

SOC 354H1F – Fall 2024
New Topics in Sociology: Immigrants in Toronto

Time: Mondays 10:10 am – 1 pm

Location: See ACORN

Professor: Leafia Ye, Ph.D.

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Office: 700 University Ave, 17th floor

Office hours: Tuesday 1:30-2:15 pm on Zoom (link on Quercus)

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1. COURSE OVERVIEW

Canada added 1.27 million people in 2023, and nearly all that growth came from international migration. Known as the most multicultural city in the world, Toronto receives a large share of Canada's new immigrants each year. How has immigration transformed the city? How have new immigrants been received by those who settled in Toronto before them? In this course, we examine the history of immigration in Canada and Toronto, analyze the well-being of various immigrant groups, and look for solutions to social injustice that immigrants face. Upon successful completion of the course, you will be able to:

- Engage in thoughtful discussions about Canada's immigration history and current immigration and refugee policies.
- Recognize and describe key sociological theories and concepts related to immigration, such as segmented assimilation and the healthy immigrant effect.
- Use sociological theories to analyze the economic, physical, and social well-being of immigrant populations in Toronto.

Prerequisites

This is a program-only course and is restricted to sociology majors and specialists. Completion of SOC201H1, SOC202H1, SOC204H1 plus two of the following (1.0 FCE): SOC251H1, SOC252H1, SOC254H1. Students without this prerequisite will be removed from the course.

2. COURSE REQUIREMENTS

Assignment	Weight
Two reflection essays (20% each)	40%
Interview project: interviewee profile	1%
Interview project: analytical story	34%
Current event presentation	18%
In-class participation	7%
Total	100%

Reflection essays

You will write two essays (1000 words each) to reflect on topics of this course. The first essay will focus on what you learned in week 2-4, and the second one will focus on what you learned in the rest of the semester. You should reference readings, lectures, discussion points raised in class, and your own supplemental research in these reflection essays. Specific guidelines for essays will be published three weeks before each essay is due.

Interview project

To demonstrate your understanding of course materials and develop a deeper understanding of immigrants in Toronto, you will conduct an interview of an immigrant in Toronto and write up an analytical story based on your interview (1500 words). Your interview will focus on why the person moved to Toronto, what life was like before they moved, any challenges they have faced as they navigate life in Toronto, and their future immigration plans. You will apply sociological theories to the analysis of your interviewee's stories. You will also first get interviewee's consent by presenting them with a Participant Consent Form, and you will submit a very brief description of the person your interviewee before your interview takes place. Specific guidelines for the project will be published one month before it is due.

Current event presentation

Starting in Week 4, the last hour of each class will be student presentations. Each student will present once in the semester and will have the opportunity to choose their preferred week at the beginning of the semester. Each presentation should be about 7 minutes and analyze a piece of recent (2022 or later) news related to immigration. News that are directly related to Toronto and/or the weekly topic are preferred although not required. Detailed guidelines will be posted by the end of the first week.

In-class participation

Your active participation during class time is important to you and your classmates' learning. It also helps demonstrate that you have completed your readings before coming to class. You will receive a participation grade based on the frequency of your participation and the quality of your discussion comments. Through the semester, you will receive two grades: one for Weeks 2-7, accounting for 40% of your final participation grade; and another for Weeks 8-13, accounting for 60% of your final participation grade. Current event presentations do not count toward in-class participation but asking questions or raising comments during the Q&A following each presentation does count.

3. SCHEDULE AND READINGS*

Week	Date	Topic	Note/ Items due
1	Sep 9	Introduction	
2	Sep 16	Canada's immigration system	No regular office hours this week; please email if you would like to make an appointment
3	Sep 23	Refugee reception	
4	Sep 30	Toronto's major immigrant groups (ft. guest: Gavriel Swayze, refugee lawyer)	4 presentation slots; 5 bonus points for current event presentation if you present this week

5	Oct 7	Employment and income	4 presentation slots; 3 bonus point for current event presentation if you present this week
6	Oct 14	<i>No class – Thanksgiving holiday</i>	Reflection essay 1 (Oct 19)
7	Oct 21	Housing and neighborhoods + Interview Methods workshop (ft. guest speaker: Cesar Ramirez)	No presentations this week
8	Oct 28	<i>No class – fall reading week</i>	Interview project interviewee profile (Nov 1)
9	Nov 4	Families and social well-being	4 presentation slots
10	Nov 11	Health and access to care	4 presentation slots Interview project analytical story (Nov 16)
11	Nov 18	Crime and Policing	4 presentation slots
12	Nov 25	The second generation (ft. guest: Susan Yoon, writer)	4 presentation slots
13	Dec 2	Aging and retirement	4 presentation slots Reflection essay 2 (Dec 7)

*Schedule and readings are subject to change. I will announce changes as soon as I am aware of them.

Week 1: Introduction

Week 2: Canada's immigration system

Griffith, A. (2017). Building a mosaic: The evolution of Canada's approach to immigrant integration. *Migration Information Source*.

Abu-Laban, Y. (1998). Keeping 'em out: Gender, race, and class biases in Canadian immigration policy. in Strong-Boag, Veronica Jane, ed. *Painting the maple: Essays on race, gender, and the construction of Canada*, 1998, 69-82. UBC Press.

Akbari, A. H., & MacDonald, M. (2014). Immigration policy in Australia, Canada, New Zealand, and the United States: An overview of recent trends. *International Migration Review*, 48(3), 801-822.

Week 3: Refugee reception

Bangarth, S. (2019) and Raska (2019). "Canada's Complicated History of Refugee Reception" and "Remembering the Prague Spring Refugees," in Daniel Ross, ed. *Confronting Canadian Migration History* (Active History, 2019).

Senthanar, S., MacEachen, E., Premji, S. & Bigelow, P. (2021). Employment integration experiences of Syrian refugee women arriving through Canada's varied refugee protection programmes, *Journal of Ethnic and Migration Studies*, 47:3, 575-595

Lavoie, J (2023). "How People Came Together to Help Refugee Claimants and Asylum Seekers Sleeping Outside Toronto's Shelter Referral Centre." CP24.

Week 4: Toronto's major immigrant groups

Toronto Public Health. (2019). T.O. Health Check: An Overview of Toronto's Population Health Status, Chapter 1: Population Dynamics.

Siemiatycki, M., Rees, T., Ng, R., & Rahi, K. (2003). Integrating Community Diversity in Toronto: On Whose Terms? Ch 8 in Paul Anisef and Michael Lanphier ed. *The World in a City*, 2003. University of Toronto Press.

Week 5: Employment and income

Kaushal, N., Lu, Y., Denier, N., Wang, J. S. H., & Trejo, S. J. (2016). Immigrant employment and earnings growth in Canada and the USA: evidence from longitudinal data. *Journal of Population Economics*, 29, 1249-1277.

Keung, Nicholas. (2023). 'I respect myself too much to stay in Canada': Why so many new immigrants are leaving. *Toronto Star*. June 11, 2023

Sakamoto, I., Jeyapal, D., Bhuyan, R., Ku, J., Fang, L., Zhang, H., & Genovese, F. (2013). An overview of discourses of skilled immigrants and "Canadian experience": An English-language print media analysis. Toronto: CERIS.

Week 6: No class – Thanksgiving holiday



Week 7: Housing and neighborhoods

Rose, D. (2019). Creating a home in Canada: Refugee housing challenges and potential policy solutions. Washington, DC: Migration Policy Institute.

Murdie, R., & Teixeira, C. (2011). The impact of gentrification on ethnic neighbourhoods in Toronto: A case study of Little Portugal. *Urban Studies*, 48(1), 61-83.

Murdie, R. & Ghosh, S. (2010). Does Spatial Concentration Always Mean a Lack of Integration? Exploring Ethnic Concentration and Integration in Toronto, *Journal of Ethnic and Migration Studies*, 36:2, 293-311.

Week 8: No class – fall reading week



Week 9: Families and Social well-being

Hyman, I., Guruge, S., & Mason, R. (2008). The impact of migration on marital relationships: A study of Ethiopian immigrants in Toronto. *Journal of Comparative Family Studies*, 39(2), 149-163.

Medvedeva, M. (2012). Negotiating languages in immigrant families. *International Migration Review*, 46(2), 517-545.

Reitz, J. G., Banerjee, R., Phan, M., & Thompson, J. (2009). Race, religion, and the social integration of new immigrant minorities in Canada. *International Migration Review*, 43(4), 695-726.

Week 10: Health and access to care

Kim, I. H., Carrasco, C., Muntaner, C., McKenzie, K., & Noh, S. (2013). Ethnicity and postmigration health trajectory in new immigrants to Canada. *American Journal of Public Health*, 103(4), e96-e104.

Campbell, R. M., Klei, A. G., Hodges, B. D., Fisman, D., & Kitto, S. (2014). A comparison of health access between permanent residents, undocumented immigrants and refugee claimants in Toronto, Canada. *Journal of Immigrant and Minority Health*, 16, 165-176.

Wang, L., & Kwak, M. J. (2015). Immigration, barriers to healthcare and transnational ties: A case study of South Korean immigrants in Toronto, Canada. *Social Science & Medicine*, 133, 340-348.

Week 11: Crime and policing

Jung, M. (2020). Immigration and crime in Canadian cities: A 35-year study. *Canadian Journal of Criminology and Criminal Justice*, 62(1), 71-97.

Saberi, P. (2017). Toronto and the 'Paris problem': community policing in 'immigrant neighbourhoods'. *Race & Class*, 59(2), 49-69.

Hudson, G., Atak, I., & Hannan, C. A. (2017). (No) access TO: a pilot study on sanctuary city policy in Toronto, Canada. Ryerson Centre for Immigration and Settlement Working Paper Series, 1.

Week 12: The second generation

Lee, J. (2015). For Asian-American students, stereotypes help boost achievement. *The Conversation*.

Potochnick, S., & Hall, M. (2021). US Occupational Mobility of Children of Immigrants Based on Parents' Origin-Country Occupation. *Demography*, 58(1), 219-245.

Yoon, S. (2024). Sharing an Airbnb With My Parents for Seven Weeks. *The New York Times*.

Week 13: Aging and retirement

Treas, J., & Gubernskaya, Z. (2016). Immigration, aging, and the life course. In *Handbook of aging and the social sciences* (pp. 143-161). Academic Press.

Um, S. G., & Lightman, N. (2017). Seniors' Health in the GTA: How Immigration, Language, and Racialization Impact Seniors' Health. Toronto: Wellesley Institute.

Takahashi, K. (2023). The aging of international migrants and strategic transnational practice in later life: Exploring Portuguese seniors in Toronto, Canada. *The Canadian Geographer/Le Géographe canadien*, 67(2), 272-287.

4. POLICIES

Communication

When you have a question about the course, please first read the syllabus thoroughly and make sure your question is not already answered in the syllabus. If you are certain that you have a question that is unanswered by the syllabus, the best and fastest ways to get answers are to 1) bring questions to the lecture and ask them during the break or right after class, and 2) come to office hours on Thursday. You do not need to make an appointment to come to office hours, although there can be a wait if multiple students attend office hours at the same time.

If you have general questions regarding course material that you cannot raise during/after lectures or during office hours, please email Professor Ye (lye.teaching@gmail.com). If you have questions related to any assignments, including questions about grading, please email Cesar Ramirez (ccj.ramirez@mail.utoronto.ca).

When you write an email to your professor or TA, please always give the email a concise title starting with the course number (e.g., “Soc354 Trouble accessing assignment”). Due to the very high volume of emails we receive, any email that does not contain the course number in the title will automatically be sorted to spam and there will be no response.

Course Site

This course will be available via University of Toronto Learning Management System, Quercus (<https://q.utoronto.ca>). All course materials, instructions, announcements etc. will be posted on this site. It is your responsibility to check the course site each week.

Word count

There are maximum word count requirements for many assignments for this class. Word count does not include reference lists. While you are strongly encouraged to stick to the word count, you are allowed to exceed the word count by 10% without penalty. If your word count is beyond 10% above the limit, the grader can apply a penalty to your grade.

Late policy

Late submission deduction for **reflection essays and the interview project** is 5% per day. For example, if the deadline is on Monday (11:59 pm) and you submitted your assignment on Tuesday at 9 am, then we will multiply your grade by 0.95; if you submitted your assignment on Wednesday at 1 pm, then we will multiply your grade by 0.9, and so on. You are allowed a 3-day extension for any of these assignments, but you can only do that once in the entire semester (i.e., if you use it for reflection essay 1, then you can't use it for the interview project or reflection essay 2). Please do not contact us to use the extension; instead, write “One-time 3-day extension” in the comment box when you submit your assignment.

Missed deadlines

Students who miss a paper deadline will receive a mark of zero for that paper unless the reason is a circumstance beyond their control. Within three days of missing a paper deadline or test, students must send the professor 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

It is each student's responsibility to submit assignments by the deadline. If you cannot provide at least one of the documents above, we will not be able to approve any extension or exceptions to be fair to all students in the course.

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 contact Accessibility Services as soon as possible:

disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility>.

Plagiarism

Make sure you are familiar with the rules regarding plagiarism and how to avoid it. You will find useful advice on this and many other aspects of written assignments on the university writing centre's web site: <http://www.utoronto.ca/writing/advice.html>

See in particular the links to "How Not to Plagiarize":

<http://www.utoronto.ca/writing/plagsep.html> and "Standard Documentation Formats":

<http://www.utoronto.ca/writing/document.html>

Hard copies of these and other documents from the writing centre can be found in the university and college libraries.

Use of Generative Artificial Intelligence

Generative Artificial Intelligence (AI), and specifically foundational models that can create content, including writing, are becoming ubiquitous. This includes not only GPT4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies (e.g., Grammarly). Some of these tools may prove useful in our daily life, but none of them are replacements for the depth of skills that university training provides. Using them to draft text is certain to result in vague language derivative of the prompt, likely to reproduce biases from the underlying training data, and may be simply incorrect.

To complete your degree in sociology you will need to be able to build arguments, think critically, and make connections between ideas in a voice that is uniquely and genuinely *your own*. Because of this, **any use of generative AI in assignments is strictly prohibited in this course**. Creativity, nuance, and sophistication will all be considered in how your work is marked, and we will thoroughly investigate any assignment that appear partially or fully generated by AI.

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 are 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.