



**Western University**  
**SOCIOLOGY 9375**  
**Immigration Policy Development**  
**& Evaluation Strategies**

Fall 2019 Thursday 9:30-12:30, SSC RM 5427 (seminars) & RM 1000 (Labs)

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Office hours by appointment

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### **Introduction**

This course is a research seminar on immigration policy in advanced capitalist democracies in general, and, in Canada in particular. It is a course in professional preparation, which means that each of you will be an integral part of course content delivery. It will provide you with a familiarity of *some* of the techniques necessary for analytically rigorous policy evaluation as it pertains to immigration in Canada.

This is not a course in econometrics or statistics, but I do assume that you have the requisite background knowledge to keep up with the material in this course. My goal here is to take what you already know and demonstrate how your knowledge can be used to conduct public policy research.

In most weeks, I will send the list of readings to you via email, so please check your email regularly. You are expected to read these articles each week, as they will form the backbone of the seminar for the coming week. Please note that I focus primarily on government and NGO reports as readings for the course.

There are no prerequisites for the course, but my assumption is that you have a basic knowledge of statistics. This means that you have a familiarity with descriptive statistics and multivariate techniques like ordinary least squares regression.

### **Required Text**

There is no text for this course. Instead, weekly readings will be assigned and will form the foundation for each topic. This course is very demanding, so please allot sufficient time to fulfill all of the requirements, and to catch up when/where necessary.

### **Method of Evaluation:**

Test: 22%

Participation: 15%

Assignment: 15%

Presentation: 15%

Final paper: 33%

## **Course Content**

This course will provide an overview of:

- 1) The broad suite of immigration policies in Canada, and the many changes that have occurred to these policies in recent history.
- 2) The extent to which the labour markets of cities, regions, and/or jurisdictions need and can support immigrants.
- 3) The success of recruitment and retention strategies.
- 4) The effectiveness of immigration policies at multiple levels of government.

In the early weeks of the course we will explore the basic dimensions of the immigration system in Canada. You will learn about the admission system for permanent residents, the many different types of temporary statuses that individuals use to enter Canada. We will also look at the mechanisms whereby temporary residents can transition to permanent status.

In the second half of each weekly session, we'll briefly look at the quantitative techniques to measure differences in immigrant outcomes (by source country, settlement region, etc.). When appropriate, we'll compare to other countries.

## **Learning Objectives**

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

- Cogently present on an immigration-relevant topic.
- Critically contribute to the discourse on immigration in Canada.
- Design an immigration-related research project
  - Identify the appropriate data and analytical techniques to conduct this research.

## **Important Policies**

### **Copyright:**

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

### **A Note on Plagiarism:**

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

### **Plagiarism Checking:**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of

plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Policy on Laptops and other Electronics/Phones in Class:**

Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

Students will be allowed to use calculators in class and during exams.

### **Policy on Accommodation for Medical Illness**

Western's policy on Accommodation for Medical Illness can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf).

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation:

[http://counselling.ssc.uwo.ca/procedures/medical\\_accommodation.html](http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html)

### **Accessibility Options:**

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

For more information, see <http://www.sdc.uwo.ca/ssd/>

### **Scholastic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

## **Mental Health**

Students who are in **emotional/mental distress** should refer to Mental Health@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) for a complete list of options how to obtain help.

## **Standards of Professional Behaviour**

It is the responsibility of all members of the Department of Sociology to adhere to and promote standards of professional behaviour that support an effective learning environment. These include:

- **respect for others** both in and out of the classroom through words and actions (be professional, fair, and respectful in interactions with people on-line and in-person; understand and respect differences among classmates and colleagues; avoid disrupting the learning environment; respect others' expectations of confidentiality and privacy)
- **active engagement in learning** and commitment to quality (being prepared for classes; participating and listening actively to other; using technology and social media appropriately, striving to do your best)
- **personal integrity** (following through on commitments; doing own work)

Students should also be aware of the **UWO Student Code of Conduct** found at <https://www.uwo.ca/univsec/pdf/board/code.pdf>

**Course Schedule and Readings (tentative, incomplete, and based on your preferences):**

**Part 1: Setting the Stage**

**Week 1: Introduction to the Class**

**Week 2: Justice or 'Just us'? Immigration in the Canadian Welfare State**

Read: *Why Canada Needs a Flood of Immigrants*. Globe and Mail. Available: <http://www.theglobeandmail.com/news/national/time-to-lead/why-canada-needs-a-flood-of-immigrants/article4105032/?page=all>

Grubel, Herbert. 2005. Immigration and the Welfare State in Canada: Growing Conflicts, Constructive Solutions." Fraser Institute. Available: <https://www.fraserinstitute.org/sites/default/files/ImmigrationandWelfareState.pdf>

Nannestad, Peter. 2004. "Immigration as a challenge to the Danish welfare state." *European Journal of Political Economy* 20 (3): 755-767.

**Week 3: Immigration policies in Canada**

Alboim, Naomi and Karen Cohl. 2012. Canada's Rapidly Changing Immigration System. Maytree Foundation. [http://oppenheimer.mcgill.ca/IMG/pdf/Maytree\\_-\\_Shaping\\_the\\_future\\_-\\_Canada\\_s\\_rapidly\\_changing\\_immigration\\_policies\\_-\\_Full\\_report\\_-\\_October\\_2012.pdf](http://oppenheimer.mcgill.ca/IMG/pdf/Maytree_-_Shaping_the_future_-_Canada_s_rapidly_changing_immigration_policies_-_Full_report_-_October_2012.pdf)

Akbari, Ather, and Martha MacDonald. 2014. Immigration Policy in Australia, Canada, New Zealand, and the United States: An Overview of Recent Trends. *International Migration Review* 48(3): 801-822.

**Lab: Data merging and sampling weights.**

**Week 4: The Economic Outcomes of Immigrants to Canada**

Picot, Garnett and Arthur Sweetman. 2005. The Deteriorating Economic Welfare of Immigrants and Possible Causes: Update 2005 <http://www.publications.gc.ca/Collection/Statcan/11F0019MIE/11F0019MIE2005262.pdf>

Bonikowska, Aneta, Feng Hou and Garnett Picot. 2015. "Which Human Capital Characteristics Best Predict the Earnings of Economic Immigrants?" <http://www.statcan.gc.ca/pub/11f0019m/11f0019m2015368-eng.pdf>

**Lab: Descriptive and Basic Multivariate Statistics**

**Week 5: The Social Outcomes of immigrants to Canada**

**Lab: Lab: Multivariate statistics (basic linear and non-linear probability models)**

**Week 6: Stata training**

**Week 7: Integration and Discrimination: International Perspectives.**

**Lab: Instrumental Variable Models**

**Week 8: Minority Subgroups.**

**Lab: Oaxaca-Blinder Decomposition Models and Measuring Discrimination  
(or at least trying to)**

**Week 9: Immigration to Northern, Rural, and Remote Communities.**

**Lab: Difference in Difference (and 'triple diff') Models**

**Week 10: Reading week. No class.**

**Week 11: Immigrants and Health.**

**Lab: Propensity Score Matching**

**Week 12: Minority Sub-groups within the Immigrant Population.**

**Lab: Fixed and Random Effects**

**Week 13: Review**

**Lab: Propensity Score Matching**