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SOC 354H1F – Fall 2023
New Topics in Sociology: Immigrants in Toronto

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Time: Mondays 1:10-4 pm

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Office hours: Friday 1:45-3 pm

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1. COURSE OVERVIEW

Canada aims to attract another 1.45 million immigrants by 2025. Known as the most multicultural city in the world, Toronto receives about half of the new immigrants each year. How inclusive has Toronto been as a destination for new arrivals? What challenges do immigrants face today? What happens when immigrants – who are Canada's answer to an aging society – age and retire themselves? In this course, we examine the history of immigrants in 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 and Toronto'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
Reading quizzes (best 10 out of 11, 2% each)	20%
Two reflection essays (20% each)	40%
Interview project: interviewee profile	2%
Interview project: analytical story	33%
In-class participation	5%
Total	100%

Reading quizzes

An important part of your learning in this course is doing readings. To make sure you are prepared before coming to class, you will take weekly reading quizzes on Quercus (due the Sunday before class, except for the first week). They consist of 3-5 questions, sometimes with space for you to raise discussion questions for the class. There are a total of 11 quizzes and only your best 10 scores will count toward your final grade.

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 by your classmates 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.

In-class participation

Your active participation during class time is important to you and your classmates' learning. You will receive a participation grade based on the quality of your discussion comments.

3. SCHEDULE AND READINGS*

Week	Date	Topic	Items due
1	Sep 11	Introduction	Reading quiz 1 (Sep 14)
2	Sep 18	Canada's immigration system	Reading quiz 2 (Sep 17)
3	Sep 25	Canada's refugee policy	Reading quiz 3 (Sep 24)
4	Oct 2	Toronto's major immigrant groups	Reading quiz 4 (Oct 1)
5	Oct 9	*No class – Thanksgiving holiday*	**Reflection essay 1 (Oct 13)**
6	Oct 16	Employment and income	Reading quiz 5 (Oct 15)
7	Oct 23	Housing and neighborhoods	Reading quiz 6 (Oct 22)
8	Oct 30	Crime and Policing	Reading quiz 7 (Oct 29)
9	Nov 6	*No class – fall reading week*	**Interview project (Nov 10)**
10	Nov 13	Health and access to care	Reading quiz 8 (Nov 12)
11	Nov 20	Families and social well-being	Reading quiz 9 (Nov 19)
12	Nov 27	Aging and retirement	Reading quiz 10 (Nov 26)
13	Dec 4	The second generation	Reading quiz 11 (Dec 3) **Reflection essay 2 (Dec 8)**

*Schedule and readings are subject to change. I will announce changes at least five days before your reading quiz for that week is due.

Week 1: Introduction

No required readings.

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: Canada's refugee policy

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: No class – Thanksgiving holiday

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Week 6: Employment and income

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.

Picot, W. G., Hou, F., & Coulombe, S. (2007). Chronic low income and low-income dynamics among recent immigrants. Statistics Canada, Analytical Studies Branch.

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.

Walks, R. A., & Bourne, L. S. (2006). Ghettos in Canada's cities? Racial segregation, ethnic enclaves and poverty concentration in Canadian urban areas. *The Canadian Geographer/ le géographe canadien*, 50(3), 273-297.

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.

Week 8: 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.

Abu-Laban, Y., & Nath, N. (2007). From deportation to apology: The case of Maher Arar and the Canadian state. *Canadian Ethnic Studies*, 39(3), 71-98.

Week 9: No class – fall reading week

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Week 10: Health and access to care

DeLaire. (2023). In low-income neighbourhoods, babies of immigrant parents are born healthier: study. *CTV News.* https://www.ctvnews.ca/health/in-low-income-neighbourhoods-babies-of-immigrant-parents-are-born-healthier-study-1.6352751

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.

Week 11: Families and Social well-being

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.

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.

Week 12: Aging and retirement

Durst, D. (2005). Aging amongst immigrants in Canada: Population drift. *Canadian Studies in Population,* 257-270.

Marier, P., & Skinner, S. (2008). The impact of gender and immigration on pension outcomes in Canada. *Canadian Public Policy*, 34(Supplement 1), S59-S78.

Week 13: The second generation

Zhou, M. (1997). Segmented assimilation: Issues, controversies, and recent research on the new second generation. *International Migration Review*, 31(4), 975-1008.

Preston, V., & Ray, B. (2020). Placing the second generation: A case study of Toronto. *The Canadian Geographer/Le Géographe canadien*, 64(2), 215-231.

4. OTHER POLICIES

Communication
Send me an email if you have quick questions about the course, and I will do my best to respond within 48 hours. Give the email a concise title starting with the course number (e.g., "Soc 354H Trouble accessing readings"). I am happy to answer questions, but **please read the syllabus thoroughly before you contact me.**

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.

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/advise.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.

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.