

SW 4U03 - Social Work: Immigration & Settlement

* **January 10 to April 12, 2022, Tuesdays, 11:30 a.m. – 2:20 p.m.**
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* Office: KTH- 309B
* Office hours: By appointment

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# Course Overview:

Social Work 4U03 provides an overview of the history of migration to Canada, intertwined with the racialization process. Students will learn how people arriving to Canada, from countries of the Global South are constructed before, during and after their ‘arrival’ to Canada. We will critically analyze (re)settlement and how those who have migrated are expected, from both a policy and social standpoint, to become ‘Canadian’. The course will discuss the barriers that newcomers face, with an emphasis on the design of exclusion. Throughout the course, special attention will be given to understanding the theories, research and practice with newcomers – to do so, the course will be situated within the larger context of globalization, neoliberalism and coloniality. As a social work course, practice with newcomers will be discussed, however, there will be applicability to the social sciences as a whole.

Course Objectives:

This course aims to examine the social, historical, political and global landscapes of immigration, forced displacement and identity in Canada. Students will be able:

* To support students to develop a critical understanding of citizenship, belonging and migration as lived processes impacting many areas of social work and the social sciences.
* Assess who’s in and who’s out in the discourse of migration, and why.
* To develop and use critical analysis to understand the role that migration plays in the Canadian context and at the global level, challenging commonly held assumptions. To do so: Apply concepts such as race, racialization and coloniality to migration will be used.
* To analyze migration, immigration and resettlement within the constructs of whiteness, dominance and decolonization,
* To begin to apply the above learnings to one’s own work and education

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format:

Given current context, this course has been designed to encompass both – in classroom and virtual learning via ZOOM (Synchronous and Asynchronous). Course material will be posted on Avenue to Learn (A2L). All course material will also be available on A2L through assigned readings, short, narrated lectures (when asynchronous) or videos or podcasts. When needed, Zoom links will be available on A2L we will meet synchronously/asynchronously for approximately 1/3 of the course.

You will need to be available to participate in the class online or in-classroom during the scheduled class time.

## Required Texts:

1. Available on A2L
2. Additional Suggested Readings

## Course Requirements/Assignments

|  |  |  |  |
| --- | --- | --- | --- |
| No | TYPE OF ASSIGNMENT | % of Grade | Due |
| 1 | Critical Review 4-5 media posts, blogs, newspaper, TV news, etc.  | 20% | February 8 |
| 2 | Analysis of the video “We Are Not the Other” | 20% | March 8 |
| 3 | Construct your positionality according to the colonial grid | 25% | March 22  |
| 4 | Literature review  | 35% | April 12  |

## Requirements Overview and Deadlines

1. Analysis of a media post – Due date: February 8, 2022; Worth: 20%

Students are required to *critical* review 4-5 media posts, blogs, newspaper, TV news, etc. about a particular topic related to immigration (i.e. border closures from COVID, Central American Caravans). Students are encouraged to discuss their topic with the Professor. Describe the portrayal of the events in the media and provide an analysis about how this relates to dominant discourse, frameworks, structures. Questions are:

* What are the theoretical framework being used?
	+ Explain, i.e., embedded assumptions related to the act of migration, embedded assumptions related to those who are enduring it or have endured it
* Provide a *critical* analysis of your findings
	+ Explain, i.e., dominant discourse
* Discuss implications for policy and practice
* Paper should incorporate course readings, lectures and discussions. It should be 8 pages max.
1. Analysis of the video “We Are Not the Others” (WANTO) – Due date: March 8; Worth: 20%.
* Guiding Questions: How did migration/displacement re-shape family dynamics & what processes were at play?

 -How does the colonial grid in Canada and in the women’s country of origin organize their journey, and how do you interpret it?

 -What role does gender play in migration (if at all) and how was it demonstrated in WANTO?

* Student are expected to critically engage with the content of the video to analyse the intersections of gender, racialization and migration.
* Paper should incorporate course readings, lectures, and discussions. It should be 5 pages max.
1. Construct your positionality according to the colonial grid – Due date: March 22; Worth: 25%.
* Understanding our own position on the Colonial Grid – where we belong and the processes that shape our lives is crucial to social justice work.
* Students are asked to explore their identity and the elements that allow them to belong, what affords them access to power and in which spaces.
* Paper should incorporate course readings, lectures, and discussions. It should be 5 pages max.
1. Assignment 4. Literature review on a topic related to the class - Due date: April 12; Worth: 35%

Students are required to complete a *critical* literature review on Immigration: a specific Canadian Policy, migration and mental health, forced displacement, globalization and the movement of people – as examples. A list of possible topics will be provided on A2L. The paper should be 12-15 Pgs.), not including references.

* + Have a clear thesis statement
	+ Highlight the tensions within the literature
	+ Critique of the review
	+ Gaps in the literature
	+ Research questions (1-2) derived from the literature

# Assignment Submission and Grading

## Form and Style

Written Assignment Expectations:

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date.
* Number all pages (except title page). Paper format must be in accordance with the current edition of the American Psychological Association 7th edition Publication Manual
* Particular attention needs to be given to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page). Papers not meeting these requirements will not be accepted for grading.
* In completing assignments students are expected to make use of and cite (following APA) appropriate professional and social science literature and other bodies of knowledge.
* When submitting, students should keep a spare copy of assignments. When completing assignments please do not exceed the maximum space allowed (by going over the page limit, reducing font size or line spacing). Papers will only be graded on the content that falls within the assignment space parameters.
* All written work will be marked on grammar, clarity of writing, and organization as well as content and analysis.
* The assignment must be submitted by 11:50 PM of the due date unless authorized by the instructor. Late papers will be penalized 5% per day.
* In exceptional circumstances an extension will be granted – if discussed and agreed upon prior to the due date. Note: It is the responsibility of the students to engage in such of negotiations in due time.

## Avenue to Learn

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss with the course instructor.

### Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

### Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are directed to the School’s Social Media Policy.
* Students are expected to contribute to the creation of a respectful and constructive learning environment.
* Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Course Attendance:

Students are expected to attend all classes. If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course). Students who are close to missing 20% of classes must contact the instructor to discuss.

### Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

 The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

### Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

### Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

### Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

### Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

The School of Social Work requests and expects that:

* Instructors inform students about what they will record, when they will record, and what they will do with the recording.
* Students who wish to record contact the instructor first. This is so the instructor can inform the class when permission has been given to a student to record (the identity of the student will be kept confidential by the instructor).
* Recordings by students are used for personal study only, and not shared with anyone else, and are deleted when no longer needed for personal study
* There will likely be times when students or guest speakers share personal or sensitive information. In this circumstance we expect everyone to stop recording. The instructor (or student or guest sharing) may also ask for recording to stop, and we expect everyone to respect such a request.

## Confidentiality

A cornerstone of professional social work relationships is confidentiality with respect to all matters associated with professional services to clients. Social workers demonstrate respect for the trust and confidence placed in them by clients, communities and other professionals by protecting the privacy of client information and respecting the client’s right to control when or whether this information will be shared with third parties (CASW Code of Ethics, 2005).

### E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

### Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator (millet@mcmaster.ca ) or Jennie Vengris, Undergraduate Chair (vengris@mcmaster.ca). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/undergraduate-resources/policy-on-extensions-and-incompletes-november-2019.docx/view) for more details.

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (**millet@mcmaster.ca* *) or* *Jennie Vengris, Undergraduate Chair (**vengris@mcmaster.ca**).*

# Course Weekly Topics and Readings

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## Week 1: January 11 – In person class

Topics: Introduction, Theoretical Frameworks (Coloniality, Coloniality of Gender, Colonial Grid)

### Readings:

* Ch. 1: *Introduction to Cause and Effect: Colonization, Modernity, and the making of Globalization*
* Yan, M. C., & Chan, S. (2010). Are social workers ready to work with newcomers?. *Canadian Social Work*, *12*(1), 16-23.
* “The Skin We’re In” (CBC article/blog): https://www.cbc.ca/firsthand/blog/dont-believe-the-hype-canada-is-not-a-nation-of-cultural-tolerance
* Annual Report to Parliament on Immigration (2020): <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/annual-report-parliament-immigration-2020.html>

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## Week 2: January 18 – In person class

### Topics: Immigration Policies: Who’s in and who’s out?

### Readings:

* Ch. 2: *A Cultural Mosaic: Canada’s Multicultural Policy Then to Now*
* El-Lahib, Y., & Wehbi, S. (2012). Immigration and disability: Ableism in the policies of the Canadian state. *International Social Work*, *55*(1), 95-108.

Additional reading:

* El-Lahib, Y. (2020). Social work at the intersection of disability and displacement: Rethinking our role. *Journal of Progressive Human Services*, *31*(1), 1-20.

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## Week 3: January 25 – Synchronous - ZOOM

### Topics: Multiculturalism on the ground

### Readings:

* Ch 2 (continued). *A Cultural Mosaic: Canada’s Multicultural Policy Then to Now*
* Bannerji, H. (1996) (10 min read). “On the Dark Side of the Nation: Politics of Multiculturalism and the State of “Canada”” AKA “RUDHRO, DON’T FORGET TO BRING SAMOSAS TO THE ‘WE LOVE MULTICULTURALISM’ PARTY!”. Trent University. Retrieved May 26th, 2014 from <http://rudhro.wordpress.com/2011/06/03/on-the-dark-side-of-the-nation-politics-of-multiculturalism-and-the-state-of-canada-written-by-himani-bannerji/>
* CBC-Angus Reid Institute poll: Canadians want minorities to do more to 'fit in' (7 Min read)

<https://www.cbc.ca/news/canada/british-columbia/poll-canadians-multiculturalism-immigrants-1.3784194>

Week 4: February 01 – In person class (Liz\*)

Topics: Whiteness and Anti-Racists Theories

Readings:

* Chapter 5: *Making of Whiteness and did the white policy end in migration*?
* Badwall, H.K. (2014). Colonial encounters: Racialized social workers negotiating professional scripts of whiteness. *Intersectionalities: A Global Journal of Social* *Work Analysis, Research, Polity, And Practice*, [s.l.], v. 3, p. 1–23.

OR

* Crawford, C. (2018). Decolonizing reproductive labor: Caribbean women, migration, and domestic work in the global economy. *The Global South*, *12*(1), 33-55.

Activity: The colonial grid – making connection to the global

Additional Recommended Reading (podcast- 46 min): *Colour Code* (Episode 6) 2Legit

<https://www.theglobeandmail.com/news/national/colour-code-podcast-race-in-canada/article31494658/?cmpid=mktg16_colourcode>

## Week 5: February 08 – Synchronous - ZOOM - Critical Review Due

### Topics: How people migrate, the search for a “Better Life” and resettlement

### Readings:

* Nakhaie, M. R. (2018). Service needs of immigrants and refugees. *Journal of International Migration and Integration,* 19(1), 143-160.
* Raghuram, P. (2021). Democratizing, stretching, entangling, transversing: Four moves for reshaping migration categories. *Journal of Immigrant & Refugee Studies*, 19(1), 9-24.
* Movie: Migrant Dreams (Min Sook Lee) <http://www.migrantdreams.ca/synopsis>
* *Migrant Dreams*exposes the underbelly of the Canadian government labour program that has built a system designed to empower brokers and growers to exploit, dehumanize and deceive migrant workers who have virtually no access to support or information in their own language. Workers willing to pay exorbitant fees to work at minimum wage jobs packing the fruits and vegetables we eat in our homes. Migrant workers who deserve basic labour and human rights. Canada it seems, has failed them.
* Short Film (10 min): *Doctors Without Residency*

Additional Reading:

* Wilson-Forsberg, S., & Sethi, B. (2015). The volunteering dogma and Canadian work experience: do recent immigrants volunteer voluntarily? *Canadian* *Ethnic Studies*, 47(3), 91-110.

## Week 6: February 15 – In person class (Liz\*)

Topics:Trauma, Traumatic Grief and Disenfranchised Grief

### Readings:

* Carranza, M. E. (2008). Salvadorian women speak: Coping in Canada with past trauma and loss. *Canadian Social Work Review/Revue canadienne de service social*, 23-36.
* Lawson, E. (2014). Disenfranchised grief and social inequality: bereaved African Canadians and oppositional narratives about the violent deaths of friends and family members. *Ethnic and Racial Studies*, *37*(11), 2092-2109.
* Pratt, G. (2009). Circulating sadness: witnessing Filipina mothers' stories of family separation. *Gender, place & culture*, *16*(1), 3-22.

## Week 7: February 22 – READING WEEK

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### Week 8: March 01 – In person class

### Topics: Immigration and Parent-Child Relationships

### Readings:

* Chapter Six: *Acculturation as a Family Process*
* Carranza, M. (2021). The Cost of “A Better Life”: Children Left Behind—Beyond Ambiguous Loss. *Journal of Family Issues*, 0192513X211044482.

## Week 9: March 08 – In person class – Guest speakers: TBA - We are not the Others Assignment Due

### Topics: Intersections of Gender- Masculinities and Women Immigrants

### Readings:

* Book Chapter Eight: *Intersections of Gender and Migration*

Optional:

* Lee, E. O. J., & Brotman, S. (2013). Speak out! Structural intersectionality and anti-oppressive practice with LGBTQ refugees in Canada. *Canadian Social Work Review/Revue canadienne de service social*, 157-183.

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## Week 10: March 15 – In person class – (Liz\*)

### Topic: The Colonial Grid and Colonial Conditioning

### Readings:

* Chapter 11: *The Colonial Grid and Colonial Conditioning*
* Joseph, A. J. (2015). Beyond intersectionalities of identity or interlocking analyses of difference: confluence and the problematic of “anti”-oppression. *Intersectionalities:* *A Global Journal of Social Work Analysis, Research, Polity, and Practice, 4(1), 15-39.*

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## Week 11: March 22 - Asynchronous – ZOOM; Colonial Grid Activity Due

### Topics: Practice on the Margins

### Readings:

* Ch. 12 - *Therapist/ as “knower”*
* Hirji, F., Jiwani, Y., & McAllister, K. E. (2020). On the Margins of the Margins:# CommunicationSoWhite—Canadian Style. *Communication, Culture & Critique*, *13*(2), 168-184.
* Lee, L. J. (2005). Taking off the mask: Breaking the silence—the art of naming racism in the therapy room. In M. Rastogi, & E. Wieling (Eds.), Voices of colour: First person accounts of ethnic minority therapists (pp. 91-116). California, USA: Sage Publications

## Week 12: March 29 –In person class – (Liz\*)

### Topic: Practice with immigrants and refugee groups (Class discussion): assessment, case formulation & working with interpreters

### Readings:

### Please select three “promising practices” to discuss in class (does not have to be from this list)

<http://p2pcanada.ca/promising-practices/category/sharing-settlement-and-integration-practices-that-work/>

Additional Readings:

(Podcast) EP 9: Model minority blues: The mental health consequences of being a model citizen

<https://dont-call-me-resilient.simplecast.com/episodes>

Week 13: April 05 – In person class

### Topics: How do we decolonize SW

### Readings:

* Bhatia, A. (2013). We are all here to stay: indigeneity, migration, and decolonizing the treaty right to be here. *Windsor YB Access Just*., 31, 39.
* Shivakotis, R and Milner, J. (2021). Beyond the partnership debate: localizing knowledge production in refugee and forced migration studies. *Journal of* *Refugee Studies* https://doi.org/10.1093/jrs/feab083

## Additional Resources:

Episode 17: So, you say you want decolonization?

<https://www.changinglenses.ca/podcast/episode/4c81bf2c/ep17-so-you-say-you-want-decolonization-with-jessica-dumas>

Week 14: April 12 – Synchronous – ZOOM - Literature review due

* Wrap up
* Reflections
* Take away(s)