



The University of Western Ontario

SOCIOLOGY 4473G-001: Immigration and Immigrant Integration in Canada Winter 2023

Schedule: Wednesdays 1:30 – 4:30/SSC 5230

Instructor: Yoko Yoshida, PhD

Office Hours: Thursdays (11am -1pm) or by appointment

Email: yoko.yoshida@uwo.ca

3 hours, 0.5 course

Course Description

This course develops social science research skills in the field of immigration and immigrant integration. Working with community stakeholders and policy makers students will conduct research that addresses issues and needs that they identify in a collaborative applied learning environment.

Prerequisite(s):

Registration in third year or above in any Department of Sociology module, or fourth year in any module.

Antirequisite(s): Sociology 4486F/G taught in 2020/2021.

Learning Outcomes

This course aims to develop insights and skill sets for applied social science research in the field of immigration and immigrant integration. In doing so, the course will draw on sociological and demographic literature on migration and incorporation of immigrants to establish foundational knowledge, including the key theory, concepts, research methods, and facts/trends. Additionally, students will gain “real life” insights from a series of guest lectures by experts/stakeholders, invited from governmental and non-governmental sectors, who will be asked to speak about the nature of their work and the issues that they face in their field. Based on the insights from academic literature and guest lectures, students will then be tasked with identifying a gap in the research and knowledge base, and develop and conduct mini research projects that will address the issues that the stakeholders face.

The class will consist of two parts: one part of the class time will be used as a seminar, in which we will discuss on selected topics in the area of immigration and immigrant integration in Canada. The other part of the class is allocated for research project workshops, in which students will develop research questions, design, analysis and reports by exchanging ideas in class.

Through these course activities, students will be able to:

- gain *deep* and *operational knowledge* of key concepts and conceptual frameworks in the area of immigration and immigrant integration research;

- familiarize themselves with *leading research and research tools* on immigration and integration/settlement research in Canada;
- learn about *pressing issues* on immigration and immigrants settlement/integration in today's Canadian context;
- develop *research skill* to conduct applied research relevant for policy fields and local communities; and
- acquire *communication skills* to present findings and offer “solution” to policy makers and community stakeholders.

Course Material

Selected readings will be assigned for each week and they will be on the course website under OWL. To access them, please make sure you are enrolled on the course website through OWL.

Students are expected to have read the assigned readings and prepared for discussion by identifying the concepts and arguments in the readings as well as your reflections on them.

Communication

Students are responsible for checking the course OWL site (<http://owl.uwo.ca>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class. Also students are encouraged to visit the office hours to ask questions about the course materials. For other personal concerns, or if you cannot visit the office hours, you can write an email.

Contacts:

Instructor: Email: yoko.yoshida@uwo.ca.
Phone: 519 661 2111 ext 85045

Method of Evaluation (Dates and Formats are tentative, and will be finalized in the full draft of the outline)

The evaluation methods described in the course outline are essential requirements for the course.

A: Course project: 85%
B: Seminar discussant 15%

Evaluation Breakdown

A: Course project (CP) (85%): Based on the presentations by the guest speakers, the class will discuss and select a few topics for course projects. Then, students will be tasked to develop a mini research project.

There will be **4 assignments** associated with the course project. The assignments are designed to cover each step of the research process through a progression. Based on the writing in the previous assignments, new components will be added along the way. The final paper will be produced by combining and revising the contents from the previous assignments.

- **CP1: Research topic/research question, literature, hypothesis, 10% (max. 5 pages)**
Due: Friday Feb 17th @ 11:55PM
- **CP2:Data search/interpretation 20% (max. 10 pages)**
Due: Friday, March 17th @ 11:55PM
- **CP3: Presentation of research project 20% (Zoom presentation)**
Date: Wednesday, April 5th
- **CP4:Final report 35% (max. 12 Pages)**
Due: Wednesday, April 5th @ 11:55PM

B: Seminar discussant (15%)

Students are tasked to lead a seminar discussion. Once the topics of the course projects are set in Week 5, each student will be asked:

- to select and introduce an article to the class
- to prepare the topics/questions for discussion
- to lead the conversation in the seminar discussion on the topics

The paper will be selected based on the literature that are used for the course project

Student Absences:

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

Assessments worth 10% or more of the overall course grade:

For work totaling 10% or more of the final course grade, students must provide valid medical or supporting documentation to their Home Faculty Academic Counselling Office as soon as possible.

Unexcused late assignments will be penalized 5% per day (including weekend days).

Note: missed work can *only* be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is **not** sufficient on its own. Students should check the Western website to see what directives for Covid are to be followed. Western has been and will continue to follow directives established by the Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty of Social Science Academic Counselling Office.

Contingency plan for an in-person class pivoting to 100% online learning:

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, affected course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Overview of Course Schedule

The course schedule may subject to change, depending on the flow of progress in class

Week	Date	Seminar topic	Workshop schedule
1	Jan 11	Immigration and Immigrant Integration: Canadian Historical context	Introduction to the course projects
2	Jan 18	Immigration policies and settlement services	Learning from the experts I
3	Jan 25	"Integration" and role of community organizations	Learning from the experts II
4	Feb 1	What is "integration"? "How to measure integration?"	Research topic/questions/Literature
5	Feb 8	"Successful" integration" - What contributes and who defines?	Literature/Data Source
6	Feb 15	<i>Tentative topic:</i> Research on "economic" integration	Literature/Data Source
R-Break	Feb 22	No class	
7	Mar 1	<i>Tentative topic:</i> Research on "social" integration	Data Search/Analysis
8	Mar 8	<i>Tentative topic:</i> Research on "acculturation" and "belonging"	Data analysis/Interpretation
9	Mar 15	<i>Tentative topic:</i> Secondary migration of immigrants	Data analysis/Interpretation
10	Mar 22	<i>Tentative topic:</i> How do refugees fare in Canada?	Implication/recommendation for Policy/program
11	Mar 29	Ethnic diversity and integration	Producing Presentation Materials
12	Apr 5		Presentation of the course projects

Important Policies

Academic Consideration for Missed Work: Students must provide valid medical or supporting documentation in order to receive accommodation for missed work worth 10% or more of the final grade in the course. All required documentation for absences must be submitted to the Academic Counselling office of a student's Home Faculty. Individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds or for other reasons.

Western's policy on Accommodation for Medical Illness can be found at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf. The student medical certificate is available at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation: When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work and are encouraged to make appropriate decisions based on their specific circumstances.

Accessibility Options: Students with disabilities or accessibility challenges should work with Accessible Education (formerly SSD http://academicsupport.uwo.ca/accessible_education/index.html), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#). Information regarding accommodation of exams is available on the Registrar's website: www.registrar.uwo.ca/academics/examinations/accommodated_exams.html

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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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.

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 (<https://www.turnitin.com/>).

Mental Health: Students who are in emotional/mental distress should refer to Mental Health@Western (www.uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](http://www.uwo.ca/academic_counselling/).

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html .To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Course Schedule and Readings: (Seminar topics and readings are subject to change, depending on the themes arising. Any changes will be announced in class)

Week 1:

Seminar: *Immigration and Immigrant Integration: Canadian historical context*

Readings:

- Li, Peter. 2003. "Immigration and Canada" Ch. 2. In *Destination Canada: Immigration Debates and Issues*. Oxford University Press. Pp14-37.
- Boyd, Monica. 2000. "100 years of Immigration," *Canadian Social Trends*. <https://www150.statcan.gc.ca/n1/en/pub/11-008-x/2000002/article/5164-eng.pdf?st=lbY4JFRA>

For more recent immigration policy, see also:

- Alboim, Naomi, Karen Cohl. 2012. Shaping the future: Canada's rapidly changing immigration policies. Maytree. <https://maytree.com/wp-content/uploads/shaping-the-future.pdf>
- Hou, F., E. Crossman & G. Picot. 2020. [Two-step Immigration Selection: An Analysis of its Expansion in Canada](#). Economic Insight: Catalogue no. 11-626-X—2020010 - No. 112. Ottawa: Statistics Canada.

Workshop: Introduction to the course projects

Week 2:

Seminar: *Immigration policies and settlement services*

Readings:

- Satzewich, Vic. 2015. "Immigration Policy" Ch. 3. [In Points of Entry: How Canada's Immigration Officers Decide Who Gets In](#). University of British Columbia Press. Pp. 59-78.
- Shmidt, Ron. 2007. "[Comparing Federal Government Immigrant Settlement Policies in Canada and the United States](#)," *American Review of Canadian Studies*. 37(1):103-122.

See also:

- Corinne Prince-St-Amand. 2016. "Immigrant Integration in Canada: A whole-of-society approach to help newcomers to succeed" A presentation at Pathways to Prosperity Conference. <http://p2pcanada.ca/wp-content/blogs.dir/1/files/2016/12/Corinne-Prince-ENG-p2p1026.pdf>
Also watch: <https://www.youtube.com/watch?v=Yc9bD0UEDAQ&feature=youtu.be>

Workshop: Learning the perspectives from the experts I

Guest Speakers:

- Lorna Jantzen, Assistant Director, Data Partnerships Chief Data Officer Branch (CDO) Immigration, Refugees and Citizenship Canada (IRCC)

- Kinga Koltun – Senior Coordinator, Community Engagement – Equity & Inclusion Anti-Racism and Anti-Oppression Division, City Manager’s Office, City of London

Week 3:

Seminar: “Integration” and role of community organizations

Readings:

- Guo, Shibao and Yan Guo. 2016. “[Immigration, Integration and Welcoming Communities: Neighbourhood-based Initiative to Facilitate the Integration,](#)” *Canadian Ethnic Studies*. 48(3) 45-67.
- Bradford, Neil and Caroline Andrew. 2010. [Local Immigration Partnership Councils: A Promising Canadian Innovation](#). A report submitted to Citizenship and Immigration Canada.

Workshop: Learning the perspectives from the experts II

Guest Speakers:

- Anthony Caldwell, Manager, Digital Transformation & Technology Support, Immigrant Services Association of Nova Scotia (ISANS)
- Mohamed Bagha, Managing Director, Saint John newcomers Centre

Week 4:

Seminar: What is “integration”? How to measure “integration”?

Readings:

- Frideres, James. 2008. Creating an Inclusive Society: “Promoting Social Integration in Canada” Ch.3. in *Immigration and Integration in Canada in the Twenty-First Century*, Eds. J. Biles, M. Burstein, and J. Frideres. Montreal and Kingston: McGill-Queen’s University Press. Pp. 77-101.
- Alba, Richard and Nee, Victor. 1997. [Rethinking Assimilation Theory for a New Era of Immigration](#). *International Migration Review* (4): 826-874.

See also:

- National Academies of Sciences, Engineering, and Medicine 2015. “1. Introduction” Ch1. in *The Integration of Immigrants into American Society*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/21746>. Pp.15 – 55 with a focus on the section of “Integration” in pages 19-21.
- Also watch: The interview on Mary. C. Waters, the lead author, of the “Integration of Immigrants into American Society” on YouTube. <https://www.youtube.com/watch?v=FWscen-hQCE>.

Workshop: Research topic/questions, Literature search/review

Week 5:

Seminar: “Successful integration” - What contributes and who defines?

Readings:

- Esses, Victoria, Leah Hamilton, Caroline Bennett-AbuAyyash & Meyer Burnstein. 2010. "[Characteristics of a Welcoming Community](#)" A Report prepared for the Integration Branch of Citizenship and Immigration Canada (CIC).
- Emmanuel Kyeremeh, Godwin Arku, Paul Mkandawire, Evan Cleave & Ismahan Yusuf. 2019. [What is success? Examining the concept of successful integration among African immigrants in Canada](#), *Journal of Ethnic and Migration Studies*, DOI: 10.1080/1369183X.2019.1639494

Workshop: Literature review and Data search

Week 6:

Seminar: Research on "economic" integration – tentative topic: a new topic/reading may be assigned based on the course projects

Readings: TBA

Workshop: Literature review and Data search

***** **Feb 23 – Reading break: no class will be held** *****/

Week 7:

Seminar: Research on "social" integration – tentative topic: a new topic/reading may be assigned based on the course projects

Readings: TBA

Workshop: Data search & Data Analysis

Week 8:

Seminar: "Acculturation and "belonging" – tentative topic: a new topic/reading may be assigned based on the course projects

Readings: TBA

Workshop: Data Analysis & Interpretation

Week 9:

Seminar: Secondary migration of immigrants – tentative topic: a new topic/reading may be assigned based on the course projects

Readings: TBA

Workshop: Data Analysis & Interpretation

Week 10:

Seminar: *How do refugees fare in Canada?* – tentative topic: a new topic/reading may be assigned based on the course projects

Readings: TBA

Workshop: Interpretation & Discussion on potential policy/program development

Week 11:

Seminar: *Ethnic diversity and integration* – tentative topic: a new topic/reading may be assigned based on the course projects

Readings:TBA

Workshop: Producing Presentation Materials

Week 12: *Presentation of Course Projects*