



**BRESCIA UNIVERSITY COLLEGE**

Family Studies 2225 (530): Immigration and New Canadian Families  
September 2016 – April 2017

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Office hours:  
Mon 1-2 PM; Wed 10-11 AM  
Or by appointment

Class time/room: Mon 11:30 AM -12:30 PM; Wed 11:30 AM -1:30PM/ BR18

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**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 LEARNING OUTCOMES**

Upon completion of this course, students will be expected

- to gain a better understanding of how socio-cultural, political and economic forces contribute to human migration around the world and current trends in migration movements
- to acquire knowledge of major classical/contemporary migration theories/models, as well as related concepts/terms that are relevant to course material
- to be familiar with immigration policies and legislation in the Canadian context and they affect family practices among immigrants
- to appreciate family migration experience and gain an understanding of how immigrant families differ from native Canadian families (Inquiry & Analysis)

- to recognize cultural diversity and major barriers/difficulties as well as discrimination facing immigrant individuals and their families in the process of integration into mainstream society (Inquiry & Analysis)
- to gain familiarity with relevant settlement services/programs provided for immigrants and their families, and demonstrate the ability to evaluate the accessibility of these services to immigrant families (Critical Thinking)
- to demonstrates independent and reflective points of view over course material (Social Awareness and Engagement)

## **COURSE PREREQUISITES**

Family studies 1000-level course, 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.

Additional required readings are available online. Details are provided below on the weekly schedule.

## **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.**

## **COURSE ASSIGNMENTS AND EVALUATION**

<u>Assignments</u>	<u>Weight</u>
Group presentation	20%
Reflection papers 15% X 2	30%
Midterm exam	20%
Final exam (non-accumulative)	30%

### Group Presentation - 20%

Students will form small groups to prepare a culture profile of an immigrant group in Canada and present it in the class. A detailed guideline for group presentation will be provided to students at the beginning of the course.

### Reflection papers – 30% (15% X 2)

Students are required to write two **reflection papers** (about 3pages) on any two weeks' readings of your choice, one from each term. The 1<sup>st</sup> reflection paper is due **on November 2, 2016**, and the 2<sup>nd</sup> paper is due **on March 1, 2017**. A handout for this assignment will be provided to students.

### Midterm Exam - 20%

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 **1<sup>st</sup> term**.

### Final Exam - 30%

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 **2<sup>nd</sup> term**.

## COURSE SCHEDULE

### 1<sup>st</sup> Term Sept - Dec 2016

Date	Topic	Readings
Sept 12, 14	<ul style="list-style-type: none"><li>• Introduction</li><li>• Facts &amp; Figures</li></ul>	<ul style="list-style-type: none"><li>• Introduction</li><li>• Immigration &amp; Ethnocultural Diversity in Canada - 2011 Census (See the reading link in the owl)</li></ul>
19, 21	<ul style="list-style-type: none"><li>• Understanding Human Migration</li></ul>	<ul style="list-style-type: none"><li>• Castles, S. and Miller, M.J. (2009, 4<sup>th</sup> Ed.). International Migration before 1945.</li></ul>
26, 28	<ul style="list-style-type: none"><li>• Understanding Human Migration</li></ul>	<ul style="list-style-type: none"><li>• Castles, S. and Miller, M.J. (2009, 4<sup>th</sup> Ed.). Migration to Europe, North America and Oceanic since 1945.</li></ul>
Oct 3, 5	<ul style="list-style-type: none"><li>• Immigration to the USA</li></ul>	<ul style="list-style-type: none"><li>• Florence L. et al. (2003). Immigration to the United States: The Dream and the Reality.</li></ul>
12	<ul style="list-style-type: none"><li>• Immigration to Canada</li></ul>	<ul style="list-style-type: none"><li>• Reitz, J. (2004). Canada: Immigration and nation-building in the transition to a knowledge economy - I</li></ul>
17, 19	<ul style="list-style-type: none"><li>• Immigration to Australia</li></ul>	<ul style="list-style-type: none"><li>• Reitz, J. (2004). Canada: Immigration and nation-building in the transition to a knowledge economy - II</li><li>• Rump, Eric E. (2003). Migration to Australia</li></ul>
24, 26	<ul style="list-style-type: none"><li>• Migration in Africa</li></ul>	<ul style="list-style-type: none"><li>• Pelsler, Andre J. (2003). Migration in South Africa: A Profile of Patterns, Trends, and Impacts.</li></ul>
<b>27, 28</b>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• <b>Fall Break</b></li></ul>

31, Nov 2	<ul style="list-style-type: none"> <li>Immigration to Europe - Arab and Muslim migration</li> </ul>	<ul style="list-style-type: none"> <li>Predelli, L. N. (2008). Religion, Citizenship and Participation: A case study of immigrant Muslim women in Norwegian Mosques.</li> <li><b>1<sup>st</sup> reflection paper due in class</b></li> </ul>
7, 9	<ul style="list-style-type: none"> <li>Transnational living</li> </ul>	<ul style="list-style-type: none"> <li>Lewellen, T. C. (2002). Transnationalism: Living Across Borders.</li> </ul>
14, 16	<ul style="list-style-type: none"> <li>Transnational grandparenting</li> <li>Transnational childhood</li> </ul>	<ul style="list-style-type: none"> <li>Da, W. W. (2003). Transnational Grandparenting: Child care arrangements among migrants from the People's Republic of China to Australia.</li> <li>Orellana, M.F. et al. (2001). Transnational childhoods: The participation of children in processes of family migration.</li> </ul>
21, 23	<ul style="list-style-type: none"> <li>Care crisis</li> </ul>	<ul style="list-style-type: none"> <li>Parrenas, R. S. (2003). The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy.</li> </ul>
28, 30	<ul style="list-style-type: none"> <li>Children of immigrant families</li> </ul>	<ul style="list-style-type: none"> <li>Margie K. Shields and Richard E. Behrman. (2004) Children of Immigrant Families: Analysis and Recommendations (Posted in owl)</li> </ul>
Dec 5, 7	<ul style="list-style-type: none"> <li>Dynamics of gender Roles</li> </ul>	<ul style="list-style-type: none"> <li>Gamburd, M. (2003). Breadwinner No More.</li> <li>Review</li> </ul>
	Midterm exam	<ul style="list-style-type: none"> <li>To be scheduled by Registrar's Office</li> </ul>

### 2<sup>nd</sup> Term Jan - Apr, 2017

Date	Topic	Readings
Jan 9, 11	<ul style="list-style-type: none"> <li>Ethnic families</li> </ul>	<ul style="list-style-type: none"> <li>Albanese, P. (2005). Ethnic Families</li> </ul>
16, 18	<ul style="list-style-type: none"> <li>Race/Gender/Class</li> </ul>	<ul style="list-style-type: none"> <li>Calliste, A. (2003). Black families in Canada: Exploring the interconnections of race, class and gender.</li> </ul>
23, 25	<ul style="list-style-type: none"> <li>Refugee policy and refugee families</li> </ul>	<ul style="list-style-type: none"> <li>Gilad, Lisa. (1990). Refugees in Newfoundland: Families after flight.</li> </ul>
30 Feb. 1	<ul style="list-style-type: none"> <li>Intermarriage &amp; Identity Retention</li> </ul>	<ul style="list-style-type: none"> <li>Kaprielian-Churchill, I. (2004). Odars and 'Others': Intermarriage and the Retention of Armenian Ethnic Identity.</li> </ul>
6, 8	<ul style="list-style-type: none"> <li>Parenting &amp; social support networks</li> </ul>	<ul style="list-style-type: none"> <li>Ali, M. (2005). Diminishing capacity of newcomer parents in Canada</li> <li>Landale, Nancy S, Kevin J. A. Thomas, and Jennifer Van Hook (2011). The Living Arrangements of Children of Immigrants (Posted in owl)</li> </ul>
13, 15	<ul style="list-style-type: none"> <li>Family</li> </ul>	<ul style="list-style-type: none"> <li>Usita, P. M. &amp; Blieszne, R. (2002). Immigrant family strengths:</li> </ul>

	Communication and intergenerational relations	Meeting communication challenges.
20-22	<b>Family Day &amp; Reading Week</b>	
27 Mar 1	<ul style="list-style-type: none"> <li>• Cultural differences</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• <b>2<sup>nd</sup> reflection paper due in class</b></li> </ul>
6, 8	<ul style="list-style-type: none"> <li>• Educational attainments of Immigrant children</li> </ul>	<ul style="list-style-type: none"> <li>• Abada, T, Hou, F. and Ram, B. (2009). Ethnic differences in educational attainment among the children of Canadian immigrants</li> </ul>
13, 15	<ul style="list-style-type: none"> <li>• Refugees and Access to Housing</li> </ul>	<ul style="list-style-type: none"> <li>• Murdie, R. A. (2005). Pathways to Housing: The experiences of sponsored refugees and refugee claimants in accessing permanent housing in Toronto.</li> </ul>
20, 22	<ul style="list-style-type: none"> <li>• Religion and integration</li> </ul>	<ul style="list-style-type: none"> <li>• Reitz, J. G. et al. (2009) Race, religion, and the social integration of new immigrant minorities in Canada.</li> </ul>
27, 29	<ul style="list-style-type: none"> <li>• Prejudice &amp; Racism</li> </ul>	<ul style="list-style-type: none"> <li>• Isajiw, W. W. (1999). Prejudice &amp; Racism.</li> </ul>
3 Apr 5	<ul style="list-style-type: none"> <li>• Social Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Omidvar, R. &amp; Richmond, T. (2003) Immigrant Settlement and Social Inclusion in Canada. Laidlaw Foundation.</li> <li>• Review</li> </ul>
Apr	Final exam	To be scheduled by Registrar's Office

## 2016-17 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 for illness 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. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming 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 from: <http://www.westerncalendar.uwo.ca/2016/pg117.html> 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.

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 policy on requesting accommodation due to illness can be viewed at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf)

#### 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](http://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 (<http://www.westerncalendar.uwo.ca/2016/pg130.html> )

#### 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

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:

<http://www.westerncalendar.uwo.ca/2016/pg113.html>

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 Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (

<http://www.westerncalendar.uwo.ca/2016/pg112.html> )

## 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 prerequisite(s).

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://brescia.uwo.ca/academics/registrar-services/>. 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://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/) for information including a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.