

**Course Title:** Home, Movement, and Migration

**Course Dates:** Saturdays | September 7, 2024 – November 23, 2024 (NO class October 12)

**Course Time:** 10:30am – 2:15pm

**Classroom:** LRW 1057 (see weekly schedule for changes)

**Lunchroom:** Community Room (see weekly schedule for changes)

**Graduation:** November 30 | 11:00am-1:00pm

**Agenda:**

- 10:00-10:30am      Coffee & Tea
- 10:30-12:00pm      Class - interactive lecture and/or discussion
- 12:00-12:45pm      Lunch (provided)
- 12:45-2:15pm      Class - workshop and/or activity

**Instructor:** Professor Mirna E. Carranza

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

**Program Coordinator:** Sarah Bennett

- Email: [bennes2@mcmaster.ca](mailto:bennes2@mcmaster.ca) | Phone: (905) 525-9140 ext. 24066

**Student Support Team:**

- Jack Mah
- Akash Mehta
- Lucy Moreira
- Aliana Niezova

**Course Overview:**

This course aims to explore various factors impacting migration as well as various paths to integration and the making of one's 'home'. It will allow participants to explore questions such as, "what does it mean to be home, or to be away from home?", and "how do immigrant and refugee communities navigate migration, construct transnational identities, and experience life in their new communities while building and recreating home for themselves and their families?"

**Course Objectives:**

- To develop a critical understanding of the various factors involved in immigration
- To develop a critical understanding of the various changes an individual/couple/family endures during resettlement
- To develop a critical understanding of the multiple factors involved in the making of or recreating one's 'home' after immigration
- To increase your skills in interpreting and evaluating information
- To strengthen your reading, writing, and critical thinking abilities
- To strengthen your skills navigating higher education academic spaces in Canada

- To begin applying the above learnings to one's own work and education

### **In-class Assignments & Discussion**

There are no mandatory assignments in this course, but students are encouraged to discuss and/or write a brief response to or reflection on the following:

#### **Week 4: Analysis of the video “The Colonial Grid”**

Students are expected to critically engage with the content of the video to analyse the intersections of class, gender, racialization and migration as factors in the making of one's home after migration.

If students wish to practice their essay writing skills, they are encouraged to write an individual response or a reflection (3 pages max) on the guiding questions listed below and should also incorporate course readings, lectures, and discussions. This is to be submitted the following week or on **Week 5**. Paper can be submitted via email or printed.

Guiding Questions:

- How is the colonial grid shaping your settlement and integration experiences in Canada?
- How is the colonial grid shaping the making of home in Canada?
- What role does gender play in the making of one's home in Canada?

#### **Week 9: Analysis of the video “We Are Not the Others” (WANTO)**

Small Group Discussion (Groups of 3) - students are expected to critically engage with the content of the video to analyse the intersections of gender, racialization, and migration.

If students wish to practice their essay writing skills, they are encouraged to write an individual response or a reflection (3 pages max) on the guiding questions listed below and should also incorporate course readings, lectures, and discussions. This is to be submitted the following week or on **Week 10**. Paper can be submitted via email or printed.

Guiding Questions:

- How did migration/displacement re-shape family dynamics & what processes were at play in the making/recreating their home?
- How does the colonial grid shape their settlement and integration experiences?
- What role does gender play in immigration (if at all) and how was it demonstrated in WANTO video?

### **Course Project:**

During this course, you will complete a project based on class themes. This project can be done alone or in groups and can explore any theme relating to the class. The afternoon portion of class will often be dedicated to project work. The SST will be around to help you in this process. **If you need additional help with your project, please let us know so we can arrange a time to help you.**

### **Project Format:**

#### **Option 1 – Video Reflection**

Submit a video (oral) using Adobe Premiere Pro (a software for video development).

*Training will be provided by Lyons New Media Centre, Mills Memorial Library L411, on Saturday, September 28 (week 4). Please bring a pair of headphones (with an audio jack, not Bluetooth) and a USB stick to the session. If you do not have a USB, let us know and we will provide one for you.*

#### **Option 2 – Visual Representation**

Submit a visual representation of your project theme - i.e. collage, drawing, painting, quilt etc.

#### **Option 3 – Written Reflection**

Submit a written exploration of your project theme – i.e. essay, reflection, short story, poem etc.

Project presentations and showcase will take place on **Saturday, November 23 (week 12)**.

### **EXAMPLE:**

An example of a project theme is ***The Making of Home***, and it would explore concepts like:

- Your own understanding of home
- Process of making/recreating one's home: challenges and successes
- Life plan in Canada

### **Assignment Submission:**

Assignments may be submitted electronically or hard copy/printed.

### **Assignment Feedback:**

You will not be assigned a grade for this course, but the instructor will provide feedback on your assignments, if you chose to submit a written essay. If written assignments have been submitted, arrangements for the return of assignments will be finalized during the first class.

### **Readings:**

Readings will be provided in multiple formats (electronic and print) to assist with learning. Readings are to be read *before* class. Readings are not mandatory, but students are encouraged to complete them to the best of their ability as this will allow for more dynamic discussions in class.

### **Videos and Podcasts:**

Videos and podcasts also listed on the weekly schedule are to be watched or listened to *before* class. Videos and podcasts are not mandatory, but students are encouraged to complete them to the best of their ability as this will allow for more dynamic discussions in class.

### **We will support you** 😊

We want you to enjoy the course and grow through your experiences with each other and with the subject matter we are studying. The instructor, program coordinator, and the student support team are committed to ensuring that you are supported and encouraged on your way to success in the course. Tell us how we can help you!

### **Respect**

Students are expected to contribute to the creation of a respectful and constructive learning environment. Everyone's voice is important and is to be respected. Behaviour(s) that interrupts, impedes, or belittles others will not be allowed. **If discourteous or disturbing incidents occur, you may be asked to stop attending the course.**

### **Accessibility Statement**

The university 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 get in touch with the Program Coordinator.

### **Attendance Policy**

Students are encouraged to attend as many sessions as they are able. Please let the Program Coordinator know if you are unable to attend class. If you miss more than two classes without letting us know, we will reach out to discuss attendance.

To receive a certificate recognizing your participation in the program, students must attend a minimum of **9** sessions.

### **Academic Integrity**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic dishonesty is to knowingly act or fail to act in a way that results or could

result in unearned academic credit or advantage. 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](#).

The following illustrates only two 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.

### **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.

### Weekly Schedule

**Week 1:** September 7, 2024

**Class:** LRW 1057 | **Lunch:** Community Room

**Topics:** (a) Getting Started

- Discussion of expectations & group rules
- Who are we as a group?

(b) Canada a Cultural Mosaic

**Reading:**

- Ch. 2: *A Cultural Mosaic: Canada's Multicultural Policy Then to Now*  
[Carranza2024.Ch2.Policy Chapter](#)

**Video:** Welcome to Canada

- <https://youtu.be/cX02bJ1pyw4?si=l0Nb2l9cjeWieE9i>

**Podcast:** (podcast- 46 min): *Colour Code* (Episode 6) 2Legit

- [https://www.theglobeandmail.com/news/national/colour-code-podcast-race-in-canada/article31494658/?cmpid=mktg16\\_colourcode](https://www.theglobeandmail.com/news/national/colour-code-podcast-race-in-canada/article31494658/?cmpid=mktg16_colourcode)

**Week 2:** September 14, 2024

**Class:** LRW 1057 | **Lunch:** Community Room

**Topic:** Push & Pull Factors Impacting Migration

**Reading:**

- Bruzonne, M. (n.d.). Understanding Migration: Why “Push Factors” and “Pull Factors” Do Not Explain Very Much  
<https://refugees.org/wp-content/uploads/2020/12/7.27.20-Policy-Brief.pdf>

**Video:** Push and Pull Factors in Immigration

- [https://youtu.be/54xM8VlqP7s?si=nw\\_EIBRJdz39brYF](https://youtu.be/54xM8VlqP7s?si=nw_EIBRJdz39brYF)

**Podcast:** N/A

**Week 3:** September 21, 2024

**Class:** LRW 1057 | **Lunch:** Community Room

**Topic:** Culture Shock and Acculturative Stress

**Readings:**

- <https://media.surreyschools.ca/media/Default/medialib/culture-shock.9ca55060527.pdf>
- [https://cmascanada.ca/wp-content/uploads/2015/12/Supporting\\_Refugees/CULTURE%20SHOCK.pdf](https://cmascanada.ca/wp-content/uploads/2015/12/Supporting_Refugees/CULTURE%20SHOCK.pdf)

**Video:** Culture Shock

- [https://www.youtube.com/watch?v=0rK6p\\_jkxck](https://www.youtube.com/watch?v=0rK6p_jkxck)

**Podcast:** N/A

**Week 4:** September 28, 2024

**Class:** LRW 1057 | **Lunch:** Community Room

**Topic:** Adobe Training and In-class Assignment

**Adobe Premiere Pro Training**

- Location: Lyons New Media Centre, Mills Memorial Library L411 (4th floor)
- Please bring the following:
  - A pair of headphones (with an audio jack, not Bluetooth)
  - 1 8GB USB stick
    - (If you do not have a USB stick, let us know and we will provide one for you)
- ➔ The class will be divided into 2 groups for the training
  - Group 1 – 10:45am to 12:00pm
  - Group 2 – 12:45pm to 2:00pm

**Video:** The Colonial Grid

- [https://www.macvideo.ca/media/The+Colonial+Grid/1\\_8afh22kr](https://www.macvideo.ca/media/The+Colonial+Grid/1_8afh22kr)

**In-class Assignment:** Analysis of the video “The Colonial Grid”

- Assignment details located on page 2 of course outline

**Week 5:** October 5, 2024

**Class:** LRW 1057 | **Lunch:** LRW 3038

**Topic:** Acculturation/Integration

**Reading:**

- Schwartz, S. et al (2010). Rethinking the concept of acculturation. *Am Psychol*, 65(4): 237–251. doi:10.1037/a0019330.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3700543/pdf/nihms481011.pdf>

**Video:** Acculturation

- [https://youtu.be/2iHJbfyUqZg?si=N\\_IS2LY-9AJ\\_D4Cw](https://youtu.be/2iHJbfyUqZg?si=N_IS2LY-9AJ_D4Cw)

**Podcast:** N/A

**DUE:** Analysis of the video “The Colonial Grid”

**Week 6:** Saturday, October 12, 2023 – No Class – Thanksgiving

<p><b>Week 7:</b> October 19, 2024</p>	<p><b>Class:</b> LRW 3001   <b>Lunch:</b> LRW 3038</p>
<p><b>Topic:</b> Library Workshop &amp; Project Research</p>	
<p><b>Library Workshop</b></p>	
<ul style="list-style-type: none"> <li>• Tour of Mills Memorial Library and library facilities</li> <li>• Library workshop – Room TBD</li> <li>• Facilitator: Nicole Doro, Teaching and Learning Librarian</li> </ul>	
<p><b>Project Research</b></p>	
<ul style="list-style-type: none"> <li>• Remaining class for project research and working on project</li> <li>• Project details located on pages 2 &amp; 3 of course outline</li> </ul>	
<p><b>Week 8:</b> October 26, 2024</p>	<p><b>Class:</b> LRW 3001   <b>Lunch:</b> LRW 3038</p>
<p><b>Topic:</b> The Making/Recreating of One’s Home While Negotiating Family Relations</p>	
<p><b>Readings:</b></p>	
<ul style="list-style-type: none"> <li>• Bornstein, et al (2020). Immigration, Acculturation, and Parenting. <i>Immigration. Encyclopedia of Early Childhood Development</i>. <a href="https://www.child-encyclopedia.com/pdf/expert/immigration/according-experts/immigration-acculturation-and-parenting">https://www.child-encyclopedia.com/pdf/expert/immigration/according-experts/immigration-acculturation-and-parenting</a></li> <li>• The Meaning of Home <a href="https://www.schlage.com/blog/categories/2020/11/meaning-of-home.html">https://www.schlage.com/blog/categories/2020/11/meaning-of-home.html</a></li> </ul>	
<p><b>Videos:</b></p>	
<ul style="list-style-type: none"> <li>• Children of Immigrants <a href="https://www.youtube.com/watch?v=mLb7C7hB6-E">https://www.youtube.com/watch?v=mLb7C7hB6-E</a></li> <li>• Family separation and reunification <a href="https://www.youtube.com/watch?v=sWGMWMBE0L0">https://www.youtube.com/watch?v=sWGMWMBE0L0</a></li> </ul>	
<p><b>Podcasts:</b> N/A</p>	
<p><b>Week 9:</b> November 2, 2024</p>	<p><b>Class:</b> LRW 1057   <b>Lunch:</b> Community Room</p>
<p><b>Topic:</b> Home: Translocal, Transnationalism and Transnational Practices</p>	
<p><b>Reading:</b></p>	
<ul style="list-style-type: none"> <li>• Migration &amp; Transnationalism: Opportunities and Challenges (2010). <i>International Organization on Migration</i> <a href="https://www.iom.int/sites/g/files/tmzbd1486/files/jahia/webdav/shared/shared/mainsite/microsite/s/IDM/workshops/migration_and_transnationalism_030910/background_paper_en.pdf">https://www.iom.int/sites/g/files/tmzbd1486/files/jahia/webdav/shared/shared/mainsite/microsite/s/IDM/workshops/migration_and_transnationalism_030910/background_paper_en.pdf</a></li> </ul>	
<p><b>Video:</b> Transnationalism</p>	
<ul style="list-style-type: none"> <li>• <a href="https://youtu.be/bL3nR7mHFd8?si=o2OACrIBp77_0zLm">https://youtu.be/bL3nR7mHFd8?si=o2OACrIBp77_0zLm</a></li> </ul>	



<p><b>Podcast:</b> N/A</p> <p><b>In-class Discussion and Assignment:</b> Analysis of the video "<a href="#">We Are Not the Others</a>" (WANTO)</p> <ul style="list-style-type: none"> <li>• Small-group discussions (groups of 3)</li> <li>• Discussion and assignment details located on page 2 of course outline</li> </ul>	
<p><b>Week 10:</b> November 9, 2024</p> <p><b>Topic:</b> Immigration, Home &amp; Mental Health</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Mental Health <a href="https://www.medicalnewstoday.com/articles/154543">https://www.medicalnewstoday.com/articles/154543</a></li> </ul> <p><b>Video:</b> Mental Health</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=G0zJGDokyWQ">https://www.youtube.com/watch?v=G0zJGDokyWQ</a></li> </ul> <p><b>Podcast:</b> EP 9: Model minority blues: The mental health consequences of being a model citizen</p> <ul style="list-style-type: none"> <li>• <a href="https://dont-call-me-resilient.simplecast.com/episodes">https://dont-call-me-resilient.simplecast.com/episodes</a></li> </ul> <p><b>DUE:</b> Analysis of the video "We Are Not the Others" (WANTO)</p>	<p><b>Class:</b> LRW 1057   <b>Lunch:</b> Community Room</p>
<p><b>Week 11:</b> November 16, 2024</p> <p><b>Topic:</b> Immigration &amp; Trauma</p> <p><b>Reading:</b> What is trauma: What to know?</p> <ul style="list-style-type: none"> <li>• <a href="https://www.medicalnewstoday.com/articles/trauma">https://www.medicalnewstoday.com/articles/trauma</a></li> </ul> <p><b>Videos:</b> What is Trauma?</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=q0UPnWfNpak">https://www.youtube.com/watch?v=q0UPnWfNpak</a></li> </ul> <p>Trauma &amp; PTSD</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=lojLqCgQb2Q">https://www.youtube.com/watch?v=lojLqCgQb2Q</a></li> </ul> <p><b>Podcast:</b> N/A</p>	<p><b>Class:</b> LRW 3001   <b>Lunch:</b> LRW 3038</p>
<p><b>Week 12:</b> November 23, 2024</p> <p><b>Topic:</b> Value Transmission Across the Life Span in the New Home</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hynie et al (2006). Parent child value transmission among Chinese Immigrants to North America: The case of traditional mate preference. <i>Cultural Diversity and Ethnic Minority</i>, 12: (2) 230 –244 <a href="https://lalonge.info.yorku.ca/files/2016/02/Hynie_lalonge_lee.pdf">https://lalonge.info.yorku.ca/files/2016/02/Hynie_lalonge_lee.pdf</a></li> </ul>	<p><b>Class:</b> LRW 1057   <b>Lunch:</b> LRW 3038</p>

**Video:** N/A

**Podcast:** N/A

**Research Project Presentations & Showcase**

**Week 13:** November 30, 2024

**Ceremony:** Council Chambers

**MDP Graduation Ceremony & Reception | 11:00am – 1:00pm**

**Plus a showcase of all completed course projects!**