

**SOC249H1F: Sociology of Migration
LEC0101/LEC9101**

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University of Toronto
Fall 2020

Location and Time: Pre-recorded lectures released weekly on Quercus
Live Discussion Sessions: Tuesdays 2:00 – 4:00 EST on Bb Collaborate
Office Hours: Thursdays 11:00-12:00 EST on Bb Collaborate or by appointment
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Statement of Acknowledgement: I wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land. [<https://indigenous.utoronto.ca/about/land-acknowledgement/>]

In the context of this course on migration, I encourage students to critically reflect on what this statement of acknowledgement means to you in your social location. As we learn about historical and contemporary waves of migration to Canada, how have these new groups of arrivals buttressed or resisted colonial nation-building? How have Indigenous people also moved and experienced displacement from their homelands?

Read more about the University of Toronto's response to the Truth and Reconciliation Commission of Canada here: <https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2018/05/Final-Report-TRC.pdf>

Course Description: This course examines contemporary migration flows, types and causes of migration, theories of migration, immigration policies, and migrant integration with emphasis on Canada.

Detailed Course Description: People across the globe have been migrating for millennia. With increases in mass transportation, cross-border communications, regional and global conflict, climate change, and labour challenges, there are more people on the move than ever: the UN estimates that international migrants comprise 3.5% of the global population. In turn, these migrants have profound effects on the new communities, networks, and economies they join in countries of destination, and on those they leave behind in their countries of origin. In this course, we will consider various theories of migration and their applicability to the unique Canadian context of immigration for nation-building and economic development. We will learn about the official policy categories of economic, family, and humanitarian migration, paying attention to the unique challenges people in each stream face, while also being mindful of the socially constructed nature of these categories. Throughout the course we will consider how immigration is linked to race and ethnicity, gender, class, citizenship, and settler colonialism.

Prerequisites: All students must have taken SOC101Y or SOC102H or SOC100H prior to enrolling in this class. Students without this prerequisite will be removed at any time discovered and without notice.

Course Delivery: This course will be taught in a hybrid model. By Monday morning each week, a pre-recorded lecture will be uploaded to Quercus. You will be responsible for watching the lecture before class. During the regular class meeting time, on Tuesdays from 2-4pm, we will meet to engage in a live discussion on Bb Collaborate. Attendance at the live discussions is mandatory and worth 10% of the course grade. I will strive to keep lectures and live discussion sessions to one hour each.

Learning Objectives

By the end of the course, students will be able to:

1. Articulate theories of migration and critically evaluate their usefulness in explaining why, when, and where people move.
2. Understand historical and contemporary im/migration trends in Canada and their relationship to settler colonialism, nation-building, and labour needs.
3. Critically evaluate empirical work on immigration and their links to theory, public policy, and microlevel experiences.
4. Draw connections between scholarly work on migration, current political events and everyday life.

Evaluation Components

	Due	Weight
Live Discussions	Ongoing	10%
Quizzes	Oct 6, Nov 3, Dec 1	15%
Current Events Paper	October 20	20%
Research Essay	November 17	25%
Final Assessment	TBA	30%

Live Discussion Sessions – 10%

For each live discussion session from Weeks 2-12, please prepare a discussion question to share with your peers. You will be put into groups of 3-4 students on Bb Collaborate to discuss each other's questions. Communication can be done through the text, voice, or video functions on Bb Collaborate. At the end of the session, each group will submit one set of notes from your discussion for grading. Notes can be in point form and should not exceed two single spaced pages. Please clearly indicate each student's name beside their discussion question. You will be evaluated on your ability to critically engage with the course material and with your peers' questions and ideas. Each class is worth 1% for a total of 10%. With 11 discussion sessions, this means you are allowed to miss one session without penalty, but you are encouraged to attend all sessions. There is no opportunity to make up missed sessions.

Quizzes – 15%

There will be 3 short, multiple choice quizzes, each worth 5%. These are meant to check your understanding of course concepts. Each quiz will be available on Quercus for a 24-hour window and you will have 20 minutes to complete it once started. Quizzes are scheduled to take place on October 6, November 3, and December 1.

Current Events Paper – 20%

In this paper, you will select two news articles regarding a current issue in migration (e.g. migrant workers during COVID, international students, immigrant unemployment) from reputable, mainstream, English language news sources. Both articles must be about the same issue and be published within the last year (since October 2019). You will analyze the current issue drawing on at least two course readings. Essay should be between 800-1000 words and is due by 11:59pm on Oct 20. More detail will be provided in lectures.

Research Essay – 25%

In this paper, you will select an issue in migrant politics and organizing. Drawing on course readings and at least two other scholarly sources, you will analyze the issue in both theory and practice. Essay should be between 1000-1200 words and is due by 11:59pm on Nov 17. More detail will be provided in lectures.

Final Assessment – 30%

The final assessment will be a series of essay questions. It will take place during the Final Assessment Period and will be scheduled by the university.

Course Policies

Course Attendance: Students are expected to watch the pre-recorded lectures prior to our regular class meetings. There may also be short videos, images, or other media presented in lectures that count as course material. Attendance at the live discussion sessions is mandatory and counts for 10% of the course grade. Students are expected to come prepared with a discussion question and to participate in discussion via the video, voice, or text chat options.

Course Communication: The Quercus discussion boards are available as a space to connect with myself, the TA, and fellow students regarding the course material and assignments. If you need help understanding the course material or the assignment requirements, please post your question on Quercus so that the class can benefit from the answers. If your question is sensitive in nature or you don't get a satisfactory answer on Quercus, you may also email me or the TA directly, or attend my office hours on Bb Collaborate on Thursdays from 11:00-12:00 EST.

Online Etiquette: Please treat your fellow students, TA, and instructor with the utmost respect online. The discussion boards, breakout rooms, and any other place where you're communicating with the class should be a supportive and collegial environment to develop your thinking about race and ethnicity. Refer to the Community Agreement for more specific guidelines.

Accessibility: The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom

or course materials, please visit <http://studentlife.utoronto.ca/as> or email accessibility.services@utoronto.ca as soon as possible. For specific COVID-19 related accessibility concerns, please visit <https://www.studentlife.utoronto.ca/as/covid-19-updates>.

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. If a personal or family crisis prevents you from meeting a deadline, your college registrar must email me (not the TA). **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 assignments 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. However, if you need extra time to complete an assignment, please do not hesitate to email me to ask for accommodation.

Missed Tests: Students who miss the final assessment will receive a mark of zero 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, and the mark assigned for the test will be zero.

Grade Appeals: If you feel the grade you received is not an accurate reflection of the work that you produced, you may appeal it through the following steps. First, you must address your grade with your TA within one week of the grade being returned to you, addressing the comments they provided to you. If you are unable to come to an agreement, you may request a re-grade 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: Students 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. All submitted papers will be included as source documents in the *Turnitin.com* reference database solely for the purpose of detecting plagiarism of those papers. The terms that apply to the University's use of the *Turnitin.com* service are described on the *Turnitin.com* web site.

Assignments not submitted through Turnitin will receive a grade of zero (0 %) unless students instead provide, along with their exams, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the exam they submit is truly their own. The alternative (not submitting via Turnitin) is in place because, strictly speaking, using Turnitin is voluntary for students at the University of Toronto.

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.

Class Schedule and Readings

All readings will be made available on Quercus. Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

1. Introduction to the Sociology of Migration (Sept 15)

Gamlen, Alan. 2020. "Migration and mobility after the 2020 pandemic: the end of an age?" International Organization for Migration.

2. Why People Move: Theories of Migration (Sept 22)

Portes, Alejandro and Jozsef Borocz. 1989. "Contemporary Immigration: Theoretical Perspectives On Its Determinants And Modes of Incorporation." *International Migration Review* 26(3):606–30.

Sassen, Saskia. 2000. "Women's Burden: Counter-Geographies of Globalization and the Feminization of Survival." *Journal of International Affairs* 53(2):503.

3. Historical Migration to Canada (Sept 29)

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?: Policies for Highly Skilled Immigrants in Comparative Perspective*, edited by T. Triadafilopoulos.

4. Contemporary Migration to Canada (Oct 6)

Boyd, Monica, and Michael Vickers. 2017. "Immigration Trends and Integration Issues: More than a Century of Change. Pp. 155-172 in *Social Inequality in Canada: Dimensions of Disadvantage*, edited by E. Grabb et al. Toronto: Oxford University Press.

Immigration, Refugees and Citizenship Canada. Annual Report to Parliament on Immigration 2019. <https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/annual-report-2019.pdf>

5. Precarious Migration (Oct 13)

Preibisch, Kerry. 2010. "Pick-Your-Own Labor: Migrant Workers and Flexibility in Canadian Agriculture." *International Migration Review* 44(2):404–41.

Goldring, Luin, and Patricia Landolt. 2011. "Caught in the Work–Citizenship Matrix: the Lasting Effects of Precarious Legal Status on Work for Toronto Immigrants." *Globalizations* 8(3): 325-341.

6. Border Imperialism and Settler Colonialism (Oct 20)

Walia, Harsha. 2013. *Undoing Border Imperialism*. Chicago: AK Press. Intro & Chapter 1.

Villegas, Paloma E., Breanna Barrie, Serriz Peña, Jilanch Alphonso, and Alveera Mamoon. 2019. "Integration, Settler Colonialism, and Precarious Legal Status Migrants in Canada." *Journal of International Migration and Integration*.

7. Refugees and Forced Migration (Oct 27)

Crawley, Heaven, and Dimitri Skleparis. 2018. "Refugees, migrants, neither, both: categorical fetishism and the politics of bounding in Europe's 'migration crisis'." *Journal of Ethnic and Migration Studies*, 44(1): 48-64.

Milkie, Melissa A., Neda Maghbouleh, and Ito Peng. 2018. "Stress in Refugee Settlement: Syrian Mothers' Strains and Buffers During Early Integration." RISE Team Working Paper.

8. Immigrants in the Canadian Labour Market (Nov 3)

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.

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.

9. Immigrant Settlement (Nov 17)

Bohaker, Heidi and Franca Iacovetta. 2009. "Making Aboriginal People 'Immigrants Too': A Comparison of Citizenship Programs for Newcomers and Indigenous Peoples in Postwar Canada, 1940s–1960s." *The Canadian Historical Review* 90(3):427–61.

Ameeriar, Lalaie. 2015. "Pedagogies of Affect: Docility and Deference in the Making of Immigrant Women Subjects." *Signs* 40(2):467–86.

10. Migrant Organizing and Politics (Nov 24)

Landolt, Patricia. 2008. "The Transnational Geographies of Immigrant Politics: Insights from a Comparative Study of Migrant Grassroots Organizing." *Sociological Quarterly* 49(1):53–77.

Chun, Jennifer Jihye, George Lipsitz, and Young Shin. 2013. "Intersectionality as a Social Movement Strategy: Asian Immigrant Women Advocates." *Signs* 38(4):917–40.

11. Gender, Family and Immigration (Dec 1)

Lauster, Nathanael and Jing Zhao. 2017. "Labor Migration and the Missing Work of Homemaking: Three Forms of Settling for Chinese-Canadian Migrants." *Social Problems* 64(4):497–512.

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

12. The Second Generation (Dec 8)

Waters, Mary C., Van C. Tran, 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):1168–93.

Berry, John W. and Feng Hou. 2017. "Acculturation, Discrimination and Wellbeing among Second Generation of Immigrants in Canada." *International Journal of Intercultural Relations* 61:29–39.