

## **SOC249H1S: Sociology of Migration**

Instructor: Samia Tecle  
Department of Sociology  
University of Toronto  
Winter 2025

**Time:** Mondays 11:10-1:00 EST in-person

**Location:** See ACORN

**Office Hours:** Fridays 12:00PM-13:00 EST on Zoom (info on Quercus) or by appointment

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TA Office Hours will be announced throughout the term.

**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/>]

### **A Message From the Instructor:**

I am really looking forward to meeting and diving into this course with you. I recognize that as a student, it can be difficult to meaningfully connect with a Course Instructor. However please know that ***I want to hear from you!*** That comment you are not sure is worth sharing in lecture – share it! It's probably very insightful. If I mention a term or concept in lecture that you are unfamiliar with – please feel welcome to ask for clarity. There are probably many other students who have the same question. Stories from your lived experience are always welcome in our discussions. If you want to chat with me one-on-one about something in the course, just send me an email and we can schedule an office hour appointment. In short, your perspectives and questions are welcomed and encouraged, and as an Instructor I also look forward to learning from you.

**Course Description:** This course examines contemporary migration flows, types and causes of migration, theories of migration, immigration policies, and migrant integration with an 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 United Nations estimates that there are over 280 million migrants across the world. This means international migrants comprise 3.5% of the global population. The field of migration studies the structural dynamics and social processes that shape migration across international borders and the social, political and economic dynamics that shape the positions of (im)migrants in the receiving

society. Migrants have profound effects on the new communities, networks, and economies they join in their 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. We will also keep at the forefront of our minds the everyday considerations and difficult decisions made by ordinary people who hope for a better life. And, finally, we will harness our particular location in Toronto, Ontario—a complex global magnet for diverse migration—as a source of insight and guidance.

**Prerequisites:** All students must have taken SOC100H prior to enrolling in this class. Students without this prerequisite will be removed without notice.

**Corequisites:** None

**Exclusions:** SOC307Y1

## Learning Objectives

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This course aims to challenge you to think critically about your position and identities in society, and how this impacts the way you see and examine Canada, the world and migration issues.

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. Draw connections between scholarly work on migration, current political events and everyday life.
4. Extend concepts from this class into coursework in sociology of migration, and more broadly across the Arts and Sciences.
5. Effectively engage with ongoing debates and express informed opinions in both written and oral form.

## Evaluation Components and Grading Policies

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	Due	Weight
In-Class Assignments	Ongoing	20%
Policy Brief	February 10 <sup>th</sup> 2025	25%
Research Essay	March 17 <sup>th</sup> 2025	30%
In-Class Final Test	March 31 <sup>st</sup> 2025	25%

### In-Class Assignments – 20%

These short reflective assignments will be completed in class every week except for Week 12. They are meant to be low-stakes ways for you to engage more deeply with class materials and

class discussions. There will be time allotted in each class to submit your activity via Quercus before class ends. To accommodate illness and other emergencies, your lowest-graded two grades of the semester will be dropped when we calculate your final grade. There will be no opportunities to make up missed assignments.

### **Policy Brief – 25%**

For this assignment, you are asked to present information and guidance on immigration or migration-related issue in a 850-word (not including the Bibliography) policy brief. This is your opportunity to connect theories and concepts in the course to ongoing events about international migration in the context of Canada. Further assignment instructions will be provided during the course and on Quercus.

### **Research Essay – 30%**

You will have two options for this assignment. This essay will be a maximum of 1500 words double-spaced pages in length (excluding bibliography). Further assignment instructions will be provided during the course and on Quercus. You will be invited to choose one of the below:

- 1) Choose three recent news articles about a migration issue. You will connect this article to at least two scholarly sources.
- 2) You can 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.

**Please Note:** You are not permitted to select the same migration-related issue you chose for your policy brief assignment.

### **Final Assessment – 25%**

The in-class final assessment is CUMULATIVE and is designed to test your grasp of course material. It will cover any material from the course. It can feature a mix of multiple choice, open-ended questions and short answer questions. Items covered will include the textbook, in-class discussions, and in-class media viewings. The test will be conducted in class on March 31st. A portion of the class during Week 11 will be dedicated to an in-class test review.

## **Course Policies**

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**Course Delivery:** Classes will be delivered in-person. Students are expected to attend all lectures, however it is understood that you may need to miss class for a variety of reasons. Students who attend class will likely understand the material and will therefore be in a better position to do well in the course. Weekly lecture slides will be posted to Quercus.

**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 weekly office hours on Zoom on Fridays from 12:00-1:00PM. [See Quercus Announcements for zoom link]

**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:** Students with diverse learning styles and needs are welcome in this course. The University of Toronto is committed to accessibility. If you have an accommodation need, you are invited to register with Accessibility Services (AS) by visiting <https://studentlife.utoronto.ca/departments/accessibility-services/>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your coursework. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS. If you 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.

**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.

**Course Policy on Missed Work, Extensions and Late Penalties:** All assignments are due on 11:59pm on the date indicated on the syllabus. Late assignments without a valid excuse will be deducted 3% per day, including weekends and holidays for up to 7 days. You will not be able to submit work over a week after the due date.

Extensions are generally only granted for illness, emergencies, and extenuating circumstances. Students must document their request with **one of the following:**

- Absence declaration via ACORN (can only be used once during the semester)
- U of T Verification of Illness or Injury Form
- College Registrar's letter (e.g., in case of personal/family crisis or emergency)
- Letter of Academic Accommodation from Accessibility Services

**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:** Students will be required to submit their course essays to Turnitin.com 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, etc. 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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Every attempt will be made to follow the schedule; subject to change at instructor discretion. Please refer to Quercus for any changes to this syllabus. All course-required readings are available through the University of Toronto Libraries. Readings not available through the University's Libraries will be posted on Quercus.

### **Lecture 1. A World On the Move: An Introduction to the Sociology of Migration (Jan 6)**

There are no required readings for the first course.

Recommended reading: "Top Migration Issues of 2024" from the Migration Policy Institute, <https://www.migrationpolicy.org/programs/migration-information-source/top-10-migration-issues-2024>

## **Lecture 2. Why People Move: Theories of Migration (Jan 13)**

FitzGerald, D. S. (2022). The sociology of international migration. In *Migration theory* (pp. 160-193). Routledge.

Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1993). Theories of international migration: A review and appraisal. *Population and Development Review*, 431-466.

## **Lecture 3. Historical Migration to Canada (Jan 20)**

Satzewich, Vic. [5<sup>th</sup> edition] "The Dynamics of Nation-Building" 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.

## **Lecture 4. Contemporary Migration to Canada and Immigrant Selection (Jan 27)**

Vic Satzewich. "Race" and Ethnicity in Canada: A Critical Introduction, 5th edition. Oxford University Press. [Chapter 4] "Immigration and the Canadian Mosaic" pp. 104-135

Immigration, Refugees and Citizenship Canada. Annual Report to Parliament on Immigration 2024.

<https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/annual-report-parliament-immigration-2024.html>

## **Lecture 5. Indigenous and Settler Relations in the Context of Immigration (Feb 3)**

Vic Satzewich. "Race" and Ethnicity in Canada: A Critical Introduction, 5th edition. Oxford University Press. [Chapter 8] "Indigenous and Settler Relations" pp. 229-264

Coburn, Veldon. "Migrants in Their Own Territory: Indigenous Displacement and Settler Colonialism in Canada" in *Forced Migration in/to Canada: From Colonization to Refugee Resettlement*, pp. 19-31

## **Lecture 6. Precarious Migration and Legal Status (Feb 10)**

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.

Hennebry, Jenna. (2024) The Temporary Foreign Worker Program is a failure, and new immigration limits made a bad situation worse. <https://theconversation.com/the-temporary-foreign-worker-program-is-a-failure-and-new-immigration-limits-make-a-bad-situation-worse-244096>

## **Lecture 7. Refugees and Forced Migration (Feb 24)**

FitzGerald, David Scott. *Refuge Beyond Reach: How Rich Democracies Repel Asylum Seekers*. Oxford University Press. [Chapter 1: The Catch-22 of Asylum Policy” (pages 1-20)].

*Home*, a poem by Warsan Shire accessible at: <https://www.amnesty.ie/wp-content/uploads/2016/06/home-by-warsan-shire.pdf>

## **Lecture 8. Immigrants in a Globalized Context: Transnationalism and “The Second Generation” (March 3)**

Vic Satzewich. “Race” and Ethnicity in Canada: A Critical Introduction, 5th edition. Oxford University Press. [Chapter 9] “Transnationals or Diasporas? Ethnicity and Identity in a Globalized Context” pp. 265-297

Levitt, P. (2009). Roots and routes: Understanding the lives of the second generation transnationally. *Journal of ethnic and migration studies*, 35(7), 1225-1242.

## **Lecture 9. Immigrants in the Canadian Labour Market (Mar 10)**

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.

## **Lecture 10. Gender, Family and Aging in the Context of Migration (Mar 17)**

Aggarwal, Pramila and Tania Das Gupta. 2013. “Grandmothering at Work: Conversations with Sikh Punjabi Grandmothers in Toronto.” *South Asian Diaspora*, 5(1), 77-90.

Um, S. G., & Lightman, N. (2017). “Seniors' Health in the GTA: How Immigration, Language, and Racialization Impact Seniors' Health”. Toronto: Wellesley Institute.

## **Lecture 11. Political Participation, Migrant Organizing and Politics (Mar 24)**

Chun, Jennifer Jihye, George Lipsitz, and Young Shin. 2013. “Intersectionality as a Social Movement Strategy: Asian Immigrant Women Advocates.” *Signs* 38(4):917–40.

Keung, Nicholas “Toronto forges ahead with ‘sanctuary city’ plan.” Toronto Star Article (2014)

\*\*\*Please come to class prepared with questions you have regarding the final assessment.\*\*\*

## **Lecture 12. In-Class Final Assessment (March 31)**