



The University of Western Ontario

SOCIOLOGY 3381G-001

Migration and Family

Winter 2025

In person, but students have the option to participate via Zoom

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This is a DRAFT only. Please see the course site for the final version.

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 or written special permission from your Dean to enroll in the course, 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.

Course Objectives:

The purpose of this course is to

- Assess how social norms and institutions influence immigrant families' decision to migrate as well as their assimilation outcomes
- Identify the risk and protective factors influencing the outcomes of immigrant families
- 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

Learning Outcomes:

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

- Develop the analytical and critical skills necessary to properly assess social phenomena.

- Recognize the actors that influence migration po
- Hone public speaking skills to ensure success in future educational and labor market endeavors.

Course Material:

All other course materials can be downloaded from jstor.org or scholar.google.com. You can download them from the UWO library; type the journal name, and once you go to the journal type the article name, and log in using your library credentials.

Relevant sites:

- <https://scholar.google.com>
- <https://www.lib.uwo.ca/>
- <https://www.lib.uwo.ca/business/businesseconomicsnewspapersmagazines.html>

You need a stable internet connection and a computer with a working microphone and/or webcam.

Guidelines on 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/statistics.
- 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?

Communication:

Students are responsible for checking the course OWL Brightspace site (<https://westernu.brightspace.com/d2l/login>) 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.

The best way to reach the instructor will be via e-mail (kate.choi@uwo.ca). Please allow 24 hours during the week and 72 hours during weekends. If there is a question relevant to many students, the instructor reserves the right to address the question during the next class period.

Office hours are by appointment only. You *must* arrive 3-4 minutes before the appointment starts and leave once the appointment ends. Access to appointments will be *limited* following repeated no-shows.

Method of Evaluation:

The evaluation methods described in the course outline are essential requirements for the course. I believe that students should have agency in how they are being evaluated. I also believe that the best way to attain equity in

the classroom is by offering all students options about (a) how they will be evaluated and (b) how they will manage their time given their time constraints at the onset of the class. To offer students agencies in their program of education, students can opt for one of two options of evaluation.

Option A:

- Midterm (50%)
- Final exam (50%) – TBA by the Registrar’s Office during the final exam period.

Option B:

- Midterm (33.3%)
- Optional Paper (33.3%)
- Final exam (33.4%) – TBA by the Registrar’s Office during the final exam period.

Note: Each assignment is curved to a predetermined and uniform class average. The choice of Option A or Option B will not affect your overall grade.

Midterm Exam

- Date: February 11, 2025, 1:30-4:30pm EST
- Format: 25-30 questions and 1-2 short answers, closed book, in person.
- Material: 75% lecture notes + 25% from readings and in-class discussion
- Duration: 150 minutes + 30 minutes (grace period)
- Grades: Exams will be graded on a curve. With some exceptions, the class average will be 78-80%. I am employing a two-tier grading system. A grader who does not know you marks the exams first (“blind grading”). I will double-check the grader's marks to ensure that you have received all the requisite points.
- Review: The class before the midterm.
- Communication during the exam: No substantive questions will be addressed by the professor or grader, just procedural questions.
- Late exams: Because students are offered a 30-minute grace period, 1 point will be deducted for each late minute after 180 minutes. This ensures fairness in the amount of time that students must take the exam.
- Submission: Need to e-mail kate.choi@uwo.ca and the grader. Both e-mail addresses can be found on the first page of your exam.
- Accommodations:
 - Instructors are permitted to designate one assessment per course per term as requiring supporting documentation to receive academic consideration. For this course, the midterm has been

designated as the assessment requiring supporting documentation.

- Students who cannot take the exam on the designated time must provide valid medical or supporting documentation to their Home Faculty Academic Counselling Office, adhering to their rules and regulations about the format and timeline for the submission of set documentation. To the extent possible, I will honor the recommendations of Academic Counselling.
- **Makeup exam:** If a student misses the midterm with proper documentation, a make-up exam will be administered during the departmental make-up exam date (Date, Time, and Location: TBA). It will be an in-person exam. It will ask 1 broad essay question. Students will be graded in absolute terms. The instructor (not the grader) will mark the exam. Students should be aware that the make-up test will be 150 minutes in duration and have a 30-minute grace period. It will cover the same material as the original test. The course professor will not be available during the makeup exam to answer questions.
- **Missed exam and make-up exam:** If you cannot make the test date and the departmental make-up date for a documented reason, then you must write the optional paper and the final exam. Each component will be worth 50% of your final grade.

Final Exam

- **Date:** Final exam period (Specific date/time is TBA by Registrar's Office)
- **Eligibility to sit in the final exam:** Student must have completed the midterm exam or the optional paper by the last day of class.
- **Format:** 25-30 questions and 1-2 short answers, closed book, in person.
- **Material:** 75% lecture notes + 25% from readings and in-class discussion
- **Cumulative:** 15-20% from midterm + 80-85% from after midterm.
- **Duration:** 150 minutes + 30 minutes (grace period) =180 minutes
- **Grades:** Exams will be graded on a curve. With some exceptions, the class average will be 78-80 percent. The course professor will apply a two-tier marking system. A grader who does not know you marks it first (aka "blind grading"). The course professor will double-check the grader's marks to ensure that you have received all requisite marks.
- **Late exams:** Because students are offered a 30-minute grace period, 1 point will be deducted for each late minute after 180 minutes. This ensures fairness in the amount of time that students must take the exam. Students can use the grace period as they see fit (except consulting a person or AI).
- **Submission:** Need to e-mail kate.choi@uwo.ca and the grader. Both e-mail addresses can be found on the first page of your exam.
- **Accommodations:** If a student is 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. Please note that the final exam is not subject to self reported absences.
- **Makeup exam:** If a student misses the midterm with proper documentation, a make-up exam will be administered during the departmental make-up exam date (Date, Time, and Location: TBA). It will be an in-person exam. It will ask 1 broad essay question. Students will be graded in absolute terms. The instructor (not the grader) will mark the exam. Students should be aware that the make-up test will be 150

minutes in duration and have a 30-minute grace period. It will cover the same material as the original test. The course professor will not be available during the makeup exam to answer questions.

- Missed final exam and make-up final exam: If a student misses the exam with the proper documentation, they will write a 6,000-word essay on a topic designated by the instructor. The paper will be graded by the course professor and will not be curved. Due date: TBD

Optional paper

- Date: April 1, at 1:30pm. Grace period: 3 days. No points will be deducted if you turn in your optional paper by April 4, 2025, at 1:30 pm EST.
- Format: 2,500-word essay.
- Description: A detailed description and rubric will be provided to students 2 or 3 weeks ahead of the due date.
- Grades: Optional paper will be graded on a curve.
- Material: Writing the optional paper may entail watching the documentary “Documented,” which you may have to rent via a streaming service.
- Feedback: General feedback will be offered to all students who submit the paper at least 7 days before the due date (i.e., March 25, 2025, 1:30pm EST). These will be general comments and offer feedback about ways to improve the paper. The instructor will not do line-by-line edits or write paragraphs in the paper. Because it is graded on a curve, the course professor cannot guess the student's grade and offer a list of things that they may want to address to get a precise grade.
- Late essays: This paper is optional. Failure to turn in the paper by the end of the grace period will automatically transition the student into Option 1 (midterm + final) without any penalty.
- Communication: There is no need to declare whether or not you will be writing the optional paper. There is also no need to let me know that you will be taking the grace days. You must write in your final exam answer sheet that you wrote the optional paper for inventory purposes.

Extra Credit: Participation

- Attendance: I do not take attendance.
- Philosophy about participation: 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.
- Prerequisite to receive participation marks: Must fill out the weekly participation inventory.
- Participation grade: 60% of the marks come from verbal discussions. 40% of the marks come from the participation diary in OWL. Up to 10 percentage points can be added to your exams and/or optional exam.
- Expectations: You will receive a rubric and will be graded before the beginning of the second class accordingly. Below are some noteworthy expectations:

- Length of participation: The skill set being developed is (a) accurate and concise description of a social phenomenon and (b) the construction of an effective argument. This is an important skill to develop for job interviews or to get advanced degrees. If a person is verbose, they seldom can accomplish (a) or (b). I am going to ask that you stay within 2 minutes *unless* prompted to elaborate.
- Number of times students participate: There is no set amount the student needs to speak to receive a good grade. Nevertheless, active listening is an important element of participation. If a student seeks to dominate class discussion, I reserve the right to not call on the student when they raise their hand.
- Relevance of participation points: This is a class where we discuss structural correlates of family formation behavior. Learning how to stay on topic is an extremely important skill to have for your transition into the labor market or higher learning. The student will earn no marks for irrelevant points.
- Disruptive behavior: I care a lot about all my students. Part of caring for my students is ensuring that the classroom is a safe environment for everyone. Politically incorrect speech about the migration will be considered disruptive behavior. Although students may provide anecdotal evidence to make a point, they cannot use the classroom to discuss your political views that are unsupported by the academic literature. The determination of what is/is not disruptive behavior is at the discretion of the course professor.
- Consequences to disruptive behavior: 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- you will forfeit your right to any extra credit marks. 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.
- Requests for accommodations for extra credit assignment: This is an extra credit assignment. It also includes flexibility in the assessment: you can also forgo participating in two of the courses without any impact on your extra credit participation marks. As such, I will not offer **any** alternate assignments for this portion of the class, nor will I honor any requests for accommodations for this component of the course.

Grade negotiations

- To contest your grade, there needs to be an academic basis for why you feel like you need a higher grade.
- The grader (who has never met you) marks the exam. I review the exams to ensure that they are graded reliably and validly and decide on a curve. The two-tiered process ensures greater accuracy.
- **Process to negotiate grades:**
 - 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 written 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.
- 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 students' 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.
- **Invalid basis to contest grades**: I am a true believer in meritocracy and fairness of opportunity. As such, I will not honor student requests to adjust grades on the basis of
 - Compassion. (If you are under duress, please contact Academic Counseling for accommodation with the requisite documentation. Do not ask for a grade adjustment).
 - Student's future career or educational aspirations
 - Self-proclaimed "A-student" status.
 - Parent requests. (Provincial and federal privacy laws preclude me from discussing/negotiating student grades with parents.)
 - Student's "truth": Exams are places where we test empirically supported findings. They are not places where students get to receive grades for speaking "my truth".
- **Strategic assistance**: During the individual workshop, the instructor will meet with the students, review their midterm exam, and discuss strategies with the student on how to do potentially do better in the final exam and optional paper.

Completing the course

- To receive a number grade in the course, students must complete at least 2 of the 3 major components of this course (i.e., midterm, final exam, optional paper) to receive a grade and potentially pass the course.
- If during the semester, you foresee a circumstance precluding you to complete 2 out of the 3 components of the course, consider dropping the course by the Fall official drop deadline.

Grading guidelines

- The Sociology Department has grading guidelines. For a 3000-level class, the class average is between 73-80%.
- Subject to some exception (e.g., exceptionally low grade from a student), I will curve so that the class average falls in the 78-80% range.

Student Absences:

- If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.
- University policy on academic considerations are described [here](#). This policy requires that all requests for academic considerations must be accompanied by a self-attestation. Further information about academic considerations, and information about submitting this self-attestation with your academic consideration request may be found here. Please note that any academic considerations granted in this course will be

determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.”

- Students must familiarize themselves with the [Policy on Academic Consideration – Undergraduate Students in First Entry Programs](#). Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams) and for practical laboratory and performance tests typically schedule during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.
- 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.

Artificial Intelligence:

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments and perspectives. The use of AI tools can serve as a starting point for exploring a topic, with students expected to uphold academic integrity by appropriately attributing all sources of information and avoiding plagiarism. Essays, written assignments and/or lab reports should reflect the student’s own thoughts and independent written work. Students should also generate their own figures (e.g., graphs, diagrams) rather than using AI generated ones. By adhering to these guidelines, students contribute to a responsible and effective learning environment that promotes critical thinking, independent inquiry and all them to produce original written contributions. The same principles also apply to the use of translation software to support the writing the essays and other written assessments.

Course Schedule and Readings:

See course site.

Academic Policies:

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

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.

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/>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

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.

Copyright: Students may not record or distribute any class activity, including conversations during office hours, without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

Absence from Course Commitments: Students must familiarize themselves with the Policy on Academic Consideration – Undergraduate Students in First Entry Programs
https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that **supporting documentation is always required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams)** and for practical laboratory and performance tests typically schedule during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described in the course outline. Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. Supporting documentation for academic considerations for absences due to illness should use the Student Medical Certificate

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf or, where that is not possible, equivalent documentation by a health care practitioner.

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 Academic Counselling Office.

Missed Tests and Exams: Students with an approved absence from an in-class test will be required to write a make-up test. 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. Course professors may not be available to respond to questions during the make-up test/exam slots.

Students with an approved absence from a final exam in December or April will be required to write a makeup exam known as a Special Examination. Permission to write a Special Examination may be granted on the basis of compassionate or medical grounds with appropriate supporting documentation provided to the student's Home Faculty Academic Counselling office.

Students who fail to write a make-up test or special examination will receive a grade of zero on that assessment. No other make-up opportunities will be provided unless further academic consideration is granted by the student's Home Faculty Academic Counselling office.

Religious Accommodation: Students should review the policy for [Accommodation for Religious Holidays](#) .

Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

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 Brightspace 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.

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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf . Information regarding accommodation of exams is available on the Registrar's website: www.registrar.uwo.ca/academics/examinations/accommodated_exams.html .

Mental Health: Students who are in emotional/mental distress should refer to Mental Health@Western <https://www.uwo.ca/uwocom/mentalhealth> for a complete list of options about how to obtain help.

Gender-Based and Sexual Violence: Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website

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 .

Additional resources:

Registrar Services <http://www.registrar.uwo.ca>

Student Support Services <http://westernusc.ca/services>

Course Selection: Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all course prerequisites have been successfully completed, and that they are aware of any antirequisite courses they may have taken.

If a student enrolls in a course for which they do not have the prerequisites, they may be removed from the course and have it deleted from their record. This decision may not be appealed. A student will receive no adjustment to their fees in the event that they are dropped from a course for failing to have the necessary prerequisites.

If a student takes a course that is antirequisite to a course previously taken, they will lose credit for the earlier course, regardless of the grade achieved in the most recent course.

Please visit your Home Faculty Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters:

https://registrar.uwo.ca/faculty_academic_counselling.html .

Bookstore: Search for Textbook availability and cost <https://bookstore.uwo.ca/textbook-search>