



BRESCIA UNIVERSITY COLLEGE

Family Studies 2225 (530): Immigration and New Canadian Families
September 2013 – April 2014

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Office hours:
Mon 2-3PM
Or by appointment

Class time/room: Wed 10:30AM – 1:30PM/ BR153

CALENDAR DESCRIPTION

This course examines family practices cross-culturally, especially how they are affected by immigration. Many issues facing immigrant families are covered including childrearing, parenting, gender relations, ethnic identity, sociocultural adaptation and immigration and settlement. Immigration history, policies, and settlement programs related to families in Canada will be examined. 1.0 course.

COURSE INTRODUCTION

This course provides an opportunity for students to examine family practices from an immigration and cross-cultural perspective. The first term will introduce migration theories and migration patterns and trends in the global setting. Case studies of immigration in different parts of the world and transnational family practices will be presented to promote an understanding of immigration processes and its effect on the family, gender relations and childrearing practices. The second term will examine settlement experiences of immigrants/refugees and their families in the Canadian context. Issues to be examined include parenting, identity retention/reconstruction, family communication, religion, access to housing and gender relations. Implications for immigration policy and social services and programs that help immigrants to settle in the new country will also be addressed.

COURSE OBJECTIVES

Upon completion of this course, students will be able to

- gain an understanding of the sociocultural and economic factors contributing to human migration in a global setting;
- acquire knowledge of major migration models/theories and related concepts/terms as well as issues that address race, ethnicity, and cultural diversity
- be familiar with immigration policies and legislation in Canada's history.
- appreciate family migration experience and how such experience influences family relations and gender role performances in settlement;
- recognize cultural diversity in family practices and major barriers and difficulties facing immigrant families in the process of integration into mainstream society

- gain familiarity with settlement services/programs provided for immigrants and their families in the Canadian context
- gain critical thinking skills through readings and class discussion

COURSE PREREQUISITES

Family studies 1020 or permission of the instructor.

REQUIRED READINGS

A Custom Course Book prepared by Dr. Wei-Wei Da will be available for purchase in the university bookstore and will also be placed on reserve in the BUC library.

METHODS OF INSTRUCTION

Teaching methods include lecturing, class discussion, group presentation, in-class exercises, and videos.

COURSE MANAGEMENT POLICY

The course involves a large commitment of student participation and reading on your own. You are advised to attend to every lecture and view every media presentation, and participate in all class activities. Missed lectures and any material given in class are the responsibility of the student.

Late submission of an assignment by due date/time will result in 0.5% deduction of the assignment's weight for each day beyond the deadline except your request for academic accommodation is granted in light of the academic accommodation policy (See the attached BUC policies and regulations).

There will not be any make-up examinations nor extra work for the purpose of improving grades.

Changes in information that appear in this course outline will be discussed in class prior to being implemented.

COURSE ASSIGNMENTS AND EVALUATION

<u>Assignments</u>	<u>Weight</u>
Group presentation	15%
Reflection papers 10% X2	20%
Midterm exam	30%
Final exam (Not accumulative)	35%

Group Presentation - 15%

Students will be assigned randomly to small groups (3-4 members) to prepare a cultural profile of an immigrant group in Canada and present it in the class. A detailed guideline for group presentation will be provided to students.

Reflection papers - 20% (10% each)

Students are required to write **two reflection papers** (4 pages for each) on any two weeks' readings of your choice, one from each term. A hard copy of the paper is **due in class** of that week of the reading. Specific requirements for this assignment will be provided to students.

Midterm Exam - 30%

The format of midterm exam will be multiple choices/true-false, and short-answer questions. You will be tested on readings, lectures, videos and group presentations of the **1st term**.

Final Exam - 35%

The format of final exam will be multiple choices/true-false, and short-answer questions. You will be tested on readings, lectures, videos and group presentations of the **2nd term**.

COURSE SCHEDULE

1st Term

Date	Topic	Readings
Sept 11	• Introduction	Immigration & Ethnocultural Diversity in Canada - 2011 Census (See the reading in the owl)
18	Understanding Human Migration	Castles, S. and Miller, M.J. (2009, 4 th Ed.). Chapter 4: International Migration before 1945.
25		Castles, S. and Miller, M.J. (2009, 4 th Ed.). Chapter 5: Migration to Europe, North America and Oceanic since 1945.
Oct 2	Immigration to the USA	Florence L. et al. (2003). Immigration to the United States: The Dream and the Reality.
9	Immigration to Canada	Reitz, J. (2004). Canada: Immigration and nation-building in the transition to a knowledge economy.
16	Immigration to Australia	Rump, Eric E. (2003). Migration to Australia.
23	Migration in Africa	Pelser, Andre J. (2003). Migration in South Africa: A Profile of Patterns, Trends, and Impacts.
30	Immigration to Europe	Predelli, L. N. (2008). Religion, Citizenship and Participation: A case study of immigrant Muslim women in Norwegian Mosques.
Nov 6	Transnational living	Lewellen, Ted. C. (2002). Chapter 7 Transnationalism: Living Across Borders. Da, W. W. (2003). Transnational Grandparenting: Child care arrangements among migrants from the People's Republic of China to Australia.
13	Transnational childhood	Orellana, M.F. et al. (2001). Transnational childhoods: The participation of children in processes of family migration.
20	Care crisis	Parrenas, R. S. (2003). The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy.
27	Dynamics of gender Roles	Gamburd, M. (2003). Breadwinner No More.
Dec 4	Review	
	Midterm exam	To be scheduled by Registrar's Office

Second Term

Date	Topic	Readings
Jan 8	Ethnic families in Canada	Albanese, P. (2005). Ethnic Families
15	Race/Gender/Class	Calliste, A. (2003). Black families in Canada: Exploring the interconnections of race, class and gender.
22	Refugee families	Gilad, Lisa. (1990). Refugees in Newfoundland: Families after flight.
29	Intermarriage & Identity Retention	Kaprielian-Churchill, I. (2004). Odars and ‘Others’: Intermarriage and the Retention of Armenian Ethnic Identity.
Feb 5	Parenting & social support networks	Ali, M. (2005). Diminishing capacity of newcomer parents in Canada.
12	Family Communication	Usita, P. M. & Blieszne, R. (2002). Immigrant family strengths: Meeting communication challenges.
17	Reading Week	
26	Cultural differences	Hassan, G., C. Rousseau, T. Measham, and M. Lashley. (2008). Caribbean and Filipino adolescents’ and parents’ perceptions of parental authority, physical punishment, and cultural values and their relation to migratory characteristics.
Mar 5	Educational attainments of Immigrant children	Abada, T, Hou, F. and Ram, B. (2009). Ethnic differences in educational attainment among the children of Canadian immigrants
12	Refugees and Access to Housing	Murdie, R. A. (2005). Pathways to Housing: The experiences of sponsored refugees and refugee claimants in accessing permanent housing in Toronto.
19	Religion and integration	Reitz, J. G. et al. (2009) Race, religion, and the social integration of new immigrant minorities in Canada.
26	Prejudice & Racism	Isajiw, W. W. (1999). Prejudice & Racism.
Apr 2	Social Inclusion Review	Omidvar, R. & Richmond, T. (2003) Immigrant Settlement and Social Inclusion in Canada. Laidlaw Foundation.
	Exam	To be scheduled by Registrar’s Office

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2013/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic

Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage 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 academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

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 The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

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. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This 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.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.