

# Newsletter - November 2017

## International Conference

### Immigration, the Dynamics of Identity, and Policies for Managing Diversity



## Did you know?

Many of you have responded to our call for papers and we thank you very much for it. You will find in this November issue the titles of the first communications, posters and roundtables that were selected as well as the description of the lectures of our guest speakers. To encourage greater interactions, we made the decision to extend the deadline for the proposals to Friday, January 05. Thank you for continuing to share the word about the conference!

All the information regarding the conference - call for papers, terms of submission, programming, community and institutional partners - is available at [www.icstconference.com](http://www.icstconference.com). You can also follow us through our Facebook page: "International Conference in Intercultural Studies June 2018".

At the end of this issue, you will find the registration form for the conference, which can also be downloaded in PDF format from the conference website.

## WHAT'S NEW?

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# Programming

As part of the conference, we want to offer a holistic and interdisciplinary approach on the topic of immigration. We wish to guide the discussions in the form of interpersonal interactions, between the individual and the group, intergroup/ intercommunity and between social majority group and minority groups. We identified four activity sectors in which intercultural contacts dominate - education, health, business and social and settlement services.

The descriptions of the guest lectures and the list of posters, workshops, communications / panels and roundtables that we are proposing can be found below. You can register for one or more of them through our website.

## Guest Lectures

**Dr. Daniel Hiebert**

### ***Building Canada through immigration***

Immigration has been used at key moments in Canadian history as a solution to difficult economic and demographic challenges. The current situation is essentially a point of continuity in this sequence of events. While there are continuities, however, there are also some unique aspects of this particular moment. Previous efforts to build Canada through immigration occurred when we still had an 'economy of bricks', but we now have an 'economy of clicks'. And, of course, in the past Canadians believed that immigration was a tool that would build Canada while also keeping its cultural composition as a white settler society intact, while it is now bringing the globe to Canada. At this point, I'll present a few basic statistics to illustrate this point, emphasizing the socio-economic and cultural diversity (indeed, 'superdiversity') of current immigrant admissions to Canada. I'll also point out the uneven geography of settlement of newcomers.

These fundamental changes, along with other intersecting processes, demand a different, more comprehensive approach to the settlement and integration of immigrants. I'll end the presentation by addressing this issue: what should settlement and integration look like in an age of superdiversity? Here, I'll focus on the emerging concept of 'whole of society' approaches to this issue, and point out that Canadians have made important steps in this direction, but that we are not actually the world leaders we might like to believe (e.g., compare the German response to Syrian refugees and ours). My final point will be about the need for local places to contribute to this process (e.g., municipal governments; civil society; and the private sector).

**Dr. Magali Bouchon**

### ***Anthropology applied to international***

### ***solidarity: to recognize the other in its sociocultural ways of thinking about health, illness and care.***

First, we will address the general question about the scientific issues of anthropology's implication in an international solidarity association.

To restore these issues, we will take a critical look at the anthropology of health in order to highlight the contributions and pitfalls of health projects stakeholders taking into account the representations of health and illnesses, as well as the contributions and the limits of these different approaches in anthropology.

We will also clarify the research stance that is being used at Doctors of the World, in both an ethical and methodological manner: a respectful approach of the cultural richness of the target populations is thus a factor of efficiency, quality and sustainability.

The second part will be devoted to introducing some examples of sociocultural determinants of access to health care around sexual and reproductive health. We will show that individual behaviors related to social norms that regulate sexuality, decision-making systems in families and power structures determine a set of pathologies that must be analyzed with concepts that come from the social sciences. We will also examine more generally the place of language in the health care relationship: there are social ways of talking about illnesses: people perform a particular linguistic encoding of symptoms that they observe on their body or on another's body, encoding that has an influence on therapeutic routes.

Finally, we will end with a presentation of the investigation procedure used to support the operations of France's Doctors of the World to produce dense descriptions of reality. We will present the developing process of a tailor-made methodology based on identified issues and contextual constraints in order to come up with recommendations for the

improvement of medical practices in an intercultural context.

**Dr. Evangelia Tastsoglou**

### ***Cautionary Tales of Belonging in Atlantic Canada***

The "sense of belonging" is rooted in the material conditions of immigrant socio-economic and political integration, in particular the place and time specific positions, defined by intersecting social divisions of class, gender, racialization and others, that immigrant groups and individuals occupy. Political choices about belonging, the "politics of belonging" in a transnational context, but also situational, and relational ever shifting factors, also affect the negotiation and performance of immigrant identities. I am drawing upon a number of empirical studies from Atlantic Canada focusing on the experiences of grappling with issues of belonging for immigrant women, second-generation youth of various ethno-cultural backgrounds, immigrant professionals, immigrant men and women providing care to families transnationally. These studies show, overall, that immigrants are "integrated" in Atlantic Canada but with varying understandings of "belonging" and variable attachments to the region. In this paper I explore the nature of belonging in a transnational world, the range of attachments, and the factors and processes that account for them, and reflect on how policies for managing diversity could enhance the sense of belonging and contribute to making Atlantic Canada a "home away from home" for immigrants.

**Dr. Michèle Vatz-Laaroussi**

### ***L'intégration des immigrants et réfugiés dans leur nouvelle société : à qui la responsabilité du Vivre ensemble?***

Based on several research projects focusing

on the reception and integration of immigrant and refugee families in local communities of varying sizes in Canada and other countries, the presentation will highlight the various issues related to the arrival of the families in communities of varying sizes, metropolises and small towns in remote regions and in linguistically diverse communities. More specifically, I will focus on the trajectories and integration and participation processes implemented by the members of these families, the obstacles they encounter, and the strategies they develop, but at the same time, we will also focus on the reception and integration processes of local authorities, the political, institutional and community bodies, the linguistic communities, as well as on citizens who are already settled. We will then identify some areas of tension between the abovementioned issues. Focusing on the theoretical definitions and multiple operationalisations of over-explored (clichéd) concepts such as integration, social

participation or the Living Together program, we will try to understand how responsibilities can be truly shared in a local co-construction process based on the sharing of stories and the development of joint projects. This sharing of responsibilities can only take place in a context where conditions of equality and fairness are respected and where the power relations and processes of stigmatization and racialization experienced by certain minority communities are taken into account. It is thus necessary to get away from the angelic vision of integration and to move towards a more critical intercultural perspective.

**Dr. Marie McAndrew**

***The educational success of students from immigrant backgrounds: the role of systemic and school dynamics***

Educational success is often discussed in terms of student characteristics before they even enter the school system, examples of these characteristics include parental education level, socio-economic status, circumstances of migration, or fluency in the host language. Yet, many studies show that the quantifiable factors found in the databases only explain part of the variance in secondary graduation (education). Moreover, there are significant differences between establishments whose student mix is substantially similar. Therefore, the purpose of my lecture will be to present what national and international research tells us about the role of systemic dynamics (policies, programs and general frameworks) and school dynamics (mutual perceptions and attitudes, norms and practices in schools and in classes) in the progress of students from an immigrant background as a whole, as well as in certain sub-groups at risk.

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## Posters

- **Rohini Bannerjee** - Don't Sugar Coat Rape Intercultural Approaches to Teaching Trauma, Atrocity and Genocide
- **Lilyane Rachédi, Mouloud Idir, Javorka Sarenac, Abdelwahed Mekki-Berrada** - Managing the dead in Quebec: Muslim burial sites as integration indicators
- **Stéphanie Atkin** - Who finds out about employment and where? Informational practices in employment integration - The case of youth and recent immigrants in Quebec

## Workshops

- **Claire Duchesne** - Supporting the professional integration of new teachers with an immigrant background
- **Wenche Gausdal** - Youth and Young Adult Integration Models and Supports
- **Jan Sheppard-Kutcher** - Multi-Stakeholder Work Group Model: Leading the Way in International Qualifications Recognition

- **Carol Derby, Mohja Alia** - Innovative Employment Bridging Programs
- **Sylvie Lapointe** - Social Work - Beyond Borders

## Communications / Panels

- **Catherine Montgomery, Valérie Navert, Émilie Tremblay** - Networking and employment integration experiences: the case of internationally trained health and social service professionals (PSSSFE)
- **Constanza Rojas-Primus** - Intercultural Language Curriculum: Teaching and Learning through an Intercultural Lens
- **Farrah Bérubé, Vicky Girard** - Media coverage of Quebec terrorist attack: pointing out the management of cultural diversity
- **Kheira Belhadj-ziane** - Islam and Muslims in the collective imagination of the social workers in Quebec

- **Marie-Josée Lorrain, Cécile Nicolas** - Co-analyzing the activity of social delegates working with immigrant workers: a clinical approach to enhance and transfer experiential knowledge in an intercultural context
- **Dr. Marianne Jacquet, Dr. Paulin Mulatris, Dr. Laurie Carlson-Berg, Dr. Mamadou Ka** - The experience of Francophone immigrants in minority situations on reception services: comparative perspectives
- **Maude Fauteux** - The perceptions of adult immigrant learners about the value (interest and utility) of intercultural activities for their learning of French and their integration into the host society.
- **Nicole Gallant, Johanna Cardona** - Hiring discrimination? Academic reframing of the Quebec discussion on the immigrant unemployment rates
- **Priscilla Kasongo** - Between language and identity: Cultural mixing among the young people of the 2nd generation of Congolese migration in Belgium

- **Tayeb Bouderbala, Moussa Zouaoui** - Illusions, fantasies and intercultural imagination among migrants
- **Véronique Lemoine-Bresson, Stephanie Lerat, Marie-José Gremmo** - (Re)development of the knowledge about interculturality through the writing of a personal experience
- **Hedi Saïdi** - When images and words create woes. The treatment of the irregular Maghreb immigration in the French media.
- **Lilyane Rachédi, Javorka Sarenac, Zahia Agsous, Amelia León** - Trajectories of the deceased and place of death in a migratory context
- **Dr. Mei Gamaleldin** - Migration Governance: Best practices of integration in the education of tomorrow in Egypt and Canada
- **Yamina Meziani-Remichi** - Diversify the organization chart? The dilemmas of the town halls of Pessac (France) and Amsterdam Nieuw West (Netherlands) to address the issue of the diversity of origins
- **Émie Valiquette** - Thinking about the social integration of immigrant women living in a remote region of Quebec with regard to intercultural communication
- **Ingrid Lathoud** - Interculturality and parenthood: experimentation of intercultural exchanges in a community organization
- **Sabrina Bolduc** - Immigration and early childhood: the role of the quality of the educational environment in child care on the educational preparation of children of immigrant background
- **Malika Bensekhar-Bennabi, Marie-Rose Moro** - Migration realities and transcultural clinical practices: a necessary adaptation
- **Catherine Conrad** - "Back-Way or Bust: Perceptions of clandestine Migration from

the Gambia, West Africa"

- **Stéphanie Arsenault, Nicole Gallant, Johanna Cardona** - Deconstructing cultural misunderstandings by meeting and listening
- **Sony Jabouin** - Black teachers with immigrant backgrounds and professional integration practices
- **Kathryn Bates-Khan, InHae Park** - Embracing the Space Between Us
- **Roberto Montiel** - Let us be welcomed: Promoting strong bonds between newcomers and the Mi'kmaq
- **Dr. Evangelia Tastsoglou** - From Precarity to Integration: Gender and Refugees in Diverse Contexts

## Roundtables

- **Lucienne Martins Borges, Stéphanie Arsenault, Lucille Langlois, Jean-Bernard Pocreau** - Reflections on the Intervention Program developed following the shooting at the Quebec Mosque 1) Learning social intervention expressed in terms of the stakeholders involved 2) Intersectoral collaboration in the development of an intervention protocol 3) Protective and preventive functions of crisis intervention
- **Lilyane Rachédi, Catherine Montgomery, Sylvie Trudel** - Best practices in action research and collaborative work between researchers and practitioners.
- **Zrinka Seles-Vranjes, Sara Abdo** - Health and Refugee Resettlement 1) A general overview of the shared partnership between the medical field and re-settlement agency 2) Settlement approaches to supporting refugee health and wellbeing.
- **Sherry Redden** - Immigrants Entrepreneurial Journey into Business - Importance of the Connection

Here is a list of roundtables that the conference is proposing and you can register to those as well:

- Best practices in action research
- Factors facilitating the transfer and use of knowledge in an intercultural context
- Refugees (integration, status, program evaluation)
- Immigration and host communities (reception and inclusion policies, retention strategies)
- Diagnosis and support for patients in Health Services
- Multicultural education and intercultural awareness (curriculum development, teaching techniques, support services, evaluation of services)
- Intercultural issues for business companies (managing multicultural teams, organization and management of processes, developing and adapting to new markets)
- Immigration and integration of immigrants outside the main centres
- Language and intercultural learning through telecollaboration

# Important Announcement - Financial Partners

## Atlantic Research Immigration Fund

The Conference Organization Committee is pleased to announce that we received a Knowledge Communication Grant from the Atlantic Immigration Research Fund. This grant is meant to provide financial help in the form of travel grants to community organizations and graduate students from the Atlantic region who want to participate in the conference on "Immigration, Identity Dynamics, and Policies for Managing Diversity" taking place at SMU on June 14-16 2018. Students and community organizations interested should contact directly the Conference Organizing Committee.

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## Community Partners

### Halifax Refugee Clinic

#### Interview of Julie Chamagne, Executive Director

*Good morning Julie! Thank you kindly for having us. We are here to talk about Halifax Refugee Clinic, for which you are the Executive Director. To start with, perhaps you can maybe provide us with a little bit of history about the creation of your organization.*

Yes, I have been the Executive Director for nine years, but the organization has been in existence since 2000. This organization was founded to respond to the real need of legal assistance for asylum seekers. The federal government and the provincial government of Nova Scotia were engaged in discussions to find out who should be responsible for providing legal aid to refugee claimants. Neither the federal nor the provincial government wanted to take on this responsibility, which created a big gap. People who had made a refugee claim in Canada had to go before the Immigration and Refugee Board without legal representation. When you think about it, it is a procedure that can have dramatic consequences like a death penalty if a person is returned to his/her country while fearing persecution or death. If the

risks in this person's case are not properly assessed at the Canada Commission level, that person may be forced to return home and be persecuted. Monitoring legal aid for asylum seekers is very important.

So, Lee Cohen, a lawyer from New Brunswick who worked here in Nova Scotia, took care of so many pro bono cases that he identified a great need. Halifax Refugee Clinic was created very informally like many non-profit organizations... At first, people would meet at Tim Horton's. Later, they were able to find small spaces with funding from the Roman Catholic Church and then from the Law Foundation of Nova Scotia - which still funds us and supports us today. We are not a big organization, but we have been here for 17 years and we are well established in the community and we are proud to continue providing these services.

*How many employees work for the Halifax Refugee Clinic?*

We are three employees: me as the Executive Director; a Social Services and Settlement Coordinator and the

Legal Case Manager. Something that is unique about our organization is the fact that there is no legal aid in Nova Scotia for immigrants and refugees. We are like a private legal aid firm, but we also have a very important settlement and integration social side because our clients do not have the right to access programs that are funded by the federal government like ISANS. So, there is a big gap to be filled and it is very difficult to legally represent someone who is on the street or if that person cannot get the medical care that he/she needs. We try to work with the person in a holistic manner, at the legal and social levels. Our Social Services and Settlement Coordinator is responsible for facilitating medical, work, employment, mental health and accommodation needs.

***\*The full Interview will soon be available on the conference website.***

## Future health professionals get crucial Indigenous culture training



**First-year medical student Dakota Peacock (right) and Jason Min, a lecturer in the Faculty of Pharmaceutical Sciences, welcome the new interdisciplinary learning experience.**  
Photo credit: UBC Public Affairs

Students from 11 of UBC's health-related programs will come together for the first time on Thursday for a new learning experience designed to help them better serve Indigenous people.

The UBC 23-24 Indigenous Cultural Safety interdisciplinary learning experience was launched this month as a required component for students in medicine, genetic counselling, midwifery, occupational therapy, physical therapy, pharmacy, dental hygiene, dentistry, dietetics, nursing, and social work. Next year, students in audiology and speech language pathology will also take part.

The initiative is a response to two specific calls to action from the Truth and Reconciliation Commission of Canada. Action 23 in the commission's 2015 report calls for cultural competency training for all health-care professionals, and Action 24 calls for medical and nursing schools to have all students take a course dealing with Aboriginal health issues.

"Cultural safety and humility training is moving from a place of being a wonderful addition or insightful add-on, to something that's non-negotiable in the training and education of professionals, academics and

citizens of the country that we are trying to become," says Nadine Caron, co-director of UBC's Centre for Excellence in Indigenous Health (CEIH). "We have the only medical school in B.C., the only dentistry school, the only pharmacy school, and the largest nursing school, and I think it's really important that we show leadership in this area."

UBC developed a curriculum that all health-care disciplines could share, bringing together a diverse group of students to develop this foundational knowledge. The students will then be better prepared to work in B.C., where embedding cultural safety in the health-care system has long been a goal of the First Nations Health Authority (FNHA). In 2015, The Ministry of Health and six other health authorities joined the FNHA to declare their commitments to it. Earlier this year, 23 colleges that regulate B.C.'s health-care professions did the same.

"It's about dispelling stereotypes, and talking about strategies for building relationships and getting a deeper understanding of who people are as individuals," said Carrie Anne Vanderhoop, the education coordinator at CEIH who led development of the curriculum. "How do I connect with the

people that I am supposed to be caring for, in order to provide quality, culturally safe care and ultimately achieve improved health outcomes?"

First-year medical student Dakota Peacock welcomes the chance to gain more exposure to Indigenous perspectives than his education has provided so far.

"We had some Indigenous cultural teaching in high school, but in my opinion it was very superficial," Peacock says. "I'm grateful for the opportunity to find out what it is we're doing that works for Indigenous people, what doesn't work, and what we can learn about their cultures, spirituality and social structures to be able to serve them more effectively."

Peacock has already completed the first of five online modules that cover topics like Aboriginal history in Canada, the history of colonization, barriers to health-care access for Indigenous people, and racism — all from an Indigenous perspective. Leaders such as Splatsin First Nation Chief Wayne Christian, University of the Fraser Valley Chancellor Gwen Point, and St'at'imc Nation Elder Gerry Oleman provide video lessons, along with links to further reading. Students progress through the modules by completing online assessments.

During Thursday's in-person workshop and another on Nov. 17, students will gather with Indigenous and faculty facilitators to examine their own cultural biases and talk about how they can become allies with Indigenous people in a health-care context.

Jason Min, a lecturer in the faculty of pharmaceutical sciences, learned how this can help several years ago, after a difficult start as a UBC pharmacy graduate who travelled to serve Indigenous communities around B.C.

Full article at:  
<http://www.med.ubc.ca/future-health-professionals-receive-crucial-training-in-indigenous-culture/>

## Canadian Muslims face tough choices on where to bury their dead



Chedly Belkhodja, centre, poses with family members, including his father, Khaled, on the right.

When Chedly Belkhodja's dad died in Moncton, N.B., three years ago, it was clear to Chedly what needed to be done.

"He wanted, probably, to be buried back in Tunisia," Chedly says.

They'd never discussed it. But his father, a Muslim who had spent most of his adult life in Canada, travelled to his home country regularly, sometimes bringing Chedly along.

"I remember years ago, we would go to the cemetery — there's a huge cemetery — and he would go because his mother, his father were in that place," he says.

"Like many, I think, immigrants who come to Canada of that generation, when they get older, there's this thing of returning."

In Islam, Chedly explains, bodies are meant to be buried very soon after death. But many Canadian families compromise on that requirement and send their loved ones back home, so that they might receive a religiously appropriate burial.

Proper burial arrangements for Muslims can be hard to find in Canada. Following a shooting at a Quebec City mosque earlier this year, five of the six Muslim men who died were sent back to their country of origin. The sixth was buried in Laval, Que.

In the months after the shooting, residents of a town near Quebec City voted to oppose a planned Muslim cemetery there. But Quebec City's Muslim community eventually got a place to bury their dead after reaching an agreement with the city on another parcel of land.

Chedly feels he made the right decision. He received help from the Tunisian consulate in Montreal, as well as the Tunisian government. And he accompanied his father's body to a Tunisian cemetery.

Chedly, a professor at Concordia University, has since traveled across Canada to learn about what Muslims are doing with their dead.

"People are ageing in a lot of communities," he says. "I think it's [a

concern] that's going to be more and more present."

For more info:

<http://www.cbc.ca/radio/outintheopen/ageing-1.4313239/canadian-muslims-face-tough-choices-on-where-to-bury-their-dead-1.4313415>

<http://www.cbc.ca/news/canada/montreal/quebec-city-mosque-cemetery-land-muslim-burial-grounds-1.4235158>

<http://www.cbc.ca/news/canada/montreal/muslim-burial-ground-quebec-1.3963553>

### Organizing Committee

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## Registration Form

Date of Submission:

<b>Last Name:</b>		<b>First Name and Middle Name:</b>		
<b>Email:</b>		<b>Phone:</b>		
<b>Professional Status (Community Partner, Researcher, Student, Other)</b>				
<b>Academic Institution (If Applicable):</b>		<b>Name of Service Provider (If Applicable):</b>		
<b>Short Bio:</b>				
<b>Communication</b>	<b>Poster</b>	<b>Workshop</b>	<b>Roundtable</b>	
<b>Title:</b>				
<b>Description / Abstract:</b>				
<b>Register to a Roundtable:</b>				
Roundtable 1		Roundtable 9		
Roundtable 2				
Roundtable 3				
Roundtable 4				
Roundtable 5				
Roundtable 6				
Roundtable 7				
Roundtable 8				
<b>Do you wish to subscribe to our newsletter?</b>			<b>Yes</b>	<b>No</b>

Do you intend to participate in	Yes	No
Permanent Exhibition at <a href="#">Pier 21</a> - Wednesday, June 13		
Inaugural Keynote Address + Cocktail - Wednesday evening, June 13		
Banquet - Thursday, June 14 (Additional fees will apply)		
Dinner Show - Friday, June 15 (Additional fees will apply)		

**Dietary Restrictions (Vegetarian, Gluten-Free...)**

**List of Roundtables:**

**Roundtable 1:** Best practices in action research

**Roundtable 2:** Factors facilitating the transfer and use of knowledge in an intercultural context

**Roundtable 3:** Refugees (integration, status, program evaluation)

**Roundtable 4:** Immigration and host communities (reception and inclusion policies, retention strategies)

**Roundtable 5:** Diagnosis and support for patients in Health Services

**Roundtable 6:** Multicultural education and intercultural awareness (curriculum development, teaching techniques, support services, evaluation of services)

**Roundtable 7:** Intercultural issues for business companies (managing multicultural teams, organization and management of processes, developing and adapting to new markets)

**Roundtable 8:** Immigration and integration of immigrants outside the main centres

**Roundtable 9:** Language and Intercultural Learning through Telecollaboration