

**DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF TORONTO
SOC370H1S IMMIGRATION AND EMPLOYMENT**

**SUMMER 2020 (JULY – AUGUST)
MONDAY 10:00am – 12:00pm
WEDNESDAY 10:00am – 12:00pm**

Instructor: René Bogović
Office Hours: 3:00pm-4:00pm Mondays and Wednesdays
Instructor Email: rene.bogovic@mail.utoronto.ca
Course Website: q.utoronto.ca
Teaching Assistant: Angela Xu Man
TA Email: manx.xu@mail.utoronto.ca
Office Hours: 11:00am-12:00pm Tuesdays and Thursdays

STATEMENT OF ACKNOWLEDGEMENT

We acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory. [Council of Aboriginal Initiatives, 2014]

Course Description

This course examines the labour market and employment situation of immigrants emphasizing recent Canadian experience in comparative context. Topics include:

- immigrant human capital,
- declining immigrant earnings,
- immigrant skill-underutilization,
- impact of the knowledge economy,
- racial discrimination,
- labour market structure and unionization,
- immigrant entrepreneurship
- experiences of the Canadian-born second generation.

Responding to recent global developments, including the COVID-19 pandemic, pervasive income, racial and gender inequality, particular attention is directed to the way in which the legacy of colonialism, multiculturalism, immigration and citizenship legislation, inform immigrant employment outcomes, including precarious and unpaid work. While the course focuses on the Canadian context, it draws on a geographically and historically varied set of case studies.

Learning Objectives

- Identify key historical and contemporary processes informing employment outcomes of Canadian immigrants.
- Survey the current employment outcomes of Canadian immigrants and their descendants.
- Understand and evaluate empirical work on immigration and employment.
- Critically assess the effects of globalization, multiculturalism, gender and racial discrimination on employment outcomes of Canadian immigrants.
- Contextualize the Canadian context by comparing it to select global examples.

NOTE: Prerequisites & Exclusion

Prerequisite: 1.0 SOC FCE at the 200+ level

Exclusion: SOC319H1

Recommended Preparation: SOC317Y1 or SOC336H1 or SOC366H1 or SOC383H1

Course Delivery and Format

All components of this course will be delivered online.

- **Lectures:** pre-recorded lectures will be posted on Quercus as a mix of MP3 videos and PowerPoint slides with audio at 12:00pm each Monday and Wednesday.
- **Real-Time Group Work:** graded discussion forums will be available online between 10:00am and 12:00pm each Monday and Wednesday. You are expected to be available during these timeslots to interact with your fellow classmates for graded work.
- **Group Consultations:** the instructor will be available for real-time group consultations through BbCollaborate from 2:00pm to 3:00pm each Monday and Wednesday. Attendance of these session is optional and is geared towards answering questions in real-time after you have familiarized yourself with both readings and posted lecture material.
- **Office Hours:** the instructor will be available for individual office hours through BbCollaborate from 3:00pm to 4:00pm each Monday and Wednesday. The TA will also be available for office hours through BbCollaborate from 11:00am to 12:00pm each Tuesday and Thursday.
- **Additional Content:** on several weeks, course readings will be accompanied by on-line documentaries available that you are expected to watch before the following lecture is posted.
- **Mid-Term and Final Assessment:** will be open-book conducted on Quercus, available between 10:00am and 12:00pm on Mondays (July 27th and August 24th respectively).

Course Evaluation

Discussion Groups	Ongoing	10%
Reading Response 1	July 15 th	20%
Mid Term	July 27 th	20%
Reading Response 2	August 10 th	20%
Final Assessment	August 24 th	30%

Discussion Groups: 10%

To successfully complete this exercise, it is important that you do your weekly readings (and watch the associated documentaries) in full before lecture material is posted at 12:00pm, at the end of scheduled class time.

This exercise is comprised of two components, a discussion question based on the readings and a reply to another student's question in around 200 words.

Each Monday and Wednesday (save for our first session and the date of the Mid Term) you are expected to post one discussion question by 10:00am sharp. This question will be visible to everyone in a small discussion group I will assign you to at the beginning of the term.

You will then have until 12:00pm to answer to at least one other discussion question posed by a student in your discussion group. You may respond to more than one question if you would like to. Your response does not need to be polished, but it should show critical engagement with the readings and questions posed by your peers.

Participation in each discussion session is worth 1% of your final grade for a total of 10%. Please note you will not be able to post your discussion question once class material is posted at 12:00pm.

Time (Monday and Wednesday)	Task
Before 10:00am	Post discussion question based on required readings
Between 10:00am and 12:00pm	Answer at least one discussion question by another student
12:00pm	Lecture material related to the topic will be posted
Between 2:00pm and 3:00pm	Instructor available to answer content related questions

Reading Responses: 20% each

You will be responsible for two reading responses, each worth 20% of your grade, due on Wednesday, July 15th and Monday, August 10th by 11:59pm.

Reading responses allow students the opportunity to evaluate ideas from the readings, assessing the value and limitations of key arguments offered by the authors.

Students are required to submit a total of two reading responses throughout the term (20% each). Students can select which required readings they will respond to from those listed in the instructions for each reading response posted on Quercus.

Students will use the “Reading Response Template” available on Quercus. Readings responses will cover two readings from two different sessions and contain 5 evaluative sections, where a student must identify one idea of value from each of the readings, offer one critique, explain why for each, and finally compare and contrast the contribution of the readings to the understanding of immigration and employment. Each section will be between 150-200 words in length and must be entirely in students’ own words (no quotes). The goal is for students to demonstrate a strong grasp of the readings based on their evaluations.

In-Class Mid Term: 20%

DATE: July 27th.

Students will have 2 hours to complete the Mid Term from 10:00am to 12:00pm on Monday, July 27th. The test will cover all class material posted up to the date. The goal will be to assess students’ comprehension and application of material, not the ability to memorize. The test will consist of short answers and one essay question.

More details will be provided to students closer to the test date.

Final Assessment: 30%

DATE: August 24th.

Students will have 2 hours to complete the final assessment. The assessment is cumulative and covers all class material, with an emphasis on the second half of the course. The goal will be to assess students’ comprehension and application of material.

The assessment will consist of short answers and essay questions.

More details will be provided to students closer to the date.

Course Policies and Guides

Course Communication

In addition to office hours and group consultations described above in the course delivery, the course instructor and TA are also available via email. To ensure your emails receive a response, please note the following about email correspondence:

- Make sure all emails are sent through Quercus.
- Emails about assignments, tests, and course materials should first be directed to the TA.
- Avoid sending emails that ask for readily available information. Emails that ask for information that is provided in the course outline (e.g. “how much is assignment X worth”) will not receive a response.
- Every effort will be made to respond to student emails in a timely manner; however, instant or even overnight responses are not always possible. Please be patient. We will respond to emails as soon as we can, usually within 48 hours (excluding weekends and statutory holidays).

Accessibility

If you require accessibility services, please visit <http://studentlife.utoronto.ca/> as soon as possible. For specific COVID-19 related accessibility concerns, please visit <https://studentlife.utoronto.ca/covid-19-accessibility-faqs/>.

Absence Declaration

The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. Please use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation in the University. The tool is to be used if you require consideration for missed academic work based on the procedures specific to your faculty or campus. In addition to this declaration, you are responsible for contacting me to request the academic consideration you are seeking. You will be notified by the University if this policy changes.

Late Assignments

Late reading responses without a valid excuse will be deducted 5% per day, including weekends and holidays. We will not be accepting work submitted over a week late. Late discussion questions and answers to other students will not be accepted.

Missed Tests

Students who miss a test will receive a mark of zero for that test unless reasons beyond their control prevent them from taking it. Within three days of the missed test, students who wish to write the make-up test must give the instructor a written request for special consideration, accompanied by proper documentation from your college registrar or through the Absence Declaration tool on ACORN, which explains why the test was missed. The make-up test will be scheduled on Quercus. A student who misses a test and the subsequent make-up test for a valid reason will not have a third chance to take the test. Instead, the grade assigned for the missed test will be the same as the grade the student earns for the other test in this course.

Grade Appeals

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

In the case of more substantive appeals, you must:

1. Wait at least 24 hours after receiving your mark.
2. Carefully re-read your assignment, all assignment guidelines and marking schemes and the grader's comments.
3. If you still feel the grade you received is not an accurate reflection of the work that you produced, you must discuss your grade with your TA within one week of the grade being returned to you, addressing the comments they provided to you.
4. If you are unable to come to an agreement, you may request a regrade from the instructor. In your request, you must address your TA's comments and explain why you feel they do not adequately reflect your assignment. Keep in mind that upon regrading, your mark may go up or down or stay the same.

Turnitin

The Reading Responses, Mid Term and Final Assessment must be submitted to turnitin.com for 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 website. Assignments not submitted through *Turnitin* will receive a grade of zero (0%) **unless a student instead provides, along with their assignment**, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submitted was truly their own.

Academic Integrity

Academic integrity is fundamental to scholarship at the University of Toronto and beyond. Academic offenses include, but are not limited to, using someone else's ideas in a paper or exam without proper citations, submitting your own work for credit in multiple courses, obtaining assistance from others during exams (including having someone edit your work or looking at a classmate's work), and falsifying illness on the Absence Declaration tool.

Please familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters: <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>

Writing Support

Each college has a writing centre with instructors who can assist you at various stages of writing projects. I highly recommend seeking help from your college writing centre for your reading responses. Find your writing centre here: <https://writing.utoronto.ca/writing-centres/>
Note that writing support is available through phone appointments through the COVID-19 crisis.

Course Materials & Readings

Course readings consist of journal articles and other readings that are available to read or download on Quercus or through the university's library website. Links to associated documentaries will also be available on Quercus.

Supplementary readings will be covered in class and may be on the exam. The lecture will cover what you need to know from the supplementary readings, but if you are interested in the topics, I encourage you to read them too.

Note: Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

Session Topics Overview

1. Immigration and Employment in Canada: a Snapshot
2. Skill Underutilization, Human Capital and the Knowledge Economy
3. Racial Discrimination
4. Second Generation Outcomes
5. Ethnic Enclaves and Entrepreneurship
6. Precarious Work and Union Responses
7. Mid Term
8. Unpaid Work and Gendered Outcomes
9. Temporary Foreign Workers

10. Temporary Foreign Workers and COVID-19
11. Global Cities
12. Immigration Policy

Course Schedule

Note: Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

1. Immigration and Employment in Canada: a Snapshot (July 6th)

Required reading:

de Haas, Hein, and Stephen Castles, and Mark J. Miller. 2020. "Introduction." Pp. 1-15 in *The Age of Migration: International Population Movements in the Modern World*. Red Globe Press.

https://books.google.ca/books?id=PMC_DwAAQBAJ&lpg=PP1&ots=q314KsHMG4&dq=The%20age%20of%20migration%3A%20International%20population%20movements%20in%20the%20modern%20world&lr&pg=PP1#v=onepage&q&f=false

Li, Peter. 2003. "Economic Benefit of Immigration." Pp. 78-99 in *Destination Canada: Immigration Debates and Issues*. Don Mills, ON: Oxford University Press.

Covered in class:

Reitz, Jeffrey G. 2007. "Immigrant Employment Success in Canada, Part I: Individual and Contextual Causes." *Journal of International Migration and Integration* 8(1):11-36.

Statistics Canada. 2005. "Statistics Canada Special Surveys Division, Longitudinal Survey of Immigrants to Canada: A Portrait of Early Settlement Experiences."
<https://www150.statcan.gc.ca/n1/pub/89-614-x/89-614-x2005001-eng.pdf>

Statistics Canada. 2019. "Toronto – a data story on ethnocultural diversity and inclusion in Canada." <https://www150.statcan.gc.ca/n1/pub/11-631-x/11-631-x2019002-eng.htm>

2. Skill Underutilization, Human Capital and the Knowledge Economy (July 8th)

Required reading:

Reitz, Jeffrey G., and Josh Curtis, and Jennifer Elrick. 2014. "Immigrant Skill Utilization: Trends and Policy Issues." *Journal of International Migration and Integration* 15(1):1-26.

Shinnaoui, Doha, and Renu Narchal. 2010. "Brain gain to brain waste: individual biases, prejudice, and discounting of migrant skills." *Journal of International Migration and Integration/Revue de l'integration et de la migration internationale* 11(4):423-437.

Covered in class:

Boyd, Monica. 2014. "Recruiting High Skill Labour In North America: Policies, Outcomes and Futures." *International Migration* 52(3):40–54.

Reitz, Jeffrey G. 2001. "Immigrant success in the knowledge economy: Institutional change and the immigrant experience in Canada, 1970–1995." *Journal of social Issues* 57(3):579-613.

Reitz, Jeffrey G. 2007. "Immigrant Employment Success in Canada, Part II: "Understanding the Decline." *Journal of International Migration and Integration* 8(1):37-62.

3. Racial Discrimination (July 13th)

Required reading:

Ameeriar, Lalaie. 2012. "The sanitized sensorium." *American Anthropologist* 114(3):509-520.

Lightman, Naomi, and Luann Good Gingrich. 2013. "The intersecting dynamics of social exclusion: age, gender, race and immigrant status in Canada's labour market." *Canadian Ethnic Studies* 44(3):121-145.

Covered in class:

Banerjee, Rupa, and Anil Verma, and Tingting Zhang. 2019. "Brain Gain or Brain Waste? Horizontal, Vertical, and Full Job-Education Mismatch and Wage Progression among Skilled Immigrant Men in Canada." *International Migration Review* 53(3):646–70.

Oreopoulos, Philip. 2011. "Why do skilled immigrants struggle in the labor market? A field experiment with thirteen thousand resumes." *American Economic Journal: Economic Policy* 3(4):148-71.

4. Second Generation Outcomes (July 15th)

Required reading:

Waters, Mary C., and Van C. Tran, and Philip Kasinitz, and John H. Mollenkopf. 2010. "Segmented assimilation revisited: Types of acculturation and socioeconomic mobility in young adulthood." *Ethnic and racial studies* 33(7):1168-1193.

Covered in class:

Boyd, Monica. 2020. "Educational attainments of immigrant offspring: success or segmented assimilation?" *International Migration Review* 36(4):1037-1061.

Bonikowska, Aneta, and Feng Hou. 2010. "Reversal of fortunes or continued success? Cohort differences in education and earnings of childhood immigrants." *International Migration Review* 44(2):320-353.

First reading response due before midnight (23:59), on two required readings from one session each from 1 to 4 included.

5. Ethnic Enclaves and Entrepreneurship (July 20th)

Required reading:

Fong, Eric. 2005. "Immigration and Race in the City." Pp. 159-177 in *Urban Canada*, edited by Harry H. Hiller. Don Mills, ON: Oxford University Press.

Fong, Eric, and Wenhong Chen, and Chiu Luk. 2007. "A comparison of ethnic businesses in suburbs and city." *City & Community* 6(2):119-136.

Covered in class:

Hou, Feng. 2009. "Immigrants working with co-ethnics: Who are they and how do they fare?" *International Migration* 47(2):69-100.

Zhou, Min. 2004. "Revisiting ethnic entrepreneurship: Convergencies, controversies, and conceptual advancements 1." *International migration review* 38(3):1040-1074.

6. Precarious Work and Union Responses (July 22nd)

Required reading:

Landolt, Patricia, and Luin Goldring. 2013. "The social production of non-citizenship: the consequences of intersecting trajectories of precarious legal status and precarious work." Pp.154-175 in *Producing and negotiating non-citizenship: Precarious legal status in Canada*, edited by Luin Goldring and Patricia Landolt. University of Toronto Press.

Covered in class:

Anderson, Bridget. 2010. "Migration, immigration controls and the fashioning of precarious workers." *Work, employment and society* 24(2):300-317.

Reitz, Jeffrey G. and Anil Verma. 2004. "Immigration, Race, and Labor: Unionization and Wages in the Canadian Labor Market." *Industrial Relations* 43(4):835-54.

7. MID TERM (July 27th) From 10:00am to 12:00pm

8. Unpaid Work and Gendered Outcomes (July 29th)

Required reading:

Aggarwal, Pramila and Tania Das Gupta. 2013. "Grandmothering at Work: Conversations with Sikh Punjabi Grandmothers in Toronto." *South Asian Diaspora* 5(1):77-90.

VanderPlaat, Madine, and Howard Ramos, and Yoko Yoshida. 2013. "What do sponsored parents and grandparents contribute?" *Canadian Ethnic Studies* 44(3):79-96.

Covered in class:

Bragg, Bronwyn and Lloyd L. Wong. 2016. "Cancelled Dreams": Family Reunification and Shifting Canadian Immigration Policy." *Journal of Immigrant & Refugee Studies* 14(1):46-65.

Côté, Andréé, and Michèle Kérisit, and Marie-Louise Côté. 2001. *Sponsorship... For Better or Worse: The Impact of Sponsorship on the Equality Rights of Immigrant Women*. Ottawa: Status of Women Canada.

Piper, Nicola. 2003. "Wife or worker? Worker or wife? Marriage and cross-border migration in contemporary Japan." *Population, Space and Place* 9(6):457-469.

August 3rd: Civic Holiday – NO CLASS

9. Temporary Foreign Workers (August 5th)

Required reading:

Weiler, Anelyse M., and Janet McLaughlin. 2019. "Listening to migrant workers: should Canada's Seasonal Agricultural Worker Program be abolished?" *Dialectical Anthropology* 43(4):381-388.

Covered in class:

Preibisch, Kerry, and Evelyn Encalada Grez. 2013. "Between hearts and pockets: locating the outcomes of transnational homemaking practices among Mexican women in Canada's temporary migration programmes." *Citizenship Studies* 17(6-7):785-802.

10. Temporary Foreign Workers and COVID-19 (August 10th)

Required Reading:

Bejan, Raluca. 2020. "New Brunswick Debate on Migrant Workers Leaves a Lot to Be Desired." *Rabble.ca*, Published 5 May 2020, <https://rabble.ca/blogs/bloggers/raluca-bejan/2020/05/new-brunswick-debate-migrant-workers-leaves-lot-be-desired>.

Poenaru, Florin and Costi Rogozanu. 2020. "Why Social Distancing 'Doesn't Apply' to Germany's Migrant Farmworkers." *Jacobinmag.com* Published 23 May 2020, <https://www.jacobinmag.com/2020/05/romanian-migrant-farmworkers-germany-european-union-coronavirus>.

Covered in Class:

Boatca, Manuela. 2020. "[Thou shalt] Honour the Asparagus!: Romanian Agricultural Labour in Germany during the COVID-19 Season." *Criticac.ro* Published 11 May 2020, <https://www.criticatac.ro/lefteast/thou-shalt-honour-the-asparagus%ef%bb%bf-romanian-agricultural-labour-in-germany-during-the-covid-19-season/>.

Rogozanu, Costi and Daniela Gabor. 2020. "Are Western Europe's Food Supplies Worth More than East European Workers' Health?" *theguardian.com*, Published 16 April 2020, <https://www.theguardian.com/world/commentisfree/2020/apr/16/western-europe-food-east-european-workers-coronavirus>.

Second reading response due before midnight (23:59), on two required readings from one session each from 8 to 10 included.

11. Global Cities (August 12th)

Required reading:

Parreñas, Rhacel Salazar. 2000. "Migrant Filipina domestic workers and the international division of reproductive labor." *Gender & Society* 14(4):560-580.

Sassen, Saskia. 2004. "The global city: Introducing a concept." *Brown Journal of World Affairs* 11(2):27-43.

Covered in class:

Reitz, Jeffrey G. 2001. "Terms of Entry: Social Institutions and Immigrant Earnings in American, Canadian and Australian Cities," Pp. 50-81 in *Globalization and the New City: Migrants, Minorities and Urban Transformations in Comparative Perspective* edited by Malcolm Cross and Robert Moore. Houndmills, UK: Palgrave Macmillan.

Sassen, Saskia. 2002. "Women's burden: Counter-geographies of globalization and the feminization of survival." *Nordic Journal of International Law* 71(2):255-274.

12. Immigration Policy (August 17th)

Required reading:

Satzewich, Vic and Nikolaos Liodakis. 2013. "The Dynamics of Nation-Building" Pp. 63-94 in *"Race" and Ethnicity in Canada*. Toronto: Oxford University Press.

Triadafilopoulos, Triadafilos. 2013. "Dismantling white Canada: Race, rights, and the origins of the points system." Pp. 15-37 in *Wanted and Welcome?* edited by Triadafilos Triadafilopoulos. New York, NY: Springer.

Covered in class:

Reitz, Jeffrey G. 2013. "Closing the Gaps Between Skilled Immigration and Canadian Labour Markets," Pp. 147-163 in *Wanted and Welcome?* edited by Triadafilos Triadafilopoulos. New York, NY: Springer.

August 19th: Exam Study Period – NO CLASS

August 24th: Final Exam 10:00am to 12:00pm