

SOC249H1S: Sociology of Migration

Instructor: Yukiko Tanaka
Department of Sociology
University of Toronto
Winter 2022

Location and Time: Mondays 12:10-2:00 on Zoom or Room MS2170

Office Hours: Mondays 3:00-4:00 EST on Zoom (info on Quercus)

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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 SOC100H prior to enrolling in this class. Students without this prerequisite will be removed at any time discovered and without notice.

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
Discussion Board Posts	Ongoing	10%
In-Class Quizzes	Jan 31, Feb 28, March 28	15%
Current Events Paper	February 14	20%
Research Essay	March 21	25%
Final Assessment	TBD	30%

Discussion Board Posts – 10%

Each week, please make at least one post on the discussion board before class. These posts are meant to help you think critically about the readings and come to class prepared. These posts should be about 100-200 words and can be in the form of a question, a reply to a classmate's post, or simply some thoughts that came to you while reading. It does not need to be polished – the goal is to get you thinking and writing about the course materials.

Here are some questions to guide your thinking:

- What did you find most interesting in the readings?
- What did you have trouble understanding in the readings?
- What are lingering questions in your mind after completing the readings?
- Is there a news article, YouTube clip, podcast, or other media you can share that relates to the readings?
- Is there a concept you learned in different course that helped you better understand the readings?

Each post is worth 1% (pass/fail) up to a maximum of 10%. You may post multiple times per week, but you will only get credit for one post. To get credit for your post, you must submit before that week's class: Mondays at 12:00. You will not be able to get credit for late posts.

In-Class Quizzes – 15%

There will be 3 short, in-class, multiple choice quizzes, each worth 5%. These are meant to check your understanding of course concepts. Quizzes will cover material after the last quiz and including the readings for the week the quiz takes place. Quizzes are scheduled to take place on January 31, February 28, and March 28.

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 February 2021). You will analyze the current issue drawing on at least two course readings. Essay should be between 3-4 double-spaced pages and is due by 11:59pm on February 14. 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 4-5 double-spaced pages and is due by 11:59pm on March 21. More detail will be provided in lectures.

Final Assessment – 30%

The final assessment will be a series of essay questions. The exam will be cumulative and closed-book and will be scheduled by the Faculty of Arts & Science.

Course Policies

Course Delivery: Classes will be delivered synchronously, online or in-person as university and public health guidelines dictate. Students are expected to attend all lectures.

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 Mondays from 3:00-4:00.

Online Etiquette: Please treat your fellow students, TA, and instructor with the utmost respect online. The discussion boards, emails, and any other place where you're communicating with the class should be a supportive and collegial environment to develop your thinking about migration. 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, you must contact your college registrar and have them email the instructor directly. 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.

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.

Plagiarism Detection Tool: Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Students are permitted, under our conditions of use, to opt-out of using the University's plagiarism detection tool. To opt out, students must inform the instructor at the beginning of the term. Students who choose to opt out must provide, along with their finished paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts, etc.) to establish that the paper they submit is 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/>

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 (Jan 10)

No required readings.

2. Why People Move: Theories of Migration (Jan 17)

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 (Jan 24)

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 (Jan 31)

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 2020. <https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/annual-report-2020-en.pdf>

5. Precarious Migration (Feb 7)

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

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 (Feb 14)

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*.

****READING WEEK – NO CLASS FEB 21****

7. Refugees and Forced Migration (Feb 28)

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 (Mar 7)

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 (Mar 14)

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 (Mar 21)

Elcioglu, Emine Fidan. 2020. *Divided by the Wall: Progressive and Conservative Immigration Politics at the US-Mexico Border*. Oakland, CA: University of California Press. **(Intro)**

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 (Mar 28)

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 (April 4)

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.