



The University of Western Ontario

SOCIOLOGY4416F-001:

Migration

Fall 2026

Delivery Method: In-person

Instructor: Yoko Yoshida, PhD

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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.

Prerequisite(s):

Registration in third year or above in any Department of Sociology module, or fourth year in any module.

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.

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

Course Objectives and Learning Outcomes

This course aims to develop insights and skill sets research in the field of international migration, immigration and immigrant integration. In doing so, the course will draw on sociological and demographic literature on migration and incorporation of immigrants to establish foundational knowledge, including the key theory, concepts, research methods, and facts/trends. While much of the major theoretical tools are drawn from both domestic and international literature, we will explore their applicability of those frameworks to through specific cases found in academic and public debates in today's Canada and elsewhere. Through these seminar discussions and course projects, students will gain "real life" insights of sociological theories and demographic facts, and develop critical understanding around the issues of migration and immigration based on theoretical and empirical underpinning.

The class will consist of seminar discussion, in which students are tasked to select a reading, present the main arguments and empirical evidence and lead a class discussion, as well as the critical evaluation of media coverage on immigration issues through sociological and demographic lens.

Through the seminar discussions, students will be able to:

- gain *deep and operational knowledge* of key concepts and theoretical frameworks in the area of im/migration literature and research;
- critically *apply theoretical and methodological tools* introduced in the literature to assess ongoing issues in Canada and beyond;
- develop *presentation skill* to accurately and effectively portray scholarly readings in the field of migration and immigration research; and
- acquire *communication skills* to present key arguments and empirical findings in order to engage scholarly discussion and debates;

Course Material

Selected readings will be assigned for each week, and they will be on the course website under Brightspace. To access them, please make sure you are enrolled on the course website through Brightspace.

Students are expected to have read the assigned readings and prepared for discussion by identifying the concepts and arguments in the readings as well as your reflections on them.

Communication

Students are responsible for checking the course [OWL Brightspace](#) site on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students enrolled in the course.

Contacts:

Instructor: Email: yoko.yoshida@uwo.ca.

Course Schedule and Readings

The reading list and weekly schedule is available on the course Brightspace site.

Method of Evaluation (Dates and Formats are tentative, and will be finalized in the full draft of the outline)

I: Seminar discussion/participation 50%

II: Course project 50%

Evaluation Breakdown

I: Seminar discussion/participation (50%): There are three components in the seminar discussion and participation

- **a: Seminar discussant (40%):** Students are tasked to lead a seminar discussion. Each student will be asked:
 - to select and introduce an article to the class
 - to prepare the topics/questions for discussion
 - to lead the conversation in the seminar discussion on the topics

The paper will be selected out of the list of the readings provided in the course reading list.

Due: Selection of the readings –11:55pm on Monday week before seminar discussion

- **b: Seminar participation (10%=2%*5 submissions):**

Students are expected to read all the articles selected by the seminar discussants. In addition to the readings, you are asked to bring **one-page hand-written notes** on **one of the articles selected in the week** (approximately **250 words**). At the end of the class, add your reflections of the seminar discussion and submit the note.

There are **10 weeks of seminars, and about 20 articles**. Please **select 5 weeks that you would like to submit the reflection**. Only one reflection per week will be counted towards the final grade.

Given this flexibility, no further accommodations will be considered. It is encouraged to plan ahead in order to avoid penalty in the final week for missing the grade.

Due: 11:55pm on the day of the class

II: Course project: Media Audit Poster (50%): In this 4th-year capstone project, you will work in groups of 3 to 5 members to act as independent analysts and sociological fact-checkers. Mainstream media heavily shape public perception of migration, often flattening complex sociological realities into sensationalized headlines. Your task is to select **one major, recent**

news article (published within the last 12 months) covering a migration event and completely dissect it using a sociological lens.

Instead of a traditional essay, your group will synthesize your findings into a **single, professionally designed academic poster**. You will present this poster and defend your analysis live during our final week's **Poster Presentation**.

Your poster must visually organize your critique into three distinct analytical sections:

Evaluation will be made based on the following component:

- **a: Visual Poster Design & Analysis (Group Grade) (30%):** Assesses the depth of your discourse analysis, the rigor of your empirical fact-checking, and the visual clarity of your layout.

Due: Visual Poster Design – 11:55pm on Monday December 1st.

b: Live Oral Defense & Q&A (Individual Grade) (15%): During the in-class Poster Presentation, the instructor will spend 5–7 minutes at your poster asking targeted, impromptu questions. Individuals will be graded on their ability to think critically on their feet without reading from notes.

- **c: Confidential Peer Evaluation (Individual Grade) (5%):** At the end of the term, each member will submit a private rubric evaluating their teammates' contributions to prevent free-riding.

Student Absences:

This course has about 10 weeks for submissions of discussion notes with requirement of 5/10 submissions counted towards your final grade. Academic consideration will not be granted for missed reflection submissions.

Instructors are permitted to designate one assessment per course per term as requiring supporting documentation to receive academic consideration. For this course the seminar discussant has been designated as requiring supporting documentation. Should illness or extenuating circumstances arise, students should notify the instructor of their absence within 48 hours past the scheduled. Students with an approved absence from seminar discussant may seek an alternative date to present the discussion by the instructor. Unexcused absences will result in a grade of zero.

Use of Generative 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.

Electronic Devices:

During the seminar, the use of electronic devices will be permitted for presentation and taking notes. However, use of cell phone and recording device without a permission by the instructor will not be permitted.

Course Schedule and Readings: Seminar topics and readings will be posted prior to the first week of the class. They will also be subject to change, depending on the themes arising. Any changes will be announced in class.

Week	Date	Seminar topic
1	Sept 15	Introduction
2	Sept 22	TBA
3	Sept 29	TBA
4	Oct 6	TBA
5	Oct 13	No Class -reading break
6	Oct 20	TBA
7	Oct 27	TBA
8	Nov 3	TBA
9	Nov 10	TBA
10	Nov 17	TBA
11	Nov 24	TBA
12	Dec 1	TBA
13	Dec 8	Poster Presentation



Department of Sociology
Effective September 1, 2026.

Academic Policies

Scholastic Offences: Scholastic offences are taken seriously and students are directed to read the [Scholastic Offences](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf) Policy, specifically, the definition of what constitutes a Scholastic Offence https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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 the 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 Western University and 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.

Prior to any examination, students must turn their cellphones off and store them in their bags/coat at the front of the room. The use (or possession) of cellphones or other communications technologies during examinations is strictly prohibited. Those caught using a cell phone or other communication technologies, or even the physical possession of these technologies during an examination, will result in a zero on the examination in question. Similarly, the use (or possession) of these technologies during examination breaks (bathroom breaks during an exam) will also result in a zero. Intent does not matter. Forgetting to put away your cellphone or other communication technologies, whether during the examination or on examination breaks (bathroom breaks), are not justifications. It will result in a zero on the examination in question. In sum, your cellphones should never be seen or heard during an examination and should always be stored in your bags/coats at the front of the room.

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.

Code of Student Conduct: Every student is expected to comply with the provisions of the Code of Student Conduct. Sanctions for non-compliance range from a warning or reprimand to expulsion from the University. It is the responsibility of every student to read the Code and familiarize themselves with its contents. The Code is available at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/code_of_conduct.pdf.

Student Responsibility: Students in a degree program must select courses in accordance with the published requirements. Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded. Students must ensure course prerequisites have been completed successfully or special permission from the Dean is obtained. Students who fail to do so will be removed from the course without adjustments to fees. The decision may not be appealed.

Student Responsibility for Course Selection:

https://www.uwo.ca/univsec/pdf/academic_policies/general/academic_counselling.pdf

Registration and Progression:

https://uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf

Graduation Requirements:

https://uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/graduation.pdf

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 regularly scheduled course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request using the Student Absence Portal (SAP) https://registrar.uwo.ca/academics/academic_considerations/index.html. 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 scheduled 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. Supporting documentation for academic considerations for absences due to illness must include the completed Western Student Medical Certificate (SMC) https://registrar.uwo.ca/academics/pdfs/student-medical_certificate.pdf or, where that is not possible, equivalent documentation by a health care practitioner. Students must request academic consideration as soon as possible and no later than 48 hours after the missed assessment.

Procedure on makeup assessments for Social Science students and for courses offered by the Faculty of Social Science (Effective September 1, 2026):

If academic consideration is granted, students should consult the course outline for information regarding how the missed assessment will be addressed and follow any instructions provided by the instructor. At the instructor's discretion, the weight of a missed test/quiz or mid-term may be transferred to another assessment in the course, including the final exam, rather than requiring a makeup assessment. Reweighting is not available for missed final exams.

Students are entitled to **one makeup assessment opportunity** for a missed test/quiz, mid-term, or final exam supported by approved academic consideration. **No additional makeup opportunities will be provided.**

Makeup assessments represent the final opportunity to complete a missed course assessment. The course instructor or teaching assistant(s) may not be available to respond to questions during the makeup test/exam. Students should be aware that the make-up test/exam will not necessarily be in the same format, be of the same duration, or cover the same material as the original test/exam.

What happens if I miss a makeup assessment as a Social Science student or in a course offered by the Faculty of Social Science?

Students who miss a makeup assessment are not eligible for an additional makeup opportunity. Depending on their circumstances, they may:

1. Remain enrolled in the course and accept a grade of zero on the missed makeup assessment. Students should consult the course outline and calculate whether they can still achieve a passing grade in the course.
2. Withdraw from the course through [Student Center](#) before the [published drop deadline](#). A course dropped before the deadline will result in a withdrawal (WDN) without academic penalty. Part-time students should consult the Registrar's Office [refund schedule](#) to determine whether a tuition refund is available. Students enrolled full-time in 4.0-5.0 courses are generally not eligible for tuition refunds when a course is dropped.
3. If the published drop deadline has passed and the missed makeup assessment is supported by appropriate documentation, students may submit their documentation through the [Student Absence Portal](#) to request a **WDN (withdrawal without academic penalty)**. Approval is not automatic and remains subject to Faculty review. Requests for a second makeup assessment will not be considered.

Students are encouraged to carefully consider their ability to complete a makeup assessment as scheduled, as no further opportunities to complete the missed work will be available.

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 Advising Office.

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.

Guidelines for Grades/Marks: The Department of Sociology has grade distribution guidelines that all instructors are expected to follow. Generally, and with few exceptions, this means that the number of A's in a course cannot exceed the number of B's, and class means are expected to fall within a prescribed percentage range. This means that your final grade depends on your ranking relative to your peers. Courses with grades falling outside this range may be adjusted, up or down. These guidelines do not prohibit a student achieving 95% or higher in all their courses, but it does mean that an entire course cannot be made up of students receiving 95%. This policy combats grade inflation, contributing to higher standards, and ensuring uniformity across all courses of the same level. Motivated and hard-working students receive grades well above the course averages. The use of grade guidelines, including any adjustments of grades, either up or down for this purpose, cannot be used as the basis of an appeal.

Sociology 1000-Level

A's not to exceed B's

Means in the range of 68-72%

Sociology 2000-Level

A's not to exceed B's

Means in the range of 70-75%

Sociology 3000-Level

Means in the range of 73-80%

Sociology 4000-Level

Means in the range of 78-82%

Support Services:

- **Office of the Registrar Services** <http://www.registrar.uwo.ca>
- **Faculty Academic Advising** - Please visit your Home Faculty Academic advising webpage for information regarding adding/dropping courses, important dates, academic considerations for absences, appeals, exam conflicts, and many other academic related matters
https://registrar.uwo.ca/faculty_academic_counselling.html .
- **USC services** – information available regarding student health/dental plan, LTC bus pass, food support services, Peer support Centre etc <http://westernusc.ca/services/> .
- **Mental health** – Students who are in emotional/mental distress should refer to [Mental Health@Western](#) <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

- **Health & Wellness Services** – Registered part-time and full-time students can book a physical health appointment at <https://www.uwo.ca/health/shs/index.html>.
- **Accessible Education** provides support and services to students with disabilities at Western, in all programs and faculties. 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.
- **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 or has gone through these traumatic events. If you are experiencing or have experience GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts on the Wellness and Wellbeing website <https://www.uwo.ca/health/gbsv/index.html>. To connect with a case manager or set up an appointment, please contact support@uwo.ca.
- **Western Libraries** – Visit the many library locations on campus. Western Libraries provide access to material in physical and digital formats <https://www.lib.uwo.ca/catalogue/index.html>. Research support is also available <https://www.lib.uwo.ca/research/index.html>.
- **Writing Support Centre** – Online writing resources, writing support and writing modules are available to undergraduate students <https://writing.uwo.ca/undergrads/>.
- **Bookstore:** Search for Textbook/course material availability and cost <https://bookstore.uwo.ca/course-materials-textbooks/course-materials-and-textbooks>.