

COURSE IMPLEMENTATION DATE:	Oct 03
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	Oct 07
(Four years after implementation date)	(MMMM YY format)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT:	School of Social Work & Human Services	
HSER 392		3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
Immigration & Social Integration: The Indo Canadian Experience		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course will explore the context of cultural transfer for immigrants from the Indian Subcontinent. A century of cultural adjustment and integration will be explored in the context of cross cultural relations and conflict. Students will have a chance to focus in on the use of social services (in its broadest definition) by the Indo Canadian community. Integration into the social, educational, cultural, and economic areas will also be explored. Intergenerational conflict will be discussed as well as the experience of 2nd and 3rd generation individuals.

PREREQUISITES: **SOC 101 and 45 university-level credits**
COREQUISITES: **none**

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: _____ for further credit. (Course #)	_____
	(Department/Program)
	(Department/Program)

TOTAL HOURS PER TERM: 45	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:	LENGTH OF COURSE: _____
Lectures: 15 Hrs	HOURS PER DAY: _____
Seminar: 30 Hrs	
Laboratory: Hrs	
Field Experience: Hrs	
Student Directed Learning: Hrs	
Other (Specify): Hrs	

MAXIMUM ENROLLMENT:	30
EXPECTED FREQUENCY OF COURSE OFFERINGS:	One section per year
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes <input type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ Satwinder Bains	Chairperson: _____ (Curriculum Committee)
Department Head: _____ Dr. Gloria Wolfson, Director	Dean: _____ Dr. Jackie Snodgrass
PAC Approval in Principle Date: _____	PAC Final Approval Date: October 1, 2003

COURSE NAME/NUMBER**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:****Course Outcomes**

Upon successful completion of this course, the student will:

1. gain knowledge about the IndoCanadian immigrant experiences in all of their manifestations from the early 1900s to the beginning of the 21st century.
2. explore the social, cultural, and political contexts of IndoCanadian life
3. discuss the struggles of early immigrants and the discrimination encountered from legislated racism.
4. gain a deeper appreciation of Diaspora life
5. acquire enhanced cultural knowledge
6. explore IndoCanadian norms of behaviour, values, customs, practices and how they relate to integration into Canadian society.
7. gain an understanding of how the process of being a visible minority has affected integration with the dominant society.
8. understand how social services are accessed and viewed by the IndoCanadian community.
9. understand the manifestations of intergenerational conflict
10. understand the experiences of 2nd, 3rd, and 4th generation Indo Canadians.

METHODS:

Seminars
 Speakers
 Field trips
 Video
 Journal Writing
 Group Presentations

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check :) Yes No

METHODS OF OBTAINING PLAR:

Assessment through portfolio and interview.

TEXTBOOKS, REFERENCES, MATERIALS:

Buchiganani, N., Indra, D. & Srivastava, R. (1985). *A Social history of south Asians in Canada: A continuous journey*. Toronto: McClelland and Stewart.

Readings

Akbar, M.J. (1985). *India: The siege within*. Middlesex, UK. Penguin Books

Clarke, C., Peach, C. & Vertovec, S. (1990). *South Asians overseas migration and ethnicity*. Cambridge, UK: Cambridge University Press

Israel, M. (Ed.). (1987). *The South Asian diaspora in Canada: Six essays*. Toronto: Multicultural History Society of Ontario.

Leaf, M., (1992). *Pragmatism and development: The development for pluralist transformation of the third World*. Westport: CT: Bergin & Garvey.

Minhas, M.S. (1994). *The Sikh Canadians*. Edmonton, AB: Redimore Books Inc.

Pokarna, K.L., (1994). *Social beliefs: Cultural practices in health and disease*. New Dehlhi: Rawat Publications.

Raman Rao, A.V., (nd) *Industrial social services in a developing economy*. New Delhi: Allied Publishers Private Ltd. .

Randel, J., German, T. & Ewing, D. (1999) *The Aging and development report: Poverty, independence and the world's older people*. London: UK. Earthscan Publishing.

Richer, S. & Weir, L., (1995). *Beyond political correctness*. Toronto: University of Toronto Press.

SUPPLIES / MATERIALS:

N/A

STUDENT EVALUATION:

Journal Writing (based on readings)	30%
Term Paper	40%
Group Presentation	30%
TOTAL	100%

WEEKLY OUTLINE BY TOPIC

Week	Topic
Week 1	Introduction
Week 2	Cultural and political history of immigration to Canada by people of Indian heritage.
Week 3	Cultural transfer of beliefs, practices, behaviours, traditions: conflict in the settlement process
Week 4	Introduction: Early Migration of Indo Canadians to British Columbia. Events, circumstances and settlements: Koma Gata Maru Incident, history of legislated racism and its outcomes
Week 5	Field trip to Sikh temple – meeting with elders and pioneers Journal writing, presentations and term paper guidelines
Week 6, 7, 8	South Asian Disapora: community and cultural institutions; beliefs practices and norms. Integration into Canadian life: challenges, conflicts and successes. Issues of crime, youth violence, alcohol and drug abuse, family conflict, concepts about education and work.
Week 9	Video: East is East – social and cultural drama Discussions about cross-cultural conflict and integration issues across the generations and genders
Week 10	Social impact on cultural practices in the Canadian context – challenges faced by the institutions of family, marriage and child-rearing. Extension of displaced of roles by class, gender and social status. Issues around access to social services in Canada.
Week 11	Presentations begin – topics: racism, settlement and integration challenges, gender roles, role of family in marriage, parenting bicultural children, role of faith and culture in everyday life, etc.
Week 12	Panel of social services front line workers of Indian heritage helping persons from the Indian Subcontinent. (Surrinder Singh, Vancouver Family Services, Shashi Assanand, Multicultural Family Support Services, Dr. Kala Singh, Mental Health Outreach Services, Ninu Kang, Indo Canadian Assaultive Husbands Project e.g.) Presentations continue.
Week 13	Evaluation of integration and its impact on Canadian society. How far have we really come? Examples of traditional and non-traditional scenarios living as visible minorities in a dominant culture. Reflections on a personal past and a collective future.

COURSE CONTENT:

The main reading will concentrate on the Buchignani book.

The course pack will provide added resource and information on social, economic, cultural, and political contexts.

Extra research will be undertaken for the class group presentation topic which may be historical, current or future developments and projections on cultural shifts. An example might be the Koma Gata Maru incident of 1914 or a commentary on the contemporary shift of attitude towards social services.