

University of Toronto, Department of Sociology  
**SOC370H1F**  
**Immigration and Employment**  
Fall, 2021  
**COURSE DESCRIPTION AND OUTLINE (FIRST TWO CLASSES ARE HYBRID)**

Instructor: Emmanuel Kyeremeh  
Class Time: Monday, 10:10 - 12:00 noon  
Class Location: SS 1073  
Office: TBD  
Contact: Tel 647-549-0832; e.kyeremeh@utoronto.ca.  
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### **Course Description**

This course examines the labour market integration and employment situation of immigrants from a sociological, economic and geographical perspective, emphasizing recent Canadian experience in a comparative context. Topics of interest include economic goals and impact of immigration, immigrant human capital, immigrant skill utilization, declining immigrant earnings, impact of racial discrimination, the knowledge economy, and regionalization. Specific labour market processes are examined, including immigrant access to professions, enclaves and immigrant entrepreneurship, immigrants and labour unions, and experiences of the Canadian-born second generation. It also considers implications for immigration policy and other issues comprising human rights, employment equity, credential recognition and skill utilization, and general social welfare policy and employment policy. The course will rely on contemporary examples and case studies to provide a thorough understanding of the labour market experiences of immigrants in Canada.

### **Course Objectives**

By the end of this course, students should be able to:

- Analyze and evaluate a variety of theoretical perspective pertaining to immigration and employment
- Describe the immigrant economic integration process - specifically barriers to employment opportunities and strategies adopted to overcome such challenges
- Identify and understand some of the policy outcomes of the immigrants' labour market integration in Canada
- Develop some critical thinking and communication skills

## Prerequisites

The prerequisites to take this course is 1.0 SOC at the 200 or higher level. Students without these requirements will be removed from the course without notice.

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## Evaluation Criteria and Components

The final grade for this course will be awarded based on the following:

Mid-Term test.....	30
Reflection paper .....	20
Research Paper.....	30
Final Assessment.....	20

## Communication

I have set up office hours for this course and I will be available in the office in-person every Monday from 12:30 p.m. to 2:30 p.m. If you find this time inconvenient, please contact me through e-mail to arrange an alternative meeting date and time to meet virtually. Please always use your University of Toronto email address (@mail.utoronto.ca) for course related communications and I will try my best to respond to your e-mails within 24 - 48 hours.

One of my goals is to make this course interesting and relevant to your lives. In class, if you find at least one thing that is surprising, intriguing, important, you are free to come and talk to me about it. The more you communicate with me about what is working well, what is confusing, what is interesting, and so on, the more we will all enjoy this course! Feel free to bring in news articles, videos, and/or stories you believe are relevant to the class during the office hours.

## Classroom Policies

Students are expected to arrive on time and to remain for the duration of the class. If you have to enter or leave during the lecture, please do so as quietly as possible. Remember that cell phones and other communications devices should either be turned off or in silent mode. Do not answer your phone or text message during class. In cases of emergency where you need to use your phone, please quietly step outside the class.

If you use a laptop for taking notes, please do so in a way that does not disturb other students or distract the instructor. Do not use computer for non-class related activities – It is distracting to people around you. Students who will do so will be asked to leave class.

Taking photos and video recordings are not permitted. Audio recording requires permission of the instructor. Non-compliance with this rule on recording will be subject to disciplinary actions under the Code of Student Conduct.

Finally, please remember to be respectful to everyone involved in the course – instructor, teaching assistant and other students. In return, you have the right to expect respect from them. This class

will offer opportunities to voice your views and perspectives during class discussions and activities. I ask that we respect each other's views. Learning is sometimes uncomfortable and we will not always reach consensus on topics we discuss. Debate is a key aspect of learning; we will utilize those moments of tension to learn. However, I also expect students to come to class prepared with the readings, as this will allow for a deeper understanding of course concepts and discussions.

### **Course Organization**

Weekly class sessions consist of lecture presentations and discussion based on required readings. Key issues will be identified, and major recent studies reviewed and evaluated.

### **Reflection Paper (Due in Class on October 25)**

There will be one reflection paper for this course which is a critical analysis of the salient points covered from your own perspective on an assigned reading. The starting point will be to identify the key arguments, theories if any, strengths of the argument and any counter perspectives to the argument. Feel free to incorporate your feelings and personal experiences about the issue under consideration. Your reflection should not exceed 600 words.

### **Research Paper (Due in Class on December 6)**

For this project, you are welcome to select any theme of your choice based on the course outline. For example on the theme of regionalization, you can choose the topic, "immigrants' contribution to socioeconomic development in smaller provinces in Canada". Select between 5-10 sources (peer reviewed) to back your claim which you should lay out in a 5-7-page article excluding references. The paper should consist of three main parts: an introduction, a body and conclusion. The introduction should contain an overview of the issue you wish to discuss and the main thesis statement. The body will contain your arguments derived from the articles chosen to support your topic. In conclusion, you should summarize the main issues raised in the body as well as your opinion on the issues you discussed. I will provide further details on this in class.

The research paper should be legibly written, with effort taken to check for problems involving basic grammar and spelling. It is worth asking a sympathetic reader (e.g., friend, classmate, College Writing Centre tutor) to look over your assignment before handing it in to the instructor. Information on services available to help with undergraduate writing can be found at: <http://www.writing.utoronto.ca>. Information about FAS support for English Language Learning (ELL) is available at <http://www.artsci.utoronto.ca/current/advising/ell>.

### **Mid-Term Test:**

A mid-term test will be given in class during Week 6. The mid-term test covers materials of Weeks 1 – 5. It will be based on readings and lecture presentations, combining short and long answer questions. It will be worth 30%.

**Final Assessment:**

The final assessment will include multiple-choice questions that cover all the themes covered in the term. The final assessment will be worth 20%.

**Lateness and Missed Tests**

Late essays or missed tests are not accommodated without valid reasons and proper documentation. The penalty for late submission of take-home essays without valid reasons supported by documentation is 5 percent of your total mark per day of lateness. Regarding documentation of valid reasons for late essays or missed tests, this course follows university policy quoted here:

- If you miss a test or a paper deadline, do not contact the instructor or a TA unless you have followed the steps described below. Telling the professor or TA why you missed a deadline, or a test will not be considered.
- Students who miss the test, or are late in submitting an assignment for medical reasons, need to email the instructor (not the TA), and also declare their absence on the system (ACORN).
- Students who miss the test, or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor.

**Accessibility Services**

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 contact Accessibility Services as soon as possible or on the following link: <https://lsm.utoronto.ca/ats/>

**Readings**

This course does not have a textbook. The readings for the course are mostly assigned journal articles. Most of the readings can be accessed online through the University of Toronto Library website. Depending on format availability, material will either be provided on the course website in electronic format (i.e. pdf), or with a link to the electronic resource via the University of Toronto library system. It is your responsibility to access and keep up with all assigned readings. If you are having trouble accessing an article, please feel free to contact me. The readings can be done in any order.

NOTE: If there is any change to the reading list, I will highlight this on the course website where I will be providing the links to the readings. I will also include note of the change in a course announcement.

## SESSION TOPICS

### Part 1. Introduction

1. Immigration and employment in Canada: theory, context, policy issues September 13

### Part 2. Immigration, Race, Gender, and Labour Markets

2. Immigrant employment experiences and economic impact September 20  
3. Immigrant human capital, skill utilization, and access to professions September 27  
4. Racial discrimination October 4  
5. Immigrant experiences during COVID October 18

### Part 3. Labour Market Processes, Ethnic Communities and Social Capital

6. Ethnic enclaves: businesses, occupations, work settings and social networks October 25  
7. Immigrants and labour unions November 1  
8. Temporary foreign workers and precarious work November 15  
9. Immigrant offspring and the second generation November 22

### Part 4. Policy Issues

10. Regionalization November 29  
11. Immigrant integration policy: settlement, human rights and employment equity December 6  
12. Immigrant selection policy: criteria, evaluation and future directions December 9

## REQUIRED READINGS FOR EACH SESSION

### PART 1. INTRODUCTION

- 1. Immigration and employment in Canada: theory, context, issues September 13**

Stephen Castles, Hein de Haas and Mark J. Miller, *The Age of Migration: International Population Movements in the Modern World*, Fifth Ed., New York: The Guilford Press, 2014, Chaps. 1-2, pp. 1-54.

Jeffrey G. Reitz, "Canada: new initiatives and approaches to immigration and nation-building," pp. 88-116 in *Controlling Immigration: Global Perspectives*, 3rd edition, eds. J. Hollifield, P.L. Martin, P.M. Orrenius, Stanford CA: Stanford University Press, 2014.

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

### PART 2. IMMIGRATION, RACE, GENDER, AND LABOUR MARKETS

- 2. Immigrant employment experiences and economic impact September 20**

Peter Li, *Destination Canada: Immigration Debates and Issues*, Don Mills, ON: Oxford University Press, 2003, Chapter 5, “Economic Benefit of Immigration,” pp. 78-99.

Creese, G., & Wiebe, B. (2012). ‘Survival employment’: Gender and deskilling among African immigrants in Canada. *International migration*, 50(5), 56-76.

Wilson-Forsberg, S. (2015). “We Don’t Integrate; We Adapt:” Latin American Immigrants Interpret Their Canadian Employment Experiences in Southwestern Ontario. *Journal of International Migration and Integration*, 16(3), 469-489.

### **3. Immigrant human capital, skill utilization, and access to professions** **September 27**

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

Mikal Skuterud, “The Visible Minority Earnings Gap Across Generations of Canadians,” *Canadian Journal of Economics*, 43,3 (2010) 860-881.

Agnes Calliste, “Resisting Professional Exclusion and Marginality in Nursing: Women of Colour in Ontario,” pp. 303-328 in *Perspectives on Ethnicity in Canada: A Reader*, edited by Madeline A. Kalbach and Warren E. Kalbach, Toronto: Harcourt Canada, 2000.

### **4. Racial discrimination** **October 4**

Jeffrey G. Reitz and Raymond Breton, “Prejudice and Discrimination in Canada and the United States: A Comparison,” pp. 47-68 in *Racism and Social Inequality in Canada*, edited by V. Satzewich, Toronto: Thompson Educational Publishing, 1998.

Al-Waqfi, M., & Jain, H. C. (2008). Racial inequality in employment in Canada: Empirical analysis and emerging trends. *Canadian Public Administration*, 51(3), 429-453.

Oreopoulos, P. Why do skilled immigrants struggle in the labor market? A field experiment with thirteen thousand résumés. Pp. 347-367 in *Social Inequality in Canada: Dimensions of Disadvantage*, 6th edition, eds. E. Grabb, J. Reitz, M. Hwang, Toronto: Oxford University Press. Original in: *American Economic Journal: Economic Policy*, 3,4 (2011) 148-171.

### **5. Immigrant Experiences during COVID** **October 18**

Miconi, D., Li, Z. Y., Frounfelker, R. L., Venkatesh, V., & Rousseau, C. (2021). Socio-cultural correlates of self-reported experiences of discrimination related to COVID-19 in a culturally diverse sample of Canadian adults. *International Journal of Intercultural Relations*, 81, 176-192.

Nardon, L., Hari, A., Zhang, H., Hoselton, L. P., & Kuzhabekova, A. (2021). Skilled immigrant women's career trajectories during the COVID-19 pandemic in Canada. *Equality, Diversity and Inclusion: An International Journal*.

Mo, G., Cukier, W., Atputharajah, A., Boase, M. I., & Hon, H. (2020). Differential impacts during COVID-19 in Canada: A look at diverse individuals and their businesses. *Canadian Public Policy*, 46(S3), S261-S271.

### **PART 3. LABOUR MARKET PROCESSES, ETHNIC COMMUNITIES AND SOCIAL CAPITAL**

#### **6. Ethnic enclaves: businesses, occupations, work settings and social networks** **October 25**

Jeffrey G. Reitz and Sherrilyn M. Sklar, "Culture, race, and the economic assimilation of immigrants," *Sociological Forum*, 12,2 (1997): 233-77.

Peter Li, "The Role of Foreign Credentials and Ethnic Ties in Immigrants' Economic Performance," *Canadian Journal of Sociology* 33,2 (2008) 291-310.

Eric Fong, Wenhong Chen and Chiu Luk, A Comparison of Ethnic Businesses in Suburbs and City," *City & Community* 6:2 June 2007, pp. 119-136.

#### **7. Immigrants and labour unions** **November 1**

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

Gerald Hunt and David Rayside, Labor Union Response to Diversity in Canada and the United States, *Industrial Relations*, 39, 3: 2000, pp. 401-417, 434-444.

#### **8. Temporary foreign workers and precarious work** **November 15**

Arthur Sweetman and Casey Warman, "Canada's Temporary Foreign Workers Programs," *Canadian Issues*, Spring 2010, pp. 19-24.

Jenna Hennebry, "Not Just a Few Bad Applies: Vulnerability, Health, and Temporary Migration in Canada," *Canadian Issues*, Spring 2010, pp. 73-77.

Phil Martin, "Temporary Worker Programs: U.S. and Global Experiences," *Canadian Issues*, Spring 2010, pp. 122-28.

#### **9. Immigrant offspring and the second generation** **November 22**

Monica Boyd, "Educational attainments of immigrant offspring: success or segmented assimilation?" *International Migration Review*, 36(4), 2002: 1037-1061.

Krishna Pendakur and Ravi Pendakur, "Color by Numbers: Minority Earnings in Canada 1995–2005." *Journal of International Migration and Integration* 12 (2011) 305-329.

## **PART 4. POLICY ISSUES**

### **10. Regionalization**

**November 29**

Akbari, A. H., & Haider, A. (2018). Impact of immigration on economic growth in Canada and in its smaller provinces. *Journal of International Migration and Integration*, 19(1), 129-142.

Carter, T., Morrish, M., & Amoyaw, B. (2008). Attracting immigrants to smaller urban and rural communities: Lessons learned from the Manitoba Provincial Nominee Program. *Journal of International Migration and Integration/Revue de l'integration et de la migration internationale*, 9(2), 161-183.

### **11. Immigrant integration policy: settlement, human rights and employment equity December 6**

Helen Beck, Jeffrey G. Reitz, and Nan Weiner, "Proving and redressing systemic racial discrimination: the Health Canada case," *Canadian Public Policy* 28, 3 (2002) 20 pp.

Carol Agocs. "Canada's employment equity legislation and policy, 1987-2000: the gap between policy and practice." *International Journal of Manpower* 23.3 (March 2002): 256-96.

Abigail B. Bakan and Audrey Kobayashi, "Ontario: Lessons of the Rise and Fall of Employment Equity Legislation from the Perspective of Rights Advocacy." Toronto: Canadian Race Relations Foundation, 2003.

### **12. Immigrant selection policy: criteria, evaluation and future directions**

**December 9**

Daniel Stoffman, "Who Gets In," Chapter 8 in his *Who Gets In: What's Wrong with Canada's Immigration Program and How to Fix It*, Toronto: Macfarlane Walter & Ross, 2002, pp. 175-92.

Alan Green, "What is the Role of Immigration in Canada's Future?" pp. 33-45 in *Canadian Immigration Policy for the 21st Century*, edited by C. Beach, A.Green, and J. Reitz, Kingston: John Duetsch Institute for the Study of Economic Policy, 2003.

Jeffrey G. Reitz, "Closing the Gaps Between Skilled Immigration and Canadian Labour Markets," pp. 147-163 in *Wanted and Welcome?: Policies for Highly Skilled Immigrants in Comparative Perspective*, ed. P. Triadafilopoulos. New York: Springer, 2013.