SOC370H1F: Immigration and Employment

University of Toronto – St. George Campus Fall 2023 (Sept 7 – Nov. 30) Thursdays, 5:10 pm – 7pm

ONLINE ZOOM

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Office Hours: By appointment

TA: TBD

COURSE DESCRIPTION

This course examines the labour market and employment situation of immigrants emphasizing recent Canadian experience in comparative context. We will critically engage with theories of migration, border making and fortification, and socio-political dynamics of documented, undocumented and precariously documented migration. We will examine consequences of migration in the workforce and its impact on migrants everyday lives including the generational impact. This course is interdisciplinary in nature. Overall, we will be making an analysis of how and why people migrate as well as how they are received and treated by the Canadian state.

LAND ACKNOWLEDGEMENT

I live as a settler colonist in the traditional land of the Huron-Wendat and Petun First Nations, the Seneca, and the Mississaugas of the Credit River, where the University of Toronto is located. This territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, this meeting place is still the home to many Indigenous people from across Turtle Island. I am grateful to have the opportunity to work on this land.

PREREQUISITES

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.

LEARNING GOALS

This course will help you:

- Analyze and evaluate a variety of theoretical perspective pertaining to immigration and employment
- Describe assimilation of migrants and how it applies to the workforce
- Place broader questions of employment within broader questions of migration
- Understand generational impact of migration on families

CLASS STRUCTURE
Online zoom meetings on Thursdays 5:10pm -7pm
The first hour and a half of our meetings will be lecture and discussion-based. We will then have a 15-minute break. From 6:15 pm to 7 pm, we will have workshop portion, which will alternate between guest speakers, participation activities, and TA led skill building workshops, as well as time to work with peers and professor on assignments.

All materials for this course will be available through Quercus.
- 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.

EVALUATIONS & SUGGESTED TIME-MANAGEMENT DEADLINES

Participation (5%)
Complete a participation short assignment during the semester – instructions will be given prior.

Oct 5 (25%) Midterm: Comparative essay
Pick 2 modules and compare the theoretical approaches to Immigration and employment. You may also use outside sources but are not necessary for this assignment. 12 pt Times new roman, 6-8 pages double spaced. I will provide further details on this in class.

Oct 26 (25%) Media Analysis Project Submission
Pick from the list of films and shows and analyze the character’s experiences and portrayal using course modules. You must utilize course materials and can consult outside sources to analyze their experiences and portrayals and how they relate to impacts and questions of migration. 12 pt Times new roman, 6-8 pages double spaced. I will provide further details on this in class.

Nov 30 (30%) Final Policy proposal
Critically analyze a policy related to course content and materials. Provide a summary of chosen policy. Critique or modify the policy and demonstrate your knowledge by connecting to course material. 12 pt Times new roman, 10-12 pages double spaced. Pick any subtopic based on the course outline. The paper should consist of three main parts: an introduction, a body and conclusion. The introduction should contain an overview of the issue you wish to discuss and the main thesis statement. The body will contain your arguments derived from the articles chosen to support your topic. In conclusion, you should summarize the main issues raised in the body as well as your opinion on the issues you discussed. I will provide further details on this in class.

Creative media (ongoing) must be submitted by last week of course (15%)
There will be one creative activity that you will get points for so long as you participate and put a genuine effort into them. I would like to see creativity where possible, and a critical engagement with peers and course content.
You will be creating a mock- tik tok short video (2-4 min) about one module of the semester. Include your biggest takeaways, soundbites of information the public can understand (get creative)! (15% (due by end of semester)

**Rain check policy** – every student will be allotted 48-hour grace period to be used during the semester. You can split between two assignments or on one, just write in the comment submission using rain check policy, no questions asked, and you will not be deducted late marks.

DETAILED COURSE OUTLINE

INTRODUCTIONS Sept 7

In this first lecture, I will introduce myself and go over the syllabus. We will do a Syllabus Q&A and talk about our expectations for the course. Please introduce yourself on our discussion board (list your favourite show or movie).

Module 1 Immigration and employment major effects Sept 14

**Topics:** human capital, employment, and economic impact


Module 2 Immigration and employment everyday effects Sept 21

**Topics:** demographics, politics, survival


Module 3 Racial discrimination and migrant employment Sept 28

**Topics:** deskilling, racial bias, hiring practices


Module 4 Precarious work, temporary workers Oct 5

Topics: temporary foreign workers, precarious work, labour unions


Oct 5 (25%) Midterm: Comparative essay Due 11:59pm

Module 5 Migration, social networks, and mobility Oct 12

Topics: refugees, upward social mobility, experiences


Module 6 Social reproduction of migrant families: gender roles, race, and power Oct 19

Topics: intersectionality, gender roles, femineity and motherhood, race


**Module 7 Social reproduction of families/transnationalism Oct 26**

**Topics:** Cross-cultural, transnational family, migrants, family ties across borders


**Oct 26 (25%) Media Analysis Project Submission**

**Module 8 Migrants and the second/third gen Nov 2**

**Topics:** assimilation, upward/downward mobility, family dynamics


**Nov 9 READING WEEK NO CLASS**

**Module 9 Policy issues of migration Nov 16**

**Topics:** state regulation, demographics, immigration processes


**Module 10 Forced migration and labour Nov 23**

**Topics:** slavery, colonization


**Module 11 Migration and employment human trafficking and the drug trade Nov 30**

**Topics:** human trafficking, drug trades, gender and race


**Nov 30 (30%) Final Policy proposal**

**COMMUNICATION & COMMUNITY GUIDELINES**

**Questions:** We will have a discussion board for questions about the course on Quercus. Please consider posting your questions there if you feel comfortable. The answer might be helpful to your classmates as well. If you have any announcements for your classmates, please feel free to post on the discussion board which will remain open all semester.

**E-mail policy:** Feel free to contact me for any questions or personal requests regarding illness, accommodations, grades, or any concerns you might have. I will try to answer your e-mails within 24 hours (except weekends). Please write our course code, SOC370, in the e-mail subject. If you don't get a response in 48 hours (except weekends), feel free to write a follow-up e-mail to remind me.

**Equity and respect:** In this course, we will strive to build an environment in which all feel included, safe, and respected. This is our collective responsibility. As a course instructor, I will not
condone behaviour that undermines the dignity, safety, and well-being of any student in this course. Sexist, racist, homophobic, transphobic, or xenophobic language will not be tolerated. In your course communications, please use gender-inclusive language and respect your peers' pronouns. If you believe that the instructor, the TAs, or any person in this course is engaging in language or practices that make you or your classmates feel unsafe or excluded, please reach out to the Teaching Team. If you are still reading this, send your favourite meme to my e-mail to get a 1% bonus for reading the syllabus. Shush, don't tell anyone.

**Accessibility:** Students with diverse learning styles and needs are welcome in this course. If you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services as soon as possible. Please let me know your accommodations needs ASAP so we can work with them during the semester. I will work with you to ensure you can achieve your learning goals in this course.

**Recording and sharing lectures and meetings:** The lectures and discussions for this course will be delivered in person. You may not share or live stream any materials or recordings from this course in the public domain or social media, in its entirety, or in small excerpts. Please note that this is a fundamental policy to maintain the safety and privacy of the teaching team and your classmates. Warning: I will find out if components of this course end up on social media, me and my friends are absolutely addicted and we will be able to see.

**LATE POLICY**

**Rain check Policy again***: I will grant one 48h-extension per student, no questions asked. You can use this rain check once during the term for any assignment. When you upload your late assignment to Quercus, leave a comment saying: “I’m using the rain check policy”. Other extension requests must be submitted to me via e-mail. In case of illness, you must supply a completed Declaration of Absence on ACORN.

**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. 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-term papers without a valid excuse will be deducted 2% per day, including weekends and holidays. We will not be accepting work submitted over a week late.

**REGRADE POLICY**

The teaching team will do our best to grade fairly and consistently. If issues with your grade arise and you wish to appeal, please follow this procedure:

- **Regrade requests for term work** - they can be submitted to the person who marked for re-evaluation. The student must submit (1) the original piece of work and (2) a written explanation detailing why they believe the work was unfairly/incorrectly marked. If the student is not satisfied
with this re-evaluation, they may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). In those instances, where the instructor was not the one who marked the work, the student must now submit to the instructor (1) the original piece of work, (2) the written reasons as to why they believe the work was unfairly/incorrectly marked, and (3) communications from the original marker as to why no change in the mark was made. If a remarking is granted by an instructor, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same.

ACADEMIC INTEGRITY

Cannot use Generative AI

• The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited.
• The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.
• Representing as one’s own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course.
• Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course.
• The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating.

• Be sure that you have familiarized yourself with the Code of Behaviour on Academic Matters before submitting assignments or sitting for exams. The University of Toronto’s Code of Behaviour on Academic Matters outlines the behaviors that constitute academic dishonesty and the processes for addressing academic offences.
• You can find advice on "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources at http://advice.writing.utoronto.ca/using-sources.

Ouriginal
Sometimes, students will be required to submit their assignments 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).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University’s high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal’s privacy policy please review its Privacy Policy.
• Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, 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.