



Western University

SOCIOLOGY 3381G

Migration and Family

Tuesdays 3:30-6:30pm

Instructor: Kate H. Choi

Office Hours: By Appointment

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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 standing in any module of the Department of 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 if 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 immigrant families' decision to migrate as well as their assimilation outcomes
- 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) Develop the analytical and critical skills necessary to properly assess social phenomena.
- 5) Hone public speaking skills to ensure success in future educational and labor market endeavors.

Lecture format:

- 3:30-5:00 pm: *Lecture*
- 5:15-6:00pm: *Discussion*

Required Text(s):

You can download all articles online on-campus using www.jstor.org or scholar.google.com. The instructor reserves the right to change some of the readings during the course in response to student interests.

Readings can be downloaded free of charge on-campus or using a VPN to obtain a Western IP address or through the library.

How to read

- Read the abstract
- Read the introduction, background, results, and discussion/conclusion.
- Skim/skip the data and methods I am not going to require that you understand the math.
- If it is an empirical article, you are trying to determine:
 - What are the research questions that the various articles are trying to address?
 - What are the findings of prior studies on the topic?
 - What are their 3-4 key findings?

Method of Evaluation:

Below is a detailed description of the work requirements of this course. You have two options.

Grades: Two options for final grade

Option 1.

- A) Midterm (50%)
- B) Final exam (50%)

Option 2.

- A) Midterm (33%)
- B) Final exam (34%)
- C) Paper (33%)

In-class exam -- Midterm

- (1) It will be 5-6 short answer questions (subject to my discretion).
- (2) You will have 3 hours to complete the exam and a grace period of 30 minutes to turn in your exam.
- (3) After 210 minutes from the start time of the exam, I will deduct a point for every late minute.
- (4) You will be graded on a curve. Your relative performance matters.
- (5) It will be marked by a grader.

(6) Documentation

- a. If you are unable to take this exam, you need to go to Academic Counselling or the Dean's Office to obtain the necessary documentation to take the make-up exam. You can make up the exam. The make-up exam will be held during the departmental make-up exam date.
- b. If the student also misses both the actual and make-up exam due to a documented reason, then you need to write a 3,500-word essay on a topic of the instructor's choice by the last day of class.
 - i. For students to be the beneficiary of this policy, they must obtain documentation from Academic Counselling, the Dean's Office, or the Chair of the Department of Sociology at UWO. Verbal communication to the instructor does not meet the requirement, nor does a doctor's note sent to the instructor. Notes from parents also do not meet this requirement.
- c. In cases where there is no approved justification for the absence, the student will receive a grade of zero on the exam.
- d. Last semester, Accessible Education issued general and broad excuses lasting the entire semester (e.g., flexibility required on all deadlines). Some students misused the broad excuse to request close to 10 extensions (I only had 3 assignments for the entire course). The class is graded on a curve. Such an excuse provides an unfair advantage for some students over others. To avoid this unfair advantage, I am going to request a specific excuse for each exam. Please ask Academic Counselling and/or Accessible Education to write you a specific excuse listing the exact dates for which you should be excused. If you have accommodations for extra time, Accessible Education or Academic Counselling can send one note for the entire semester (e.g., 10 minutes more/60 minutes). It is the students' responsibility to ensure that their accommodation files are in order. Recommendation: Try to get it in order by mid-February at the latest.
- e. The date for exam 1 is **February 22, 2021**, between 3:30-6:00 pm.

Final exam during exam week

Same rules as above, except in three ways:

- 5-6 questions
- Same rule as the midterm.
- Duration: 3 hours. You have a thirty-minute grace period to turn in the exam in case you run into technological problems.
- After the 210-minute mark from the start time of the exam, I will deduct a point for every late minute.
- Will be held during the final exam week defined by Registrar's Office.

Optional Research paper

- **Length:** 1500-word essay

- Detailed description and rubric will be offered to the student three weeks ahead of the last class.
- The student can send me a draft ahead of time and ask for feedback. Some students ask for line byline feedback. There are two problems: (a) fairness and (b) handicapping your critical thinking and analytical skills. I will only offer 1 feedback/student and provide “general” advice.
- If you are planning to submit the paper, please fill out the Assignment section titled “Paper?” by March 30th, 2021 at 5:30 pm. You just have to indicate "yes".
- These essays are due in-class on **April 5, 2021, at 9:30 am.** You will have a grace period of 120 hours. No essays can be submitted after April 12, 2021, at 9:30 am.

Extra Credit: Participation

- (1) Participation is an important aspect of all my classes. It is also the part that students find very enjoyable. It also helps develop mastery in verbal skill sets necessary to help students perform better in job interviews, team meetings upon employment, and when they enroll in law/graduate schools. We are, however, living in the era of COVID-19 and many of you are logging in remotely. It would be unfair to penalize a student’s internet connection is not working, but it would also be unfair for me to penalize students who participate actively. Below is a “hybrid” approach to ensure fairness for all students.
- (2) *Expectations:* You will receive a rubric and will be graded accordingly. You must fill out the weekly inventory in the Assignment Section in OWL to receive any marks.
- (3) *Grades:* Up to 10 percentage points can be added to your exam.
- (4) Some students are very verbose. Getting to the point quickly is an important skill to develop for the job market. I want you to try to summarize your point of view in less than 2 minutes unless I prompt you to elaborate.
- (5) Some students have a fear of public speaking. I encourage students to try to verbalize their point of view. At the beginning of class, the students can use the chat function in zoom where they can type their remarks. The remark has to be less than 3 sentences.
- (6) This is a class where we discuss the causes and consequences of migration in sending and destination countries. It is not a class where we discuss your political views. Repeated discussions of your political views are unwelcome and will be considered “disruptive behavior”.
- (7) To ensure that our class is a pleasant learning environment for everyone, there is a zero-tolerance policy towards disruptive behavior in class. The first time - you will receive a warning in writing; the second time- I will mute you for 3 consecutive classes, preventing you from getting any extra points. The third time – you will be asked to leave the class and I will request that the student be considered for disciplinary action. It is at my sole discretion to determine what is and what is not disruptive.
- (8) This is an extra credit assignment. I will not offer **any** alternate assignments for this portion of the class. If you cannot participate, please forego the participation mark and do well in the exam.
- (9) The sole agenda of this course is to learn academic facts substantiated by empirical research. My statements are based on large bodies of academic work conducted over many years. They are not my political views. When students participate, they must substantiate their statements with **facts**. “Everyone **is entitled** to his own **opinion, but** not his own **facts**” – Daniel P. Moynihan

Grades

- Following the Sociology department's guidelines, the average final grade for this class will be likely to fall between 80 percent. The standard deviation will likely fall between 3 to 4 percentage points. The instructor reserves the right for some discretion about both the class average and standard deviation depending on class performance.

Important note: For Options 1 and 2, you need to complete 2 assignments, even with an excuse. If a student is unable to complete 2 or more assignments, then he/she will (a) receive an incomplete in the course and needs to retake the course in the future or (b) write a **7,000-** word essay addressing the questions posted for the reaction paper. This essay will be graded in absolute terms. If you foresee having to miss more than 2 assignments, please consider dropping the course before the official date for dropping the course. It is the student's responsibility to double-check the exact date of the drop with his/her academic counselor.

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.

Grade negotiation

The grader (who has never met you) marks the exam. I review the exams to ensure that they are graded in a reliable and valid fashion and decide on a curve. The two-tiered process ensures greater accuracy. Research suggests that the likelihood of approaching faculty to verbally negotiate grades are lower for women than for men, more disadvantaged than advantaged students, younger relative to older students, and visible minority relative to other students. As someone committed to fairness, I will not entertain verbal grade negotiations. Within 14 days of receiving your grade, you must write a memo contesting a section of the grade; write down what your answer was, indicate what the write answer was, and explain why your grade deserves to be raised. This approach is taken to ensure that the process is fair and a learning experience. Without proper documentation, I cannot excuse students from assignments on grounds of compassion. It is also worth noting that I cannot alter grades on grounds of compassion.

If you submit another student's grade as an excuse, I will review both student's grades. Simply put, Student B's answer and grade can serve as a rationale for why Student A's grades deserve to be raised, but also a rationale for why Student B's grades should be lowered. Student B – proceed at your own risk.

I am a true believer in meritocracy and fairness of opportunity. Writing me that you need to go to law school or graduate school and asking that I raise your grade is not a valid reason why your grade should be raised, nor is saying that you are usually an "A" student.

Bottom line: To contest your grade, there needs to be an academic basis for why you feel like you need a higher grade.

Evaluation

Following the Sociology department's guidelines, the average final grade for this class will likely fall between 80 percent. The standard deviation will likely fall in between 3 to 4 percentage points. The instructor reserves the right to some discretion depending on class performance.

Contacting the instructor

- E-mail is the best way to contact me.
- During weekdays, allow for 24 hours before responding.
- During weekends, allow for 48 hours before responding.
- If a student's comments and questions apply to the group, the instructor will send a group message via owl.

Important Policies (Standard Western Policies)

Policies for Assignment Deadlines:

If you miss an exam date or the due date for an assignment due to illness or 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, 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.

- Every component of this course is over 30% so you cannot use a Self Reported Absence (SRA).
- The university no longer allows faculty to reweigh missed exams or assignments for high percentage tests. **Please try to take your exams during class time.** With a valid excuse from Academic Counselling, you can take the midterm exam during the department's collective midterm exam time. If the student also has a valid excuse for the collective departmental make-up time, the student needs to turn in a **3,500-word** essay on a topic designated by the instructor to be graded in absolute terms by the last day of class (i.e., April 6, 2021). I will not provide a rubric for this assignment.
- You need to take the final exam during the time designated by the Registrar's Office. If you have valid documentation from Academic Counselling, you can take the final during the department's collective make-up exam time. If the student also has a valid excuse for the collective departmental make-up time from Academic Counselling, the student needs to turn in a **3,500-word** essay on a topic designated by the instructor to be graded in absolute terms by the date specified by the Dean's Office. I will not provide a rubric for this assignment.
- Even with an excuse, students who cannot complete 2 or more assignments by the final exam date (to be announced by the registrar's office) will receive a grade of incomplete. Their ability

to not receive an “F” will be contingent on their completion of the **7,000-word** assignment listed above by a deadline specified by the Dean’s Office.

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 offense (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 for such checking will be included as source documents in the reference database to detect plagiarism of papers subsequently submitted to the system. The use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

Policies on Examinations

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; however, 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.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: counselling.ssc.uwo.ca/procedures/academic_consideration.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 accommodations. Information regarding accommodation of exams is available on the Registrar’s website: www.registrar.uwo.ca/examinations/accommodated_exams.html

Scholastic Offences

Scholastic offenses are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: 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) for a complete list of options on how to obtain help.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a *Self-Reported Absence (SRA)* form online provided that the absence is **48 hours or less** and the other conditions specified in the [Senate policy](#) are met. Two important exceptions to this rule: SRAs will NOT be allowed for final examinations or assessments worth more than 30% of a given course. Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a [Student Medical Certificate](#) (for illness) or other appropriate documentation (for compassionate grounds) to your Home Faculty Academic Counselling office.

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.

www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

By enrolling in the course, the student agrees that they have reviewed all rules and regulations and guarantees that they will abide by all rules and regulations listed in this document.

TENTATIVE COURSE SCHEDULE (Subject to some variation)

- If I need you to read additional papers before class, then I will let you know before the class.
- I will offer you additional papers for discussion. You are responsible for those readings for the test. In OWL, go to “Lessons” and then index page, then there should be “Supplementary Readings”, the reading titles should be there.)

WEEK 1 (1/11): Introduction

- Orientation to course requirements and schedule

I. MIGRATION AND FAMILIES IN SENDING COMMUNITIES

WEEK 2 (1/18): 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.

On your own outside of class: Watch a documentary on [Ellis Island](#)

WEEK 3 (1/25): Migration & Development: Work, Remittances, & Return Migration

de Haas, H. (2005). "International Migration, Remittances and Development: Myths and Facts." *Third World Quarterly*, 26(8): 1269-1282.

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

Ruhs, M. & P. Martin. (2008). "Numbers vs. Rights: Trade-Offs and Guest Worker Programs." *International Migration Review*, 42(1): 249-265.

Supplementary analyses

World Bank. 2012. "Remittances to Developing Countries will surpass \$400 Billion in 2012." Migration and Development Brief #19. Development Prospects Group, November 20. (ER)

Dreby, J. 2006. "HONOR AND VIRTUE Mexican Parenting in the Transnational Context". *Gender and Society* 20(1): pp. 32-59.

In class: *Enrique's journey*

WEEK 4 (2/1) Who Migrates? Immigration politics and migration

Akbari, A.H. & M. 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. (JSTOR)

Legomsky, S. (2012). "[Immigration Policy from Scratch: The Universal and the Unique](#)". *William & Mary Bill Rights Journal* 21(2): Article 3.

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

WEEK 5 (2/8): Border Control, Regulation, and Family Separation

Hansen, R. & D. Papademetriou. (2014). [Securing Borders: The Intended, Unintended and Perverse Consequences](#). Washington, DC: Migration Policy Institute, Pp. 1-13.

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>

Supplementary readings

On your own: David Fitzgerald. "Mexican Migration to the United States 20 years After Migration".
<https://www.youtube.com/watch?v=qgyivEX-4WI>

In class: Alvarez, Pricilla. Dec 27, 2017. "Deterring Illegal Immigration by Separating Parents and Children". *The Atlantic*. <https://www.theatlantic.com/politics/archive/2017/12/trumps-plan-to-deter-immigrants-from-coming-to-the-united-states/549221/>

Week 6 (2/15): Reading week

Week 7 (2/22): Midterm Exam

II. MIGRANTS IN RECEIVING COMMUNITIES

Week 8 (3/1): Undocumented migrants

Donato, K. and S. Perez. (2017). [Crossing the Mexico-U.S. Border: Illegality and Children's Migration to the United States](#) (pp. 116-135)

Patler, C. E. Hamilton, R. Savinar. (2020). Transition into Liminal Legality: DACA's Mixed Impacts on Education and Employment among Young Adult Immigrants in California. *Social Problems*.
<https://doi.org/10.1093/socpro/spaa016>

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

Week 9 (3/8): Individual workshops.

WEEK 10 (3/15): Immigrant Children and their Socioeconomic Wellbeing

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)

Baum, S. and S. Flores. (2011). "Higher Education and Children in Immigrant Families". *The Future of Children* 21(1): pp.171-183. 10.1353/foc.2011.0000

Borjas, George J., and Richard B. Freeman. 2019. "From Immigrants to Robots: The Changing Locus of Substitutes for Workers." *RSF: The Russell Sage Foundation Journal of the Social Sciences* 5(5): 22-42.
DOI: 10.7758/RSF.2019.5.5.02.

Ruhs, M. and C. Vargas-Silva. 2018. "The Labour Market Effects of Immigration". The Migration Observatory. <https://migrationobservatory.ox.ac.uk/resources/briefings/the-labour-market-effects-of-immigration/>

WEEK 11 (3/22, 3/29): Migration Union Formation

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

WEEK 12 (4/5): Migration, Health, and Obesity

Vang, Zoua, J. Sigouin, A. Flenon, and Alain Gagnon. "Are immigrants healthier than native-born Canadians? A systematic review of the healthy immigrant effect in Canada". *Ethnicity and Health* 22(3):209-241.

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.

WEEK 15 (4/12) Conclusion

Reaction Paper 1 due