

SOC370H1F: Immigration and Employment

Fall 2022

Mondays, 2:10 p.m. – 4:00 p.m.

Location: SS1073

This course examines the labour market and employment situation of immigrants and migrants, emphasizing the example of a Canadian experience. Topics include immigrant/migrant human capital, earnings, racial discrimination, and labour unionization. This course will have students critically engage with theories of migration, border making and fortification, and socio-political dynamics of documented, undocumented and precariously documented migration. This course is interdisciplinary in nature. Overall, we will be making an analysis of how and why people migrate for work as well as how they are received and treated by the Canadian state.

INSTRUCTOR:

Tania Ruiz-Chapman
t.ruiz.chapman@mail.utoronto.ca

OFFICE HOURS:

By appointment

TUTORIALS:

There are no tutorials for this course.

TEACHING ASSISTANT:

Benson Cheung
benson.cheung@mail.utoronto.ca

- 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.

PREREQUISITES/EXCLUSION

The prerequisite to take this course is 1.0 SOC credits at the 200+ level. 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 SOC319H1. Students who have taken the exclusion cannot take this course.
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LAND 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 the Mississaugas of the Credit. 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/>

Land acknowledgements are important because it is one way to recognize the history and ongoing settler colonialism of this land. They also act as a way to emphasize the presence of indigenous communities within Canada. However, as âpihtawikosisân writes, “territorial acknowledgments can become stripped of their disruptive power through repetition. The purpose cannot merely be to inform an ignorant public that Indigenous peoples exist, and that Canada has a history of colonialism. [...] Moving beyond territorial acknowledgments means asking hard questions about what needs to be done once we’re ‘aware of Indigenous presence’. It requires that we remain uncomfortable, and it means making concrete, disruptive change”.

<https://apihtawikosisan.com/2016/09/beyond-territorial-acknowledgments/>

This course seeks to engage in questions of decolonizing borders and thinking about what disruptive change may look like within the context of immigration/migration and employment studies. Current dynamics of immigration and employment cannot be delinked from histories of colonization and we will give attention to this reality in this course.

ACCESS STATEMENT

The University’s *Statement of Commitment Regarding Persons with Disabilities* reads, in part, as follows:

“It is the University's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. The University will work to eliminate or minimize the adverse effects of barriers, including physical, environmental, attitudinal, communication and technological barriers, that may prevent the full participation of individuals with disabilities in the University community. The University will meet the accessibility needs of members of the University community with disabilities in a timely manner. The University will provide the members of its community with opportunities for education and access to information regarding disability and the University's policies on disability”.

<https://governingcouncil.utoronto.ca/secretariat/policies/statement-commitment-regarding-persons-disabilities-february-25-2021>

In this course, we are committed to the principles of this statement. We must all strive and work together to make our class an accessible space, that invites different kinds of thinking, learning and expression. With this in mind, some accessibility practices that will be used in this course include;

- All PowerPoint presentations will be posted to Quercus
- Any videos or links shown in class will be posted to Quercus

- The instructor will always use closed captioning when lecturing (though they are not always entirely accurate)
- The instructor will ask for volunteer note takers each week to share their notes with the rest of class.

If you have any access needs, please reach out to the instructor as soon as possible. Access is a collective endeavour that we must always be attentive to. Please also refer to the policies, procedures, programs and accommodations available to you through Accessibility Services.

Accessibility Services

455 Spadina Avenue
4th Floor, Suite 400
Toronto, Ontario
416-978-8060

<https://studentlife.utoronto.ca/departments/accessibility-services/>

ASSIGNMENTS

If you are having difficulties writing any of your assignments, please reach out to the instructor as soon as possible.

- All assignments must be submitted through Quercus before midnight the day they are due.
- All submissions must:
 - Be submitted as a Word document
 - Be double spaced
 - Use size 12, Times New Roman font
 - Include a title page (not counted as part of the page count).
 - Your title page should include; your name and student number, the course code, a unique and creative title for each assignment, the date your assignment is submitted and the instructor's name.
 - Your bibliography is NOT counted as part of your page count.
 - Use APA citational style
 - Refer to this site for guidance on APA citational style - https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Late Assignments

- A penalty of 2% per day (including weekends) will be applied for up to 10 days for late assignments. After 10 days, your assignment will not be accepted.
 - We recognize that unexpected circumstances arise, and assignments cannot always be completed by their due date. If you have an extenuating circumstance, you must talk to your instructor the Friday before the assignment is due at the latest. The granting of extensions is at the discretion of your instructor.

- Students who are late in submitting an assignment for medical reasons, need to email the instructor (not the TA), and also declare their absence on the system (ACORN). (NOTE: Because of Covid-19, students do NOT need to submit the usual documentation, i.e., medical notes or the Verification of Illness forms).
- Students who 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.

Plagiarism

This course does not use Turnitin. However, the University treats cases of plagiarism very seriously. The University of Toronto's *Code of Behaviour on Academic Matters* outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. You should familiarize yourself with these rules and regulations.

Please review the document "How Not to Plagiarize":

- <https://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>

Grading

Please refer to the *Arts and Science Statement on What Grades Mean* to get an understanding of the criteria for percentage and letter grades. This statement also outlines what GPA is attached to grade percentage ranges.

- <https://advice.writing.utoronto.ca/general/grading-policy/>

If you would like to contest a mark, you must prepare a 2-3 paragraph statement addressing why you think you deserve a higher mark. Your statement should contest specific comments made by the marker. All appeals must be received within one week of receiving your mark. You should be prepared to meet with the marker and/or instructor to discuss your options. Contesting your mark does not guarantee that your mark will be changed. If are unsatisfied with the decision of the marker and/or instructor you must appeal your grade through the department.

- You must **wait 24 hours** after receiving your mark, before contacting your marker about contesting your grade.
- Note that a re-grade can result in an increase or decrease of the grade.

Assignments		
	Percentage	Due Date
Participation	10%	Throughout the year
2 Reflections	30%	October 3 rd & November 21 st
Midterm Paper	25%	October 31 st
Final Assignment	35%	December 12 th

Participation 10%

There are many ways for students to participate in this course, including:

- Participating in class
 - Ask questions
 - Engage in in-class discussions
 - Take collective notes to share with the rest of the class
- Participating on Quercus
 - Post questions and comments on the Quercus Discussion Board
- Participating by email
 - Send the instructor articles, events and/or call outs that are relevant to the course and will be shared with the rest of the class.

Reflections 30%

Students must submit two reflections on or before the deadlines listed above. Students must reflect on news stories that relate to course material. Each reflection should address how one of the course readings relates to the news story being discussed. Your news story can be from any country or region. Each reflection should also make connections between the news story and the themes and topics of the course.

- 3 pages not including the title page or the attached news item.
- 2 reflections worth 15% each.

Midterm Paper 25%

The mid-term paper will engage in a critical race and class analysis of documented immigration/migration work policies. More details will be discussed in class

- 5-6 pages

Final Assignment 35%

The final assessment will take up theories of migration, border maintenance and citizenship as they relate to forced and/or precarious migration. More details will be discussed in class.

- 6–8 pages

COURSE SCHEDULE AND WEEKLY READINGS

- You are expected to come to class having done the readings outlined below.
- All readings are available online through the University of Toronto Library search engine, and are listed on Quercus.
- You can find additional suggested readings and links on Quercus

Week	Date	Topic and Readings	Reminders
INTRODUCTION			
1	Sept. 12 th	Introduction and Course Expectations <ul style="list-style-type: none"> • Romero, M. (2008). "Crossing the immigration and race border: A critical race theory approach to immigration studies." <i>Contemporary Justice Review</i>, 11(1): 23-37 	
THEORIZING MIGRATION			
2	Sept. 19 th	Politics of Labour, Citizenship and Borders <ul style="list-style-type: none"> • Chacón Akers, J. (2021). <i>The border crossed us: the case for opening the US-Mexico border</i>. Haymarket Books. pp. 1-34. • FitzGerald, D. (2019). The Politics of Absence. In <i>A Nation of Emigrants</i>. University of California Press. pp. 15–35. • Freeman, G. P. (1998). The Decline of Sovereignty? Politics and Immigration Restriction in Liberal States. In <i>Challenge to the Nation-State</i>. Oxford University Press. 	
3	Sept. 26 th	Theories of Migration <ul style="list-style-type: none"> • Boswell, C. (2007). Theorizing Migration Policy: Is There a Third Way? <i>The International Migration Review</i>, 41(1), 75–100. • Koser, K. (2007). Why migration matters. In <i>International Migration: A Very Short Introduction</i>. Oxford University Press. • Koser, K. (2010). Introduction: International Migration and Global Governance. <i>Global Governance</i>, 16(3), 301–315. • Martiniello, M. (2015). Comparisons in Migration Studies. <i>Comparative Migration Studies</i>, 1(1), 7–22. 	
4	Oct. 3 rd	Labour Immigration Programs <ul style="list-style-type: none"> • Ruhs, M. (2013). An Empirical Analysis of Labor Immigration Programs in Forty-Six Countries. In <i>The Price of Rights</i>. Princeton University Press. pp. 53–90. • Ruhs, Martin. (2015). The Ethics of Labor Immigration Policy. In <i>The Price of Rights</i>. Princeton University Press. pp. 154–186. 	<u>First Reflection Due</u>
October 10th – NO CLASS			

5	Oct. 17 th	<p>Human Capital and Skill Utilization</p> <ul style="list-style-type: none"> • Bauder, H. (2003) “Brain Abuse”, or the Devaluation of Immigrant Labour in Canada, <i>Antipode</i>. 35(4), 699–717 • Beach, C., Green, A. G., & Worswick, C. (2006). <i>Impacts of the Point System and Immigration Policy Levers on Skill Characteristics of Canadian Immigrants</i>. • Docquier, Frederic, and Hillel Rapoport (2009), "Skilled Immigration: The Perspective of Developing Countries". In Bhagwati, J., & Hanson, G. . <i>Skilled Immigration Today: Prospects, Problems, and Policies</i>. Oxford University Press. 	
6	Oct. 24 th	<p>Rights and Employment Equity</p> <ul style="list-style-type: none"> • Aziz, C., & Mostafa Henaway. (2015). “Temporary Employment Agency Workers in Montreal: Immigrant and Migrant Workers’ Struggles in Canada”. In <i>Just Work?</i>. Pluto Press. pp. 230–249. • Reitz, J. G., & Verma, A. (2004). Immigration, Race, and Labor: Unionization and Wages in the Canadian Labor Market. <i>Industrial Relations (Berkeley)</i>, 43(4), 835–854. • Thobani, S. (2000). Closing Ranks: Racism and Sexism in Canada’s Immigration Policy. <i>Race & Class</i>, 42(1), 35–55. https://doi.org/10.1177/030639600128968009 	
PERCARIOUS LABOUR AND MIGRATION			
7	Oct. 31 st	<p>Forced Migration and Labour</p> <ul style="list-style-type: none"> • Carpi, E., & Owusu, P. (2022). Slavery, lived realities, and the decolonisation of forced migration histories: An interview with Dr Portia Owusu. <i>Migration Studies</i>. • Strauss, K. (2017). Sorting victims from workers: Forced labour, trafficking, and the process of jurisdiction. <i>Progress in Human Geography</i>, 41(2), 140–158. 	<u>Mid Term Paper due</u>
READING WEEK			
8	Nov. 14 th	<p>Precarious Status, Migration and Labour</p> <ul style="list-style-type: none"> • Aziz, C., & Mostafa Henaway. (2015). “Temporary Employment Agency Workers in Montreal: Immigrant and Migrant Workers’ Struggles in Canada”. In <i>Just Work?</i>. Pluto Press. pp. 230–249 • Hsing, Ping-Chun and Nichol, K. (2010). “Policies On and Experiences of Foreign Domestic Workers in Canada”. <i>Sociology Compass</i>. 4(9). 766-778. • Lenard, P. T., and C. Straehle. (2011). “Temporary Labour Migration, Global Redistribution, and Democratic Justice.” <i>Politics, Philosophy, and Economics</i> 10(1): pp. 1-25. • Ruhs, M. (2012). “The Human Rights of Migrant Workers: Why Do So Few Countries Care?”. <i>American Behavioural Scientist</i> 56(9): pp. 1277– 93. 	

9	Nov. 21 st	<p>Precarious Status, Migration and Labour Continued</p> <ul style="list-style-type: none"> • Bourbeau, P. (2019). “Detention and immigration: Practices, crimmigration, and norms”. <i>Migration Studies</i>, 7(1), 83–99. • Teelucksingh, C. & Galabuzi, GE (2005) “Working Precariously: The impact of race and immigrants’ status on employment opportunities and outcomes in Canada”. <i>Canadian Race Relations Foundation and Centre for Social Justice</i> 1-58. • Wickramasekara, P. (2008). “Globalization, International Labour Migration, and the Rights of Migrant Workers”. <i>Third World Quarterly</i> 29 (7): 1247– 64. 	<u>Second Reflection due</u>
WRAPPING UP			
10	Nov. 28 th	<p>The Future of Labour Migration</p> <ul style="list-style-type: none"> • Abji, S. (2013) “Post-nationalism re-considered: a case study of the ‘No One Is Illegal’ movement” in <i>Canada Citizenship Studies</i> 17 (3-4). 322-338 • Francisco, V., & Rodriguez, R. M. (2014). Countertopographies of Migrant Women: Transnational Families, Space, and Labor as Solidarity. <i>WorkingUSA</i>, 17(3), 357–372. • McDonald, J. (2012). Building a sanctuary city: Municipal migrant rights in the city of Toronto. In <i>Citizenship, Migrant Activism and the Politics of Movement</i> (pp. 129–145). 	
11	Dec. 5 th	<p>Final Remarks</p> <ul style="list-style-type: none"> • No readings 	
<u>Final Assessment Due December 12th</u>			