

## **SOC249H1S: Sociology of Migration**

Instructor: Yukiko Tanaka  
Department of Sociology  
University of Toronto  
Winter 2023

**Location and Time:** Mondays 18:10-20:00 EST on Zoom (info on Quercus)

**Office Hours:** Mondays 15:00-16:00 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

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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

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	<b>Due</b>	<b>Weight</b>
In-Class Assignments	Ongoing	10%
Critical News Analysis	Jan 30	15%
Midterm	Feb 13	20%
Research Essay	March 20	25%
Final Assessment	TBD	30%

### **In-Class Assignments – 10%**

These short reflective assignments 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. These will be completed in small groups and must be submitted online before class ends.

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

### **Critical News Analysis – 15%**

In this short essay, you will choose a recent news article pertaining to an issue in migration. You will connect this article to at least two scholarly sources. This essay will be a maximum of 2 double spaced pages in length. More details will be provided in class.

### **Midterm – 20%**

The midterm exam will be a mix of multiple choice and short answer questions. It will be completed online during class time, 18:10-20:00, on Feb 13. The test will be open book, open notes.

### **Research Essay – 25%**

In this essay, you will select an issue in migration and write a critical research essay exploring a clearly articulated stance on that issue. Then, you will profile an organization, social movement, or network that is working to create change in your chosen issue. This essay will be 3-4 double spaced pages in length. More details will be provided in class.

### **Final Assessment – 30%**

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

## **Course Policies**

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**Course Delivery:** Classes will be delivered online synchronously. Students are expected to attend all lectures.

**Class Recording Policy:** This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

**Recordings will be available for one week following the live lecture.** This class is online synchronous, so the recording is meant as a supplement to your weekly attendance, not as the main mode of engagement with the class. Therefore, you must keep up with the lectures each week.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. **Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.**

For questions about recording and use of videos in which you appear please contact your instructor.

**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](mailto: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 midterm or 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**

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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 9)**

Please review the syllabus and post an introduction of yourself before class.

Recommended reading: "Top Migration Issues of 2022" from the Migration Policy Institute, <https://www.migrationpolicy.org/programs/migration-information-source/top-10-migration-issues-2022>

### **2. Why People Move: Theories of Migration (Jan 16)**

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 23)**

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 30)

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.

Immigration, Refugees and Citizenship Canada. Annual Report to Parliament on Immigration 2021. <https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/annual-report-2020-en.pdf>

#### 5. Precarious Migration (Feb 6)

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. Midterm (Feb 13)

Midterm takes place during class time on Quercus.

**\*\*READING WEEK – NO CLASS FEB 20\*\***

#### 7. Border Imperialism and Settler Colonialism (Feb 27)

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*.

#### 8. Refugees and Forced Migration (Mar 6)

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.

## 9. Immigrants in the Canadian Labour Market (Mar 13)

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.

## 10. Migrant Organizing and Politics (Mar 20)

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 27)

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. Optional Review for Final Assessment (April 3)

No new readings – come to class prepared with questions you have regarding the final assessment.