



**SOC6002H:
Immigration I (Survey)**

Instructor: Professor Emine Fidan Elcioglu

Time and Location: Mondays, 1-3pm, Rm 240 (or online synchronous via Zoom; please check the Quercus course website for the most updated information)

Email: fidan.elcioglu@utoronto.ca

Office Hours: Mondays, 3:10-4pm via Zoom (or by email appointment)

Course Description

This course offers a survey of some foundational theories, ongoing debates and new directions in the sociology of im/migration. Two important questions that we will discuss throughout the semester are the following: First, what are the causes and characteristics of im/migration today? And second, what is the relationship between inequality and im/migration?

The course readings overlap with parts of the Race, Ethnicity, and Immigration comprehensive exam. As such, it is to the students' benefit to keep up with the readings if they intend to take the exam in the future. While prior exposure to migration scholarship is not required, I expect students to come to class having read the assigned material for that week, and willing to engage the readings with an open mind. Most classes will begin with a brief overview of the material and then segue into a structured discussion during which everyone will be expected to participate enthusiastically and thoughtfully. Participation is not only about speaking up, but also (and perhaps more importantly) about listening to and engaging thoughtfully with what others are saying.

Course Objectives

- Students will have explored some of the ways in which sociologists have tried to make sense of the causes and characteristics of contemporary im/migration.
- Specifically, students will leave the course with a better understanding of how past scholarship has conceptualized (and, in some cases, failed to conceptualize) the relationship between im/migration and inequality.
- Moreover, students will have engaged with hot-off-the-press scholarly work that

- incorporates race and indigeneity into the study of im/migration.
- Leading discussions will give students an opportunity to work on their public speaking skills, including the ability to synthesize a text in a concise and compelling manner as well as facilitate discussion.

Course Structure

This is a discussion-based seminar course, where student are expected to attend class. Each week's class will begin with the scheduled presenter(s) providing a brief summary of the readings and asking some of their own initial questions to get the discussion started. I will occasionally give a mini- lecture in class to contextualize the week's readings. But my primary role will be to facilitate the group conversation about these important topics.

Course Requirements and Evaluation

Participation (10%)

Also known as the adoption of a 'scholarly attitude,' participation is worth 10% of your final grade. Students with a scholarly attitude take the role of graduate student seriously and demonstrate their commitment to academic pursuits by actively engaging in the material, reflecting deeply on the readings, raising thoughtful questions and comments in class, and listening seriously to and responding to colleagues' comments in a productive manner. Class attendance is expected.

Weekly Memos (25%):

Memos are due at **6pm EST on Sundays** before each class. The memos should critically engage the week's assigned readings in 500-600 words. Memos will be posted on PeppereR, which is a discussion forum that can be accessed through the Quercus course website. Students are also highly encouraged to read and comment on each other's memos. By the end of course, each student should have submitted 10 memos.

The memos must not be summaries of the week's readings. Instead, they should each contain a synthesis of the following points:

- a. What is the central question/issue/debate/concept in this set of readings?
- b. What are the points of agreement and disagreement among the authors, if any? You may also elaborate on how these readings respond to or engage

- with previous weeks' readings.
- c. What is your take on the week's reading(s)? Are there limitations, gaps, or contradictions in any of the arguments? If so, what are they and what could the scholar(s) have done to overcome these limitations?
 - d. List 1-2 question(s) that you would like the class to discuss.

Discussion leader (15%):

Each week's readings will be assigned 1-2 discussion leaders and each student will have at least one opportunity to do so. Being a discussion leader involves introducing the readings in no more than 5 minutes and providing at least 3 discussion questions for the class. (These questions may be pulled from the ones posted in the memos). All students must have led discussion for one week by the end of the course.

Final Take-Home Assignment (50%)

There will be one final, take-home assignment at the end of the semester. Students will be asked two essay questions. Each answer should be 10 pages, double-spaced, in 12-point font. The prompt will be posted during the last week of class, Week 12 (March 28th) at 4pm EST, and the assignment will be due the following Monday, **April 4th, at 10 pm EST on Quercus.**

Course Policies

Academic Integrity

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "*to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.*"

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the *Code of Behaviour on Academic Matters* (<http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters>) and *Code of Student Conduct* (<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

All of your submitted assignments will automatically be run through a new plagiarism detection tool, Ouriginal, for a review of textual similarity and detection of possible plagiarism. (Ouriginal replaces Turnitin.) In doing so, you will allow your assignments to be included as source documents in the Ouriginal 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 Ouriginal service are described on the Centre for Teaching Support & Innovation website: <https://uoft.me/pdt-faq>.

Late Policies

Late work will be graded down by the equivalent of 1 letter grade for each 24-hour period. If you anticipate that you will not be able to meet a deadline, please get in touch with me as soon as possible.

Accessibility Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council "[Statement of Commitment Regarding Persons with Disabilities](https://governingcouncil.utoronto.ca/secretariat/policies/statements-commitment-regarding-persons-disabilities-february-25-2021)" at <https://governingcouncil.utoronto.ca/secretariat/policies/statements-commitment-regarding-persons-disabilities-february-25-2021>.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also

understand that disabilities can change over time and will do our best to accommodate you.

Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at <http://www.studentlife.utoronto.ca/as>, call at 416-978-8060, or email at: accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, <http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

Health and Wellness

Please see the university's great new website dedicated to student mental health resources: <https://mentalhealth.utoronto.ca/>. The regular Health & Wellness Centre website can be accessed here: <https://www.uts.utoronto.ca/hwc/> Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, <http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

Equity and Diversity

All members of the learning environment in this course should strive to create an atmosphere of mutual respect. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated; please alert me to any behavior that undermines the dignity or self-esteem of any person in this course or otherwise creates an intimidating or hostile environment. You'll find additional information and reports on Equity and Diversity at the University of Toronto online at <http://equity.hrandequity.utoronto.ca>.

Copyright Statement

Course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the *Copyright Act*, RSC 1985, c C-42. These materials are made available to you for your own study purposes and cannot be shared outside of the class or "published" in any way. Lectures, whether in person or online, cannot be recorded without the instructor's permission. Posting course materials or any recordings you may make to other websites without the express permission of the instructor will constitute copyright infringement.

Land 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 Wendat, Anishinabek Nation, the Haudenosaunee Confederacy, the Mississaugas of Scugog, Hiawatha, and Alderville First Nations and the Métis Nation. This territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and 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. We are grateful to have the opportunity to work on this land.

To learn more about the meaning of the land acknowledgement, see these resources:

- <https://native-land.ca/resources/territory-acknowledgement/>
- <https://artistproducerresource.ca/tiki-index.php?page=Land-Acknowledgements>

To learn more about the debate around the decolonizing value of land acknowledgements, please see:

- Marche, Stephen. 2017. "Canada's Impossible Acknowledgement." September 7. *The New Yorker*. <https://www.newyorker.com/culture/culture-desk/canadas-impossible-acknowledgment>

To learn about organizations that are working towards positive social change, please see:

- Idle No More: <https://idlenomore.ca/about-the-movement/>
- Black Lives Matter – Canada: <https://blacklivesmatter.ca/>
- Showing Up for Racial Justice (SURJ): <https://surjtoronto.com/>

Course Schedule

****NB**** There is a significant amount of reading required for this course – the close equivalent of one scholarly book per week. This is a standard expectation of graduate students at top Sociology programs in North America. Please take this course only if you have the time to complete all the readings thoroughly every week. Again, please also note that class attendance is required for this course.

All readings, including books, are available through the University of Toronto library website. However, the following book may have to be physically retrieved from the library or purchased. If you're not in a financial position to be able to make this purchase, please get in touch with me and we'll try to work out an arrangement.

- Mayblin, Lucy and Joe Turner. 2021. *Migration Studies and Colonialism*. Polity Press.

Week 1 (Jan 10): Introduction and Course Overview

No Readings

Week 2 (Jan 17): Causes and Logics of Global Migration

- Massey, D.S., 1999. "International migration at the dawn of the twenty-first century: The role of the state." *Population and development review* 25(2): pp.303-322.
- Boyd, Monica. 1989. "Family and Personal Networks in International Migration: Recent Developments and new agendas." *International Migration Review* 23:638-670
- Golash-Boza, TM. 2015. *Deported: Immigrant Policing, Disposable Labor and Global Capitalism*. New York University Press. Chapters: Intro, 1, 4, 6 & 7.
- Wahlia, Harsha. 2013. *Undoing Border Imperialism*. AK Press. Chapter 1: "What is Border Imperialism?"

Week 3 (Jan 24): Bringing the State Back In (to the Study of Migration)

- Burawoy, Michael. 1976 "The Functions and Reproduction of Migrant Labor: Comparative Material from Southern Africa and the United States." *American Journal of Sociology*, 82(5): 1050-87.
- Levitt, Peggy and Rafael de la Dehesa. 2003. "Transnational Migration and the

Redefinition of the State: Variations and Explanations." *Ethnic and Racial Studies* 26(4): 587–611.

- Rodriguez, Robyn. 2010. *Migrants for Export: How the Philippine State Brokers Labor to the World*. University of Minnesota Press. Chapters: Introduction, 1, 2, 6, and Conclusion.

Week 4 (Jan 31): Migration, 'Development,' and (Un)Freedom

- Iskander, Natasha. 2010. *Creative State: Forty Years of Migration and Development Policy in Morocco and Mexico*. ILR Press. Chapters: 1 (Introduction) and 2.
- Polanco, Geraldina. 2019. "Migration Regimes and the Production of (Labor) Unfreedom." *Journal of Asian American Studies* 22(1).

Week 5 (Feb 7): The Geopolitics of Migration Policymaking and Border Control

- Menjivar, Cecilia. 2014. "Immigration Law beyond Borders: Externalizing and Internalizing Border Controls in an Era of Securitization." *Annual Review of Law and Social Science* 10: 353-369.
- Fitzgerald, David, and David Cook-Martín. 2015. *Culling the Masses: The Democratic Origins of Racist Immigration Policy in the Americas*. Harvard University Press. Chapters: Introduction (pp. 1-46) and Chapter 4.
- Ghahremani, Amanda and Jamie Liew. 2021. "Why the Safe Third Country Agreement Must Go." *Open Canada* <https://opencanada.org/why-the-safe-third-country-agreement-must-go/>

Week 6 (Feb. 14): Transnationalism

- Portes, A., Guarnizo, L., & Landolt, P. (1999). "The study of transnationalism: pitfalls and promise of an emergent research field." *Ethnic and Racial Studies* 22(2): 217-237.
- Dahinden, Janine. 2017. "Transnationalism reloaded: the historical trajectory of a concept." *Ethnic and Racial Studies* 40(9): 1474-1485.
- Waldinger, Roger and David Fitzgerald 2004. "Transnationalism in Question," *American Journal of Sociology* 109(5): 1177-1195
- Abrego, Leisy J. 2014. *Sacrificing Families: Navigating laws, labor, and love across*

borders. Stanford University Press. Chapters: 1, 8

Week 7 (Feb. 21): Reading Week

****Professor Tahseen Shams will be guest speaker from 2:10-2:50pm.****

- Shams, Tahseen. *Here, There, and Elsewhere: The Making of Immigrant Identities in a Globalized World*. Stanford University Press. *Please read the entire book.*

Week 8 (March 7): The Political Consequences of Transnationalism

No Readings, No Class

Week 9 (March 14): The Assimilation Framework and its Critics

****Professor Neda Maghbouleh will be guest speaker from 2-3pm.****

- Portes, Alejandro, and József Böröcz. 1989. "Contemporary Immigration: Theoretical Perspectives on Its Determinants and Modes of Incorporation." *International Migration Review* 23:606-630.
- Jung, Moon Kie. 2009. "The Racial Unconscious of Assimilation Theory." *Du Bois Review: Social Science Research on Race* 6(2): 375-395
- Maghbouleh, Neda. 2017. *Limits of Whiteness: Iranian Americans and the Everyday Politics of Race*. Stanford University Press. *Please read the entire book.*

Week 10 (March 21): Migration and Black Life in Canada

- Maynard, Robyn. 2017. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Fernwood Publishing. Chapters: Introduction, 1, 2, and 6.
- Creese, Gillian and Brandy Wiebe. 2012. "'Survival Employment': Gender and Deskilling among African Immigrants in Canada." *International Migration* 50(5): 56-67.

Week 11 (March 28): Migration and Work

- Rosales, Rocio. 2020. *Fruteros: Street Vending, Illegality, and Ethnic Community in Los Angeles*. University of California Press. *Please read the entire book.*

Week 12 (April 4): Migration and Settler-Colonialism

****Professor Soma Chatterjee will be guest speaker from 2-3pm.****

- Mayblin, Lucy and Joe Turner. 2021. *Migration Studies and Colonialism*. Polity Press. (excerpts TBD)
- Chatterjee, Soma. 2019. "Immigration, Anti-Racism, and Indigenous Self-Determination: Towards a Comprehensive Analysis of the Contemporary Settler Colonial." *Social Identities* 25(5): 644-661.
- Amadahy, Zainab, and Bonita Lawrence. 2009. "Indigenous Peoples and Black People in Canada: Settlers or Allies?" In: *Breaching the Colonial Contract*. Springer Netherlands. 105-136.
- Wahlia, Harsha. 2013. *Undoing Border Imperialism*. AK Press and the Institute for Anarchist Studies. Chapter 5: Journeys toward Decolonization.

****The Take-Home Final Assignment will be posted on April 4th at 4pm and due a week later on April 11th at 10 pm EST on Quercus****