



The University of Western Ontario
SOCIOLOGY 3381G-001

Migration and Family

Winter 2023

Thursday, 2:30pm to 5:30pm, Room UC-3225

In-person

Instructor: Xiaoxi (CiCi) Wang

Office Hours: Zoom Mondays 2:00-3:00 pm, or by appointment

Department of Sociology, Office: SSC 5319

Email: xwan945@uwo.ca

Course Description:

This course examines how family needs and within-family dynamics inform decisions to migrate and investigates how migration alters family organization in sending and receiving communities. The course will consider concepts, theories, and data which lend themselves to the study of the interdependencies between migration and family life.

Prerequisite(s): Registration in third year or above.

Unless you have either the prerequisites 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 2220A/B, the former Family Studies 2225.

Learning Outcomes:

At the end of the course, students will be able to:

- Demonstrate knowledge of key immigration concepts, theories, and the ways in which immigration affects family organization
- Understand how family needs and within family dynamics inform decisions to immigrate
- Identify and describe various factors that influence immigrant families' integration outcomes
- Write a research paper which will critically analyze the application of course concepts and theories to some aspect of immigration and family in Canadian society

Course Material:

There is no required textbook for this course. Articles are assigned weekly, and they will be posted on the class's OWL homepage.

Communication:

Email is the best way to contact me. Students will typically receive a response in 24-48 hours. I encourage you to attend my office hours, or schedule an appointment with me to connect about any concerns or questions you have. Also, please email me to secure a time slot of the office hours so you are not waiting.

Class updates will be communicated via OWL. 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.

Method of Evaluation:

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

Assessment	Date	Weight
Participation	Weekly	10%
Midterm	March 2, 2023	30%
Discussion Facilitation	Assigned in Week 1	25%
Final Paper	April 6, 2023	35%

Participation – 10%

Class attendance and participation are important to learning. Class attendance is expected, and it's important to come to class with some notes and reflections on the readings. Students will receive a full 1% for attending the lecture each week and participate meaningfully in the class discussion. We will meet a total of 11 times, not including the midterm exam date. As a universal accommodation, students may miss one week of class without any penalty, no question asked.

Midterm – 30%

The exam will be in-class, on paper, closed-book, and you will have three hours to complete it. The exam will be composed of short essay questions covering lectures, readings, and class discussions up to the week prior to the exam date. You are responsible for all the material in the assigned readings even if this material is not covered in class. **The exam will be administered on Thursday March 2, 2:30-5:30 pm in our usual classroom.**

Students with an approved absence from an in-class test or exam will be required to write a makeup exam. Course professor or teaching assistant(s) may not be available to respond to questions during the makeup exam. Students should be aware that the make-up test will not necessarily be in the same format, be of the same duration, or cover the same material as the original test. **Departmental Midterm make-up period, Friday March 10 12:00-3:00pm** (Location TBA).

Discussion Facilitation – 25%

Each student will serve as facilitator once in the term. Students will have the opportunity to select one of the assigned class readings on Thursday January 12 (Week 1). Discussion Facilitation includes 1) delivering a short presentation of the selected reading, and 2) leading the discussion following the presentation (posing 4-5 prepared discussion questions to the class). Also, **please send me the prepared discussion questions by Wednesday, 9am of the assigned week.** Discussion Facilitation will be worth 25% of the final mark, with 15% based on the presentation, and 10% based on the quality of discussion questions and the in-class facilitation. Additional details will be provided during the first class.

Final Paper – 35%

Students will write a paper on a topic of their choice related to migration and family. Papers should be 2,000 words (8-10 pages, double-spaced, 12-pt Times New Roman, 1 inch margins), excluding references. You are required to upload your final paper to OWL by **Thursday April 6, 11:59pm ET.** Strong paper will use a minimum of 8 sources (including at least 2 sources from the assigned course readings). I strongly encourage students to see me and to discuss their topics during office hours.

Please submit assignment in Microsoft Word document format. All written work will be subject to similarity testing on OWL via Turnitin.com. Detailed instructions for the final paper will be provided in class. A late penalty of 5% will be applied each day including weekends. After 7 days, late submissions will not be accepted.

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.

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.

Absences from Final Examinations:

Students must provide valid medical or supporting documentation to their Home Faculty Academic Counselling Office as soon as possible. Academic Counselling will determine eligibility to write a Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, more than 3 exams in a 47-hour period).

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.

Tentative Course Schedule:

Please note: This schedule is subject to change over the course of the term to meet the needs of the class. Any changes will be announced through our OWL course website.

Week 1 (Jan 12): Introduction

Orientation to course requirements and schedule

Week 2 (Jan 19): Theories of Migration

*Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1993). Theories of International Migration: A Review and Appraisal. *Population and Development Review*, 19(3), 431–466.

Boyd, M. (1989). Family and Personal Networks in International Migration: Recent Developments and New Agendas. *The International Migration Review*, 23(3), 638–670.

Week 3 (Jan 26): Who Gets In? Immigration Policy

*Akbari, A. H., & MacDonald, M. (2014). Immigration Policy in Australia, Canada, New Zealand, and the United States: An Overview of Recent Trends. *The International Migration Review*, 48(3), 801–822.

Baglay, S. (2012). Provincial Nominee Programs: A Note on Policy Implications and Future Research Needs. *Journal of International Migration and Integration*, 13(1), 121–141.

Week 4 (Feb 2): Border Control, Undocumented Migrant, and Family Separation

Helleiner, J. (2013). Unauthorised Crossings, Danger and Death at the Canada–US Border. *Journal of Ethnic and Migration Studies*, 39(9), 1507–1524.

Lam, T., & Yeoh, B. S. A. (2019). Parental migration and disruptions in everyday life: Reactions of left-behind children in Southeast Asia. *Journal of Ethnic and Migration Studies*, 45(16), 3085–3104.

Week 5 (Feb 9): Migration and Development

De Haas, H. (2005). International migration, remittances and development: Myths and facts. *Third World Quarterly*, 26(8), 1269–1284.

Bredtmann, J., Martínez Flores, F., & Otten, S. (2019). Remittances and the Brain Drain: Evidence from Microdata for Sub-Saharan Africa. *The Journal of Development Studies*, 55(7), 1455–1476.

Song, Q., & Liang, Z. (2019). Remittance Behaviors of International Migrants in Comparative Perspective: The Case in Fujian, China. *International Migration Review*, 53(3), 930–955.

Week 6 (Feb 16): The Immigrant Family: Labor Market Outcomes

Sano, Y., Kaida, L., & Swiss, L. (2017). Earnings of Immigrants in Traditional and Non-Traditional Destinations: A Case Study from Atlantic Canada. *Journal of International Migration and Integration*, 18(3), 961–980.

Frank, K., & Hou, F. (2015). Source-Country Gender Roles and the Division of Labor Within Immigrant Families. *Journal of Marriage and Family*, 77(2), 557–574.

Week 7 (Feb 23): Reading Week

No class

Week 8 (Mar 2): Midterm

In-class Midterm Exam

Week 9 (Mar 9): Ethnic Economy and Ethnic Community

Song, M. (1995). Between “the front” and “the back”: Chinese women’s work in family businesses. *Women’s Studies International Forum*, 18(3), 285–298.

Roth, W. D., Seidel, M.-D. L., Ma, D., & Lo, E. (2012). In and Out of the Ethnic Economy: A Longitudinal Analysis of Ethnic Networks and Pathways to Economic Success across Immigrant Categories. *International Migration Review*, 46(2), 310–361.

Week 10 (Mar 16): The Immigrant Family: Second Generation

Abada, T., Frank, K., & Hou, F. (2018). Between Two Worlds: Source-Country Gender Roles and Gender Differences in Educational Attainment among Immigrant Children. *Sociological Inquiry*, 88(1), 131–154.

Brockett, T. (2020). From “in-betweenness” to “positioned belongings”: Second-generation Palestinian-Americans negotiate the tensions of assimilation and transnationalism. *Ethnic and Racial Studies*, 43(16), 135–154.

Song, M. (2010). What happens after segmented assimilation? An exploration of intermarriage and ‘mixed race’ young people in Britain. *Ethnic and Racial Studies*, 33(7), 1194–1213.

Week 11 (Mar 23): The Immigrant Family: Housing

Teixeira, C. (2008). Barriers and outcomes in the housing searches of new immigrants and refugees: A case study of “Black” Africans in Toronto’s rental market. *Journal of Housing and the Built Environment*, 23(4), 253–276.

Haan, M. (2007). The Homeownership Hierarchies of Canada and the United States: The Housing Patterns of White and Non-White Immigrants of the past Thirty Years 1. *International Migration Review*, 41(2), 433–465

Week 12 (Mar 30): Refugees and Temporary Workers

Parreñas, R. S., Silvey, R., Hwang, M. C., & Choi, C. A. (2018). Serial Labor Migration: Precarity and Itinerancy among Filipino and Indonesian Domestic Workers. *International Migration Review*, 53(4), 1230–1258.

Kaida, L., Hou, F., & Stick, M. (2020). The long-term economic integration of resettled refugees in Canada: A comparison of Privately Sponsored Refugees and Government-Assisted Refugees. *Journal of Ethnic and Migration Studies*, 46(9), 1687–1708.

Week 13 (Apr 6): Conclusion

Final Paper Due

2022-2023

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.

2022-2023