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.
  o Include the course code in your email subject line.
  o 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.

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”.


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”.


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/department/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:
  o Be submitted as a Word document
  o Be double spaced
  o Use size 12, Times New Roman font
  o 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.
  o Your bibliography is NOT counted as part of your page count.
  o 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_inroduction.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.
  o 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/](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/](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.
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<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Throughout the year</td>
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<tr>
<td>2 Reflections</td>
<td>30%</td>
<td>October 3rd &amp; November 21st</td>
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<tr>
<td>Midterm Paper</td>
<td>25%</td>
<td>October 31st</td>
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<tr>
<td>Final Assignment</td>
<td>35%</td>
<td>December 12th</td>
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**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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic and Readings</th>
<th>Reminders</th>
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</table>
| 1    | Sept. 12<sup>th</sup> | **Introduction and Course Expectations**  
| 2    | Sept. 19<sup>th</sup> | **Politics of Labour, Citizenship and Borders**  
| 3    | Sept. 26<sup>th</sup> | **Theories of Migration**  
| 4    | Oct. 3<sup>rd</sup> | **Labour Immigration Programs**  

October 10<sup>th</sup> – NO CLASS
| 5 | Oct. 17th | **Human Capital and Skill Utilization**  
|---|---|---|
| 6 | Oct. 24th | **Rights and Employment Equity**  
https://doi.org/10.1177/030639600128968009 |
| 7 | Oct. 31st | **Forced Migration and Labour**  
| 8 | Nov. 14th | **Precarious Status, Migration and Labour**  
<p>|  | <strong>PERCARIOUS LABOUR AND MIGRATION</strong> |<br />
|  | <strong>READING WEEK</strong> |<br />
|  | <strong>Mid Term Paper due</strong> |<br />
|  |  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
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<tbody>
<tr>
<td>11 Dec. 5th</td>
<td><strong>Final Remarks</strong>&lt;br&gt;• No readings</td>
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**WRAPPING UP**

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<th>Reading</th>
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**Final Assessment Due December 12th**