



Western HealthSciences

Course Outline – FSHD 2220B Immigrant and Refugee Families

I recognize with respect that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. I acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and I accept responsibility as a member of a public institution to contribute toward revealing and correcting miseducation and inequalities.

--Dr. Descartes

General Information

Course #:	FSHD2220B
Section #:	001
Term:	Winter
Year:	2025
Delivery:	In person

Instructor Information

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Office hours:	By appointment, on zoom or in person

Course Description

This course focuses on visible minority immigrant, refugee, and asylum-seeker families, examining challenges and factors that facilitate or hinder them in the process of settlement and integration into Canadian society. Immigration policies, settlement programs and current human service practices with vulnerable immigrant and refugee families will also be discussed.

Prerequisite

Any Family Studies and Human Development 1000-level course or permission of the instructor.

Required Course Materials

All of the required readings for this course are from the library or Open Educational Resources, i.e., there is no charge. The readings can be done online or downloaded.

Ballard, J., Wieling, E., Solheim, C., & Dwanyen, L. (Eds.) (2021). *Immigrant and refugee families, 2nd Ed.* University of Minnesota. [Immigrant and Refugee Families, 2nd Ed. – Open Textbook \(umn.edu\)](https://openstax.org/r/immigrant-and-refugee-families)

Melnyk, G., & Parker, C. (2021). *Finding refuge in Canada: Narratives of dislocation.* AU Press. [Finding Refuge in Canada | Athabasca University Press | Athabasca University Press \(aupress.ca\)](https://aupress.ca/) Online and PDF options.

Ross, D. (Ed.). (2019). *Confronting Canadian migration history.* Active History. [Confronting Canadian Migration History \(ecampusontario.ca\)](https://ecampusontario.ca/confronting-canadian-migration-history) You will need to create a free account.

Zipfel, S., Pfaltz, M. C., Zipfel, S., Pfaltz, M. C., & Schnyder, U. (2019). *Refugee mental health.* Frontiers Media SA. https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045267525905163

Optional Course Materials

Allahdua, G. (2023). *Harvesting freedom: The life of a migrant worker in Canada.* Between the Lines Books.

Murray, D. A. B. (2015). *Real queer?: Sexual orientation and gender identity refugees in the Canadian refugee apparatus.* Rowman & Littlefield. https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044440009005163

Sharma, N. (2018). *Home economics: Nationalism and the making of 'migrant workers' in Canada.* University of Toronto Press. https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/v6pq4a/alma991044412770205163

Simich, L., & Andermann, L. (Eds.) (2014). *Refuge and resilience: Promoting resilience and mental health among resettled refugees and forced migrants.* https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/v6pq4a/alma991044367600705163

Villegas, P. E. (2020). *North of El Norte: Illegal Mexican migrants in Canada.* UBC Press.

Learning Outcomes

It is expected by the end of this course that:

1. Students will recognize and be able to discuss the major factors affecting people's decisions regarding migration to Canada.
2. Students will recognize and be able to discuss some of the major transitions involved in migration.
3. Students will demonstrate that they are able to consider current issues in migration to Canada in the context of factors including political, economic, health, and social.
4. Students will show proficiency in communication skills.

Teaching Methodology and Expectations of Students

This course relies upon student engagement with the assigned readings and completion of assignments. The length and complexity of readings vary by week.

Trigger warning: many materials in this class (readings, videos, etc.) refer to disturbing events. They include but are not limited to war, death, torture, and violence, including sexual violence.

Use of Generative AI

AI is allowed for selected assessments. You may choose to use generative AI tools as you work through those assignments; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how they were incorporated into the submitted work. You are ultimately accountable for the work you submit. My own experience with marking generative AI-assisted assignments has been unsatisfactory: the assignments tend to be vague and contain false/limited references, so I don't recommend using it.

Copyright and Intellectual Property

Lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Evaluation

There is no final exam in this course.

Weekly quiz There will be a quiz on each week's readings. Quizzes will start no later than 9 p.m. You will have up to 15 minutes. Time accommodations will be included. The format may include multiple choice, matching, true/false, or short answer. Quizzes are on the prior week's material. There are 10 quizzes total, and 2 marks including zeroes and/or missed quizzes, will be dropped. As such, there will be no accommodation for quizzes. 8 quizzes will go toward the final mark, 5% each, for a total of 40%. AI and collaboration are not allowed.

Case study paper There are case studies in *Immigrant and Refugee Families*, at the end of each chapter. Choose one and use the discussion questions as a framework for a five page paper (excluding title and reference pages). You do not have to use all of the discussion questions for your paper. You can use discussion questions as subheadings to help you organize your material, plus “Introduction” and “Conclusion” and “References,” etc. Your paper should include a formal APA cover page, TNR size 12 font, left align, pagination, double spaced. You should have an introductory paragraph that says what you will do in the paper, and a concluding paragraph that says what you did in the paper. Those two paragraphs will overlap but shouldn’t be identical. This will go through Brightspace Turnitin under Assignments, so please do your citations. Grammar and clarity count. You will pick your own deadline but the last day to turn it in is Apr. 4, 11 p.m. There is a three day grace period for your deadline. As such, there is no academic accommodation for this assignment. 25%.

Presentation You will present informative summaries of a chapter in one of the optional course readings. Signups in second week of class. You will have 10 minutes to tell us about the chapter. If a student is not able to present, documentation and accommodation is required and an alternate presentation date will be assigned. 20%.

Participation Regular, informed participation in class. One mark will be assigned by the professor at the end of the term, but students may check in through the term to discuss this mark. 15%.

Evaluation Breakdown

Component (and component location)	Weight	Date/ Deadline	Learning Outcome
Quizzes	40%	10 weekly quizzes on the readings, with lowest 2 scores dropped. As such, there is no academic accommodation for this component. Quizzes are on the <u>prior</u> week's material. 5% each, for a total of 40%. No collaboration or AI is allowed. The format may be mixed and 15 minutes are allowed for each quiz. Quizzes start no later than 9 p.m.	1, 2, 3, 4
Case study paper	25%	You will choose and commit to your own deadline and then there is a three day grace period. As such there is no academic accommodation for this assignment. The last day to turn in this assignment is April 4 at 11 p.m. AI is allowed with documentation.	1, 2, 3, 4
Presentation	20%	Signups will be in the second week of class. If a student is not able to present, documentation and accommodation is required and an alternate presentation date will be assigned. AI is allowed with documentation.	1, 2, 3, 4
Participation	15%	Regular, informed participation in class.	1, 2, 3, 4

Course Content

Weekly Organizer:

Class/ Topic	Date	Description	Assignments and/or Readings Due
1	Jan. 7	Introduction	Read: Syllabus.
2	Jan. 14	Current policy	Confronting Canadian Migration History Chapter 7, Finding Refuge Introduction, Chapter 1 Signups for presentations
3	Jan. 21	Context for migration	Finding Refuge Chapter 2, Chapter 3, Chapter 4, Chapter 5 Quiz 1
4	Jan. 28	Historical perspectives	Confronting Canadian Migration History Chapter 1, 2, 3, 5, 8 Quiz 2
5	Feb. 4	Discrimination and xenophobia	Confronting Canadian Migration History Chapter 11, 12, 14, 15 Quiz 3
6	Feb. 11	Economics and Education	Immigrant and Refugee Families Chapter 4, Finding Refuge Chapter 10, Chapter 14 Quiz 4
	Feb. 15-23	Reading week	
7	Feb. 25	Challenges	Immigrant and Refugee Families Chapter 6, Chapter 7, Rasmi, S. (2014). https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UW/O/t54l2v/cdi_proquest_miscellaneous_1718064681 Quiz 5
8	Mar. 4	Health	Confronting Canadian Migration History Chapter 9, 10, Woodgate, R. L., et al., (2017). https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UW/O/t54l2v/cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_5223444 Quiz 6
9	Mar. 11	Mental health	Immigrant and Refugee Families Chapter 5, Refugee Mental Health Chapter 1 part 1, Chapter 3 part 3 Quiz 7
10	Mar. 18	Settlement	Immigrant and Refugee Families Chapter 9, Finding Refuge Chapter 12, 14, Finding Refuge Chapter 11

			Quiz 8
11	Mar. 25	Resilience	Immigrant and Refugee Families Chapter 8, Finding Refuge Chapter 2, Afterword Quiz 9
12	Apr. 1	Lived experiences	Speaker panel Quiz 10

FHS Common Course Outline Attachment

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

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.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Absence from Course Commitments

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 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 elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

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 syllabus. 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.

Accommodation for Religious Holidays

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.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Academic 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 website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from

another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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 (www.turnitin.com).

Use of Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice 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.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#)

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or**

with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.

During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on 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

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses)