

UNIVERSITY OF TORONTO, Fall 2018

SOC249H1F: Sociology of Migration

Schedule: Friday 9am-12 pm; **Location:** Lesley L. Dan Pharmacy Bldg., Rm 255, 144 College Street

Professor Monica Boyd, Room 356, Sociology, 725 Spadina (at Bloor)

Face to Face Office Hours: Tuesday 9am-12 noon or by appointment

Email Office Hours: Tuesday 9am-12noon; E-mail: monica.boyd@utoronto.ca

Phone: 416-946-5906

Overview: Human beings have always moved. However, by the end of the first quarter of the 20th century, analysts believed that the “final frontier” had been reached - that the great flows of migration which characterized countries such as Canada, the United States and Australia had ended. We now know otherwise. Migration continues, leaving virtually no country in the world untouched. And the former major countries of settlement, like Canada, are again experiencing large number of peoples flowing across borders.

This course examines contemporary international migration flows, immigration policies, and migrant integration in industrial democracies with emphasis on Canada. Among the topics covered are theories of migration that help explain why people move internationally, type of migration, and state policies that shape admissions. The course also examines dimensions of immigrant integration, including labour market experiences and the experiences of children of immigrants (the 1.5 and second generation).

Course Prerequisite: The prerequisite to take SOC249 is **SOC101Y1 or SOC102H1 or SOC100H1**. Students without one of these prerequisites will be removed from the registration list at any time discovered and without notice.

Learning Outcomes:

- Students will acquire knowledge on the theories, trends and issues related to international migration in a global context
- Students will become familiar with current issues in migration today and be able to understand how they arise and persist
- Students will learn about the historical evolution of Canadian immigration policy and the current policies and admission practices in place today
- Students will become aware of vulnerable populations who are part of the migration streams today
- Students will acquire knowledge about the major sociological perspectives on why people migrate and how immigrants “make their way” in North America
- Students will gain knowledge about the current labour market experiences of immigrants in Canada today using sociological concepts and insights
- Students will become familiar with some of the issues facing the children of immigrants

Special needs: If you require accommodations or have any accessibility concerns, please visit accessibility.services@utoronto.ca as soon as possible. If you have documentation that you are a **special needs student and/or using accessibility services**, please see Professor Boyd to discuss how best to assist you in the course. She needs to know in order to ensure that Tests

and Exam Services have the required materials in time for you to take tests or exams there.

Class Structure and Expectations

This class is a three hour class. Given the size of the class, lectures will occupy the majority of class time with additional time given to Question and Answer (Q & A), classroom discussion, student participation, and where relevant to the topic, showing movies or short film clips. Students are encouraged to be active learners by asking questions, contributing to on-going discussion and generally participating in class.

There will be no formally scheduled TA led sessions although Professor Boyd and the course TA will hold extended office hours before the test and final (date to be determined and announced the week before the test/exam).

Students are expected to read course material before each class and to attend each class. Attendance is very important, both in terms of class participation and discussion and because classes are designed to supplement as well as clarify readings (e.g. if you miss classes, you have missed valuable material).

For these reasons, you should not be in this course if you routinely miss classes (for example, the first and third Friday of each month) to attend another course or to hold a job or to meet other commitments.

TOPICS AND SCHEDULE Fall term, 2018

September	07	The World on the Move
	14	Why People Move: Theories of Migration
	21	Regulating Migration? States and Intermediaries <i>Movie: In the Shadow of Gold Mountain</i>
	28	Why People Move: Refugee Flows <i>Film Clips</i>
October	05	Why People Move: Refugee Flows <i>Film Clips</i>
	12	2 hour in-class TEST
	19	Why People Move: Trafficking and Slavery <i>Movie or Film Clips</i> course assignment handed out
November	26	Regulation of Migration: Family & Marriage Migrants <i>Movie/Film Clips</i>
	02	Regulation of Migration: Illegal, Temporary & Precarious <i>Movie El Contrato</i>
	09	Fall Break – no class
	16	Language, Skill and Integration (course assignment due)
	23	Job Searches and Labour Market Integration <i>Movie: Doctors with Borders</i>
	30	Children of Immigrants (last class for this course)

There is a FINAL EXAM given during exam period after classes end. For this class, the university will schedule the exam during December 08-21; for the exact date, check final examination timetable, available at the latest October 31 from the Faculty of Arts and Science web site.

Please note that special arrangements to take the final exam early are **NOT** possible.
PLEASE PLAN ON TAKING THE FINAL EXAM DURING DECEMBER 08-21.

OTHER DATES YOU NEED TO KEEP IN MIND, Fall 2018

Note: this is not the complete list or the complete description – for other important dates regarding other courses, or for more detailed descriptions of the dates below, please go to <https://fas.calendar.utoronto.ca/sessional-dates> and look for fall 2018

September 14	Wait lists for F and Y section code courses close at the end of the day
September 19	Last day to enroll in courses with F and Y section codes via ACORN
November 05	Last day to drop F section code courses from academic record & GPA
December 05	Last day of class for all Fall session courses
December 8-21	Final examinations in F section code courses
December 24	University closed; classes begin January 07 2019

COURSE TIMES

Classes for this course begin at 9:05 am and end at 11:50 am. Please do not arrive late as late arrivals are very disruptive for others. If you must leave early (not a good idea either) please do so during the break. At least one 20 minute break, adequate for getting coffee, stretching your legs etc., will exist in each class. The timing of this break will vary depending on the the rhythm and material presented in each specific class. A second break, if it occurs, will be around 10-15 minutes.

Getting to Know You/Me

To assist me in getting to know you, I will be taking photographs of you during the class breaks on September 21 and September 28. If you prefer **not** to have your photograph taken, please let me know by September 28.

I reserve the right to ask you to change your seating arrangements should the need arise.

The **TOTAL Course Grade** is determined by:

Components	Dates	Portion of Total Grade
In-class 2 hour Test	October 12, starts at 9:10am	35 %
Course Assignment	Due November 16, 4:45pm	30 %
Final Exam 3 hours	To be scheduled by the university between December 08-21	35%

Course Grades

Course grades are calculated using a 100 point scale. This point scale is used in the test, the final exam, and the assignment. The weighted sum at the end of the course is then translate into the letter grade used by the University of Toronto as follows

90-100 = A+	77-79 = B+	67-69 = C+	57-59 = D+	
85-89 = A	73-76 = B	63-66 = C	53-56 = D	49 or below = F
80-84 = A-	70-72 = B-	60-62 = C-	50-52 = D-	

Details on Test and Final Exam

Details on the format of the **TEST** will be announced in class September 28. Test grade results will be released by November 02 at the very latest. Course drop date is November 05. The format of the **FINAL EXAMINATION** will be announced by November 23. The test and final exam are “closed book” and the use of notes or other “aids” are not permitted. Questions will be based on course material – this includes assigned reading material, and material covered in class lectures, films and discussions.

NOTE: The test will cover all course material between September 07 and October 05, including required readings, class lectures, class discussion, and film clips or movies. The final will cover all course material between October 19 and November 30, including readings, class lectures, class discussion, and film clips or movies.

Please be aware that university regulations stipulate that cell phones, pagers and other electronic devices must be put away, out of sight, during the test & final exam. Bring a watch if you need to keep track of time (and of course, turn off or mute your cell!).

Please note that starting in 2011 the university banned electronic dictionaries from finals, permitting only hard copies. If you wish to use/bring a hard copy dictionary, you must schedule a “face-to-face” appointment with me at least one week prior to the test or exam to get permission to do so. You must bring the dictionary with you to that appointment. Permission for use in the test does not mean permission to also use it in the final exam (that is, you must see me twice, once for each event). Students using Accessibility Services need to get a note from me, indicating permission for a hard copy dictionary to take to their test or exam place.

MISSED TESTS & FINAL EXAM????

Late for a test or exam? Don’t be! Because the test starts at the beginning of the class, if you arrive late you must turn in your test at the same time as other students do (this means you will **not** get extra time to compensate for the late arrival). Please plan for your transportation to work that day, and set your alarm clock if required. These cautions also hold for the final exam where under university procedures, lapsed time cannot be made up.

Remarking the Test If you feel that your test answers were not properly evaluated you may request a remark. This request must be in writing and it must indicate where and why you think that a mistake was made. In other words, you cannot simply say that you want the entire test remarked – you must indicate where the problem(s) exists. If you are asking for remarking based on comparisons of your answer with those of one or more friends, you must also include that test(s) indicating the sections or questions that correspond to your requests (sticky notes are fine). This means you need permission of your friend and access to his/her test. Your written request for remarking and the relevant material (your test, other tests) must be submitted in person to Professor Boyd on or by November 16. Compared to the original mark, a new grade can go up, remain the same or go down.

Remarking the Final The same procedures described for the test apply for remarking portions of the Final. Keep in mind that if a final exam is given during the final exam period, faculty are not allowed to show students their exams. Instead, exams are made available to

students for reading by Arts and Sciences, Sydney Smith Hall, usually after mid-January.

Missed test/examination/course deadlines: You must take the test and the final exam as scheduled and you must meet the assignment due date of November 16. The only exceptions are when a student meets conditions that will be accepted by the University. You must take a make-up test as soon as possible, usually within 6 days following the test date. If you miss the final, given on the university designated date during December 8-21, you have to apply via your registrar to make-up the exam. This make-up exam usually is scheduled for mid-February and/or during the February break.

Please notify me **promptly** if you miss the test/assignment deadlines and provide documentation as soon as possible. I will not give make-up tests or provide extensions for the assignment if the student informs me of her/his circumstance more than 3 days after the missed test or assignment due date or gives me the required medical documents or registrar's letter more than 6 days after the missed test or assignment due date.

If you miss a test or the final exam without proper documentation, you will receive a grade of zero for the missed test or final exam. These grades of zero will be included in your total grade.

Medical Issues

For SOC249, please note that requests for **medically based exemptions** (illness or injury) for the assignment, test and final exam must be accompanied by a doctor's note or U. of T. student illness or injury form, signed in legible handwriting and completely filled out (if handwritten, a doctor's note must be entirely legible; the student is responsible for ensuring this note is legible. The illness or injury form is available from <http://www.illnessverification.utoronto.ca/index.php> The completed form or doctor's note must be placed in a sealed envelope, addressed to Professor Boyd and submitted when you take the make-up test or complete the assignment. Again, you must see your registrar if you miss the final exam scheduled during December 08-21.

Personal Matters

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 Professor Boyd, and submitted when you take the make-up or turn in the assignment. As with illness or injury, you should notify Professor Boyd within 3 days of the missed test, or assignment date.

COURSE ASSIGNMENT AND PENALTIES FOR MISSED DEADLINES

Two copies are needed, one on Turnitin

You are asked to complete an assignment that is handed out October 19 and due 4 weeks later on November 16. You are asked to turn in the assignment twice. One is a hard copy, given to Professor Boyd at the end of class November 16, or turned in to her by 4:45pm that day (**note** this second option involves a long walk to 725 Spadina Avenue); the second copy to be turned in is an online copy, submitted by 11:59pm November 16 to Turnitin. Unless you have advance permission from Professor Boyd, assignments that lack a Turnitin copy will receive a grade of

zero (0 points). Students are responsible for checking that the Turnitin assignment is a complete full copy. Papers that contain only partial text will be treated as incomplete papers. Students who submit a copy to Turnitin agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Go to <http://www.turnitin.com> to submit your assignment online. For access, enter the class ID and enrolment password (you will receive these when the assignment is given out).

Students who do not want to turn in a Turnitin copy must follow 3 procedures: a) notify Professor Boyd – at the latest - 96 hours in advance of the Turnitin deadline (that is by Monday 11:59pm November 12); b) email Professor Boyd an electronic version of your paper by midnight, November 16; and c) provide the following along with the assignment submitted in class or given to Professor Boyd by 4:45pm on November 16 – sufficient secondary material including reading notes, outlines of the paper, rough drafts of the final draft etc. This material is necessary in order to establish that the submitted paper is truly the student's own. Students also agree to meet with Professor Boyd, if requested, to review such material.

Other information about the assignment

Please be aware that the assignments and activities in this course do **not** involve research using human subjects. Students do **not** have the discretion to alter or supplement the assignment with interviewing, human observation or conducting surveys. Any such alterations require approval from the instructor and from the ethics committee of the Department of Sociology.

If you plan to turn in the assignment early, please let me know a week before so that we can make arrangements for me to receive it. I cannot be responsible for assignments that are slid under my office door, or placed in the drop off box in Room 225 without my prior knowledge and consent (and it never is a good idea to slide papers under doors). The best is to turn in your hard copy at the end of class, November 16 (you will be asked to sign in) or bring it by Professor Boyd's office after class ends but before 4:45pm when doors can lock.

Writing Skills

The assignment should be written in English. If you have difficulties in writing, please check www.writing.utoronto.ca. Also see these tips: <http://advice.writing.utoronto.ca/student-pdfs/> I encourage you to use the university's writing resources, which are described on their website.

See: <http://www.writing.utoronto.ca/writing-plus>

Also see: <http://www.writing.utoronto.ca/writing-centres/arts-and-science>

Make your appointments with these services well ahead of the assignment's due date as slots fill up quickly. And – of course – write the assignment ahead of schedule. All too often, students' papers are one or two drafts short of being really good when time expires. *One rewrite along with attentiveness to mis-spelling and bad grammar can often make the difference between "C" and "A" work.* And yes, I do assign the F grade (0 to 49 points out of 100) to badly written

pieces. Since a grade of 20 or even 40 can really influence the total course grade, it is best to allow time for writing and time for assistance if you are not a strong writer.

Penalties for Late Assignment

Late assignments are permissible only if the reasons are those approved by the university, usually medical reasons accompanied by a legible doctor's note, or signed medical form completely filled out or confirmation from your registrar that personal issues exist. Please re-read material on page 5 about exemptions from deadlines based on medical or personal matters.

If the assignment is late (hard copy is due at the end of class November 16 or by 4:45pm in the third year drop box Room 225): 7 points for each 24 hour period following the deadline will be deducted, with no prorating over the 24 hour period. For example if you receive a B on the assignment, equal to 75 points, but turn the assignment in 6 hours late, you will lose 7 points, or receive a grade of 68 which is a C+. If you turn in the assignment 2 days late you will lose 14 points, etc. Between 9am-4:45pm, late assignments can be put in the **second-year** drop-off box , Room 225, 725 Spadina Ave. Please remember to use the **time-date stamp machine** that is there (otherwise I will assume it was submitted just before I picked the assignment up from the drop off box). **You – and I - cannot access this drop-off box between 4:45pm to 9am on the weekend or holidays. Because 725 Spadina and Room 225 are locked up on the weekend, you will automatically incur an *additional 2 day* penalty if you cannot turn in your assignment by Friday 4:45pm.** Please plan ahead and don't be late!

Grading:

Please carefully read (or have someone read) your paper for clarity of presentation, grammar mistakes, typing mistakes, and spelling. Spell-checker is great software, but it can insert the wrong word for a misspelled word; if you are in a hurry, it also is easy to select the wrong option for grammar. All this distorts the meaning of your writing, and if you don't bother to reread your paper, all these difficulties of presentation, grammar mistakes, typing mistakes, and spelling indicate a sloppy, poorly crafted report – one that a tired executive or CEO would use as a basis of firing you. How well a paper is written does influence the grade in most courses, including this one. **Ten (10) points will be deducted** from the assignment grade for papers that contain **four or more** mistakes (this includes grammar, typing and spelling mistakes).

ACADEMIC INTEGRITY

Academic offenses include plagiarism and re-submitting works submitted in other classes. Academic offenses will not be tolerated and students who commit academic offenses will face serious penalties. By enrolling in this course, students agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar.

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.

You are expected to have read and 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

Plagiarizing

Keep in mind that **plagiarizing** carries severe penalties. If parts or all of the assignment are plagiarized, Professor Boyd is required to report this to the Department Chair and to Dean of Arts and Sciences. Penalties can be severe, including a grade of zero (0) for the assignment or for the course and a notice of plagiarism may be placed on your transcript. As a student in this course, you are expected to inform yourself on how **not** to plagiarize. Please see <http://onesearch.library.utoronto.ca/faq/how-do-i-avoid-plagiarism>.

Remember, that submitting someone else's work as your own constitutes plagiarism. Plagiarism includes unacknowledged text, using another person's paper, and/or purchasing a paper, even if you use only part of such material. Using substantial amounts of web-based text or extensive use of quotations also can constitute plagiarism.

Please also be aware that **turning in an old paper, or large parts thereof**, for credit in a **second (or third etc.)** course, is considered an academic offense that results in students being referred to the Office of Academic Integrity.

Information on issues of academic integrity can be found at www.artsci.utoronto.ca/osai/students This website contains information for students about how to act with academic integrity, the Code of Behaviour on Academic Matters, and the processes by which allegations of academic misconduct are resolved.

OTHER THINGS YOU NEED TO KNOW

Taping/Recording/Photographing Lectures etc.

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record one or more lectures or other course material in any way are **required** to ask the instructor's explicit permission, and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc. Keep in mind that any filming or photographing in class risks including your classmates and obtaining their permission also may be required.

If permission is given by Professor Boyd, such permission is only for that individual student's own study purposes and it does not include permission to "publish" them in any way. ***It is absolutely forbidden for a student to publish an instructor's notes, to place them on a website or sell them in other form without formal permission from the instructor (i.e. Professor Boyd).*** Facebook also is not an option. For those students who wish to discuss material with others, please use the class room hours and also chat options of *Quercus*.

Courtesy and being Professional

Being in a classroom is no different than sitting in a workplace meeting. Just as you would not whisper, talk to others, watch soccer games, text, do email or nosily exit the room while a presentation is given in a business meeting (you minimally risk getting bad reviews from a supervisor, will never be promoted and will possibly be fired by your boss), you should not

engage in such behaviours while attending U. of T. classes.

Quercus and the Course Website

This website is open to students enrolled in the course. On it you will find the course Syllabus (this document); announcements as they are made; grades; and lecture relevant slides. The slides are usually posted late afternoon, the day before the lecture. These slides will outline the points to be covered in the lecture and present relevant material, keeping in mind that minor last minute changes can occur. The slides will be uploaded to the course website as a word document.

You will find it helpful to print the slides off, bring them to class, and add notes on things that come up in class. Alternatively, bring your laptop and take notes. Remember although the lecture material in the course is made available to you for academic purposes, it is copyrighted (see page 8).

Also keep in mind that the posted slides are not substitutes for doing the readings and they do not substitute for taking good notes. *Power point presentations function to anchor discussion of materials and to help organize main points in an area.* People who routinely miss classes and/or don't read sometimes think the slides will make up the knowledge gaps – but usually they are very disappointed by the strategy of relying only on slides.

To get access to the Quercus site: (1) get an UTORid if you do not already have one, (2) log on to <https://q.utoronto.ca>, and enter your UTORid if prompted. (3) Once you are logged in, select the tile that corresponds to your course in the **Dashboard** (*this assumes you are registered*).

IT IS YOUR RESPONSIBILITY TO CHECK FOR COURSE NEWS REGULARLY ON THE COURSE QUERCUS ACCOUNT. Information relevant to the course content and to grades is posted there throughout the semester.

IT IS YOUR RESPONSIBILITY TO CHECK YOUR UNIVERSITY OF TORONTO EMAIL REGULARLY AS IMPORTANT NOTICES ALSO MAY BE SENT FROM QUERCUS TO YOUR EMAIL ADDRESS.

OTHER COURSE RELATED ITEMS

Office hours and appointments

I encourage you to come by my office to discuss matters of concern. If you cannot make it during scheduled office hours, please let me know and we can make an appointment.

E-mail office hours: if you contact me via email, please be aware that I have “e-mail office hours”. Normally I will be answering course related emails only on Tuesday morning between 9AM-12noon. Special arrangements will be made for the 48 hours before the test & before the final exam.

You are required to use your U. of T email address for course related emails. The university tells faculty not to reply to emails that use Gmail, yahoo etc. or other web accounts. Please indicate the course number (SOC249) and a brief reason in the subject header. Again, just as you would/should not email or greet your workplace boss as “Hey Boss”, beginning

with “Hi Prof” is not a good idea. Before emailing a routine question, please make sure the answer is not given in the syllabus.

SOC249 READINGS: * = required**

September 07 The World on the Move - What is international migration; why study it and how do we know what we know?

*** International Migration Organization. *Key Migration Terms*.

www.iom.int/key-migration-terms

You are responsible for knowing the definitions of the following terms: **Asylum seeker, Border management, Circular migration, Country of origin, Freedom of movement, Immigration, Internally Displaced Person (IDP), Irregular migration, Labour migration, Push-pull factors, Receiving country, Refugee**

***Castles, Stephen, Hein de Haas, and Mark J. Miller. 2014. Chapter 1 “Introduction” Pp. 1-24 in *The Age of Migration : International Population Movements in the Modern World*. New York: The Guilford Press, 5th edition. **Pages 5-20 are required reading.**

*** Boyd Monica and Michael Vickers. 2017. . Immigration Trends and Integration Issues: More than a Century of Change. Pp. 155-172 in Edward Grabb, Jeffrey G. Reitz, and Monica Hwang (eds). *Social Inequality in Canada: Dimensions of Disadvantage* (sixth edition). Toronto: Oxford University Press.

September 14: Why People Migrate – Theories of Migration

*** Massey, Douglas S. 1999. “Why Does Immigration Occur? A Theoretical Synthesis.” Pp. 34-52 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation.

*** Poros, Maritsa V. 2011. “Migrant Social Networks: Vehicles for Migration, Integration, and Development.” Washington, DC: Migration Policy Institute.

<http://www.migrationpolicy.org/article/migrant-social-networks-vehicles-migration-integration-and-development>

September 21: The Role of the State and Other Agents: Pushing Out, Pulling In and Filtering

*** Ambrosini, Maurizio. 2017. Why Irregular Migrants Arrive and Remain: the Role of Intermediaries. *Journal of Migration and Ethnic Studies*. 43(11):1813-1830.

<http://dx.doi.org/10.1080/1369183X.2016.1260442>

*** Boyd, Monica and Naomi Alboim. 2012. Managing International Migration: The Canadian Case. Pp. 123-150, Chapter 4 in Dan Rodriguez-Garcia (ed.). *Managing Immigration and Diversity in Canada: A Transatlantic Dialogue in the New Age of Migration*. Montreal and Kingston: McGill-Queen's University Press, Queen's Policy Studies Series.

*** Czaika, Mathias and Hein de Haas. 2015 ,*Evaluating migration policy*

effectiveness from: Routledge Handbook of Immigration and Refugee Studies Routledge.
<https://www.routledgehandbooks.com/doi/10.4324/9781315759302.ch2>

Note: this entry is a summary of a longer article, written in 2013. The Effectiveness of Immigration Policies. *Population and Development Review* 39(3): 487-508.

*** Castles, Stephen. 2017. Migration Policies are Problematic – because they are about migration. *Ethnic and Racial Studies* 40(9):1538-1543.

September 28 and October 5: Why People Migrate: Forces behind Refugee Flows and Irregular Migration

***Keeley, Charles B. 1996. How Nation States Create and Respond to Refugee Flows. *International Migration Review* 30, No. 4: 1046-1066. **Stop** at page 1057 at the section “International Response to Refugee Flows”

*** Castles, Stephen. 2004. Confronting the Realities of Forced Migration. *Migration Information Source*
<http://www.migrationinformation.org/Feature/display.cfm?ID=222>

***Cowger, Sela. 2017. Uptick in Northern Border Crossings Places Canada-U.S. Safe Third Country Agreement under Pressure. Washington D.C.: Migration Policy Institute: Migration Information Source. <http://www.migrationpolicy.org/article/uptick-northern-border-crossings-places-canada-us-safe-third-country-agreement-under>

*** 2018 (May 15). Illegal Border Crossings in Canada: Almost All in 2018 So Far Were Through Quebec. *The Huffington Post* www.huffingtonpost.ca/2018/05/15/illegal-border-crossings-quebec_a_23435059

*** Molnar, Petra. 2017. Canadian Response to the Syrian Refugee Crisis. *Canadian Encyclopedia*. <https://www.thecanadianencyclopedia.ca/en/article/canadian-response-to-the-syrian-refugee-crisis>

OCTOBER 12: 2 HOUR IN-CLASS TEST

October 19: Migration, Slavery and Human Trafficking; COURSE ASSIGNMENT HANDED OUT

*** (reread) Ambrosini, Maurizio. 2017. Why Irregular Migrants Arrive and Remain: the Role of Intermediaries. *Journal of Migration and Ethnic Studies*. 43(11):1813-1830.
<http://dx.doi.org/10.1080/1369183X.2016.1260442>

*** Shelley, Louise. 2014. Human Smuggling and Trafficking into Europe: A Comparative Perspective. Washington DC: Migration Policy Institute.
<https://www.migrationpolicy.org/research/human-smuggling-and-trafficking-europe-comparative-perspective>

*** Tizon, Alex. 2017. My Family’s Slave. *The Atlantic Monthly* May 17.
<https://www.theatlantic.com/magazine/archive/2017/06/lolas-story/524490/>

*** Morrow, Adrian. 2012. How Hungarian criminals built a slave trade in Ontario. *Globe and Mail* April 02. <https://www.theglobeandmail.com/news/national/how-hungarian-criminals-built-a-slave-trade-in-ontario/article4097573/>

October 26: Family and Marriage Migrants

*** CIC/IRPP. No date. *Sponsor your spouse, common-law partner, conjugal partner or dependent child: Complete Guide (IMM 5289)*

<http://www.cic.gc.ca/english/information/applications/guides/5289ETOC.asp#obligations>

Read the first 4 major sections (as follows)

Before you apply

Your obligations as a sponsor

Become a sponsor

Who you can sponsor (stop **after** “Sponsoring your spouse or common-law partner who lives with you in Canada”

*** Merali, Noorfarah, Jasmine Bajwa, Taooz Yousaf and Sonya Sehgal. 2014. Immigration Fraud Patterns in Arranged Marriages between South Asian Canadians and Foreign Nationals. Pp. 279- 294 in Kenise Murphy Kilbride (ed.) *Immigrant Integration: Research Implications for Future Policy*. Toronto: Canadian Scholars’ Press.

*** Satzewich, Vic. 2014. Canadian Visa Officers and the Social Construction of "Real" Spousal Relationships . *Canadian Review of Sociology* 51(1): 1-21.

November 02: Illegal, Temporary & Precarious Workers

*** Reread section on “Increasing Temporary Admissions,” 140-145 in Boyd, Monica and Naomi Alboim. 2012. *Managing International Migration: The Canadian Case*. Chapter 4 in Dan Rodriguez-Garcia (ed.). *Managing Immigration and Diversity in Canada: A Transatlantic Dialogue in the New Age of Migration*. Montreal and Kingston: McGill-Queen's University Press, Queen's Policy Studies Series.

*** Preibisch, Kerry. 2012. Migrant Workers and Changing Work-place Regimes in Contemporary Agricultural Production in Canada. *International Journal of Sociology of Agriculture and Food* 19(1): 62–82.

*** Keung, Nicholas; Mojtehdzadeh, Sara; Rankin, Jim. Living in Leamington Toronto Star 09 Oct 2017: A.1. <https://search-proquest-com.myaccess.library.utoronto.ca/canadiannews/docview/1948376325/C6C02FE6DA4C4543PQ/3?accountid=14771>

*** Rankin, Jim. 2017. Convinced by friends that Canada’s low wage temporary foreign Toronto Star 08 Oct 2017: A.1. <https://search-proquest-com.myaccess.library.utoronto.ca/canadiannews/docview/1948194774/C6C02FE6DA4C4543PQ/4?accountid=14771>

NOVEMBER 09: FALL BREAK, NO CLASS

November 16: Language, Skills and Integration

*** Adamuti-Trache, Maria. 2013. Language Acquisition among Adult Immigrants in Canada: The Effect of Premigration Language Capital. *Adult Education Quarterly* 63(2): 103-126. **Pages 103-117 and pages 122 -124 (the Conclusion section) are required readings.**

*** Creese, Gillian and Brandy Wiege. 2012. ‘Survival Employment’: Gender and Deskilling among African Immigrants in Canada. *International Migration* 50(5): 56-76.

*** Dechief, Diane and Philip Oreopoulos. 2012. “Why do some employers prefer to interview Matthew but not Samir? New evidence from Toronto, Montreal and Vancouver.” Canadian Labour Market and Skills Researcher Network Working Paper No. 95. March. Available from: <http://www.clsrn.econ.ubc.ca/workingpapers/CLSRN%20Working%20Paper%20no.%2095%20-%20Dechief%20and%20Oreopoulos.pdf> Read pp. 1-29; Table 2 (p. 38); Table 11 (p. 47).

November 23: Job Searches, Work and Labour Market Integration (ASSIGNMENT DUE)

Re-read conclusion pp. 26-29 of previous week reading by Dechief, Diane and Philip Oreopoulos. 2012. “Why do some employers prefer to interview Matthew but not Samir? New evidence from Toronto, Montreal and Vancouver.” Canadian Labour Market and Skills Researcher Network Working Paper No. 95. March. Available from: <http://www.clsrn.econ.ubc.ca/workingpapers/CLSRN%20Working%20Paper%20no.%2095%20-%20Dechief%20and%20Oreopoulos.pdf>

*** Akkaymak, Guliz. 2017. A Bourdieuan Analysis of Job Search Experiences of Immigrants in Canada. *Journal of International Migration and Integration* 18(1): 657–674.

*** Girard, Magali and Michael Smith. 2013. Working in a Regulated Occupation in Canada: An Immigrant–Native Born Comparison, *Journal of International Migration and Integration* 14:219–244 DOI 10.1007/s12134-012-0237-5

*** Wrench, John. 2015 ,Discrimination against immigrants in the labour market. Chapter 12 in Anna Triandafyllidou (ed.) *Routledge Handbook of Immigration and Refugee Studies* Routledge. Published Online 05 October 2015. <https://www.routledgehandbooks.com/doi/10.4324/9781315759302.ch12>

November 30: Children of Immigrants – Challenges and Achievements

*** Reread section on “The Immigrant Legacy: Children of Immigrants,” pages 165-167 in Boyd Monica and Michael Vickers. 2017. The Ebb and Flow of Immigration in Canada. Pp. 155-172 in Edward Grabb, Jeffrey G. Reitz, and Monica Hwang (eds). *Social Inequality in Canada: Dimensions of Disadvantage* (sixth edition). Toronto: Oxford University Press.

*** Statistics Canada. 2017. *Children with an immigrant background: Bridging cultures* (Census of Population 2016 report prepared by René Houle and H  l  ne Maheux. Ottawa: Statistics Canada. <http://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016015/98-200-x2016015-eng.pdf>

*** Childs, Stephen, Ross Finnie and Richard E. Mueller. 2017. Why Do So Many Children of Immigrants Attend University? Evidence for Canada. *Journal of International Migration and Integration* 18:1–28. Four “sections” are **required readings**: pages 1-5; page 9 (Characteristics of the Children of Immigrants); page 15 and pages 21-26.

*** Hua, Josephine M. and Catherine L. Costigan. 2012. The Familial Context of Adolescent Language Brokering Within Immigrant Chinese Families in Canada. *Journal of Youth and Adolescence* 41:894–906 DOI 10.1007/s12134-015-0447-8 Pages 894-899 (stop at the results heading) and pages 902-904 are **required readings**.

*** Hou, Feng and Aneta Bonikowska (2017) Educational attainment of childhood immigrants: how does immigration type matter? *Journal of Ethnic and Migration Studies* 43:9, 1434-1452. DOI: 10.1080/1369183X.2016.1243462 Pages 1434-1443 (stop at section 4.2) and pages 1447-1450 are **required readings**.

The End

Final Exam to be scheduled between December 08-21, 2018