

Brescia School of Food and Nutritional Sciences

**FSHD 2220B – Immigrant and Refugee Families
Winter 2027**

Campus Support

Western University is committed to a **thriving campus**. For help with:

- Both physical and mental health, go to [Wellness & Wellbeing](#)
- Studying with disabilities, go to [Accessible Education](#)
- Writing skills, go to the [Writing Support Centre](#)
- Learning skills and strategies, go to [Learning Development & Success](#)
- Contacting the ombudsperson, go to the [Office of the Ombudsperson](#)



Your course coordinator can also **guide you** to available campus resources and/or services.

Technical Requirements



Stable internet connection



Laptop computer

Important Dates

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
January 4	February 13-21	April 9	April 10-11	April 12-30

March 30, 2027: Last day to withdraw from a first-term half course without academic penalty

Contact Information

Course Coordinator/instructor	Contact Information	Office Hours
Lara Descartes	ldescart@uwo.ca	By appointment (Zoom or in-person) (HSB 200A)

Teaching Assistant(s)	Contact Information	Office Hours
TBD		

NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via [OWL Brightspace](#). Download the Brightspace Pulse App to stay up-to-date on course communication and enable your notification settings within “Communications” in the top toolbar. Check the website regularly for course announcements. If you need assistance, visit [OWL Brightspace Help](#) or contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

Calendar Course Description (including prerequisites/anti-requisites):

This course focuses on racialized 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(s): Any 0.5 course from any department in the Faculty of Health Sciences, the Department of Anthropology, the Department of Gender, Sexuality and Women's Studies, the Department of Psychology or the Department of Sociology; or permission of the Department.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this 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.

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

Delivery Mode: In-person

Component	Date(s)	Time
Lecture 001		

Learning Outcomes

Upon successful completion of this course, you will be able to:

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 develop their proficiency in oral and written communication skills.

Teaching Methodology and Expectations of Students

This course relies upon students' reading the assigned readings, engaging in class, and completing assignments. The length and complexity of readings vary by week. Regular attendance, oral contributions in class, and attentiveness in class are expected. In class we will go over the readings via notes, do activities, and have discussions and presentations.

Content 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 accountable for the work you submit.

Course Content and Schedule

Class/ Topic	Date	Description	Assignments and/or Readings Due
1	Jan. 7	Introduction	Read: Syllabus.
2	Jan. 14	Current policy	<i>Confronting Canadian Migration History</i> Chapter 7 (Conversations with Egyptian Uber Drivers), <i>Finding Refuge</i> Introduction and Chapter 1 Sign-ups for presentations
3	Jan. 21	Context for migration	<i>Finding Refuge</i> Chapter 2, Chapter 3, Chapter 4, Chapter 5, Chapter 10 Quiz 1
4	Jan. 28	Historical perspectives	<i>Confronting Canadian Migration History</i> Chapter 1, 2, 3, 5, 8 (Canada's Complicated History of Refugee Reception, Using Old Photographs to Gain New Perspectives, When to Speak, When to Act: Reflections on the MS St. Louis, Little Bear's Cree and Canada's Uncomfortable History, Old Stock Canadians) Quiz 2
5	Feb. 4	Discrimination and xenophobia	<i>Confronting Canadian Migration History</i> Chapter 11, 12, 14, 15 (White Supremacy, Political Violence, and Community, Immigration and White Supremacy, X-Rays and the Discriminatory Science, Baba Wore a Burqa and Nona wore a Niqab) Quiz 3
6	Feb. 11	Economics and Education	<i>Immigrant and Refugee Families</i> Chapter 4, <i>Finding Refuge</i> Chapter 14 Quiz 4
Feb. 13 – Feb. 21 Reading week			
7	Feb. 25	Challenges	<i>Immigrant and Refugee Families</i> Chapter 6, Chapter 7 Quiz 5
8	Mar. 4	Health	<i>Confronting Canadian Migration History</i> Chapter 9 (Not so Accidental), Woodgate et al. (2017) https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54l2v/cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_5223444 Quiz 6
9	Mar. 11	Mental health	Rasmi (2014). https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54l2v/cdi_proquest_miscellaneous_1718064681 Wiedemann (2023). View of The Effects of Migration on the Mental Health of Immigrant Children in Canada Quiz 7

10	Mar. 18	Settlement	<i>Immigrant and Refugee Families</i> Chapter 9, <i>Finding Refuge</i> Chapter 11, 12, Hilario et al. (2018) 10.1177_1557988317743384.pdf Quiz 8
11	Mar. 25	Resilience	<i>Immigrant and Refugee Families</i> Chapter 8, <i>Finding Refuge</i> Afterword Quiz 9
12	Apr. 1	Lived experiences	Speaker panel Quiz 10
13	Apr. 8	Term wrap-up	Any final oral presentations, CCLC project due, potluck

Course Materials You Must Acquire and Their Costs

All of the 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.

1. 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)
2. 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) Online and PDF options.
3. Ross, D. (Ed.). (2019). *Confronting Canadian migration history.* Active History. Confronting Canadian Migration History (ecampusontario.ca) You will need to create a free account.
4. Oral chapter summaries:
5. Allahdua, G. (2023). *Harvesting freedom: The life of a migrant worker in Canada.* Between the Lines Books. ProQuest Ebook Central - Book Details
6. Habib, S. (2019). *We have always been here.* Viking. <https://ebookcentral.proquest.com/lib/west/detail.action?docID=6063358>
7. 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

Assessments and Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Component	Format	Weight	Date/ Deadline	Flexibility	Learning Outcome
Quizzes	Mixed. No collaboration or AI is allowed.	32% (4% each)	10 weekly quizzes on readings and class. Quizzes are on the prior week's material. 5 minutes are allowed for each quiz. Quizzes start no later than 8:50 p.m.	Drop lowest 2	1, 2, 3, 4
Oral presentation	Oral. AI is allowed with documentation.	20%	Sign-ups will be in the second week of class.	Not applicable - Designated Assessment ¹	1, 2, 3, 4
Community-based project	Infographic. No AI allowed.	28% (20% for the infographic plus write-up, and 8% for an edited infographic after feedback.)	Due Apr. 8 6:30 p.m.	72-hour no late penalty ²	1, 2, 3, 4
Participation	Oral. Regular, informed participation in class, that includes preparation for class (doing the readings). Attendance is included.	20%	Each class.	Drop lowest 2	1, 2, 3, 4

Weekly Quiz

There will be a quiz on each week's readings and in-class material. Quizzes will start no later than 8:50 p.m.. You will have 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 academic consideration for quizzes. The last two quizzes in the term are optional. Eight quizzes will go toward the final mark, 4% each, for a total of 32%. AI and collaboration are not allowed.

Oral in-class chapter summary

You will present informative summaries of a chapter from one of the optional course readings. We'll go in order so that the class gets a good sense of the book's content in context. Sign-ups in second week of class. You will have 10 minutes to tell us about the chapter. This should be in your own words, rather than the author's. If a student is not able to present, documentation with academic consideration request is required to be submitted through the student absence portal (Academic Considerations - Office of the Registrar - Western University) and an alternate presentation date will be assigned. AI is allowed but must be documented and that documentation must be handed in. 20%.

Community-based project at Cross Cultural Learner Centre

Each individual will create a resource infographic for use by the Cross Cultural Learner Centre (CCLC). These will be made available to their clients. They must be factually accurate and easy to understand. For making an infographic, this write-up is pretty useful (What Makes a Good Infographic? - Venngage). On your infographic you can provide QR codes for key sites that clients would benefit from seeing.

Your infographic will be handed in along with a separate one- to two-page write-up on how you approached the project: how did you research the topic, how did you decide what information was important, and where exactly did you access the information for your infographic. Cites thus must be included, including for any images you use. Images must be copyright-free so that they can be posted online or printed without causing problems for CCLC. You can also use Creative Commons images as long as you include the citation. All cites should be in APA style (Citation Guides - Western Libraries - Western University).

The instructor will receive your infographic, provide feedback, and then you will submit an edited version to go to CCLC. These will be turned in online. Sign-ups for topics will happen in class. Students hoping to turn in late assignments must make a request for an undocumented absence through the student absence portal (Academic Considerations - Office of the Registrar - Western University). AI is not allowed. 20% for first draft of infographic plus write-up, 8% for edited copy of infographic. Due April 8 at 6:30PM.

Participation

Regular, informed participation in class. This will entail completing the readings regularly. Attendance is included. The 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. Up to two absences are permitted without adverse effects on this mark, and thus there is no academic consideration for participation. 20%.

Notes:

1. Designated Assessment: This assessment has been designated as being central to the evaluation of learning outcomes in this course. Accordingly, you must provide documentation for any absence from this evaluation. If you miss this evaluation, you must complete the makeup assessment as follows: presenting in the next class. The makeup assessment is an extension of the assessment, and so you will need to present documentation for this assessment, should you need to miss it. Please note that there is only one makeup assessment possible. Students must not provide medical or compassionate documentation to the instructor.
2. You are expected to submit this assignment by the deadline listed. Should extenuating circumstances arise, you are permitted to submit your assignment up to 72 hours past the deadline without a late penalty. No Academic Consideration is required for this extension. Students submitting their assessment beyond the extended deadline will receive a penalty of **1% per hour** that it is late. Academic Consideration requests may be granted only for extenuating circumstances that **began before** the deadline and **lasted longer** than the extension. Students must not provide medical or compassionate documentation to the instructor.
3. There is no final exam in this course.

General information about assessments

- ☒ All assignments are due at 23:59 EST unless otherwise specified.
- ☒ You are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to late penalties (see below) or a 0.
- ☒ Written assignments will be submitted to Turnitin (statement in policies below).
- ☒ You will have access to Turnitin reports before your submission is graded. You may have 2 submissions to Turnitin.
- ☒ You might not receive the same grade as your group members if it is determined that the distribution of work was not equal.
- ☒ After an assessment is returned, you should wait 24 hours to digest feedback before contacting your evaluator; to ensure a timely response, reach out within 7 days.
- ☒ Requests for regrading must include a written explanation and evidence showing how the work meets the assignment criteria or rubric. Requests without a clear justification will not be considered.
- ☒ Prior to the filing of a written request for relief, you must attempt to resolve the concern regarding a mark or grade through informal consultation with the instructor. If you are dissatisfied with the decision of the instructor or you do not receive a decision from the instructor, a written request for relief must be submitted to the Undergraduate Chair of the School offering this course, within three (3) weeks from the date that the mark was issued.

The table below outlines University-wide grade descriptors.

Letter grade	Number grade	Description
A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Rounding of Grades (for example, bumping a 79 to 80%)

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

Information about late or missed assessments:

- ☒ Late assessments without academic consideration will be subject to a late penalty of 1% per hour
- ☒ There are no makeups for quizzes as the lowest two scores will be dropped.

INC (Incomplete Standing): If a student has been approved by the Academic Advising Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be assigned. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Advising to carry a full course load for the term the incomplete course work is scheduled.

SPC (Special examination): If a student has been approved by the Academic Advising Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the class doesn't have a makeup exam or the student misses the makeup exam for reasons approved by the Academic Advising Office, the student will write the exam the next time the course is offered. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in [Types of Examinations](#) policy.

Academic Policies and Statements

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.

Statement on Harassment and Discrimination

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All students, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include Western's [Non-Discrimination/Harassment Policy](#) (M.A.P.P. 1.35) and [Non-Discrimination/Harassment Policy – Administrative Procedures](#) (M.A.P.P. 1.35). Any student, staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination **must report the behaviour** to the Western's [Human Rights Office](#). Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non human rights-based (personal harassment or workplace harassment).

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 academic considerations in this course are granted by the academic advisors in your home unit and implemented by the instructor of this course 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. If your absence relates to accommodations that are already supported by [Accessible Education](#), please work with your accessible education counsellor regarding your missed course work.

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.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the policy on [Scholastic Discipline for Undergraduate Students](#).

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).

For group assignments, all members share responsibility for academic integrity. Plan your work so the group has time to review the full submission and ensure all sources are appropriately used and cited. In the absence of a scholastic offence, everyone gets the same mark, so work with the rest of your group in a proactive fashion.

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](#). If you think you may qualify for ongoing accommodation (e.g. separate room to write exams, flexibility with deadlines, etc.) that will be recognized in all your courses, we encourage you to visit [Accessible Education](#) for more information.

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 be referred for investigation of a Scholastic Offence, per the policy listed above. The typical first-offence penalty for possession of a prohibited device is 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>.

Academic Appeals and Scholastic Offences

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services sections of this document.

Students may **appeal** some academic and scholastic disciplinary decisions by a Dean or their designate, to the Senate Review Board Academic (SRBA). Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services section of this document.