

IMMIGRATION AND THE CANADIAN MOSAIC

Fall, 2020

Instructor: Dr. Vic Satzewich
Email: satzewic@mcmaster.ca
Lecture: Thursdays, 11:30-1:30

Office: KTH 635
Office Hours: [Instructor's office hours]

Tutorial/Video Viewing: Monday, 12:30-1:30

Course Description

This aim of this course is to provide students with an introduction to the history, and current dimensions, of the Canadian immigration system. By focusing on the process of state formation, it focuses on the groups of people who were, and are, included and excluded in Canadian immigration policy. The course pays attention to current issues and controversies in Canadian immigration, including the Safe Third Country Agreement, anti-immigrant sentiments in Canada and elsewhere, the recruitment and experiences of temporary foreign workers, family class immigrants and provincial nominees.

Course Objectives

By the end of the course students should be able to:

- Evaluate the role that class, gender, ethnicity and race shape immigration policy
- Describe the main immigration categories in Canada today
- Analyze the controversies associated with various immigration categories
- Develop interview skills
- Assess historical immigration policies
- Assess reasons for redress movements to correct historical wrongs associated with immigration policy

Required Materials and Texts

Valerie Knowles, 2016. *Strangers at Our Gates: Canadian Immigration and Immigration Policy, 1540-2015 (Fourth Edition)*. Toronto: Dundurn Press, Available at <https://www.dundurn.com/books/Strangers-Our-Gates-1>

Class Format

Asynchronous video-taped lectures will be delivered during the Thursday meeting of the class, 11-30-1:20. Mondays, 12:30-1:20 students will view videos and documentaries that are related to the weekly course content; some asynchronous tutorials will be given to explain, and give context for the two assignments and to discuss ethics associated with doing research on human subjects.

Course Evaluation – Overview

Final Exam: short answer and essay format: 40 per cent

Mid-term exam: Multiple choice: 10 per cent

Historical Wrongs Assignment: 20 per cent

Immigrant Interview Assignment: 30 per cent

Course Evaluation – Details

Historical Wrongs Assignment (20 %), due October 19, 2020

This assignment asks students to investigate one of the cases where the Canadian government instituted a policy to restrict certain immigrants from arriving in Canada during the late 19th and early 20th centuries. Students can chose one of the following cases: The Head Taxes imposed in Chinese immigrants; the 'Gentleman's Agreement' relating to Japanese immigration; the Continuous Journey Regulation directed towards immigrants from India; the restrictions on Black immigration from the United States to the Canadian Prairies. Students are to write a short, 1500 word essay on why the Canadian government imposed these restrictive immigration measures. (More details to be provided on separate handout)

Immigrant Interview Assignment (30%), due: December 9, 2020

This assignment asks students to conduct an interview with an immigrant to Canada. Students are expected to use the interview data to connect with one of the sociological processes discussed in the class. Interviews can be conducted with a friend, family member, another student, co-worker or any other person that is available. Interviews must be conducted over the phone, Skype, Zoom, etc. Further details will be provided in a separate handout.

Mid-Term Exam (20%): October 5

Multiple Choice

Final Exam (30%):

(short answer and essay)

Weekly Course Schedule and Required Readings

Week 1. Introduction and Locating Immigration Historically

September 10: Lecture and

Watch: Video: *Beginning of the Underground Railroad to Canada*,
<https://www.youtube.com/watch?v=R7IXhhnywRs>

Readings: Knowles chapters 1-3

Do: The Environics Canadian Immigration Trends Quiz,

<https://environicsresearch.com/insights/canadian-immigration-trends-quiz/>

Week 2. 1867-WWI. Preferred, non-preferred and the 'unwanted', pt. 1

September 14. Video: *In the Shadow of Gold Mountain*, https://www-nfb-ca.libaccess.lib.mcmaster.ca/film/in_the_shadow_of_gold_mountain/

September 17: Lecture

Readings: Knowles, chapters 4, 5

Vic Satzewich. 1989. "Racisms: The Reactions to Chinese Migrants in Canada at the Turn of the Century, *International Sociology*, Vol 4(3): pp. 311-327. Available through McMaster Library.

Steve Schwinghamer, 'The Colour Bar at the Canadian Border: Black American Farmers', available at: <https://pier21.ca/research/immigration-history/the-colour-bar-at-the-canadian-border-black-american-farmers>

Week 3 1867-WWI. Preferred, non-preferred and the unwanted, pt. 2

September 21. Video: *New Home in the West. Ukrainian Pioneers/Immigrants in the West*, <https://www.youtube.com/watch?v=ZMnqLR-y6bU>

September 24: Lecture

Readings: Knowles, chapters 6-7

Week 4. WWII to 1967

September 28. Video: *Italians in Canada, 10 short videos*, <https://www.youtube.com/playlist?list=PLGh8LOWc0XLtiro30duVKjVISyRsZAM0h>

October 1: Lecture

Readings: Knowles, chapters 8-9

Week 5. The Deracialization of Immigration Control After 1967

October 5: *Mid-term exam*

October 8: Lecture

Readings: Knowles, chapters 10-11

Vic Satzewich, 1988. "The Canadian State and the Racialization of Caribbean Migrant Farm Labour", *Ethnic and Racial Studies*, 11(3): 282-304.

October 12-18 Mid-term break

Week 6. Immigration Categories Today: Numbers, Policies and Issues: Skilled Workers

October 19: *Historical Wrongs Assignment Due*

Videos

Video: Video: *Who Gets In*, https://www-nfb-ca.libaccess.lib.mcmaster.ca/film/who_gets_in/

and

Exodus (A Vietnamese Refugee's Journey to Canada),
<https://www.youtube.com/watch?v=mbaQp3ueiS4>

October 22: Lecture

Readings: Knowles, chapter 12-13

Jeffrey Reitz, 2014. 'Canada: New Initiatives and Approaches to Immigration and Nation Building', in James Hollifield, Philip Martin and Pia Orrenius, eds. *Controlling Immigration: A Global Perspective*, Stanford: Stanford University Press. (Available on Avenue)

Week 7. Refugees

October 26: On-line tutorial, ethics in research

Video: *After the Crossing: Refugees in Canada – The Fifth Estate*
<https://www.youtube.com/watch?v=8ba45eXFBW8>

October 29: Lecture

Readings:

Craig Damian Smith. 2019. 'Changing U.S. Policy and Safe-Third Country "loophole" Drive Irregular Migration to Canada', Migration Policy Institute, <https://www.migrationpolicy.org/article/us-policy-safe-third-country-loophole-drive-irregular-migration-canada>

United Nations High Commissioner for Refugees, *Canada, by the Government of Canada*, available at: <https://www.unhcr.org/3c5e55594.pdf>

Gisele Nyembwe, *Beyond Roxham Road: A Story of Irregular Border Crossing*,
<https://www.unhcr.ca/news/beyond-roxham-road-irregular-border-crossing/>

Week 8. Family Class

November 2: On-line tutorial, ethics in research

Videos, *Marriage fraud; stories from victims*,
https://www.youtube.com/watch?v=H_d94Xgu1-s

November 5: Lecture

Readings: Vic Satzewich, 2014. Canadian Visa Officers and the Social Construction of 'Real' Spousal Relationships, *Canadian Review of Sociology*. 51(1): PP. 1-21, Available through McMaster Library login.

Madeline VanderPlaat, ed., 2006. *Canadian Issues and Themes: Immigration and Families*. Articles by Rell DeShaw (pp. 9-15), Stan Kustec (pp. 17-21) and Noorfarah Merali (pp. 38-41)

Week 9. Temporary Foreign Workers/Seasonal Agricultural Workers

November 9. Video: *Migrant Dreams-TVO Docs*,
https://www.youtube.com/watch?v=-_8bjt37xYo

November 12: Lecture

Readings: Basok, T. and D. Bélanger. 2016. 'Migration Management, Disciplinary Power, and Performances of Subjectivity: Agricultural Migrant Workers' in Ontario', *Canadian Journal of Sociology*, 41 (2): 139-63, Available through McMaster Library.

Edward Dunsworth, 2020. 'Canadians Have Farmed Out Tragedy to the Migrant Workers Who Provide our Food', *Globe and Mail*,
<https://www.theglobeandmail.com/opinion/article-canadians-have-farmed-out-tragedy-onto-the-migrant-workers-who-provide/>

Week 10. Multiculturalism and Integration

November 23: Video: *Canada's Multicultural Image: How its Branding Fell Short*,
<https://www.youtube.com/watch?v=MR2brDp4qs>

November 19: Lecture

Laurence Brosseau and Michael Dewing, 2018. *Canadian Multiculturalism*, <https://lop.parl.ca/staticfiles/PublicWebsite/Home/ResearchPublications/BackgroundPapers/PDF/2009-20-e.pdf>

John Harles, 2009. 'Immigrant Integration in Canada and the United States'. *American Review of Canadian Studies*, Vol. 42, Issue 2, pp, 223-58. Available through McMaster Library login.

Week 11. Attitudes Towards Immigration, Canada

November 16: Video. *1.5 What's the Secret Behind Canada's Positive Attitude Toward Immigration*, <https://www.youtube.com/watch?v=GadaxWSjm0k>

November 26: Lecture

Andrew Griffith, 2017. Building a Mosaic: The Evolution of Canada's Approach to Immigrant Integration, Migration Policy Institute, <https://www.migrationpolicy.org/article/building-mosaic-evolution-canadas-approach-immigrant-integration>

IRCC Minister Transition Binder 2019: IRCC-Public Opinion Research on Canadians Attitudes Towards Immigration, <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/transition-binders/minister-2019/por.html>

Week 12. Anti-Immigrant Sentiments in Comparative Perspective

November 30; Video: Europe's Migration Crisis May Swing Sweden to the Right PBS, <https://www.youtube.com/watch?v=AShK42vPUcA>

December 4: Lecture

Readings: Human Rights Watch, 2019. *European Union, Events of 2018*. <https://www.hrw.org/world-report/2019/country-chapters/european-union>

Pew Research Center, 2019. Around the World, More Say Immigrants Are a Strength Than a Burden, <https://www.pewresearch.org/global/2019/03/14/around-the-world-more-say-immigrants-are-a-strength-than-a-burden/>

European Network Against Racism, 2020, *Map of Anti-Migrant Violence, Hatred and Sentiment in the European Union*, <https://www.enar-eu.org/Map-of-anti-migrant-violence-hatred-and-sentiment-in-the-European-Union>

Week 13. Wrap Up

December 9: Immigrant Interview Assignment Due

Course Policies

Submission of Assignments

Assignments should be submitted on the Avenue to Learn site for this course.

Late Assignments

Penalty for late assignments will be two marks per day up to a maximum of 4 days. After 4 days, late assignments will not be accepted.

Absences, Missed Work, Illness

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”.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names 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 this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. 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 information please refer to the [Turnitin.com Policy](#).

University Policies

Academic Integrity Statement

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.

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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

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.

Academic Accommodation of Students with Disabilities

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)

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.

Conduct Expectations

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 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.

Copyright and Recording

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.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including 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 his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

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.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-89	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F