Course Description

Changes in Canada's immigration policy in the past four decades have altered the sources of immigration, and consequently Canada's ethnic composition. More and more immigrants are coming from non-European countries, with cultural, religious, and political backgrounds different from those of the mainstream Canadians. These changes have resulted in greater diversity among the clients served by social service agencies. The aim of this course is to examine Canada’s immigration policy as well as resettlement and integration of immigrants into Canadian society.

The first part of this course introduces students to debates on immigration policy; the causes and consequences of international migration; and the determinants of immigration policy. Immigration policies are regulatory mechanisms that determine who can come into a country and on what terms. The examination of Canada's selection of immigrants and refugees illustrates the influence of economic, political, race, ethnicity, class, gender, age, sexual orientation, and international considerations. The study of Canadian immigration policies in relation to different groups such as domestic workers, business immigrants, and refugees provides insights into these prevailing concerns and values.

The second part the course will examine difficulties experienced by immigrants in their strive to resettle and integrate into the Canadian society; the needs and experiences of immigrant and refugee groups (such as women, children, elderly, and survivors of war and torture); and the role and activities of service agencies and service providers.
Prerequisite
Third-Year Honour standing, Social Work 52.100 or 52.300 (which may be taken concurrently) or with permission of the School.

Course Evaluation
Course evaluation will be based on students' attendance and active participation in class discussions (5%), critical reviews (10%), short paper (30%), and a term paper (55%).

I) Class Attendance and Participation (5%)
Since this class is organized in an interactive format, students are expected to attend classes regularly, do the assigned readings, identify issues for class discussion, and actively participate in discussion.

* Students will lose one mark per each class that they miss. They will lose all 5 marks if they miss five classes, except in exceptional circumstances such as the death in the family or the student’s illness. In the event of illness, student must provide a medical certificate.

* Students who miss more than five classes will have two marks taken from their final grade for each additional class missed.

II) Critical Reviews (10%) (Due Jan 29, 2013)
Students choose one of the course readings of class 5, 6, or 7 for review. In their own words, students will: (1) describe the purpose of each selected text (or what precisely the author intends to examine); (2) identify and define key concepts and theories used in the text; (3) report the key findings and conclusions; and (4) provide a critical evaluation of the text (e.g., discuss the relevance of the topic for the social work profession; explain the basis of their agreement or disagreement with the text argument).

* The review must be typed, and not more than 4 double-spaced pages, with font 12

* There is a penalty of 1 mark per day from final grade for late submission.
III) Short Paper (30%) (Due March 5, 2013)
Each student will write a short paper (7 to 10 pages) on a topic related to the theme of the course. The short paper is intended to be an application of the theories and materials studied in the course. The short paper must be typed, and cannot be more than 10 double-spaced pages with a 12-point font (including bibliography and end-notes).
* Students must use a minimum of five scholarly sources for their paper.
* There is a penalty of 1 mark per day from final grade for late submission.
* Students are expected to follow APA reference system in their paper

IV) Term Paper (55%) (Due April 2, 2013)
The essay is intended to be an application of the theories and materials studied in the course. The term paper must be typed, it can not be less than 14 pages and more than 18 double-spaced pages using a 12-point font (including bibliography and end-notes) and should be handed to me personally, left in my mailbox, or deposited in the Department Essay Box. Enclose a self-addressed envelope with sufficient postage if you wish to have your essay returned by mail. Students are advised to keep a copy of their paper.
* Students must use a minimum of ten scholarly sources for their paper
* Students are expected to follow APA reference system in their paper
* There is a penalty of 2 marks per day from final grade for late submission of the term paper.

* Some elements of the evaluation scheme may be modified.

* Students are encouraged to print their assignments double-sided and not use bindings (especially plastic).
Evaluation Criteria for the Short and Term Papers

I) Organization and Clarity  (10%)
Clarity of ideas and definitions
Citations (author(s), year, and page)
References (author(s), title, publisher, year, volume, number, and page)
References include only the material cited in the text
Structure of paper (length of paragraphs, subheadings, distribution of paper into different sections)

II) Comprehensiveness of Literature Review  (20%)

III) Presentation of the paper’s thesis, Theoretical Framework, Key Concepts, Findings (50%)
Statement of purpose/problem/thesis
Rationale and Relevance of the topic
Definition of theoretical framework and models as well as key concepts used for analysis
Presentation of the paper’s finding and conclusions
Elaboration of the argument

IV) Critical Reflections (20%)
The essay is intended to be an application of the theories and material studied in the course as well as to illustrate student’s analytical ability
 COURSE READINGS

The course readings are available in the Reserve Desk of the McOdrum Library.

CLASS 1  Introduction and Overview of the Course
Jan 8

CLASS 2  Canadian Immigration and Refugee Policy: A Review
Jan 15


CLASS 3  The Causes of, and Responses to Refugee Movement
Jan 22


CLASS 4  Theories of International Migration *(First Assignment)*

Jan 29


CLASS 5  Immigration: Gender, Race, and Class

Feb 5


CLASS 6  International Migration of Capital & Labour
Feb 12


CLASS 7  Social, Economic, and Cultural Integration (Second assignment)
Feb 26


CLASS 8  Migration and Mental Health  (Second assignment)
March 5
Strangers at the Gate. The Boat People’s First Ten Years in Canada  (pp. 54- 80)  
[FC106.I43B43]

Approaches to Caring for Newcomer Women with Mental Health Problems. In S. Guruge & E.  
Collins (Eds.). Working with Immigrant Women, Issues and Strategies for Mental Health  
Professionals (39-63). Ottawa: Centre for Addiction and Mental Health.  [HQ1453.W77]

Hyman, I. (2011). The Mental Health and Well-being of Immigrant and Refugee Women in  
Toronto: University of Toronto Press.  [RA450.3E54]

Migrant Health. In D.L.Spitzer (Ed.). Engendering Migrant Health. Canadian perspectives (23-  
39). Toronto: University of Toronto Press.  [RA450.3E54]

& B. Drozdek (Eds.), Broken Spirits. The Treatment of Traumatized Asylum Seekers, Refugees,  

CLASS 9  Migrant Children & Youth
March 12
B. Drozdek (Eds.). Broken Spirits. The Treatment of Traumatized Asylum Seekers, Refugees, War  
and Torture Victims (pp. 521-546). New York: Brunner-Routledge.  [RC552P67B76]


& M. Ungar (Eds.), Resilience in Action. Working with Youth across Cultures and Contexts.  
(pp.87-110). Toronto: University of Toronto Press.  [BF724.3.R47R46]

for Education (pp. 59-93). Toronto: University of Toronto Press.

Children. Strategies for Education (pp. 95-130). Toronto: University of Toronto Press.
CLASS 10  Migrant Women & Older Adults
March 19


CLASS 11  Assisting Immigrants and Refugees (I)
March 26


CLASS 12  Assisting Immigrants and Refugees (II)
April 2


PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- Reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original sources;
- Submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings;
- Failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- Handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final

Accommodation for Students with Disabilities

Carleton University is strongly committed to providing access and accommodation for all individuals with identified and duly assessed disabilities. The University has a Senate-approved policy on Academic Accommodation that forms part of its Human Rights Policy. This policy should be consulted for further information and is available at the front of this Calendar and online at: carleton.ca/equity. The policy promotes efforts to accommodate students with disabilities so that they will have the opportunity to meet learning objectives and be fairly evaluated in their performance. In no case, however, does academic accommodation negotiate away, lower, or remove the academic standards and learning objectives of any course or program, rule, regulation, or policy at the University.

The Paul Menton Centre for Students with Disabilities is the designated unit at the University for assisting the Carleton community in integrating persons with disabilities into all aspects of Carleton's academic and community life. The Paul Menton Centre provides assessment of academic accommodation, advises students on strategies to open a dialogue with instructors and acts as consultant, facilitator, coordinator and advocate in this area for all members of the University community.

The Paul Menton Centre provides individualized support services, based on appropriate and up to date documentation, to persons who are deaf or hard of hearing, with learning disabilities, attention deficit disorder (ADD), visual impairments, head injuries, physical disabilities
including mobility impairments, or who have psychiatric, other medical or non-visible disabilities.

Students are responsible for applying for special services by making an appointment with the appropriate coordinator at the Paul Menton Centre. All requests will be considered on the basis of individual need. Students are advised to come to the Centre early in the term to discuss service requests.

Examination accommodations for all tests and examinations (in-class, CUTV, or formally scheduled) must be arranged by specific deadline dates. Please consult the Paul Menton Centre for a list of deadlines for all examinations. Accommodation requests not made prior to the specified deadlines will not be fulfilled.

**Accommodation for Students with Religious Obligations**

Carleton University accommodates students who, due to religious obligation, must miss an examination, test, assignment deadline, laboratory, or other compulsory event. The University has a Senate-approved policy on religious accommodation that forms part of its Human Rights Policy, available at: carleton.ca/equity.

Accommodation will be worked out directly and on an individual basis between the student and the instructor(s) involved. Students should make a formal written request to the instructor(s) for alternative dates and/or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term*, or as soon as possible after a need for accommodation is known to exist, but in no case later than the penultimate week of classes in that term. Instructors will make reasonable accommodation in a way that shall avoid academic disadvantage to the student.

Students unable to reach a satisfactory arrangement with their instructor(s) should contact the Director of Equity Services. Instructors who have questions or wish to verify the nature of the religious event or practice involved should also contact this officer.