

SOC311H1F: Immigration and Race Relations in Canada

Instructor: Yukiko Tanaka
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University of Toronto
Summer 2021

Location and Time: Pre-recorded lectures released on Quercus at least 24 hours ahead of class

Live Discussion Sessions: Mondays and Wednesdays 16:10-18:00 EST on Zoom

Office Hours: Wednesdays 11:00-12:00 EST on Zoom 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 immigration and race relations, 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? How have Indigenous people and newcomers been racialized in relation to each other? What is your relationship to these dynamics?

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: Examines the economic, social, cultural and political impacts of 20th century immigration in Canada, and emerging race and ethnic relations. Topics include immigration policy; population impact; community formation; labour markets; enclave economies; welfare use by immigrants; the criminal justice system; racial conflict; multiculturalism and race; and equity policies.

Detailed Course Description: This course is a critical look at immigration, race, and ethnicity in settler colonial Canada. Contemporary immigration policy in Canada has trended toward increased emphasis on economic migrants, both temporary and permanent, but precarious work and un- and underemployment have remained realities for these newcomers. We will critically examine who is constructed as deserving of good jobs, welfare state support, safe neighbourhoods, and national belonging. Conversely, we will also take a look at who is deemed undeserving of these resources, and the policies and mechanisms through which they are criminalized, segregated, dispossessed, and targeted for deportation. We will consider if and how racial and ethnic inequality and conflict have been ameliorated through multiculturalism, redress, reconciliation, and grassroots organizing. Throughout the course we will take an intersectional and decolonial approach that highlights the mutual construction of race, gender, sexuality, class, and nationhood, and how migration is implicated in the continuing dispossession of Indigenous peoples.

Prerequisites: 1.0 SOC FCE at the 200+ level. Students without this prerequisite will be removed at any time they are discovered and without notice.

Course Delivery: This course will be taught in a hybrid model. Pre-recorded video lectures will be uploaded to Quercus no later than 24 hours before class. You will be responsible for watching the lecture before class. During the regular class meeting time, on Mondays and Wednesdays from 16:10-18:00, we will meet to engage in a live discussion on Zoom. 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 how immigration, citizenship, race, and ethnicity are intertwined and mutually constituted in Canada.
2. Explain how temporary and permanent migration are used to bolster Canada's economy and how economic inequality is maintained along lines of citizenship status, race, and ethnicity.
3. Evaluate media representations of issues in immigration and race relations through applying academic concepts.
4. Understand how multiculturalism, redress, reconciliation, and migrant organizing have been used as strategies to ameliorate inequality, and evaluate the efficacy of each strategy.

Evaluation Components

	Due	Weight
Live Discussions	Ongoing	10%
Policy Response Paper	May 17	15%
Critical Film Analysis	May 26	25%
Social Change Response Paper	June 7	25%
Final Take Home Assessment	June 21	25%

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 during class to discuss each other's questions. Communication can be done through the text, voice, or video functions on Zoom.

When crafting your discussion question, try to move past comprehension into analysis and synthesis. Here are some points of inquiry to keep in mind as you read:

- How do the readings speak to each other or to other course readings?
- How do the readings help us understand historical/contemporary issues in migration?
- What lingering questions do you have after completing the readings?

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.

Policy Response Paper – 15%

For this assignment, you will respond to recent news reports on policy announcements by the Canadian government regarding immigration by drawing on readings from Class 2: Immigration Policy Issues. This paper will be a maximum of 2 double-spaced pages. More detail will be provided in class.

Critical Film Analysis – 25%

For this assignment, you will choose one of two films to analyze: *The Pass System* or *Migrant Dreams*. You will be asked to apply course readings and other academic sources to the film of your choice to produce a critical film analysis. More detail will be provided in class.

Social Change Response Paper – 25%

For this assignment, you will choose a contemporary issue in immigration and race relations in Canada and analyze it using course readings and other academic sources. You will also pick one of the last three weeks' topics (multiculturalism, redress and reconciliation, or migrant organizing) to analyze alongside your chosen issue. You will be asked to take a position on whether multiculturalism, redress and reconciliation, or migrant organizing effectively helps to address the issue. More detail will be provided in class.

Final Take Home Assessment – 25%

The take-home final assessment will be cumulative, essay style questions. You will receive the questions on June 17 and the answers will be due on June 21.

Please note that all deadlines are at 11:59pm EST.

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 Zoom on Wednesdays 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.

Community Agreement: During the first class, we will collaboratively draft and sign on to a Community Agreement that establishes a code of conduct and guidelines on how we will maintain a collegial classroom environment, including how we will respectfully engage in discussions of sensitive topics like racism, xenophobia, violence, and discrimination. If a conflict arises, we will refer back to the Community Agreement to resolve it. As such, all students are expected to familiarize themselves with the Community Agreement and abide by it at all times.

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, 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). **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, I strongly encourage you to reach out **before** the due date and ask for an extension if you need one.

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 Immigration and Race Relations (May 3)

No readings this week. Please read the syllabus thoroughly.

2. Immigration Policy Issues (May 5)

Abu-Laban, Yasmeen. 2015. "Transforming Citizenship: Power, Policy and Identity." *Canadian Ethnic Studies* 47(1):1–10.

Reitz, Jeffrey G. 2012. "The Distinctiveness of Canadian Immigration Experience." *Patterns of Prejudice* 46(5):518–38.

3. Permanent Immigrants and Labour Markets (May 10)

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.

Creese, Gillian and Brandy Wiebe. 2012. "Survival Employment': Gender and Deskilling among African Immigrants in Canada." *International Migration* 50(5):56–76.

4. Temporary Migrants and Labour Markets (May 12)

Basok, Tanya. 2004. "Post-national Citizenship, Social Exclusion and Migrants Rights: Mexican Seasonal Workers in Canada." *Citizenship Studies* 8(1):47–64.

Villegas, Paloma E. 2019. "I Made Myself Small like a Cat and Ran Away': Workplace Sexual Harassment, Precarious Immigration Status and Legal Violence Harassment, Precarious Immigration Status and Legal Violence." *Journal of Gender Studies* 28(6):674–86.

5. Race and Space (May 17)

Razack, Sherene. 2018. "When Place Becomes Race." Pp. 113-129 in *Race & Racialization: Essential Readings, Second Edition*, eds. T. Das Gupta et al. Toronto: Canadian Scholars' Press.

Basu, Ranu and Robert S. Fiedler. 2017. "Integrative Multiplicity through Suburban Realities: Exploring Diversity through Public Spaces in Scarborough." *Urban Geography* 38(1):25–46.

6. Migration on Film (May 19)

Choose one: *The Pass System* (2015, directed by Alex Williams) or *Migrant Dreams* (2016, directed by Min-Sook Lee)

7. The Criminalization of Migration (May 26)

Nagra, Baljit and Paula Maurutto. 2016. "Crossing Border and Managing Racialized Identities: Experiences of Security and Surveillance Among Young Canadian Muslims." *Canadian Journal of Sociology* 41(2):165–95.

Crosby, Andrew. 2021. "Reverberations of Empire: Criminalisation of Asylum and Diaspora Dissent in Canada." *Critical Studies on Terrorism* 00(00):1–22.

8. Gender and Sexuality (May 31)

Fobear, Katherine. "Queer settlers: questioning settler colonialism in LGBT asylum processes in Canada." *Refuge*, vol. 30, no. 1, Fall 2014, p. 47

Cranford, Cynthia. 2020. *Home Care Fault Lines: Understanding Tensions and Creating Alliances*. Ithaca, NY: Cornell University Press. Chapter 1.

9. Immigration and the Welfare State (June 2)

Banting, Keith. 2010. "Is There a Progressive's Dilemma in Canada? Immigration, Multiculturalism and the Welfare State." *Canadian Journal of Political Science* 43(4):797–820.

Mitchell, Katharyne. 2001. "Transnationalism, Neo-Liberalism, and the Rise of the Shadow State." *Economy and Society* 30(2):165–89.

10. Multiculturalism (June 7)

Haque, Eve. 2018. "Language, Race, and the Impossibility of Multiculturalism." Pp. 259-274 in *Race & Racialization: Essential Readings, Second Edition*, eds. T. Das Gupta et al. Toronto: Canadian Scholars' Press.

St Denis, Verna. 2011. "Silencing Aboriginal Curricular Content and Perspectives through Multiculturalism: 'There Are Other Children Here.'" *Review of Education, Pedagogy, and Cultural Studies* 33(4):306–17.

11. Racial Conflict, Redress, and Reconciliation (June 9)

Henderson, Jennifer. 2012. "The Camp, the School, and the Child: Discursive Exchanges and (Neo)liberal Axioms in the Culture of Redress." Pp. 63-83 in *Reconciling Canada: Critical Perspectives on the Culture of Redress*, ed. J. Henderson and P. Wakeham. Toronto: University of Toronto Press.

Walcott, Rinaldo. 2011. "Into the Ranks of Man: Vicious Modernism and the Politics of Reconciliation." Pp. 341-350 in *Cultivating Canada: Reconciliation through the Lens of Cultural Diversity*, ed. A. Mathur, J. Dewar, M. DeGagne. Ottawa, ON: Aboriginal Healing Foundation.

12. Migrant and Racial Justice and Organizing (June 14)

Hudson, Sandra, and Yusra Khogali. 2018. "We Will Win: Black Lives Matter – Toronto." Pp. 695-713 in *Race & Racialization: Essential Readings, Second Edition*, eds. T. Das Gupta et al. Toronto: Canadian Scholars' Press.

Walia, Harsha. 2013. *Undoing Border Imperialism*. Chicago: AK Press. Chapter 2.