

SOC319H1S: Immigration and Employment

University of Toronto – St. George Campus Winter 2025 (Jan 6 – April 4) Thursdays, 2:10 pm – 5pm **ONLINE ZOOM**

Instructor: Jennifer Peruniak (**Jenn – 2nn’s**) (she/her) **E-mail:** Jennifer.peruniak@utoronto.ca
Office Hours: By appointment

COURSE DESCRIPTION

This course examines the labour market and employment situation of immigrants emphasizing recent Canadian experience in comparative context. We will critically engage with theories of migration, border making and fortification, and socio-political dynamics of documented, undocumented and precariously documented migration. We will examine consequences of migration in the workforce and its impact on migrants everyday lives including the generational impact. This course is interdisciplinary in nature. Overall, we will be making an analysis of how and why people migrate as well as how they are received and treated by the Canadian state.

LAND ACKNOWLEDGEMENT

I live as a settler colonist in the traditional land of the Huron-Wendat and Petun First Nations, the Seneca, and the Mississaugas of the Credit River, where the University of Toronto is located. This territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, this meeting place is still the home to many Indigenous people from across Turtle Island. I am grateful to have the opportunity to work on this land.

PREREQUISITES

The prerequisite to take this course is SOC201H1, SOC202H1, SOC204H1, plus two of the following: SOC251H1, SOC252H1, SOC254H1. Students without this requirement will be removed from the course without notice. This requirement is firm and it will not be waived. The exclusion for this course is SOC370H1. Students who have taken the exclusion cannot take this course.

LEARNING GOALS

This course will help you:

- Analyze and evaluate a variety of theoretical perspective pertaining to immigration and employment
- Describe assimilation of migrants and how it applies to the workforce
- Place broader questions of employment within broader questions of migration
- Understand generational impact of migration on families

CLASS STRUCTURE

- **Online zoom meetings on Thursdays, 2:10 pm – 5pm**
The first hour and a half of our meetings will be lecture and discussion-based. We will then have a 15-minute break. From 4:15 pm to 5 pm, we will have workshop portion, which will alternate between guest speakers, participation activities, and TA led skill building workshops, as well as time to work with peers and professor on assignments.
- **All materials for this course will be available through Quercus.**
- All correspondence with the instructor must be sent through a valid Utoronto email.
- Include the course code in your email subject line.
- **DO NOT send emails through the Quercus platform**

EVALUATIONS & SUGGESTED TIME-MANAGEMENT DEADLINES

Jan 30 (25%) Midterm: Annotated bibliography

You will start to think and prepare for the final policy proposal. Submit an annotated bibliography with at least 10 sources relevant to the policy you are thinking of. Draw on course materials where applicable. 12 pt Times new roman, 4-6 pages double spaced. I will provide further details on this in class.

Feb 28 (25%) Media Analysis Project Submission

Pick from the list of films and shows and analyze the character's experiences and portrayal using course modules. You must utilize course materials and can consult outside sources to analyze their experiences and portrayals and how they relate to impacts and questions of migration. 12 pt Times new roman, 6-8 pages double spaced. I will provide further details on this in class.

April 3 (35%) Final Policy proposal

Critically analyze a policy related to course content and materials. Provide a summary of chosen policy. Critique or modify the policy and demonstrate your knowledge by connecting to course material. 12 pt Times new roman, 10-12 pages double spaced. Pick any subtopic based on the course outline. 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.

Creative media (ongoing) must be submitted by last week of course (15%)

There will be one creative activity that you will get points for so long as you participate and put a genuine effort into them. I would like to see creativity where possible, and a critical engagement with peers and course content.

You will be creating a mock- tik tok short video (2-4 min) about one module of the semester. Include your biggest takeaways, soundbites of information the public can understand (get creative)! (15% **(due by end of semester)**)

****Rain check policy** – every student will be allotted 48-hour grace period to be used during the semester. You can split between two assignments or on one, just write in the comment submission using rain check policy, no questions asked, and you will not be deducted late marks.

DETAILED COURSE OUTLINE

INTRODUCTIONS Jan 9

In this first lecture, I will introduce myself and go over the syllabus. We will do a Syllabus Q&A and talk about our expectations for the course. Please introduce yourself on our discussion board (list your favourite show or movie).

Module 1 Immigration and employment major effects Jan 16

Topics: human capital, employment, and economic impact

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.

Martiniello, M. (2015). Comparisons in Migration Studies. *Comparative Migration Studies*, 1(1), 7–22.

Koser, K. (2010). Introduction: International Migration and Global Governance. *Global Governance*, 16(3), 301–315.

Module 2 Immigration and employment everyday effects Jan 23

Topics: demographics, politics, survival

Francisco, V., & Rodriguez, R. M. (2014). Countertopographies of Migrant Women: Transnational Families, Space, and Labor as Solidarity. *WorkingUSA*, 17(3), 357–372.

Ruhs, M. (2013). An Empirical Analysis of Labor Immigration Programs in Forty-Six Countries. In *The Price of Rights*. Princeton University Press. pp. 53–90.

Brown, R. H. (2016). Re-examining the Transnational Nanny: MIGRANT CAREWORK BEYOND THE CHAIN. *International Feminist Journal of Politics*, 18(2), 210–229.

Module 3 Racial discrimination and migrant employment Jan 30

Topics: deskilling, racial bias, hiring practices

Bauder, H. (2003) “Brain Abuse”, or the Devaluation of Immigrant Labour in Canada, *Antipode*. 35(4), 699–717

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.

Beach, C., Green, A. G., & Worswick, C. (2006). *Impacts of the Point System and Immigration Policy Levers on Skill Characteristics of Canadian Immigrants*.

Jan 30 (25%) Midterm: Annotated bibliography Due 11:59pm

Module 4 Precarious work, temporary workers Feb 6

Topics: temporary foreign workers, precarious work, labour unions

Aziz, C., & Mostafa Henaway. (2015). "Temporary Employment Agency Workers in Montreal: Immigrant and Migrant Workers' Struggles in Canada". In *Just Work?*. Pluto Press. pp. 230–249

Lenard, P. T., and C. Strachle. (2011). "Temporary Labour Migration, Global Redistribution, and Democratic Justice." *Politics, Philosophy, and Economics* 10(1): pp. 1-25.

Ruhs, M. (2012). "The Human Rights of Migrant Workers: Why Do So Few Countries Care?". *American Behavioural Scientist* 56(9): pp. 1277– 93.

Module 5 Migration, social networks, and mobility Feb 13

Topics: refugees, upward social mobility, experiences

Bourbeau, P. (2019). "Detention and immigration: Practices, crimmigration, and norms". *Migration Studies*, 7(1), 83–99.

Cederberg, M. (2017). Social class and international migration: Female migrants' narratives of social mobility and social status. *Migration Studies*, 5(2), 149–167.

Iqbal, M., Omar, L., & Maghbouleh, N. (2021). The Fragile Obligation: Gratitude, Discontent, and Dissent with Syrian Refugees in Canada. *Mashriq & Mahjar*. 8(2), 1–30.

FEB 20th READING WEEK NO CLASS (17-21)

Module 6 Social reproduction of migrant families: gender roles, race, and power Feb 27

Topics: Intersectionality, gender roles, femineity and motherhood, race

Erel, U., Reynolds, T., & Kaptani, E. (2018). Migrant mothers' creative interventions into racialized citizenship. *Ethnic and Racial Studies*, 41(1), 55–72.

Dyck, I. (2018). Migrant mothers, home and emotional capital - hidden citizenship practices. *Ethnic and Racial Studies*, 41(1), 98–113.

Stock, I. (2012). Gender and the dynamics of mobility: reflections on African migrant mothers and “transit migration” in Morocco. *Ethnic and Racial Studies*, 35(9), 1577–1595.

Feb 28 (25%) Media Analysis Project Submission

Module 7 Social reproduction of families/transnationalism March 6

Topics: Cross-cultural, transnational family, migrants, family ties across borders

Francisco, V. (2015). “The Internet Is Magic”: Technology, Intimacy and Transnational Families. *Critical Sociology*, 41(1), 173–190

Abrego, L. (2009). Economic Well-Being in Salvadoran Transnational Families: How Gender Affects Remittance Practices. *Journal of Marriage and Family*, 71(4), 1070–1085.

Skrbis, Z. (2008). Transnational Families: Theorising Migration, Emotions and Belonging. *Journal of Intercultural Studies*, 29(3), 231–246.

DePalma, R., Pérez-Caramés, A., & Verdía Varela, V. (2022). Doing family: Nicaraguan transnational families’ narratives on motherhood. *Global Networks (Oxford)*, 22(2), 308–324.

Module 8 Migrants and the second/third gen March 13

Topics: assimilation, upward/downward mobility, family dynamics

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

DREBY, J., & STUTZ, L. (2012). Making something of the sacrifice: gender, migration and Mexican children’s educational aspirations. *Global Networks (Oxford)*, 12(1), 71–90.

Weber, R., & Saarela, J. (2023). Who Migrates and Who Returns in a Context of Free Mobility? An Analysis of the Reason for Migration, Income and Family Trajectories. *European Journal of Population*, 39(1), 17–17.

Module 9 Policy issues of migration March 20

Topics: state regulation, demographics, immigration processes

Thobani, S. (2000). Closing Ranks: Racism and Sexism in Canada’s Immigration Policy. *Race & Class*, 42(1), 35–55. <https://doi.org/10.1177/030639600128968009>

Finotelli, C., & Kolb, H. (2017). “The Good, the Bad and the Ugly” Reconsidered: A Comparison of German, Canadian and Spanish Labour Migration Policies. *Journal of Comparative Policy Analysis*, 19(1), 72–86.

Soenneken, D. (2014). Shifting Up and Back: The European Turn in Canadian Refugee Policy. *Comparative Migration Studies*, 2(1), 101–122.

Module 10 Forced migration and labour March 27

Topics: slavery, colonization

Carpi, E., & Owusu, P. (2022). Slavery, lived realities, and the decolonisation of forced migration histories: An interview with Dr Portia Owusu. *Migration Studies*.

Martins Junior, A., & O’Connell Davidson, J. (2022). Tacking towards freedom? Bringing journeys out of slavery into dialogue with contemporary migration. *Journal of Ethnic and Migration Studies*, 48(7), 1479–1495.

Avdan, N. (2012). “Human trafficking and migration control policy: vicious or virtuous cycle?” *Journal of Public Policy*, 32(3), 171–205

Module 11 Migration and employment human trafficking and the drug trade April 3

Topics: labelling sex work, advocacy

Lindquist, J. (2010). “Images and Evidence: Human Trafficking, Auditing, and the Production of Illicit Markets in Southeast Asia and Beyond.” *Public Culture*, 22(2), 223–236.

Dinh, N., Hughes, C., Hughes, J., & Maurer-Fazio, M. (2021). “Human Trafficking in Southeast Asia: Results from a Household Survey in Vietnam.” *Journal of Human Trafficking*, 7(1), 14–34.

Qiao-Franco, G. (2023). Southeast Asia Human Trafficking Status Overview, Relevant Actors and Southeast Asia Human Trafficking Status Overview, Relevant Actors and Networks” pg. 72-91

April 3 (35%) Final Policy proposal

Creative media (ongoing) must be submitted by April 3rd (15%)

COMMUNICATION & COMMUNITY GUIDELINES

Questions: We will have a discussion board for questions about the course on Quercus. Please consider posting your questions there if you feel comfortable. The answer might be helpful to your classmates as well. If you have any announcements for your classmates, please feel free to post on the discussion board which will remain open all semester.

E-mail policy: Feel free to contact me for any questions or personal requests regarding illness, accommodations, grades, or any concerns you might have. I will try to answer your e-mails within 24 hours (except weekends). Please write our course code, SOC370, in the e-mail subject. If you don't get a response in 48 hours (except weekends), feel free to write a follow-up e-mail to remind me.

Equity and respect: In this course, we will strive to build an environment in which all feel included, safe, and respected. This is our collective responsibility. As a course instructor, I will not condone behaviour that undermines the dignity, safety, and well-being of any student in this course. Sexist, racist, homophobic, transphobic, or xenophobic language will not be tolerated. In your course communications, please use gender-inclusive language and respect your peers' pronouns. If you believe that the instructor, the TAs, or any person in this course is engaging in language or practices that make you or your classmates feel unsafe or excluded, please reach out to the Teaching Team. If you are still reading this, send your favourite meme to my e-mail to get a 1% bonus for reading the syllabus. Shush, don't tell anyone.

Accessibility: Students with diverse learning styles and needs are welcome in this course. If you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services as soon as possible. Please let me know your accommodations needs ASAP so we can work with them during the semester. I will work with you to ensure you can achieve your learning goals in this course.

Recording and sharing lectures and meetings: The lectures and discussions for this course will be delivered online. You may not share or live stream any materials or recordings from this course in the public domain or social media, in its entirety, or in small excerpts. Please note that this is a fundamental policy to maintain the safety and privacy of the teaching team and your classmates. Warning: I will find out if components of this course end up on social media, me and my friends are absolutely addicted and we will be able to see.

LATE POLICY

Rain check Policy again*: I will grant one 48h-extension per student, no questions asked. You can use this rain check once during the term for any assignment. When you upload your late assignment to Quercus, leave a comment saying: "I'm using the rain check policy". Other extension requests must be submitted to me via e-mail. In case of illness, you must supply a completed Declaration of Absence on ACORN.

Absence Declaration

Should an event or situation beyond your control occur, please contact me ASAP in order to arrange an alternative deadline. These will be evaluated on a case-by-case basis.

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-term papers without a valid excuse will be deducted 2% per day, including weekends and holidays. We will not be accepting work submitted over a week late.

REGRADE POLICY

The teaching team will do our best to grade fairly and consistently. If issues with your grade arise and you wish to appeal, please follow this procedure:

- **Regrade requests for term work-** they can be submitted to the person who marked for re-evaluation. The student must submit (1) the original piece of work and (2) a written explanation detailing why they believe the work was unfairly/incorrectly marked. If the student is not satisfied with this re-evaluation, they may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). In those instances, where the instructor was not the one who marked the work, the student must now submit to the instructor (1) the original piece of work, (2) the written reasons as to why they believe the work was unfairly/incorrectly marked, and (3) communications from the original marker as to why no change in the mark was made. If a remarking is granted by an instructor, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same.

ACADEMIC INTEGRITY

Cannot use Generative AI

- The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is **prohibited**.
 - The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.
 - Representing as one's own, an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course.
 - Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course.
 - The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating.
- Be sure that you have familiarized yourself with the Code of Behaviour on Academic Matters before submitting assignments or sitting for exams. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviors that constitute academic dishonesty and the processes for addressing academic offences.
 - You can find advice on "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources at <http://advice.writing.utoronto.ca/using-sources>.

Turnitin Sometimes, students will be required to submit their assignments 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>).

For some of your assignments, we will be using the software Turnitin. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Turnitin is integrated into Quercus. For the assignments set up to use Turnitin, the software will review your paper when you upload it to Quercus. To learn more about Turnitin's privacy policy please review its [Privacy Policy](#).

- Students not wishing their assignment to be submitted through Turnitin will not be assessed unless a student instead provides, along with their work, 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.