

SOC311H1F: Immigration and Race Relations in Canada

Instructor: Dr. Yukiko Tanaka

Department of Sociology

University of Toronto

Fall 2024

Time and Location: Mondays 1:10-3:00 pm, location on Quercus & ACORN

Office Hours: Wednesdays 10-12 and Thursdays 3-4 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 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.

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
In-Class Quizzes	Ongoing	10%
Policy Response Paper	September 30	15%
Critical Film Analysis	October 25	25%
Social Change Response Paper	November 15	25%
Final Exam	TBD	25%

In-Class Quizzes – 10%

These short reflective quizzes will be completed in class on Weeks 2-5 and 7-11. They are meant to be low-stakes ways for you to engage more deeply with class materials. You will have the opportunity to discuss the questions with your peers before submitting the answers. You must submit the assignment online before leaving class.

Each in-class quiz is worth 2%, so you need to complete 5 quizzes to make up the full 10%. There are 9 opportunities to complete the quizzes, so do not worry if you have to miss class on occasion. If you complete more than 5 quizzes, I will keep the top 5 scores. There will be no opportunities to make up missed quizzes.

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 Weeks 2 and 3. 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 Exam – 25%

The final exam will consist of cumulative, essay style questions and will be scheduled during the final exam period by the Faculty of Arts and Sciences.

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

Course Policies

Course Attendance: This course will incorporate in-class discussion; therefore, part of your learning experience will be through attendance in class. Each class will also include an opportunity to complete an in-class quiz worth 2% of the course grade. Therefore, I strongly encourage attendance at every class.

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 10am-noon or Thursdays 3-4pm.

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>.

Missed Deadlines and Tests: Students who miss a paper deadline or a test will receive a mark of zero for that paper or test unless the reason is a circumstance beyond their control. Within three days of missing a paper deadline or test, students must send the instructor a request for consideration. Students must document their request with one of the following:

- Absence declaration via ACORN
- U of T Verification of Illness or Injury Form
- College Registrar's letter (e.g., in case of personal/family crisis or emergency)
- Letter of Academic Accommodation from Accessibility Services

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.

Late Assignments: Late assignments without a valid excuse will be deducted 5% per day, including weekends and holidays. Each student is entitled to a one-week extension on **one** assignment per term, no questions asked. To use this extension, you must submit the [Extension Request Form](#) at least 24 hours before the due date.

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 wait for at least 24 hours after the grades are released before submitting a regrade request. Then, you must submit a written appeal to your TA in which you address **every** comment you received on your assignment, as well as the rubric categories you scored and the global feedback document. 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 such papers. The terms that apply to the University's use of the Turnitin.com service is described on the Turnitin.com web site.

Assignments not submitted through *Turnitin* will receive a grade of zero (0%), unless a student instead provides, along with their position paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper 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>

Generative Artificial Intelligence: Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must follow the course community agreement on AI and must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. Failure to do so will be considered a matter of academic integrity and will be dealt with accordingly. For security reasons, U of T recommends using AI tools that are supported by the University, such as Copilot. Find more about U of T's approach to using AI here: <https://teaching.utoronto.ca/teaching-uoft-genai/genai-tools/>

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 Immigration and Race Relations (Sept 9)

No readings this week. Please read the syllabus thoroughly.

2. Immigration Policy Issues (Sept 16)

Barrass, Susan, and John Shields. 2017. "Immigration in an Age of Austerity: Morality, the Welfare State, and the Shaping of the Ideal Migrant." Pp. 195-221 in *Austerity: The Lived Experience*, ed. S. McBride and B. Evans. Toronto: University of Toronto Press.

Schinnerl, Sandra, and Antje Ellermann. 2023. "The Education-Immigration Nexus: Situating Canadian Higher Education as Institutions of Immigrant Recruitment." *Journal of International Migration and Integration* 24(3):599–620.

3. Migrant Labour (Sept 23)

Preibisch, Kerry, and Evelyn Encalada Grez. 2013. "Between hearts and pockets: locating the outcomes of transnational homemaking practices among Mexican women in Canada's temporary migration programmes." *Citizenship Studies* 17(6-7):785-802

Tungohan, Ethel, Rupa Banerjee, Wayne Chu, Petronila Cleto, Conely De Leon, Mila Garcia, Philip Kelly, Marco Luciano, Cynthia Palmaria, and Christopher Sorio. 2015. "After the Live-In Caregiver Program: Filipina Caregivers' Experiences of Graduated and Uneven Citizenship." *Canadian Ethnic Studies* 47(1):87–105.

4. Race and Space (Sept 30)

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.

Peach, Laura, Chantelle A.M. Richmond, and Candace Brunette-Debassige. 2020. "You can't just take a piece of land from the university and build a garden on it': Exploring Indigenizing space and place in a settler Canadian university context." *Geoforum* 114: 117-127.

5. The Criminalization of Migration (Oct 7)

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.

Bergen, Heather, and Salina Abji. 2020. "Facilitating the Carceral Pipeline: Social Work's Role in Funneling Newcomer Children From the Child Protection System to Jail and Deportation." *Affilia* 35(1):34–48.

6. THANKSGIVING – NO CLASS (Oct 14)

Instead of class, choose one of the following movies to watch for the Film Review paper: *The Pass System* (2015, directed by Alex Williams) or *Migrant Dreams* (2016, directed by Min-Sook Lee)

7. Gender and Sexuality (Oct 21)

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

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

READING WEEK – NO CLASS (Oct 28)

8. Immigration and the Welfare State (Nov 4)

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.

Braedley, Susan, Karine Côté-Boucher, and Anna Przednowek. 2021. "Old and Dangerous: Bordering Older Migrants' Mobilities, Rejuvenating the Post-Welfare State." *Social Politics: International Studies in Gender, State & Society* 28(1):24–46.

9. Multiculturalism (Nov 11)

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.

Ameeriar, Lalaie. 2017. *Downwardly Global: Women, Work, and Citizenship in the Pakistani Diaspora*. Durham, NC: Duke University Press. **Introduction: pp. 1-24.**

10. Racial Conflict, Redress, and Reconciliation (Nov 18)

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.

Truth and Reconciliation Commission of Canada. 2015. *What We Have Learned: Principles of Truth and Reconciliation*. Winnipeg: Truth and Reconciliation Commission of Canada. **Section on "Reconciliation" pp. 113-126.**

11. Migrant and Racial Justice and Organizing (Nov 25)

Maynard, Robyn, and Leanne Betasamosake Simpson. 2022. *Rehearsals for Living*. Toronto: Vintage Canada. **Part Three: The Summer of Revolt.**

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

12. Final Review Session (Dec 2)