed. Students are expected to take notes – the slides are designed to be a guide to the lecture and readings, not a replacement for either. Slides will be posted to BlackBoard after lecture.

Procedures and Rules

Electronic communication and electronic learning technology: Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- All course communication should be conducted through Blackboard or your Utorrent account.
- All emails must include the course code in the subject line.
- All emails should be signed with the student's full name and student number.
- Please treat emails as you would any other professional communication. It is good practice to open with a professional greeting (e.g., "Dear Professor X"), use full sentences, stay focused and to the point, and strive for a coherent and sensible email.
- Emails that ask questions that are answered in the course syllabus or website (e.g., "how much is assignment X worth") will not receive a response.
- All general questions about the course that are NOT addressed on the syllabus and course website should be brought up during lecture or office hours. If you can't figure something out, chances are your inquiry will be useful for the entire class.

Emails that do not follow these guidelines will not receive a response.

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 above in hardcopy format. In order not to be considered late, hard copies of assignments must be submitted by the beginning of class to receive credit. Your assignment must also be submitted to blackboard by the assignment deadline. This is an important step. If your paper is somehow lost, you can demonstrate you submitted it on time in that way. **Note: if you only submit your assignment to blackboard and the file is not legible, the assignment is considered late.**

- If a student anticipates missing an assignment deadline due to uncontrollable circumstances, he or she should contact the instructor at least 7 days in advance (via email or in person), explain the situation, and request accommodation. A student will be required to submit supporting documentation. Please note that accommodation will be provided only for those students with compelling reasons. Reasons such as “too much work”, losing a computer file, and technology failure are not compelling reasons. You are expected to plan ahead and leave some extra time in case of problems.
- Late assignments must be submitted to the instructor in hardcopy format. You may email your assignment and submit the hardcopy during lecture or office hours. Do not submit assignments to the department office staff or other instructors. Assignments should never be pushed under an office door. Any assignments found on the floor will be immediately discarded.
- Alternatively, there are 4 mailboxes located in Room 225 of the sociology department (725 Spadina). Each mailbox is marked 1, 2, 3, or 4 depending on the year/level of the course (for this course submit your paper in #3). There is an automatic date/time stamp machine that you should use before placing the assignment in the appropriate mailbox. This room is open Monday to Friday, 9 a.m. to 4:30 p.m. Please let me know if you submit a paper in the mailbox.
- **Penalty:**
 - Late assignments will be penalized 5% marks per day. **Under no circumstances will assignments be accepted that are more than five days late.**
 - The penalty will run from the day the assignment was due until the day it is submitted electronically (via email attachment). **You are required to submit a hard copy at the next class or office hour.** The electronic copy must be identical to any hard copy submitted. **Again, if the electronic copy is not legible, the assignment continues to accrue late points.**
 - **The penalty period includes weekends and holidays.**
- **Accommodation provision:** In general, a late assignment will be accepted only in the case of an acceptably documented long-term illness or exceptional, unforeseen circumstance; such as a U of T medical Certificate.
- Any other circumstance which could have been reasonably foreseen should result in the student’s completing the assignment ahead of time.

Religious observance

Information about the university's policy on scheduling of classes and examinations and other accommodations for religious observances is available at:

<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>

Grade appeals. The instructor and teaching assistant(s) 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 (e.g., grades on individual components not tallied up correctly) the remedy is easy and can be taken care of expeditiously. 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, all of the grader’s comments, and so forth.
 3. Please note that academic scholarship is *merit-based*, *not need-based*. The fact that you feel you want or need a higher grade is not sufficient. You must have good reason to believe you in fact *earned* a higher grade than you were awarded. **All appeals must be received within one week of receiving your mark.** Note: this is the date the assignment is made available for students to pick up; **not** one week from when they pick it up.

If you wish to appeal:

A. You may 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 or in class.

C. You will receive a response via email or in person about your re-grade. Please note all decisions are final.

Final exams

Final examinations are scheduled, administered, and governed by the policies set out by the Office of the Registrar. Any student granted a deferral by the Office of the Registrar will be required to write a deferred examination at the next exam-writing session scheduled by the Office of the Registrar.

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 other assisting in such misconduct will also be subject to academic penalties.
- 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.

Classroom rules

- 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, and not to bring it to future sessions of the course.
- Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

Dropping this course

- The last day to drop this course without academic penalty is July 29 2013. In keeping with University policy assignment(s)/test(s) worth at least 10% percent of your final mark will be graded and returned prior to that date as long as you submit your assignment on time.

Student resources

Accessibility services

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, please feel free to approach me and/or the Accessibility Services Office as soon as possible. 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. (From www.accessibility.utoronto.ca/staff/accomstrat.htm)

Course Schedule and Topics

Week 1 July 2, 2013

Course Introduction and Syllabus Overview

Week 2 July 4, 2013: Framings: Anti Racism and Immigration

Gabrielle Berman and Yin Paradies (2010) Racism, disadvantage and multiculturalism: towards effective anti-racist praxis. *Ethnic and Racial Studies* 33. 2. 214-232

Romero, M. (2008). Crossing the immigration and race border: A critical race theory approach to immigration studies. *Contemporary Justice Review*, 11.1, 23-37.

Week 3 July 9, 2013 Troubling immigration History and its “subjects”

Mongia, R.V (1999) “Race, Nationality, Mobility: A History of the Passport *Public Culture* 11.3, 527–556

Dua, Enakshi (2007), “Exclusion through Inclusion: Female Asian migration in the making of Canada as a white settler nation” *Gender, Place & Culture: A Journal of Feminist Geography* 14 .4, 445 – 466.

Oikawa, Mona (2000) Cartographies of Violence: Women, Memory, and the Subjects of the Internment *Canadian Journal of Law and Society* 15. 2, 39-68.

Week 4 July 11, 2013 Race & Immigration Discourse in Canada part 1

Li, P. (2001). The racial subtext of Canada’s immigration discourse. *Journal of International Migration and Integration*, 2.1, 77-97

Thobani, S. (2000). Closing ranks: racism and sexism in Canada’s immigration policy. *Race & Class*, 42.1, 35-55

Week 5 July 16, 2013 Race & Immigration Discourse in Canada part 2

Roberts D.J. and Mahtani, M . (2010). Neoliberalizing Race, Racing Neoliberalism: Placing “Race” in Neoliberal Discourses *Antipode* 42.2 248–257

Ibrahim, M. (2005). The Securitization of Migration: A Racial Discourse. *International Migration* 43.5, 163-187.

Week 6 July 18, 2013 Multiculturalism

Hyman, I., Meinhard, A & Shields, J. (2011) The Role of Multiculturalism Policy in Addressing Social Inclusion Processes in Canada. Centre for Voluntary Sector Studies Working paper series Volume 2011, 3, 1-33. Found at <http://www.ryerson.ca/content/dam/cvss/files/new-WORKING-PAPERS/2011-3%20The%20Role%20of%20Multiculturalism%20Policy%20in%20Addressing%20Social%20Inclusion.pdf>

Dei, G. S. (2011). Defense of official multiculturalism and recognition of the necessity of critical anti-racism. *Canadian Issues*, Spring. 15-19.

Week 7: July 23, 2013 Race, Immigration and the Law

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

Macklin, A. (2005) Disappearing Refugees: Reflections on the Canada-US Safe Third Country Agreement. *Columbia Human Rights Law Review*, 36. 2, 101-161.

Week 8 Family July 25, 2013

Paper proposal and annotated bibliography due beginning of class

Parreñas, R. S. (2001). Mothering from a distance: emotions, gender, and intergenerational relations in Filipino transnational families. *Feminist Studies*, 27. 2, 361-390

Bernhard, J., Goldring, L., Young, J., Berinstein, C., Wilson, B. (2007) Living with precarious legal status in Canada: implications for the well-being of children and families. *Refuge*, 24.2, 101-114

Week 9 July 30, 2013 Second generation

Mehrunnisa Ahmad Ali (2008) Second-generation youth's belief in the myth of Canadian multiculturalism. *Canadian Ethnic Studies Journal*. 40.2 89-107

Yen Le Espiritu (2001) "We Don't Sleep around like White Girls Do": Family, Culture, and Gender in Filipina American Lives, *Signs* 26 .2, 415-440.

De Leon, Conely (2009), Post-reunification reconciliation among PINAY Domestic Workers and adult daughters in Canada *Canadian Woman Studies*. 27. 2-3, 68-72.

Week 10 August 1, 2013: Labour –Precarious work

Teelucksingh, C. & Galabuzi, GE (2005) Working Precariously: The impact of race and immigrants status on employment opportunities and outcomes in Canada. Canadian Race Relations Foundation and Centre for Social Justice 1-58.

Found at <http://www.socialjustice.org/uploads/pubs/WorkingPrecariously.pdf>

Bauder, H. (2003) "Brain Abuse", or the Devaluation of Immigrant Labour in Canada *Antipode* 35.4, 699–717

McLaughlin, J. (2010). Classifying the "ideal migrant worker": Mexican and Jamaican transnational farmworkers in Canada. *Journal of Global and Historical Anthropology*, 57 79-94.

Week 11 August 6, 2013: Differently situated im/migrants

Hari, A, McGrath, S. & Preston, V. (2013) Temporariness in Canada: Establishing a research agenda. CERIS The Ontario Metropolis Centre Working Paper No. 99

Found at

http://ceris.metropolis.net/wp-content/uploads/2013/04/CWP_99_Hari_McGrath_Preston.pdf

Goldring, L., & Landolt, P. (2012). The Impact of Precarious Legal Status on Immigrants' Economic Outcomes *IRPP Study 35*. Montreal Institute for Research on Public Policy found at: <http://irpp.org/assets/research/diversity-immigration-and-integration/the-impact-of-precarious-legal-status-on-immigrants-economic-outcomes/IRPP-Study-no35.pdf>

Week 12 August 8, 2013: Resistance and other forms of citizenship

Sophie Le-Phat Ho and Robyn Maynard (2009) Accommodate this! A feminist and anti-racist response to the "reasonable accommodation" hearings in Quebec *Canadian Woman Studies*. 27.2-3 p21.

Salina Abji (2013) Post-nationalism re-considered: a case study of the 'No One Is Illegal' movement in Canada *Citizenship Studies* 17, 3-4 pages 322-338

Dr Ishan Ashutosh (2013) Immigrant protests in Toronto: diaspora and Sri Lanka's civil war
Citizenship Studies 17, 3-4 pages 197-210

Final Exam- TBD