Course Description

This course will examine issues regarding Migration in both less developed and more developed countries (for developed countries emphasis on Canada, US and some European countries). The specific topics will include economic integration of immigrants; ethnic communities and settlement patterns; second generation (children of immigrants); language, diversity and identity issues; gender and migration; economic development; family; models of vulnerabilities and refugees; immigration policies.

This is a seminar course, therefore student participation is expected during classes. There will be no midterm exam. Term grades will be determined on the basis of requirements: (1) class presentations; (2) class participation (3) term paper.

The course will be conducted in a seminar format, with a focus on analysing the readings which seminar participants are expected to have read in advance of a given seminar.

Prerequisites

Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the requisites for this course, and you do not have written special permission from your Dean to enroll in this course, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. There is no adjustment to student fees in the event that a student is dropped from a course for failing to have the necessary prerequisites.

Learning Outcomes:

Graduates of the Master’s / Doctoral programs in Sociology will be able to do the following: [note: * indicates an outcome that is the same for MA and PhD programs]
- Synthesize and critically evaluate theoretical arguments and published research from a sociological perspective*
- Critically assess social institutions, social processes, social relations, and various dimensions of social experience from a sociological perspective*
- Analyze, evaluate, and utilize a variety of theoretical perspectives and methodological approaches in Sociology*
- Apply sociological theory and methods to understand and interpret social phenomena*
- Master’s: Demonstrate competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new context
- Doctoral: Demonstrate competence in the research process at an advanced level by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new context in order to contribute to the broader discipline of Sociology
- Demonstrate an ability to present and discuss ideas clearly and articulately through effective oral and written communication*
- Demonstrate an ability to engage in scholarly discussion and debate in in formal and informal learning environments*
- Demonstrate an awareness and appreciation of the complexity of knowledge, the potential contributions of other interpretations, methods, and disciplines, and the limitations of one’s own work and of the discipline more generally*

**Course requirements**

The final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term paper (due last day of class)</td>
<td>45%</td>
</tr>
<tr>
<td>Class participation</td>
<td>25%</td>
</tr>
<tr>
<td>Presentations</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Class participation**

This mark will be based on evidence of having read the readings, and participation through questions and discussion. For each seminar, all students are expected to have read the required readings listed on the course outline. Participation includes asking questions, answering questions, discussing links to other things, thinking about implications. It is important to come to class with some notes and reflections on
the material. Our objectives should be to summarize, raise important points, synthesize, appreciate critically, and discuss the relevance of given readings.

**Presentation**

The person responsible for a given seminar will distribute a page of questions that they will use as a focus for the discussions of the following week. Thus the presentation mark will be based on distributing a set of discussion questions at the previous class, and leading the discussion for part of the seminar. This includes raising questions, sponsoring discussion, possibly bringing in additional material, synthesizing, and discussing the policy implications.

Class participation and your presentations will be evaluated not just on the mere summaries of your presentation. One must generate quality discussions and contributions from the assigned readings, not just the general findings, etc. It’s important to synthesize the literature and move beyond it to show its relevance to the broader immigration literature. The use of examples is also important when making your arguments.

**Term paper:**

By mid-October you need to have chosen a term paper topic. You can either come to see me about your topic or provide me some written details. You need to hand in about a page that indicates the main objective (thesis, purpose) of the paper, strategies of how you will approach your topic, themes to be covered and some references.

The papers can either be reviews that bring together the literature and information on a specific question, or empirical papers that involve data analysis (using an available data set from the Social Science Computer Centre). The paper needs to relate to this course, so you should be able to put the topic somewhere in the course outline. Another way of saying this is that the paper needs to relate to Migration and include discussion (in terms of theoretical perspectives and the substantive issues that are relevant to this course).

For example, if you are writing on the second generation, you should be able to bring into the discussion the theoretical framework pertaining to segmented assimilation.

The term paper should be seen as an investigation (through library research), where you put together the evidence, document your results and think through the implications. It is important that a term paper be unified around a central topic ("purpose" or "thesis"), and that the reader be able to follow the plan of the paper. The term paper should be seen as a research report (generally involving library research), where you put together the evidence for your argument and document your results. That is, it should bring to bear sociological/demographic research as evidence on the topic at hand. The better papers start with an idea that is pursued through library research or through an analysis of data. In the case of library research, you need to document the evidence with regard to given questions. In the case of a research paper, you
could undertake an actual analysis of data (possibly a data set available in the IDLS system of the Social Science Computer Lab.

It should be an investigation of your question/problem/issue using available evidence, rather than a summary of a series of books and articles on the topic of the paper. At least on key observations of the paper, research evidence taken from given studies should be used, rather than summaries taken from textbooks or other secondary sources. In citing evidence, it is the writer’s responsibility to ensure that the evidence is accurate and legitimate, and to convince the reader of the quality of this evidence. Just because someone wrote it, or posted it on the Web, does not necessarily mean that it is credible evidence.

In reading the paper, one needs to have a good sense of what has been investigated/researched, and what was the conclusion of the investigation. Introductions and conclusions of papers are particularly important. The parts of the paper should be readily identifiable, normally through headings and transitions that make the reader aware of the logic of the plan of the paper. The paper should be well organized and checked for errors (including typos and spelling). Scholarly standards of referencing are expected. Referencing in the text should be used, rather than through footnotes. The referencing style of the American Psychological Association (APA) is to be used. There is a handout at the entrance to the Weldon Library on APA referencing. If tables or figures are used in the paper, they should be properly labelled so that the reader knows when to look at given tables. The text of the paper needs to be typed, but tables/figures may be photocopied from other sources, or hand-written, as long as they are numbered in accordance with your usage in the paper and your source is properly indicated at the bottom of the table.

Papers should be about 15 numbered pages. Papers will be graded on the basis of having located the appropriate research by which to analyse the question under investigation, the readability of the paper, and the originality/insightfulness of the discussion. I will keep a copy of your paper; if you want a copy with my comments, please return two copies.

Important Policies

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 the detection of plagiarism. All papers submitted 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).

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/appeals_discipline/index.html

Accommodation

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/

Completion of Course Requirements

Course requirements must be completed by the end of the term in which the course is offered (Fall-December 31; Winter-April 30, Summer-August 31). Only in exceptional circumstances may a student take additional time to complete the course requirements. In such a case, the student must first meet with the Graduate Chair to request permission to carry the incomplete. Medical documentation, where required, will be kept on file in the Sociology graduate program office. More details regarding incompletes are outlined in the Graduate Handbook:
http://www.sociology.uwo.ca/graduate_handbook/course_information.html

Mental Health

Students who are in emotional/mental distress should refer to Health and Wellness Western for a complete list of options to obtain help: http://uwo.ca/health/mental_wellbeing/

Health and Wellness

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. The Wellness Education Centre (lower level UCC) assists students in finding mental health and other related resources best suited to their needs: http://se.uwo.ca/wec.html Western’s School of Graduate and Postdoctoral Studies’ Living Well website provides tips for thriving at grad school and other helpful information: http://grad.uwo.ca/current_students/living_well/index.html

Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western’s Campus Recreation Centre:
http://www.westernmustangs.ca/index.aspx?path=ims# Numerous cultural events are offered throughout the year. Also, we encourage you to check out the Faculty of Music web page http://www.music.uwo.ca/, and our own McIntosh Gallery http://www.mcintoshgallery.ca/.
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](https://www.uwo.ca/univsec/pdf/board/code.pdf) found at https://www.uwo.ca/univsec/pdf/board/code.pdf
Course Schedule and Readings:

January 9:

Introduction to Basic Concepts and Issues


January 16

THEORETICAL PERSPECTIVES


January 23: LABOUR MIGRATION


January 30: ALTERNATIVE FORMS OF ECONOMIC INCORPORATION

***Abada Teresa, Hou Feng and Yuqian Lu (2014). Choice or Necessity? Do Immigrants and Their Children Choose Self Employment for the Same Reasons?“ Work Employment and Society


February 6 SECOND GENERATION


February 13: LANGUAGE, DIVERSITY AND IDENTITY ISSUES


February 27: ETHNIC COMMUNITIES, COMMUNITY FORCES AND SETTLEMENT PATTERNS


March 5: MIGRATION AND ECONOMIC DEVELOPMENT


March 12: GENDER AND FAMILY


March 19 MIGRATION AND HEALTH


March 26: MODELS OF VULNERABILITY AND REFUGEES


April 2: Immigration Policies
