



BRESCIA UNIVERSITY COLLEGE

**Family Studies 2225 (530): Immigration and the Family Experience
2011 – 12**

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Office hours:
Wed 10-11 AM; Thu 2-3 PM
Or by appointment

Class time/room: Friday 8:30 – 11:30 AM/ BR135

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 focus on the major migration theories/models, concepts, and issues that arise from contemporary immigration studies. Case studies of immigrants to Canada and to other parts of the world will be presented to promote an understanding of immigration processes and its effect on family life and childrearing practices. The second term will examine family settlement experiences, identity reconstruction, family relations, language, housing and acculturation in the Canadian context. Differences in values and expectations of immigrants with diverse cultural backgrounds, and related family sources/programs and government settlement policies will be examined.

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 will result in 1% deduction of total assignment's value 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).

Students who fail to appear for an examination at the time set in the timetable will not be allowed to write the examination paper thus missed. **There will not be any make-up examinations nor extra work for the purpose of improving grades.**

The classroom is a place where we share views with each others. Many sensitive issues may arise during class discussion, therefore, it is incumbent that each student respect their classmates during discussion times.

I much prefer to talk with students in person than to exchange lengthy e-mails on questions regarding course materials and lecture notes and the like. All e-mails will be responded within two days.

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%
Mid 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 written description of the presentation materials is required to submit to instructor **one day** prior to the scheduled date of presentation. Students are encouraged to use a variety of ways to present their work. A detailed guideline for group presentation will be provided at the beginning of the term. Group presentation should be completed **before March 23, 2012**.

Reflection papers - 20% (10% each)

Students are required to write **two reflection papers** (4-5 pages for each) on any two weeks' readings of your choice, one from each term. The reflection paper should include: (1) a summary of the reading (no more than two pages); (2) your opinions and discussion of the issues arisen from the reading. Critical thinking is encouraged. A handout for this assignment will be provided to students at the beginning of the course.

*All written work should conform to the standards set out in the *Publication of Manual of the American Psychological Association (APA)*. It should be typed, double spaced, and paginated, and font size 12 points. A cover page is required which should include course title, instructor, student's name and ID number and due date.

Midterm Exam - 30%

The format of midterm exam will be multiple choices/true-false questions 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

First Term

Date	Topic	Readings
Sept 9	<ul style="list-style-type: none"> Introduction Canada's Ethnocultural Mosaic 	Statistics Canada (2008). Canada's Ethnocultural Mosaic, 2006 Census. Online reading pp. 5-36. http://dsp-psd.pwgsc.gc.ca/collections/collection_2010/statcan/CS97-562-2006-1-eng.pdf
Sept 16	<ul style="list-style-type: none"> Understanding Human Migration 	Marsella, A. J. and Ring, E. (2003). Human Migration and Immigration: An Overview.
Sept 23	<ul style="list-style-type: none"> Immigration Theories 	Castles, S. and Miller, M.J. (2009, 4 th Ed.). Chapter 5: Migration to Europe, North America and Oceanic since 1945.
Sept 30	<ul style="list-style-type: none"> Globalization and social change 	Ben-Rafael, Eliezer. (2006). Globalization from a sociological angle.
Oct 7	<ul style="list-style-type: none"> Immigration History & Policy in Canada Video: Pier 21 	Reitz, J. (2004). "Canada: Immigration and nation-building in the transition to a knowledge economy."
Oct 14	<ul style="list-style-type: none"> Ethnic Families Video: Underground Railroad 	Albanese, P. (2005). Ethnic Families In M. Baker (Ed.) <i>Families: The changing trends in Canada</i> (pp. 125-141). Toronto: McGraw Hill.
Oct 21	<ul style="list-style-type: none"> Latin American families to Australia 	Amezquita, L.; Rocio Amezquita and Renzo Vittorino. (1995). Latin American Families in Australia.
Oct 28	<ul style="list-style-type: none"> Immigrants to Europe Video: Strangers at the gate 	Ryan, Louise, Rosemary Sales, Mary Tilki and Bernadetta Siara. (2009). Family strategies and transnational migration: Recent Polish migrants in London.
Nov 4	<ul style="list-style-type: none"> Care crisis 	Parrenas, R. S. (2003). The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy.
Nov 11	<ul style="list-style-type: none"> Transnational grandparenting 	Da, W. W. (2003). Transnational Grandparenting: Child care arrangements among migrants from the People's Republic of China to Australia.
Nov 18	<ul style="list-style-type: none"> Transnational childhood 	Orellana, M.F., Throne, B., Chee, A, and Lam, W.S.E. (2001). Transnational childhoods: The participation of children in processes of family migration.
Nov 25	<ul style="list-style-type: none"> Dynamics of Gender Roles 	Gamburd, M. (2003). Breadwinner No More.
Dec 2	<ul style="list-style-type: none"> Myth of Family Stability Review 	Settles, B. H. (1993). The Illusion of Stability in Family Life: The Reality of Change and Mobility.
Dec 10-21	<ul style="list-style-type: none"> Exam period 	

Second Term

Date	Topic	Readings
Jan	<ul style="list-style-type: none"> Social support 	Rose, Damaris, Carrasco, P. & Charboneau, J. (1998). The Role

13	<ul style="list-style-type: none"> networks Video: A new life in a new land - I 	of "Weak Ties" in the Settlement Experiences of Immigrant Women with Young Children: The Case of Central Americans in Montreal.
Jan 20	<ul style="list-style-type: none"> Parenting Video: A new life in a new land - II 	Ali, M. (2005). Diminishing capacity of newcomer parents in Canada.
Jan 27	<ul style="list-style-type: none"> Refugee families in Newfoundland 	Gilad, Lisa. (1990). Refugees in Newfoundland: Families after flight.
Feb 3	<ul style="list-style-type: none"> Intermarriage & Identity Retention 	Kaprielian-Churchill, I. (2004). Odars and 'Others': Intermarriage and the Retention of Armenian Ethnic Identity.
Feb 10	<ul style="list-style-type: none"> Cultural differences Video: A new life in a new land - III 	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.
Feb 17	<ul style="list-style-type: none"> Family Communication 	Usita, P. M. & Blieszne, R. (2002). Immigrant family strengths: Meeting communication challenges.
Feb 20	Reading Week	
Mar 2	<ul style="list-style-type: none"> Race/Gender/Class Video: Black Mother Black Daughter 	Calliste, A. (2003). Black families in Canada: Exploring the interconnections of race, class and gender.
Mar 9	<ul style="list-style-type: none"> Educational attainments of Immigrant children 	Boyd, Monica. (2002). Educational attainments of immigrant offspring: Success or segmented assimilation?
Mar 16	<ul style="list-style-type: none"> 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.
Mar 23	<ul style="list-style-type: none"> Religion and ethnicity 	Biles, John and Humera Ibrahim. (2005). Religion and public policy: Immigration, citizenship, and multiculturalism – Guess who's coming dinner?
Mar 30	<ul style="list-style-type: none"> Prejudice & Racism 	Isajiw, W. W. (1999). <i>Understanding Diversity: Ethnicity and race in the Canadian context</i> (pp. 143-153).
Apr 6	<ul style="list-style-type: none"> Social Inclusion Review 	Omidvar, R. & Richmond, T. (2003) Immigrant Settlement and Social Inclusion in Canada. Laidlaw Foundation.
Apr 14-30	<ul style="list-style-type: none"> Exam period 	

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.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is **required**. To download an SMC go to <https://studentservices.uwo.ca/secure/index.cfm> and follow the link under "Medical Documentation". Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, 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** considered 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/2011/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 University of Western Ontario Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>

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.