

Department of Adult Education & Counselling Psychology
Ontario Institute for Studies in Education/University of Toronto

Course: **AEC1131**
Title: **Special Topics: WORK, LEARNING AND MIGRATION**
Term: Winter 2011 (January 5 to April 6)

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COURSE DESCRIPTION

Brief description

This special topics course focuses on work-related learning in the context of migration. Reading theories of migration in conjunction with theories of learning, students will develop an understanding of settlement and work-related experiences of immigrants and refugees in Canada and globally. Two forms of migration will be explored: movements of people and movements of jobs (i.e., labour markets). The emphasis of the course will be on the learning undertaken by diverse groups of (im)migrant workers as they navigate changing labour markets.

ORGANIZATION AND FORMAT

This course is organized as a seminar consisting of a variety of formats: my commentaries, discussion of readings, and small group work. It is conducted in a collaborative learning manner. That is, students will learn, not only from me and the materials, but from each other through discussions and debates. Thus, all class members must take responsibility for making the class work by reading *all* the assigned materials, and by taking turn with summarizing the materials and presenting key questions, which will serve as a starting point for our collective discussion. Class time is organized around presentations and discussions of the readings. Students are encouraged to bring their experiences and other relevant materials to share in the class. Attendance and active participation by everyone is, therefore, expected.

In order for us to have productive discussions, I'd like us to adhere to some guidelines (which can be modified to suit our collective desire) in how we interact with each other, as follows:

- Be mindful that we bring different knowledges and experiences to class. Therefore we need to listen to each other carefully before commenting. In other words, let the speaker speak without interruption.
- Respond, rather than react. That is, be mindful of your own reactions, be they positive or negative, and take a moment (or a breath) before you comment.
- Raise disagreements politely and respectfully. Listen carefully and state calmly your reasons. Focus on the issue, not the speaker.

- Be attentive to the space you (or others) take up in discussions. Do not dominate conversations.
- Find a way of saying something that maximizes your chances of being heard.
- Be assertive with your feelings (e.g., “when you say that it makes me uncomfortable because...”) so that we can explore collectively what triggers us and why.
- Avoid using racist, sexist, and other offensive language.
- Recognize that making this class work is a collective responsibility.

To balance the intense intellectual work we do, I also conduct physical and contemplative exercises based on eastern philosophy and methods. While these exercises are not required, they are integral to the pedagogical methods I use. If you are uncomfortable with these exercises, you do not have to participate.

COURSE REQUIREMENTS

- **Participation.** Since the course is organized around collaborative learning, active participation is needed. Participation, including attendance and participation in small group work and discussion, is worth 10% of your total grade. Two points will be deducted from each class missed.
- Class members are required to keep a **reading journal**. The entries will consist of
 - (a) a precis or summary of the article or chapter (this should be 1-2 paragraphs highlighting the main argument and salient points, and the evidential basis of the author’s claim);
 - (b) your understanding of and questions about the reading: What are the core concepts and terms? What don’t you understand or what do you have problems with?; and
 - (c) what you have learned from the piece that you didn’t know before theoretically, methodologically, and empirically.
 Your comments and questions in the journal will form the basis for our class discussion. Thus, please bring your journal to class.

The reading journal is worth 30% of your total grade. It will be evaluated in terms of your comprehension, and the extent to which you considered the information carefully and thoughtfully. One point will be deducted from each piece of reading not recorded. **The reading journal is due on Wednesday, April 27.** However, I encourage you to hand it in for feedback regularly (e.g., bi-weekly). If you need deadlines, how about **February 5** and/or **March 9**?

- **Poster presentation.** Working in pairs or threes, develop a poster presentation of your choice that relates to the course content. I will provide more details later. This assignment is worth 30% of the total grade, and everyone on the “team” will receive the same grade, unless you work out a different evaluation agreement before hand (you have to indicate this before the presentation). **The poster session will take place on Wednesday, March 23.**

- **Reflective paper.** The final paper is worth 30% of the total grade. It should address your reflection of the course contents, your own learning, and how you may apply the knowledge and insights gained to your professional work. **The paper is due on Wednesday, April 27.**

| <u>Summary of requirements</u> | <u>Maximum</u> |
|--------------------------------|----------------|
| Participation | 10 percent |
| Reading Journal | 30 percent |
| Post Presentation | 30 percent |
| Term Paper | 30 percent |

N.B. Please minimize email contact except in an emergency, as I get too many messages to be able to respond adequately to your concerns. Concerns should be recorded in your journal and/or raised in class if they pertain to the contents of the materials. Alternately, you can come and talk to me. I will not accept assignments over email. All assignments should be in **hard copies** with the title, your name and contact information clearly stated. Assignments are normally available for pick up by the 3rd week in May. If you wish to have your assignments returned by mail, please provide a **self-addressed stamped envelope with sufficient postage.**

SCHEDULE OF TOPICS AND READINGS

| <u>Week/Date</u> | <u>Topic and Readings</u> |
|------------------|--|
| 1) Jan 5 | Introduction |
| 2) Jan 12 | Setting the stage: The new economy and transnational migration <ul style="list-style-type: none"> • Marjorie DeVault (2008) Introduction. In M. DeVault (Ed.) <i>People at Work</i>. New York & London: New York University Press. • Shibao Guo (2010) Toward recognitive justice: emerging trends and challenges in transnational migration and lifelong learning. <i>International Journal of Lifelong Education (IJLE)</i>, 29(2): 149-168. |
| 3) Jan 19 | Work restructuring and its effects on people <ul style="list-style-type: none"> • Shibao Guo (2005) Difference, deficiency, and devaluation: Non-recognition of foreign credentials for immigrant professionals in Canada. In Shahrzad Mojab & Habiba Nosheen (Eds.), <i>Proceedings of the Canadian Association for the Study in Adult Education (CASAE)</i>, May 2005, p. 124-130. • Payal Banerjee (2008) Flexible hiring, immigration, and Indian IT workers' experiences of contract work in the United States. In Marjorie DeVault, <i>People at Work</i>, p. 97-111. • Nancy Naples (2008) Economic restructuring and the social regulation of citizenship in the Heartland. In M. DeVault, <i>People at Work</i>, p. 112-138. |

- 4) Jan 26 Policy contexts
- Roxana Ng (1998) Gendering policy research on immigration. In *Gender, Immigration/Integration: Policy Research Workshop and Selective Review of Policy Research Literature, 1986-1996*. Ottawa: Status of Women Canada. March.
 - Andre Grace (2002) Lifelong learning: international perspectives on policy and practice. In Shahrzad Mojab & William McQueen (Eds.), *Adult Education and the Contested Terrain of Public Policy – CASAE Conference Proceedings, 2002*, p. 128-133.
 - Jacky Brine (2006) Locating the learner within EU policy: trajectories, complexities, identities. In Carole Leathwood & Becky Francis (Eds.), *Gender and Lifelong Learning: Critical feminist engagements*. London & New York: Routledge, p. 40-53.
- 5) Feb 2 Critics of the learning debate
- Rachel Gorman (2002) The limits of ‘informal learning’: adult education research and the individualizing of political consciousness. In Shahrzad Mojab & William McQueen (Eds.), *Adult Education and the Contested Terrain of Public Policy – CASAE Conference Proceedings, 2002*, p. 122-127.
 - Shahrzad Mojab (2009) Turning work and lifelong learning inside out: a Marxist-feminist attempt. In Linda Cooper & Shirley Walters (Eds.), *Learning/Work: Turning work and lifelong learning inside out*. Cape Town: HSRC Press, p. 4-15.
 - Hongxia Shan (2009) Shaping the re-training and re-education experiences of immigrant women: the credential and certificate regime in Canada. *IJLE*, 28(3): 353–369.
- 6) Feb 9 No class. Catch up on readings. Individual consultation with instructor.
- 7) Feb 16 How and what people learn I: The Canadian context
- Srabani Maitre & Hongxia Shan (2005) Informal learning of highly educated immigrant women in contingent work. In Shahrzad Mojab & William McQueen (Eds.), *Adult Education and the Contested Terrain of Public Policy – CASAE Conference Proceedings, 2002*, p. 143-154.
 - Kathryn Church, Eric Shragge, Jean-Marc Fontan, & Roxana Ng (2008) While no one is watching: Learning in social action among people who are excluded from the labour market. In Kathryn Church, Nina Bascia, Eric Shragge (Eds.), *Learning Through Community: Exploring Participatory Practices*. Holland: Springer, p. 97-116.
 - Roxana Ng & Hongxia Shan (2010) Lifelong learning as ideological practice: an analysis from the perspective of immigrant women in Canada. *IJLE*, 29(2): 169-184.
- 8) Feb 23 How and what people learn II: beyond Canada (choose one piece)
- Per Andersson & Andreas Fejes (2010) Mobility of knowledge as a recognition challenge: experiences from Sweden. *IJLE*, 29(2): 201-218.
 - Mary V. Alfred (2010) Transnational migration, social capital and lifelong learning

- in the USA, *IJLE*, 29(2): p. 237-254.
- Jin-Hee Kim (2010) A changed context of lifelong learning under the influence of migration: South Korea. *IJLE* 29(2): 255-272.
- 9) Mar 2 Programs and services for immigrants I
- Roxana Ng (2009) Immigrant women, community work, and class relations. In Maria Wallis and Augie Fleras (Eds.), *The Politics of Race in Canada: Readings in Historical Perspectives. Contemporary Realities, and Future Possibilities*. Don Mills: Oxford University Press, p. 87-94.
 - Roxana Ng (2001) Training for whom? For what? Reflections on the meaning of training for garment worker. In S. Peerbaye (Ed.), *Employment-related Training for Immigrant Women: A Forum on the Role of Employment and Training in the Settlement of Immigrant Women in Toronto*. Toronto: Toronto Training Board, Community Papers, No. 1, Series 1, unpagued.
- 10) Mar 9 Programs and services for immigrants II
- Tara Gibb & Evelyn Hamdon (2010) Moving across borders: immigrant women's encounters with globalization, the knowledge economy and lifelong learning. *IJLE* 29(2): 185-200.
 - other materials will be added to this week at a later date.
- 11) Mar 16 March break – no class
- 12) Mar 23 Poster presentations
- 13) Mar 30 Contradictions, alternatives and possibilities
- Mirchandani, Kiran, Roxana Ng, Jasjit Sangha, Trudy Rawling, Nel Cooma-Moya (2005) Ambivalent learning: gendered and racialized barriers to computer access for immigrant garment workers. *Canadian Journal for the Study of Adult Education (CJSAE)*, 19(2): 14-32.
 - Roxana Ng & Hongxia (2007) Learning to navigate the Canadian labour market: the experiences of professional Chinese immigrant women. In Rob Mark, Richard Jay, Barbara McCabe and Rosemary Moreland (Eds.), *Researching Adult Learning: Communities and Partnerships in the Local and Global Context – Proceedings of the 37th SCUTREA 2007 Annual Conference, 3-5 July 2007*, p. 348-354.
 - Anannya Bhattacharjee (2009) Migration and organising: between periphery and centre. In Linda Cooper & Shirley Walters (Eds.), *Learning/Work: Turning work and lifelong learning inside out*. Cape Town: HSRC Press, p. 142-153.
- 14) April 6 Roundtable on our learning; review; evaluation and celebration
- April 27 Final paper and reading journal due