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.

Prerequisite(s): Enrolment in 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 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.

Antirequisite(s): Sociology 4488F taught in 2009.

Learning Outcomes:
• 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*

• 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*

You will need a stable internet camera, microphone, as we will meet on Zoom.

**Method of Evaluation:** This course will consist of a term paper, class participation and presentations

**Evaluation Breakdown:**

The final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Term paper (due April 1)</td>
<td>45%</td>
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<tr>
<td>Class participation</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation</td>
<td>30%</td>
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</tbody>
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**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, 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 end of February you need to have chosen a term paper topic. You can either see me about your topic or provide me some written details. You can 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 text books 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 10 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.

How to Contact Me: tabada@uwo.ca

How to get important information:
If there is any announcement I will contact you through OWL.

Important Policies

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence 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).

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. https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf
**Policies for Assignment Deadlines:**
You must present on the day that you are scheduled to do so. Note that the presentations are by topics of the week, so it’s imperative that the presentations are in line with the weekly topics. If you cannot present on this day for any reason, then you are required to write a 5 page paper on any topic other than your final paper. This will be in place of the missed day for your scheduled presentation. If you miss both presentations then you are required to write another 5 page paper on a different topic from your first paper and your final paper. So for both missed presentations, you will have to write 2 papers (5 pages each) on different topics and these papers will also be on a different topic from your final paper.

**Compassionate Grounds:** Serious Illness of a Family Member: Inform your instructor as soon as possible and submit a medical certificate from the family member's physician to your home faculty’s Academic Counselling office.

In Case of a Death: Inform your instructor as soon as possible and submit a copy of the newspaper notice, death certificate or documentation provided by the funeral director to your home faculty’s Academic Counselling 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 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).

**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.
Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation:
https://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 an accommodation. Information regarding accommodation of exams is available on the Registrar’s website: 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

**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 how to obtain help.
January 4:  
Introduction to Basic Concepts and Issues  

January 11: 
THEORETICAL PERSPECTIVES  


January 18: LABOUR MIGRATION  


January 25: 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 1: SECOND GENERATION


February 8: LANGUAGE, DIVERSITY AND IDENTITY ISSUES


**February 15: ETHNIC COMMUNITIES, COMMUNITY FORCES AND SETTLEMENT PATTERNS**


**Week of February 20 – 26 Reading Week**

**March 1: MIGRATION AND ECONOMIC DEVELOPMENT**


**March 8: GENDER AND FAMILY**


Gudrun Bauer, August Österle, 2016. Mid and later life care work migration: Patterns of re-organising informal care obligations in Central and Eastern Europe, *Journal of Aging Studies*, Volume 37, 2016, Pages 81-93,

**March 15: MIGRATION AND HEALTH**


Amoyaw J. and Abada, T. (2016) "Does helping them benefit me? Examining the emotional cost and benefit of immigrants' pecuniary remittance behaviour in Canada" *Social Science & Medicine, 153*:182-192.


**March 22: MODELS OF VULNERABILITY AND REFUGEES**


**March 29: Immigration Policies**

