

SOCIAL SCIENCES 1SS3: INQUIRY IN THE SOCIAL SCIENCES

Course Details

Section Details

- Section: SOCSCI1SS3 - C06 Inquiry in the Social Sciences
- Theme: Migrant Precarity and Incorporation
- Winter, 2023
- Class time and dates: Tu 2:30PM - 5:20PM
- Room: LRW 1056

Instructor Details

Instructor: Jana Borrás
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Office Hours: TBA

Inquiry Courses

Inquiry courses are designed to teach students how to learn, and how to share academic knowledge. The courses are skill-driven, rather than content-driven, with a focus on the **skills** required to perform effectively in university. These personal, transferable skills and approaches to learning will be useful in other university courses, and beyond. Students will engage in a process to begin to learn how to formulate good academic questions, gather and interpret scholarly evidence, draw reasoned conclusions, and communicate these conclusions, using as content, topics central to research in the Social Sciences (e.g., social identity, globalization, health, and gender).

Theme: Migrant Precarity and Incorporation

One of the most crucial questions that haunts migration scholars is how migrants become part of receiving societies. This course examines the scholarship on migration and labour, specifically the mismatch between immigration policies and the labour market realities of migrant workers in Canada. In this class, we will critically engage with the question of how migrant workers are incorporated into specific labour market segments and its long-term economic, social, and political consequences. The readings address the different ways to think about migration, precariousness, and incorporation. This course will draw readings on the following works of literature: transnational studies, political economy of labour, labour market segmentation, and research on noncitizenship.

This course serves as a forum for reviewing and analyzing significant theoretical and empirical work on this topic. The course activities are designed so that students are not only reading about this topic but also engaging in their own research on the topic, thus advancing their analytical and critical thinking skills.

Course Objectives

Upon successful completion of this course you will be able to:

- develop and refine a research question;
- obtain relevant information to answer this question;
- critically evaluate the validity and relevance of academic research and incorporate the research of others to support your own argument;
- collaborate with other students to undertake peer and self-assessment;
- communicate a reasoned response to research questions; and
- critically reflect on your learning process.

What is Inquiry?

Inquiry is the process of developing skills to arrive at understandings of a problem, an issue, or a phenomenon, through the process of asking good questions, searching out good evidence, and arriving at well-reasoned conclusions. The process of critical inquiry promotes self-directed learning, helping you to develop the skills necessary to acquire and reflect on new knowledge and understanding, and that will be invaluable in your other university courses and your academic, personal, and professional lives.

Required Readings

The following materials are **required reading** for students in this section of Inquiry:

Northey, M. (2019). *Making Sense: A Student's Guide to Research and Writing* (9th ed). Don Mills: Oxford University Press.

Other required readings indicated in the Course Schedule are available on Avenue and electronically.

Suggested Readings

The following suggested readings are optional. They may be helpful for assisting with research and writing in this class and/or throughout your university career. They are available in the bookstore for Inquiry students in all sections:

Hubbuck, S., (2005) *Writing Research Papers Across the Curriculum*. 5th Ed. Boston:

Thomson Wadsworth. Haig, J., MacMillan, V., Raikes, G. (2010), *Cites & Sources, An APA Documentation Guide*, (3rd ed.), Toronto: Nelson.

Other Course Materials

Additional material (news stories, videos, websites, etc.), available at no cost, may be posted online throughout the course. Engaging with these materials will be necessary in order to actively participate in the course. Any assigned articles or eBooks can be found through the [McMaster library website](#), or through links in the content section of Avenue to Learn.

University and Course Policies

Courses with an On-Line Element (University Policy)

This course uses on-line elements (e.g. e-mail, Avenue to Learn (A2L), web pages, macvideo, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Course Policy on Digital Submissions

The written assignments in this course will be submitted via the digital Assignments function on Avenue to Learn, found under the Assessments tab. Many file types are compatible with the submission system, including Microsoft Word (.doc or .docx) and Adobe Acrobat (.pdf). The program will not recognize many of the Apple programs (.pages). It is strongly recommended that students hand in assignments using Microsoft Word software (.doc or .docx). McMaster students have access to the Microsoft Office 365 package at no additional cost.

Course Policy on Missed Work, Extensions, and Late Penalties

All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. All essays must be properly referenced and include a reference list. Use the APA style for referencing. For information on these referencing styles, visit the McMaster Library website. Please note that students anticipating difficulty with English grammar, punctuation, paragraph development, thesis statement development, or source citation should consult the Student Success Centre early on by visiting the SSC's writing support services. All written work must be submitted to the appropriate online folder and before the stated deadline. It is the responsibility of the student to ensure that the submitted file is readable.

Late assignments will be penalized 3% a day. Assignments will be returned in a timely fashion (within 2 weeks of submission). Upon returning assignments, the Instructor will not review or discuss grades within the first 24 hours following the return of the marked assignment. After receiving the graded assignment, the first step is to carefully read through the comments provided. Should a student feel their assignment was incorrectly assessed, they have the option to submit an application for a formal regrade. If a student requests a regrade, they must submit a 1-page (double spaced) document describing the character of the perceived marking error. Please submit this document and the original graded assignment to the Instructor. Please note that when a mark is submitted for regrade, the new mark may be lower than the original.

Faculty of Social Sciences E-Mail Communication Policy

It is the policy of the Faculty of Social Sciences that all e-mail communication sent from

students to instructors (including to TAs), and from students to staff, **must originate from the student's own McMaster University e-mail account**. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at their discretion.

Academic Integrity (University Policy)

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection (University Policy)

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Accommodations and Exceptions – University Policies

Requests for Relief for Missed Academic Term Work - McMaster Student Absence Form (MSAF) (University Policy)

In the event of an absence for medical or other reasons, students should review and

follow the Academic Regulation in the [Undergraduate Calendar](#): “Requests for Relief for Missed Academic Term Work”.

Academic Accommodation of Students with Disabilities (University Policy)

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s Academic [Accommodation of Students with Disabilities](#) policy.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO) (University Policy)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO Policy](#). Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright and Recording (University Policy)

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Conduct Expectations (University Policy)

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions in person and on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include

restriction or removal of the involved students' access to these platforms.

Extreme Circumstances (University Policy)

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Accommodations and Exceptions – Course Policies

Course Policy on Accommodation and Exception

All students, please note: If you need to request accommodation or exception for any reason, please note that making your request as soon as possible will allow greater flexibility in potential arrangements. Delaying your request will typically result in a progressively narrower range of options being available for accommodation.

Students registered with SAS are encouraged to note the guidance on the [SAS Website](#): “When your instructor reviews and acknowledges receipt of your accommodations, an auto generated email will be sent to you requesting you to communicate with your instructor. ***You are expected to communicate at the beginning of the term with each of your instructors for all courses with accommodations requested. SAS strongly recommends you meet with your instructors in person to discuss your accommodation plan and implementation.***”

Early communication about whether, when and how your registered accommodations might apply to this course will help to identify options and make contingency plans. Please follow-up on the acknowledgment of your letter by making contact with the instructor, even if you do not yet wish to make requests based on your accommodations. Delaying this follow-up communication will typically result in a progressively narrower range of options being available for accommodation.

Similarly, when you need to make a specific request regarding a course assignment based on your registered accommodations, getting in touch as early as possible will help ensure that a greater range of options for accommodation are available. Delaying your request until close to (or after) the assignment or test date will typically result in a progressively narrower range of options being available for accommodation.

Accommodating Peers

Students may be asked to assist in making our learning environment accessible for all students. For example, in-class presenters may be asked to submit, in advance, a text summary of the presentation's visual components to ensure the inclusion of students for whom those visuals would not otherwise be accessible.

Contacting your Instructor

I will respond to emails within 2 to 3 weekdays. Email queries should be used for simple questions; for more complex queries please see me during office hours. Emails must include the course code in the subject line (e.g. SOCSCI 1SS3) and be clearly worded.

Assignment Breakdown

Evaluation Breakdown

Assignment	(%)	Due Date
Class Attendance, Participation and Contribution	15%	On going
Online Library Module	5%	On going
Essay Proposal and Research Questions	15%	Week 5 February 7 2023
Citation Chain and Annotated Bibliography	20%	Week 7 February 28, 2023
Final Research Assignment	30%	Week 11 March 28, 2023
Presentation with Presentation Hand-out	15%	Assigned date from Week 10 to 13

Full details will be available on Avenue to Learn.

COURSE SCHEDULE

WEEKLY COURSE BREAKDOWN

DATE	INQUIRY AND THEME TOPICS	READINGS	ASSIGNMENT DUE
Week 1 January 10, 2023	<i>Introduction</i>	No readings assigned	
Week 2 January 17, 2023	<ul style="list-style-type: none"> • <i>Learning how to write and think</i> • <i>Defining precarious legal status</i> 	<ul style="list-style-type: none"> • <i>Making Sense, Chapter 1</i> • Goldring, L., Berinstein, C., & Bernhard, J. K. (2009). Institutionalizing precarious migratory • Anderson, B. (2010). Migration, immigration controls and the fashioning of precarious workers. <i>Work, Employment and Society</i>, 24(2), 300–317. 	
Week 3 January 24, 2023	<ul style="list-style-type: none"> • <i>Thinking about research questions</i> • <i>Writing a proposal</i> 	<ul style="list-style-type: none"> • <i>Making Sense, Chapter 2</i> • Reardon, D. F. (2006). Writing the project proposal. SAGE Publications, Ltd., https://dx.doi.org/10.4135/9781849209076 	
Week 4 January 31, 2023	<ul style="list-style-type: none"> • <i>Theorizing Migration and Incorporation</i> 	<ul style="list-style-type: none"> • Schiller, N. G. (2020). Migration and Development: Theorising changing conditions and ongoing silences. In <i>Routledge Handbook of Migration and Development</i> (pp. 32-42). Routledge. • Brettell, C. B., & Hollifield, J. (2022). Migration Theory: Talking across Disciplines. In Brettell, C. B., & Hollifield, J. F. (Eds.). <i>Migration theory: Talking across disciplines</i>. Routledge (pp.1-41). 	
Week 5 February 7, 2023	<ul style="list-style-type: none"> • <i>Approaches to research</i> • <i>Studying Migration</i> 	<ul style="list-style-type: none"> • Thomas, R. M. (2003). The qualitative and the quantitative. SAGE Publications, Inc., 	Research Proposal and Research Questions (15%)

		<p>https://dx.doi.org/10.4135/9781412983525</p> <ul style="list-style-type: none"> Fauser, M. (2018). Mixed Methods and Multisited Migration Research: Innovations From a Transnational Perspective. <i>Journal of Mixed Methods Research</i>, 12(4), 394–412. https://doiorg.libaccess.lib.mcmaster.ca/10.1177/1558689817702752 	
<p>Week 6 February 15, 2023</p>	<ul style="list-style-type: none"> <i>All about sources</i> <i>Temporary Migration in Canada?</i> 	<ul style="list-style-type: none"> Making sense, <i>Chapter 7</i> Strauss, K., & McGrath, S. (2017). Temporary migration, precarious employment and unfree labour relations: Exploring the ‘continuum of exploitation’ in Canada’s Temporary Foreign Worker Program. <i>Geoforum</i>, 78, 199-208. OR Nakache, D., and P.J. Kinoshita. (2010). The Canadian Temporary Foreign Worker Program: Do Short-Term Economic Needs Prevail over Human Rights Concerns? IRPP Study 5. Montreal: Institute for Research on Public Policy. 	
Winter Break February 20 to 26, 2023			
<p>Week 7 February 28, 2023</p>	<ul style="list-style-type: none"> <i>The Writing Process</i> <i>Migrant integration/incorporation in Canada</i> 	<ul style="list-style-type: none"> Making sense, <i>Chapter 11</i> Korteweg, Anna C. (2017) “The failures of ‘immigrant integration’: The gendered racialized production of non-belonging,” <i>Migration Studies</i>, 1-17. OR Li, P. S. (2003). Deconstructing Canada’s discourse of immigrant integration. <i>Journal of International Migration and Integration/Revue de l’integration et de la migration internationale</i>, 4(3), 315-333. 	<p>Citation and Annotated Bibliography (20%)</p>
<p>Week 8 March 7, 2023</p>	<ul style="list-style-type: none"> <i>Making sense of our data</i> <i>Exclusion, Illegalization and Deportability</i> 	<ul style="list-style-type: none"> Gibbs, G. (2018). <i>Analytic Quality and Ethics</i>. SAGE Publications Ltd, https://dx.doi.org/10.4135/9781526441867 Parreñas, R., Landolt, P., Goldring, L., Golash-Boza, T., & Silvey, R. (2021). Mechanisms of migrant exclusion: Temporary 	

		<p>labour, precarious noncitizenship, and technologies of detention. <i>Population, Space and Place</i>, 27(5), e2488. OR Villegas, P. E. (2014). 'I can't even buy a bed because I don't know if I'll have to leave tomorrow': temporal orientations among Mexican precarious status migrants in Toronto. <i>Citizenship Studies</i>, 18(3-4), 277-291. https://doi.org/10.1080/13621025.2014.905269</p>	
<p>Week 9 March 14, 2023</p>	<ul style="list-style-type: none"> • <i>Strengthening our Writing</i> • <i>Migrant Activism</i> 	<ul style="list-style-type: none"> • <i>Making sense, Chapter 12 and Chapter 14</i> • Nyers, P., & Rygiel, K. (Eds.). (2012). <i>Citizenship, migrant activism and the politics of movement</i> (Vol. 2). In Nyers, P., & Rygiel, K. (2012). <i>Citizenship, migrant activism and the politics of movement</i>. Taylor & Francis Group (pp.1-19) OR Tungohan, E. (2018). Temporary foreign workers in Canada: reconstructing 'belonging' and remaking 'citizenship'. <i>Social & Legal Studies</i>, 27(2), 236-252. 	
<p>Week 10 March 22, 2023</p>	<ul style="list-style-type: none"> • <i>Giving an Oral Presentation</i> 	<ul style="list-style-type: none"> • Making sense, Chapter 8 • Thody, A. (2006). <i>Becoming a presenter</i>. SAGE Publications Ltd, https://dx.doi.org/10.4135/9780857020307 	
<p>Week 11 March 28, 2023</p>	<p><i>Presentations</i></p>		<p>Final Research Paper Due (30%)</p>
<p>Week 12 April 4, 2023</p>	<p><i>Presentations</i></p>		
<p>Week 13 April 12, 2023</p>	<ul style="list-style-type: none"> • <i>Presentations</i> • <i>Conclusion</i> 	<ul style="list-style-type: none"> • Anderson, B. New directions in migration studies: towards methodological de-nationalism. <i>CMS</i> 7, 36 (2019). https://doi.org/10.1186/s40878-019-0140-8 	

Course Modification Statement

NOTE: At certain points in the course, it may make sense to modify the schedule outlined above. The instructor reserves the right to modify elements of the course. *Please check Avenue to Learn for the most up-to-date information for this course. The course outline on Avenue to Learn (A2L) will supersede previously published outlines until published course outlines are updated.*