



**The University of Western Ontario**  
**SOCIOLOGY 3381F**  
**Migration and Family**  
**Thursday 1:30-4:30 SSC3024**

**Instructor:** Kate H. Choi

Office Hours: 1:30-1:30 Thursday  
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**Course Description:**

This course examines how family needs and within family dynamics inform decisions to migrate and describes how migration alters family and household organization in sending and receiving communities. With this aim in mind, the course considers concepts and theories in the migration and family literature to examine decisions to migrate and the impact of individual and community level migration on family formation, family dynamics, family exchanges, fertility, and union dissolution.

**Prerequisite(s):**

Enrollment in the third or fourth year of one of the Honors Specializations or Honors Double Major in Sociology. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**Anti-requisite(s):**

Family Studies 2225: Immigration and Family

**Learning Outcomes:**

In this course, students will:

- 1) Assess how social norms and institutions influence decision to migrate and the assimilation outcomes of immigrant families
- 2) Identify the risk and protective factors influencing the outcomes of immigrant families
- 3) Recognize that migration is a multifaceted phenomenon shaping the lives of immigrant families, non-migrants in the country of origin, and the native born population in the destination country
- 4) Process and synthesize information from multiple sources and discuss current events in intelligent manner

**Required Text(s):**

In previous years, I made course packs available, but the feedback I've received in the past is that the course packs are expensive and students prefer to download the readings from the internet. You can download all articles online on-campus using [www.jstor.org](http://www.jstor.org) or [scholar.google.com](http://scholar.google.com). The instructor reserves the right to change some of the readings during the course in response to student interests.

## Method of Evaluation:

Below is a detailed description of the work requirements of this course.

- (1) Students are responsible for all the readings in the syllabus. Students are expected to actively read, which means that they need to know the content of the readings and identify the common themes across the readings each week.
- (2) Students are expected to actively participate in class. They must answer the questions posed by the instructor; provide comments about the papers they read; ask clarification questions; and offer thought-provoking questions/comments about the subject in discussion. When offering thought-provoking insights about current events, students need to be respectful.
- (3) Students are expected to conduct themselves in a professional manner during class. They must be on time, focus on class activities, and be respectful to all members of the class. Failure to do so will result in deductions in the participation grade.
- (4) Students will be asked to write a reaction paper after watching the documentary *Los Que Se Quedan*. The paper is 2,000 words in length and is due **Thursday, October 13, 2016**. I will provide more detailed accounts of the assignment 2 weeks before its due date. A penalty of 10% will be applied for every late business day. If late, please submit in the drop box in front of SSC 5307. I will only read papers that are stamped by the staff of the sociology department. Please do not turn your papers in elsewhere.
- (5) An in-class examination will be held on **Thursday, October 20, 2016**. The exams will include short-answer questions and essay questions. You will not be allowed to use any electronic devices during the test. Please write legibly. Answers that the instructor cannot read will be considered wrong.
- (6) Students will be asked to write a reaction paper after watching the documentary *Documented*. The paper is 2,000 words in length and is due **Thursday, November 10, 2016**. I will provide more detailed accounts of the assignment 2 weeks before its due date. A penalty of 10% will be applied for every late business day. If late, please submit in the drop box in front of SSC 5307. I will only read papers that are stamped by the staff of the sociology department. Please do not turn your papers in elsewhere.
- (7) Students will be asked to participate in a policy debate aimed at (1) determining the composition and size of immigrant groups across the world and (2) determining the integration outcomes. Students will be asked to take a side on the debate. The instructor will provide more detailed description of student tasks 2 weeks before the debate. Individual grades will be recorded based on student participation; critical thinking of problems associated with immigrant selectivity and integration issues; and ability to ask and answer questions to/from the instructor and by fellow classmates. The debate will take place on the

## Evaluation Breakdown:

- Active participation during in-class activities 20%
- Reaction paper 1 20%
- In-class exam 20%
- Reaction paper 2 20%
- Debate 20%

### **How to Contact Me:**

E-mail is the best way to contact me. During weekdays, allow for 24 hours until response. During weekends, allow for 48 hours until response.

### **Important Policies (*Standard Western Policies*)**

#### ***Policies for Assignment Deadlines:***

A penalty of 10% will be applied for **every** late business day. If late, please submit in the drop box in front of SSC 5307. I will only read papers that are stamped by the staff of the sociology department. Please **do not** turn your papers in elsewhere.

If you miss an exam date or the due date for an assignment due to illness or for any other unforeseen reason, you must notify your Academic Counselor within 48 hours. Please follow the Academic Counselor's instructions about proper documentation. For example, if your problem is medical in nature, you should hand in a doctor's note to the Academic Counselor for the exam date or due date of the assignment. If your Academic Counselor agrees that your reasons are legitimate and are supported by your medical doctor's documentation, you will be allowed to write a makeup exam or hand in your reaction paper late. **You can only reschedule your makeup exam date once. Please choose your makeup exam date wisely.**

#### ***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 ([www.turnitin.com](http://www.turnitin.com)).

#### ***Policies on Examinations***

Wifi disabled laptops are permitted during examination.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.”

#### ***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.

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

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

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website: [www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/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: [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://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html)) for a complete list of options how to obtain help.

## TENTATIVE COURSE SCHEDULE

(Subject to some variation)

### ***WEEK 1 (9/8): Introduction***

- Orientation to course requirements and schedule

## **I. FAMILIES IN THE CONTEXT OF INTERNATIONAL MIGRATION**

### ***WEEK 2 (9/15): Theories of migration***

Massey, D., J. Arango, Graeme Hugo, A. Kouaouci, A. Pellegrino, and J. Taylor. "Theories of International Migration: A Review and Appraisal". *Population and Development Review* 19(3): 431-466.

Waters, M. and T. Jimenez. 2005. "Assessing Immigrant Assimilation: New Empirical and Theoretical Challenges". *Annual Review of Sociology* 31: 105-125.

DOI: [10.1146/annurev.soc.29.010202.100026](https://doi.org/10.1146/annurev.soc.29.010202.100026)

In class: Watch movies [Island of Hopes – Island of Tears: Ellis Island](#)

### ***WEEK 3 (9/22): Who Migrates?: Immigration politics and migration***

Freeman, G. and B. Birrel. 2001. "Divergent Paths of Immigration Politics in the United States and Australia". *Population and Development Review* 27(3): 525-551.

Walsh, J. 2008. "Navigating Globalization: Immigration Policy in Canada and Australia: 1945-2007". *Sociological Forum* 23(4): 786-813

In class discussion: Age, foreign laborers, and immigration

<http://www.economist.com/news/americas/21638191-canada-used-prize-immigrants-who-would-make-good-citizens-now-people-job-offers-have>

<http://www.economist.com/news/briefing/21605886-wave-unaccompanied-children-swamps-debate-over-immigration-under-age-and-move>

<http://www.economist.com/news/leaders/21694536-european-bargain-turkey-controversial-offers-best-hope-ending-migrant?zid=302&ah=601e2c69a87aad0cc0ca4f3fbc1d354>

### ***WEEK 4 (9/29): Watch Los Que Se Quedan***

**WEEK 5 (10/6): Who Migrates? Who Remains Behind?**

Pedraza, S. 1991. "Women and Migration: The Social Consequences of Gender". *Annual Review of Sociology* 17: pp. 303-325.

Donato, K., B. Wagner, and E. Patterson. 2008. "The Cat and Mouse Game at the Mexico-U.S. Border: Gendered Patterns and Recent Shifts". *International Migration Review* 42(2): 330-359.

In class: David Fitzgerald. "Mexican Migration to the United States 20 years After Migration".

<https://www.youtube.com/watch?v=qgyivEX-4WI>

**WEEK 6 (10/13): EXAM (90 minutes in duration).**

**WEEK 7 (10/20) Undocumented Migration, Refugees, and Its Impact on Families**

Gonzales, R. 2011. "Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood" *ASR* 74(6): 602-619.

In class: Watch *Documented*.

**DUE REACTION PAPER 1**

**Week 8 (10/27): Fall break**

**II. CONSEQUENCES OF MIGRATION FOR IMMIGRANT FAMILIES**

**WEEK 9 (11/3): Migration, Family Separation, and Divorce**

Nobles, Jenna. 2013. "Migration and Father Absence: Shifting Family Structure in Mexico." *Demography* 50(4):1303-1314.

Suarez-Orozco, C. I. Todorova, J. Louie. 2004. "Making Up For Lost Time: The Experience of Separation and Reunification Among Immigrant Families". *Family Processes* 41(4): 625-643.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1545-5300.2002.00625.x/full>

**WEEK 9 (11/10): Migration and Union Formation**

Wang, W. 2012. "Marrying Out One-in-Seven New U.S. Marriages Is Interracial or Interethnic" Pew Report.

Choi, K and M. Tienda. 2016. "Marriage Markets and Inter-marriage". *Journal of Marriage and the Family*.

**DUE:** Reaction PAPER 2.

**WEEK 10 (11/17). Migration and Educational Attainment of the Next generation**

Choi, K., A. Hsin, S. McLanahan. 2015. "Asian Children's Verbal Development: A Comparison of the United States and Australia". *Social Science Research* 52: 389-407.

Kao, G. and J. Thompson. 2003. "Racial and Ethnic Stratification in Educational Achievement and Attainment". *Annual Review of Sociology* 29: 417-442. DOI: [10.1146/annurev.soc.29.010202.100019](https://doi.org/10.1146/annurev.soc.29.010202.100019)

In class activities:

China's Education Gap

<http://www.nytimes.com/2014/09/05/opinion/sunday/chinas-education-gap.html>

**WEEK 11 (11/24). Migration, Health, and Obesity**

Riosmena, F, R. Frank, I. Akresh, and R. Kroeger. 2012. "US Migration, Translocality, and the Acceleration of the Nutrition Transition in Mexico". *Annals of the Association of American Geographers* 102(5): pp. 1209-1218.

Van Hook, J. K. Ballisteri, and E. Baker. 2009. "Moving to the Land of Milk and Cookies". Migration Information Source: <http://www.migrationpolicy.org/article/moving-land-milk-and-cookies-obesity-among-children-immigrants/>

In class: *Migration and Health: Challenges of Population Mobility*

*"Oaxaca- California dietary changes due to transnational migration"*

<https://www.youtube.com/watch?v=H4j7o0JR3jc>

**WEEK 12 (12/1): Immigrant Selection, Integration Strategies, and Conclusion**

*Policy debate*