



**School of Social Work, McMaster University**

**Class Hours:** Thursdays, 7:00-10:00 p.m.

**Dates:** Jan 6 – April 8, 2014

**Instructor:** Mirna Carranza, Ph.D.

KTH-309B Ext. 23789

**Email:** [carranz@mcmaster.ca](mailto:carranz@mcmaster.ca)

**Office hours:** Thursday, 5:00 - 6:30 p.m.  
or by appointment

## **Social Work: Immigration & Settlement**

### **SW 4U03**

This course aims to support students' academic growth and development in the integration of their academic work, their practice experiences, and to think about critical social work interventions in the field of immigration. The course focuses on the themes and priorities that are articulated in the statement of philosophy of the School of Social Work.

Students need to take an active role to accomplish the aims of the course. Students are expected to complete assigned readings prior to class and are encouraged to participate in seminar discussions.

#### *Theoretical Perspective*

The course is taught from a theoretical perspective compatible with the school's philosophical statement as follows:

*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 Texts:

Simmons, A. B. (2010). *Immigration and Canada: Global and transnational perspectives*. Toronto: Canadian Scholars' Press.

Carranza, M. E. (2014). **4U03** Social Work: Immigration & Settlement, reading package.

## Assignments

No	TYPE OF ASSIGNMENT	% of Final Grade	Due
1	Analysis paper I	25%	Feb 13, 2014
2	Analysis paper II	25%	March 13, 2014
3	Group Work & participation	10%	Weekly
4	Group Assignment: Literature review on a topic related to the class	40%	April 3, 2014

### ASSIGNMENT DESCRIPTIONS

#### 1. Analysis paper I

The purpose of this assignment is for the students to critically engage with all the readings in SECTION I. Students should connect with and discuss the assertions made within the readings as well as implications and potential social work responses: local, national, international and trans-local (i.e., policy, advocacy, community organizing, and programming) to the issues at hand. Under no circumstances should the students provide summaries of the weekly readings.

Weight: 25%  
**Due date:** Feb 13, 2014  
Length: 5-6 pages maximum, excluding references

#### 2. Analysis paper II

The purpose of this assignment is for the students to critically engage with the readings in SECTION II – up to March 13, 2014. Students should connect with and discuss the assertions made within the readings as well as implications - particularly for social work practice: programming and provision of service for immigrant and refugee groups (individual, couple, family, advocacy, transnational). Under no circumstances should the students provide summaries of the weekly readings

Weight: 25%  
**Due date:** March 13, 2014  
Length: 5-6 pages maximum, excluding references

### 3. Weekly Group Work & Participation – Ongoing

Participation, attendance, and questions are essential in order to fully engage in the analysis of the readings. Students are expected to participate in ways that promote non-competitive, cooperative and collaborative learning. Students are expected to support each other through listening, encouragement and constructively challenging each other as the entire class makes progress in integrating theory and practice. Furthermore, the expectations are as follow: (i) attend all lectures, (ii) read the assigned readings, (iii) prepare questions accordingly and to contribute the classroom's environment that promotes learning and growth, (iv) participate in role-plays, and (v) engage in case/policy debates and analysis, (vi) offering and accepting constructive peer support from other – as ideas about SW practice with immigrant and refugee groups are refine

Weight: 10%

**Due date: Weekly**

### 4. Group Assignment – 4-5 students per group

This assignment requires that students engage in a critical literature review about a subject either discussed in class or of their own interest. If the latter, students need to seek the instructor's approval first. The literature review needs to follow all the tenants of an academic review (i.e., introduction, body, critique/conclusion, etc.).

Weight: 40% of final grade

**Due Date: April 3, 2014**

Length: 15 pages – Max, excluding references

**Note: If students wish to receive their final graded papers, they should include a duplicate copy and a stamped self-addressed envelope when submitting the final paper.**

## ASSIGNMENT & COURSE REQUIREMENTS

### *Assignment Form and Style*

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). Assignments should be stapled together. Paper format must be in accordance with the current edition of the American Psychological Association Publication Manual (APA) with particular attention paid 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) and papers not meeting these requirements will not be accepted for grading. In completing assignments students are expected to make use of and cite appropriate professional and social science literature as well as 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.

#### *Assignment Submission & Grading*

Assignments are due at the beginning of class on the date specified. Late assignments will be penalized 5% of the grade for that assignment for each day or part thereof for which they are late (weekends count as one day). All assignments must be submitted before a final course grade will be issued.

**Assignments must follow the stipulated number of pages.** Do not use report covers or binders for assignments (such papers will not be accepted for grading because these covers create bulk that is difficult to manage).

#### *Students' Responsibilities*

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 or activity taking place.

Audio or video recording in the classroom without permission of the instructor is strictly prohibited.

#### *Privacy Protection*

Please submit all assignments in a paper envelope with your name written clearly on the front of the envelope. This will ensure your privacy when picking up assignments in the school's office or in the classroom. Do not use report covers or binders (such papers will not be accepted for grading because these covers create bulk that is difficult to manage).

#### *Academic Integrity*

Students are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials students earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that result, 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 the student's responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty

please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>.

**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

In this course the instructor reserves the right to use a software package designed to reveal plagiarism. Students may be asked to submit their work electronically and in hard copy so that it can be checked for academic dishonesty. In addition, the instructor reserves the right to request a student undertake a viva examination of a paper in circumstances where the paper appears to be written by someone other than the student themselves (i.e., papers written by essay writing services).

*Support Services*

"I (the instructor) want everyone in the class to learn in the best possible way for them. If you have particular learning needs you want me to be aware of please contact me. I also encourage all class members to consider making use of the Student Accessibility Services offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities; and personal counseling. If you believe these services may be helpful to you, contact (905) 525 9140 x 28652; [sas@mcmaster.ca](mailto:sas@mcmaster.ca)

*Email policy*

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, the instructor may not reply at his or her discretion.

### *Course Timetable*

The following outline is to serve as a guide. There may be adjustments to the outline depending on class interests and scheduling changes.

## **SECTION I**

### **Week 1: January 9, 2014**

Topic: Introduction: theoretical framework, discussion of expectations & group formation

*Readings:* No readings

### **Week 2: January 16, 2014**

Topic: Immigration theories

*Readings:* Simmons, A. (2010). Ch 1, 2, & 3

### **Week 3: January 23, 2014**

Topic: Immigration and disabilities

**Guest Speaker:** Yahya El-Lahib (Pd.D. Cdte)

*Readings:*

Harris, J. (2003). 'All doors are closed to us': A social model analysis of the experiences of disabled refugees and asylum seekers in Britain. *Disability & Society*, 18(4), 395-410.

Mirza, M. & Heinemann, A .W. (2011). Service needs and service gaps among refugees with disabilities resettled in the United States. *Disability & Rehabilitation*, 34(7), 542-552.

El-Lahib, Y. & Wehbi, S. (2011). Immigration and disability: Ableism in the policies of the Canadian state. *International Social Work*, 55(1), 95-108.

### **Week 4: January 30, 2014**

Topic: Canadian immigration Policies: Who's in and who's out?

*Readings:* Simmons, A. (2010). Ch. 4 & 5

### **Week 5: February 6, 2014**

Topic: Forced migration: Refugees & Trafficking in Persons

*Readings:*

Zetter, R. (2007). More labels, fewer refugees: Remaking the refugee label in the era of globalization. *Journal of Refugee Studies*, 20: 172-192.

Hajdukowski-Ahmed, M. A. (2009). Dialogical approach to identity: Implications for refugee women. In M. Hajdukowski-Ahmed, Khanlou, N., & Moussa, H. (eds.). *Not born a refugee woman: Contesting identities, rethinking practices* (pp. 25-54). New York: Berghahn Books.

Carranza et al., (2013). Granada, a city under siege: Dynamics of the commercial sexual exploitation of children as a human rights issue in Nicaragua. *Journal of Global Citizenship and Equity Education*, 2(2), 153-168.

Okech D. & Morreau, W., & Benson, K. (2011). Human trafficking: Improving victim identification and service provision. *International Social Work, 55*(4), 488-503.

Laza, I. & Albu, I. (2012). The institutional perspective in the fight against human trafficking in Romania – the national anti-trafficking body. *Journal of Identity and Migration Studies, 6*(1), 146-156.

**Week 6: February 13, 2014**

Topic: Migrant workers

*Readings:*

Goldring, L., Hennebry, J., & Preibish, K. (2009). Temporary workers program: North America's second-class citizens. Opinion paper.

Simmons, A. (2010). Ch. 10

Omidar, R. (2009). Tough choices for migrant workers. Maytree. For leaders. For change. Opinion paper.

Valini, S. (2009). The shift in Canadian immigration policy and unheeded lessons of the live-in caregiver program. Report.

**READING WEEK: Feb 17- 22**

**SECTION II**

**Week 7: February 27, 2014**

Topic: Whiteness & anti-racist theories

*Readings:*

Macey, M. & Moxon, E. (1996). An examination of anti-racist and anti-oppressive theory and practice in social work education. *British Journal of Social Work, 26*, 297-314

Lee Allen, R. (2004). Whiteness and critical pedagogy. *Educational Philosophy and Theory, 36*(2), 121-136.

Young, S. (2011) Social work theory and practice: The invisibility of whiteness. In A. Moreton-Robinson (Ed.) *Whitening Race: Essays in Social and Cultural Criticism* (pp. 104-118). Australia: Aboriginal Studies Press.

**Week 8: March 6, 2014**

Topic: Theories of acculturation

*Readings:*

LaFramboise, T., Hardin, L. K. & Gerton, J. (1993). Psychological impact of bi-culturalism: Evidence and theory. *Psychological Bulletin, 114*(3), 395-412.

Bornstein, M. H. & Cote, L. R. (Eds.) (2006). *Acculturation & Parent Child-Relationships: Measurement & Development*, (pp. 13- 30). New Jersey: Lawrence Erlbaum Associates, Publishers.

Sakamoto, I. (2007). A critical examination of immigrant acculturation: Toward an anti-oppressive social work model with immigrant adults in a pluralistic society. *British Journal of Social Work*, 37, 515-535.

### **Week 9: March 13, 2014**

Topic: Immigrant parent-child relations: Conflict & language brokering

Readings:

Dorner, L. M. & Orellana, M. F. (2008). "It's one of those things that you do to help the family" Language brokering and the development of immigrant adolescents. *Journal of Adolescent Research*, 23(5), 515-543.

Hua, J. M. & Costigan, C. L. (2012). The familial context of adolescent language brokering within immigrant Chinese families in Canada. *Journal of Youth and Adolescence*, 41: 894-906

Carranza, M. E. (2012). Salvadorian ethnic pride: A bridge for reducing mother-daughter conflict due to acculturation into Canadian society. *Canadian Social Work Review*, 29(1), 61-85.

### **Week 10: March 20, 2014**

Topic: Trauma & traumatic grief

Readings:

Carranza, M. E. (2008). Salvadorian women speak: Coping in Canada with Past Trauma and Loss. *Canadian Social Work Review*, 25(1), 23-36.

Weine, S., Muzorovic, N., Kulauzovic, Y., Besic, S., Lezic, A., Mujagic, A., Spahovic, D., Feetham, S., Ware, N., Knafl, K., & Pavkovic, I. (2004). Family consequences of refugee trauma. *Family Process* 43(2), 147-160.

Meichenbaum, D. (2000). *A clinical handbook/practical therapist manual: For assessing and treating adults with Post-Traumatic Stress Disorder (PTSD)*. Section II-Toward a conceptualization of P.T.S.D.: A constructive narrative perspective (102-117). Waterloo, ON: Institute Press.

### **Week 11: March 27, 2014**

Topic: Globalization: Transnational families and resilience

Readings:

Simmons, A. (2010). Ch. 8

Falicov, C. (2007). Working with transnational immigrants: Expanding meanings of family, community and culture. *Family Process*, 46(2), 157-172.

Turner, J., Simmons, A. (2006). Transnational resilience: Key concepts for working with refugees. *American Family Therapy Academy, Monograph Series 2(1)*, 6-22.

**Week 12: April 3, 2014**

Topic: SW practice with immigrants and refugee groups: assessment, case formulations & working with interpreters

*Readings:*

O'hara, M. & Akinsulture-Smith, A. M. (2011). Working with interpreters: tools for clinicians conducting psychotherapy with forced immigrants. *International Journal of Migration, Health and Social Care*, 7(1), 33-43.

Course evaluation and wrap up.

*Course Modification Policy*

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

**The instructor reserves the right to make changes to the course syllabus according to the students' needs.**