MASTER OF ARTS THESES

ADULT EDUCATION AND COMMUNITY DEVELOPMENT PROGRAM

2010-2016

2016

Not all in one Rhythm: A Critical Analysis of the Media Discourse against the Indigenous Re-existence of the Marakรก Na Village in Kรปปรกกรฃparรก

Author:

Cursino, Alexandre

Advisor:

Sumner, Jennifer

Issue Date:

Nov-2016

Abstract (summary):

Indigenous people created the re-existence known as Maraká'nà village, by re-occupying the sacred territory of a building in Kûánãpará (Rio de Janeiro) located next to the popular Maracanã stadium. The village became a meeting place for re-existences that encompass issues of Indigenous sovereignty, sacred land right, spirituality practices, decolonizing education, and the creation of the first Intercultural Indigenous University in Pindorama. It challenged the economic and social impacts of the neoliberal sports mega-events, which raised tensions during the organization of sports mega-events. These tensions were amplified through media discourse, by perpetuating violent treatment of Indigenous peoples, and naturalizing the dominant elite. Employing a transdisciplinary methodology that combines Critical Discourse Analysis and Critical Political Economy, this study examines the media discourse that obstructs the Indigenous re-existence of Maraká'nà by favoring capitalist structures. Despite demonstrating unbalanced power relations, the findings show unbalanced power relations Maraká'nà and media discourses.

Youth Crisis: Unemployment and Outmigration in Nova Scotia

Author:

MacKinnon, Stephanie Milo

Advisor:

Mojab, Shahrzad

Issue Date:

Nov-2016

Abstract (summary):

In recent years, the unemployment, underemployment, and outmigration of youth from Nova Scotia have been widely researched. The subject is often referred to as the "youth crisis". Much of this work analyzes the experiences of youth who have left the province, as well as those who remain and the communities impacted by youth migration trends. But insufficient attention has been paid to how social and historical relations have created this moment. This thesis explores these relations, the ideology behind them, and how young people in Nova Scotia understand both these relations and this ideological framing. Through two complimentary entry points – document analysis and narrative-based interviews – this thesis examines and challenges the dominant way of conceptualizing the "youth crisis". This research will inform the project of imagining and building an alternative future, a future where all Nova Scotians can feel secure to pursue the things that make them feel most fulfilled.

Decolonizing Every Day: Exploring Relationships, Stories, and Practices for Decolonizationr

Author:

Miller, Zoe Patricia

Advisor:

Miles, Dr. Angela

Restoule, Dr. Jean-Paul

Issue Date:

Nov-2016

Abstract (summary):

In this thesis I reflect ethnographically on 'every day' experiences and stories that have shaped my own transformational learning about colonialism and decolonization to inspire and contribute to ongoing discussions and action on decolonization. The struggle of my close friend Natasha (Kwakwa̱ka̱'wakw) to uncover where she is from originally inspired me to ask similar questions of my settler family. In this research I have learned from: family members, Ancestors, friends and mentors, archival online data and importantly, Natasha, and her friends and family in the birth community she found after years of searching. This research in our respective communities shows the relationships of my family; to one another, Indigenous people on Turtle Island, the Land, Spirit and colonialism. It also demonstrates the vitality of life-giving worldviews and relationships with land, Spirit and each other; with emphasis on the importance of supportive and accountable relationships in decolonizing work.

The Activism of First Generation Somali Canadian Women Within a Neoliberal Multicultural State

Author:

Hodan Ahmed Mohamed

Advisor:

Shahrzad Mojab

Issue Date:

September 2016

Abstract (summary):

This thesis aims to explore the activism of first generation Somali Canadian Women (FGSCWA). It specifically asks 1) how do Somali women activists engage, contest and modify existing social relations within their community and mainstream society to foster anti-racist, anti-Islamaphobia feminist spaces; 2) in what ways does their activism challenge the systematic racism and Islamaphobia that is explicitly and implicitly imbedded in Canadian institutions and social relations and; 3) how has their activism and advocacy challenged the normative discourse of neoliberal multiculturalism, while simultaneously contesting gender norms and cultural dogma within the Somali community. This study combines two theoretical approaches to understand issues of citizenship, boundaries of Blackness and Muslim identity, power, representation and knowledge production in relation to Somali women activists. Working within a postcolonial and Black feminist framework, this research paper utilizes the in-depth interviews I conducted with eight Somali women activists, narrating their personal histories, perspectives and lived experiences.

The findings of my qualitative research applies narrative method, life history approach in particular, which will interrogate the systematic barriers that have both informed and constrained the Somali community. It will also consider the possibilities and limitations of activism and advocacy in negotiating power, as well as challenging marginalities in a 'multicultural' society, gender roles and relationships within the Somali diaspora. Furthermore, Somali women activism emerges out of everyday resistance to oppression. This study offers a conceptualization of Somali women activism by highlighting the importance of everyday advocacy and demonstrating the ways in which Somali women activists seize opportunities to foster anti-Black racism anti-Islamaphobia feminist spaces through relations of accountability and change. In conclusion, some recommendations are made to researchers and practitioners invested in the activism and advocacy of Somali Canadians.

Is Corporate Social Responsibility an Effective Intervention for Sustainable Development? The Case of Canadian Mining Companies in Burkina Faso

Author:

Kanyogonya, Virginia

Advisor:

Ryan, Sherida

Quarter, Jack

Issue Date:

Jun-2016

Abstract (summary):

Quite a number of Canadian mining companies claim that their corporate social responsibility (CSR) efforts can contribute to sustainable development (SD). However, several studies suggest that CSR initiatives in Africa are yet to make a significant, long-lasting socio-economic contribution. This research focuses on six Canadian mining companies operating in Burkina Faso, a country in West Africa that has recently become a hotspot for gold extraction. By employing a qualitative content analysis method to analyze companies' archives and other textual sources available within the public domain, through the theoretical lens of economic democracy, this study interrogates whether the current neoliberal CSR framework is an effective intervention to address Burkina Faso's socio-economic challenges. The findings from this research reveal the contradictions between stated CSR intentions and the mining companies' priorities, thus making noteworthy contributions to literature that investigates CSR and sustainable development in Africa's natural resource sector.

Violence, Literacy, and Adult Learning: How does Parkdale Project Read Meet the Needs of Learners who have Experienced Violence and Trauma?

Author:

Zorn, Eric Daniel

Advisor:

Burstow, Bonnie

Issue Date:

Mar-2016

Abstract (summary):

Violence and trauma can negatively affect adult's ability to learn. Literacy instructors must bear in mind many adult learners have histories of violence and trauma that may affect their experience of the classroom. This ethnographic case study of Parkdale Project Read, and how it meets the needs of learners who have experienced violence and trauma, develops context-specific knowledge that is grounded in experience. By examining Project Read as an organization, and participants' supportive relationships, this study will contribute to a better understanding of how violence and hardship are addressed within a practical adult literacy context. The goal of this research is to introduce local knowledge into the violence and adult literacy literature, and to better understand the relationship between violence and adult literacy through interviews with staff, tutors, and learners at Parkdale Project Read.

2015

Examining the Multicultural Experiences of Chinese Graduate Students at the University of Toronto through the Lens of Critical Multiculturalism

Author:
Jingjing Li
Advisor:
Sumner, Jennifer

Abstract (summary):
Ranked as the world's 7th most popular destination for international students, Canada has seen a rapid increase of the number of international students since 2001– from 136,000 to over 265,000, a 94% increase. The multicultural experiences of international students have influenced not only the students themselves but also the host countries. Much research on multicultural experiences has taken place in recent years. However, with liberal multiculturalism as the mainstream ideology, multicultural research appears to have the negative impacts from a liberal multiculturalism tendency. Lacking analysis of larger social structures, presuming an equal situation between international and local students, and forcing stereotypes on students from different cultures are all the negative impacts of the liberal multiculturalism tendency.

To avoid the negative impacts of liberal multiculturalism, this research will take critical multiculturalism as its theoretical framework. A narrative research approach is employed to explore the multicultural experiences of nine Chinese graduate students at the University of Toronto. A combination of constant comparison method and the chronological method will be used to analyze the data collected during the interviews.

This research will be conducted to explore three primary questions: firstly, what multicultural experiences are regarded as beneficial and meaningful; secondly, what factors contribute to forming beneficial multicultural experiences or enhancing the difficulties related to multicultural experiences; thirdly, how the life and perspectives of these international students has changed with the accumulation of their multicultural experiences.

State and Ideology: Youth Public Policy in Ontario

Author:

Zoltok, Scott Earl

Advisor:

Mojab, Shahrzad

Abstract (summary):

As global youth unemployment and youth led social movements become increasingly widespread, states have begun to consider youth a policy concern. In this thesis, I ask how youth experience being a policy concern. Ontario is the site of analysis, where the provincial government has recently released numerous public policies that draw on contemporary trends in youth research. Through policy analysis and semi-structured interviews, I connect the experience of Ontario's young people to the theoretical principles of the state's policy approach. I focus on the tension between the individual and the social: between the idea of youth as described in public policy, and the actual social conditions of the youth who participated in this program. The experiences of individual youth, whose lives are socially coordinated by state policy initiatives, are a window into understanding the consciousness and learning that arises for a generation brought up in economic instability and austerity.

From Pedagogy to Participation: Progressive Youths' Paths to Formal Civic Engagement

Author:

Shantz-Hilkes, Chloe Anna

Advisor:

Mojab, Shahrzad

Issue Date:

Nov-2015

Abstract (summary):

Over the past decade, declining electoral engagement among young people has led to a proliferation of research preoccupied with how best to educate for "active citizenship." It is therefore within a context of heightened theoretical attention that this thesis embarks on a unique, retrospective exploration of the relationship between pedagogy and political participation for a diverse group of progressive young adult Canadians. Whereas young people are commonly deemed apathetic, this research conceives of this cohort as mountingly alienated from liberal, capitalist democracy. At the same time, however, this thesis conceives of young progressives' electoral participation as strategically necessary, insofar as the collective disengagement of these young adults has a well-documented tendency to benefit those political parties/candidates most radically averse to justice-oriented social change. Ultimately, this research concludes that the capacity of pedagogical interventions to engender participatory tendencies among progressive young people is therefore essential, albeit limited in important ways.

Where is Queer? Migration Experiences of Sexual Minority International Students in Toronto

Author:

Corkum, Trevor

Advisor:

Mirchandani, Kiran

Issue Date:

Nov-2015

Abstract (summary):

This qualitative study uses queer standpoint and queer oral history methods to examine the migration experiences of nine globally mobile LGBTQ international students currently studying or recently graduated from post-secondary institutions within the Greater Toronto Area (GTA) and southern Ontario. I employ Lionel Cantú's queer materialist paradigm to interrogate the ways in which queer international students are subject to and disciplined by dominant relations of ruling within specific educational and queer sites of citizenship. In particular, I attend to the ways in which intersections of race, gender, class, language, and other identity markers mediate experiences of home and belonging in both physical and virtual worlds within these citizenship spaces, and how these students engage in forms of "border-crossing" to consciously re-articulate or redeploy aspects of their identity in order to strategically negotiate particular regimes of power and privilege.

Right to Education: A Comparative Analysis of the Use of Rights Talk by Indian Non-state Actors

Author:

Quinan, Emily Ann

Advisor:

Mundy, Karen

Issue Date:

Jun-2015

Abstract (summary):

This study examines the framing of the right to education through the discourse of the Government of India and two key non-state actors. Specifically, it addresses two research questions using word frequency data and applying content and frame analysis. The first question examines the discourse of the Right of Children to Free and Compulsory Education (RTE) Act 2009, its alignment with the right to education, and framing of non- state participation in education. The second question examines the discourse of two non- state actors with opposing views on privatisation in order to assess their use of `rights talk' to promote education, and determine whether education privatisation and rights are mutually exclusive. The discourse of each actor is compared to a framework of the right to education to determine how it aligns or diverges from this model. The findings of this study provide insight into how RTE Act is interpreted by different actors.

In Relationship: Expressive Writing as a Decolonizing Adult Learning Praxis

Author:

Bickford, Robert

Advisor:

Restoule, Jean-Paul

Issue Date:

Jun-2015

Abstract (summary):

The central argument is that the traditional academic essay format, coerced into cognitivist conventions by the fear of appearing uncritical, preserves the hegemonic colonial mindset when it suppresses the clear, direct, and relatable voice of the student or scholar. Inspired by Dr. Marie Battiste's use of four directions in First Nations Education in Canada: The Circle Unfolds (1995), the thesis is organized into 4 sections, East, South, West, North, representing research directions into the expressive potential of a decolonizing adult learning praxis and offering possible approaches to writing that can be allied with Indigenous scholars. I focus on praxis, the reflexive prompts of non-verbal image communication, historical origins of the cognitivist essay, and existing Indigenous viewpoints on the changing dimension of words used in academic contexts. Decolonized writing forms critical pathways by acknowledging the dialectics of colonialism and honouring the community surrounding the scholar that informs and buoys the research process.

2014

Conquest through Benevolence: the Indian Residential School Apology and the (Re)making of the Innocent Canadian Settler Subject

Author:

McKinley, Laura Janeth

Advisor:

Restoule, Jean-Paul

Issue Date:

Nov-2014

Abstract (summary):

This thesis offers a critical discourse analysis of the Canadian government's 2008 apology to the former students of the Indian Residential School system. The Indian Residential School apology claims to begin to pave the way for healing and reconciliation between Indigenous peoples and other Canadians, and, I argue, it makes this claim while reiterating colonial narratives of settler innocence, entitlement to land, and moral-ethical superiority. The apology claims to right wrongs that are discursively situated in a remote and distant past, without addressing ongoing colonial violence or the historic and contemporary benefits both the state and its citizens have inherited from colonialism. I contend that the apology enables a celebratory national narrative that allows the state and its citizens, and not the Indigenous peoples to whom it was putatively addressed, to recover from (and re-cover) a violent and traumatic past (and present) while repudiating responsibility on both an individual and state level.

We Are What We Eat: Cultivating Well-being and Happiness through Sustainable Food Systems

Author:

Tacorda, Jo Anne

Advisor:

Sumner, Jennifer

Issue Date:

Nov-2015

Abstract (summary):

If the systems that we build, including food systems, are meant to support and reflect our ideologies and theories, then contemporary interest in well-being and happiness cannot be ignored. If we want well-being to flourish and to be happy then the foods we eat must also be produced, processed and consumed in this way. This thesis critically examines if and how well-being and happiness are being facilitated through food systems driven by neoliberalism, food security and food sovereignty. This thesis uses systems thinking to identify the elements and relationships within each food system and applies a critical theory lens to delineate the power within those relationships. Each system is then evaluated using Dr. Jennifer Sumner's theoretical model of sustainability to understand if and how they promote the three building blocks of sustainability – counter-hegemony, dialogue and life values – and thus well-being and happiness.

Radical Relations: Exploring Polyamory as a Transgressive Philosophy and Practice

Author:

Gold, Efrat

Advisor:

Miles, Angela

Abstract (summary):

The purpose of this research is to explore polyamory among queer women as a transgressive philosophy and practice. Through individual qualitative interviews, the daily lives, past and present experiences, relationships and life philosophies of five queer polyamorous women are considered. Interviews are analyzed with an eye towards the personal as political as well as the practical and philosophical elements involved in constructing romantic relationships consistently with one's personal ideology. A critical understanding of the link between economics and social norms shows the importance of studying alternative relationship and family models. By attempting to create relationships that are consistent with their beliefs, these women are challenging the current dominant definitions of relationships, family and community. While polyamory can be a difficult practice, participants use it as part of a broader philosophy that transgresses Western social organization in a way that creatively combines the personal and political.

Building Capacity to Live and Work Together at an Ecovillage in Support of Sustainable Community: A Case Study

Author:

Mychajluk, Lisa

Advisor:

Sumner, Jennifer

Issue Date:

Nov-2014

Abstract (summary):

Ecovillages are important models of sustainable community and reflective of an alternative lived paradigm that values collectivism over individualism and cooperation over competition, in pursuit of bio-regionally-based, shared prosperity. In the face of growing threats to the predominant social and economic models of individualism, globalization, and unfettered growth (e.g. the decline of cheap oil), some experts have postulated that the greatest contribution that ecovillages can make is to help us understand of how to live — smaller, slower and closer (Litfin 2013) - in other words, how to organize socially and economically in a post-carbon world. Through a qualitative case study of Whole Village ecovillage in Caledon, Ontario, this thesis explores the structures and processes through which ecovillagers build capacity for living and working together, and reveals the complex interplay between elements of community building, community dynamics and capacity building, which can either support or undermine the development of sustainable community.

Excuse Me, are You the Teacher?: The Experiences of Racialized ESOL Teachers in Private-language Schools in Toronto

Author:

Ramjattan, Anil Vijay

Advisor:

Mirchandani, Kiran

Issue Date:

Nov-2014

Abstract (summary):

Like other service workers, racialized English for Speakers of Other Languages (ESOL) teachers in private-language schools are judged on their embodied traits, which are their (perceived) language proficiency and race, sometimes along with other social markers. Research has suggested that because they are not the ideal White, native-English-speaking instructor, racialized teachers usually experience awkward, confusing, and discriminatory encounters in their workplaces. These interactions are racial microaggressions because they send insulting messages to these teachers. Employing a critical race methodology, this study examines the microaggressions that 10 racialized teachers experience in various private ESOL schools in Toronto. Moreover, it looks at how these microaggressions impact the teachers' professional identities. The findings highlight how the teachers experience a range of microaggressions that occasionally go beyond issues of language and race, all of which promote internal and external identity work. Furthermore, these findings provide the impetus to prevent microaggressions in the ESOL context.

Archiving War: Iran-Iraq War and the Construction of "Muslim" Women

Author:

Haghgou, Shirin O Sadat

Advisor:

Mojab, Shahrzad

Issue Date:

Nov-2014

Abstract (summary):

The Iranian state's archiving of the ideological constructions of the Iran-Iraq War of 1980-88 have been prolific. This was was the longest military conflict of the 20th century, and an important stepping ground in the formation of Iran's theocratic state, which had assumed power less than two years before the war: the Islamization of the old monarchical state was anchored in the war effort. Women were assigned a special role in the war during which the idea and model of "Muslim woman" was constructed and propagated. These constructions have taken the shape of popular culture, film and theater, literature, as well as sights and events of commemoration. By locating these productions within the framework of the nation building project of cultural nationalism, this thesis aims to provide an analysis of this body of state memorialization of the Iran-Iraq War through the lens of the experiences of Iranian women. As well this research aims to add to the field of critical adult education through an analysis of the topic of women, war, and learning.

Dis-cover Canada: A Critical Discourse Analysis of Canada's Citizenship Guidebook for Immigrants and the Making of Settler Colonial Subjects

Author:

Yoshida, Ikumi

Advisor:

Restoule, Jean-Paul

Issue Date:

Nov-2014

Abstract (summary):

Since 2009, Discover Canada has been the only official study guide for the Canadian citizenship examination, and I argue that this guidebook is a hegemonic settler-making tool. Critical Discourse Analysis is utilized in combination with theories of subjectivity and analyses of settler colonialism to reveal how Discover Canada contains discourses exploitative to both new immigrants and Aboriginal peoples. A clear pioneer narrative is formed, in which images of Aboriginal peoples' presence and loss are used to exalt Canada and its `original' British and French settlers. Citizenship candidates are interpellated by Canada's pioneer narrative through a promise of future citizenship, even while textually positioned below the existing settler body as second-class settlers who need to prove their `earned' Canadianness constantly. This interpellation depends on the erasure of Aboriginal peoples by representing Aboriginal peoples' disappearance as mirroring a narrative of Euro-Canadian progress, and disregards structural violence done by settler colonial Canada.

Trust and Transformation: Women's Experiences Choosing Midwifery and Home Birth in Ontario, Canada

Author:

DiFilippo, Shawna Healey

Advisor:

Miles, Angela

Issue Date:

24-Jun-2014

Abstract (summary):

Using a critical feminist approach, and with attention to participants' broad life experiences, this qualitative study explores seven women's challenging, transformative decisions to give birth at home with midwives in Ontario, Canada. To make this choice, the women had to draw on their own strength, take responsibility for their decisions, and resist the dominant view of birth as inherently risky, and of women's birth experiences as unimportant and incompatible with more narrowly defined good outcomes. As participants became informed decision-makers, resisted medicalized birth, and envisioned more woman-centred possibilities, they were empowered as active agents in their births. They were able to trust that with the care of their midwives, and the support of their partners or close family, they could have satisfying and safe births at home

2013

Career Goals and Decisions: An Intersectionality Approach

Author:

Bardon, Emma

Advisor:

Magnusson, Jamie Lynn

Issue Date:

20-Nov-2013

Abstract (summary):

This project explores the career paths to date of seven graduates of the University of Waterloo's Mechanical Engineering program, and examines the influences that led them to choose their university program. I particularly considered the participants' status as members of underrepresented or overrepresented groups, using the contexts of the history of the profession of Mechanical Engineering and prior research on underrepresentation in Science, Technology, Engineering, and Mathematics fields. I used semi-structured interviews and an intersectionality framework to investigate aspects of identity, interests, and career influences. I found three key themes among the participants: human influences, including information sources, role models, and mentors; influences of educational and outreach activities; and personal interests and aptitudes. I use the uncovered themes to recommend a combination of future studies and outreach programs.

When Borders Cross People: Bill C-31 and the Securitization of Boundaries Across Bodies and History

Author:

Thompson, Rosalea

Advisor:

Mojab, Shahrzad

Issue Date:

20-Nov-2013

Abstract (summary):

Bill C-31 represents an important piece of policy in the history of Canadian citizenship. It takes its place in a dialog of policy and resistance about who ‘gets in’ and who is excluded from Canadian citizenship. By critically reading the text of Bill C-31 through other policy texts, academic arguments and research, and activist texts, this analysis elucidates historical connections between relations of capital, immigration, labour, and the criminal justice system. It works from a materialist feminist framework, critical of race, gender, class, and sexual orientation as systems that work through one another in dialectical and historically specific ways. The analysis argues that Bill C-31 is a continuation of relations of capital and that a dialectical conceptualization can yield strategies for a revolutionary praxis that offers hope for the transformation of existing social relations towards new and more humane ways of relating to one another.

Excavating Lesbian Feminism from the Queer Public Body: The Indispensability of Women-identification

Author:

Isen, Jaclyn A.

Advisor:

Miles, Angela

Issue Date:

10-Jul-2013

Abstract (summary):

Drawing on my own process of entry into local queer, lesbian and feminist public cultures, I argue that a powerful relationship between feminist and lesbian existence can be felt and that this sensibility bears influence on the way queer erotic and politicized identities emerge in relation to one another. These affective links remain frequently unacknowledged and/or are actively repudiated due to popular accounts of feminist genealogy whereby second wave lesbian-feminist positions are rendered fundamentally incompatible with contemporary queer/third wave feminist ones. I challenge this narrative by building on select early articulations of radical lesbian feminism to show that when affirmed consciously, the sense that lesbianism and feminism are interconnected constitutes a "woman-identified experience" and an opportunity to bear witness to the unrealized possibilities of second-wave radical feminism in the present. I conclude that politicized "lesbian" and/or "woman" identification remain indispensable strategic sites from which to observe and confront heteropatriarchy.

Consciousness and Praxis: Informal Learning in Social Movements

Author:

Ritchie, Genevieve Beth

Advisor:

Mojab, Shahrzad

Issue Date:

10-Jul-2013

Abstract (summary):

The no borders movement has been an important site of anti-imperialist resistance, and as such it provides a valuable point of entry into problematizing the contradictions that constitute the relations of consciousness, praxis and ideology. By tracing the recent history of no borders activism in relation to the intensification of neoliberalism, and the prevalence of diffuse models of power, the analysis illustrates the ways in which critical praxis has been limited by the current milieu. Working from an anti-racist feminist perspective I utilize examples drawn from no borders activism to demonstrate the very real limits of informal and incidental learning in social movements. The analysis argues against the supplanting of consciousness with subjectivity as a way to avoid the problems associated with structuralist analysis. Instead, I have suggested that critical education for social action requires a dialectical engagement with the social relations that we live in, contest and transform.

2012

Re-valuing Revolution: Women's Rights Activism in Swaziland and Potentials for Transformative Non-violence

Author:

Ouellet, Julie Xuan

Advisor:

Miles, Angela

Issue Date:

29-Nov-2012

Abstract (summary):

The patriarchal systems, stories, and powers that govern our world have made women extremely vulnerable to the threat of physical, emotional, spiritual, and intellectual violence. Despite efforts of millions of people working to end this attack, personal violation is a daily reality for many women and one that I believe will not change until efforts to end violence against women begin to address the very roots of dominant culture. This research will explore the personal experiences of five women's rights activists in Swaziland who are engaged in a transformative practice to end violence against women. Through in depth open-ended interviews, I look at the ways each activist's life journey reflects her changing understanding of formative values. Following this, I consider ways in which this personal development has led each woman to a deeply transformative, rather than simply a reactive, response to violence against women.

R.A.G.E.: Reflections on Acts of Gendered Violence and our Educational Lives

Author:

Wyper, Laura

Advisor:

Restoule, Jean-Paul

Issue Date:

29-Nov-2012

Abstract (summary):

This is an arts-informed qualitative research study looking at violence against women and how it affects their educational outcomes. It uses an art installation in which the narratives of the women involved are combined with photographs and real world objects in which viewers take on a 'walking meditation' as well as the use of participation stations for viewer feedback and further sharing of stories anonymously. This project is based on the belief that through a feminist research lens, participatory practice with the use of storytelling can be a form of transformation in community development.

Neoliberal Policy in Action: A Critical Analysis of the Global Food Safety Initiative and Food Safety Governance

Author:

Driscoll, Elizabeth Ann

Advisor:

Sumner, Jennifer

Abstract (summary):

Using a political economy analysis, this thesis examines the Global Food Safety Initiative and its effects on food safety governance. It begins with a discussion of food safety, an important component of food production systems, which attempts to ensure that food will not induce foodborne illness in the consumer. After outlining how neoliberalism is the current political economy environment in which the Global North operates, it argues that within this environment the Global Food Safety Initiative is rapidly becoming the predominant expression of neoliberalism to promote food safety. A political economic analysis of the Global Food Safety Initiative reveals that it is an indicator of the current neoliberal food regime and has significant consequences for the governance of both Canadian and international food safety.

City of Libraries: The Impact of the Urban Reform Movement on the Toronto Public Library

Author:

Hann, Jennifer

Advisor:

Quarter, Jack

Issue Date:

28-Nov-2012

Abstract (summary):

This research explores the impact of Toronto's urban reform movement of the 1970s on the Toronto Public Library (TPL) system. The TPL is the largest public library system in Canada, with 98 branches located in neighbourhoods across the city. These highly visible, accessible, and dynamic local branches promote social inclusion and community engagement through the provision of a range of programs and services. Public participation in the library planning process through citizens' advisory groups resulted in the "equalization" of library services across the city, a renewal of the local branch system, and the restructuring of programs and services to meet community needs as defined by communities themselves. This research also discusses the possibility of creating new opportunities for patron participation at the TPL in the context of the recent resurgence in civic engagement on library issues.

How Good is the Good Food Market: An Exploration of Community Food Security

Author:

Booth, Ashley

Advisor:

Sumner, Jennifer

Koç, Mustafa

Issue Date:

28-Nov-2012

Abstract (summary):

Community food security (CFS) is a new, community-based, collaborative approach to achieving food security. CFS seeks to merge social justice and environmental sustainability goals in the pursuit of food-secure communities. The Good Food Market (GFM) is a new CFS initiative wherein a subsidized community food market operates in a food desert. Through a qualitative case study approach, I examine and evaluate the programmatic design of The Stop's Good Food Market, and explore its contribution to community food security. The research is framed within a larger study of food security. Research findings are based on semi-structured and structured interviews with GFM coordinators and customers, as well as participant observation and literature reviews.

"All Our Work is Political": Men's Experience in Pro-feminist Organizing

Author:

Bojin, Kate

Advisor:

Miles, Angela

Issue Date:

28-Nov-2012

Abstract (summary):

This research project examines the personal and political experiences of five men engaged in pro-feminist organizing. Their experiences are explored in the context of the emergence of anti-feminist groups, and an increasingly volatile funding environment whereby women's rights organizations are seeing their financial resources threatened. Using a critical and sociological approach to masculinities, significant challenges at the personal level for these pro-feminist men are examined and are shown to compound engagement with women feminists, and the potential of cross gender partnerships. A people-oriented qualitative approach is employed to capture men's personal journeys and how they self- identify with the feminist movement. This research adds to the prevalent "Man Question", contesting men's engagement in the feminist movement. Ultimately, however, the thesis concludes that men's engagement in the feminist movement needs to be clearly positioned as a political project with an explicit commitment to building alliances with women's rights networks.

Welcome to Canada! An Inquiry into the Choice of Nursing as a Career among Immigrant Women of Nigerian Origin

Author:

Banjo, Yetunde

Advisor:

Mirchandani, Kiran

Issue Date:

28-Nov-2012

Abstract (summary):

This thesis investigated the choice of nursing among immigrant women from Nigeria in Canada. I sought to understand why increasing numbers of immigrant women from Nigeria with degrees and professional backgrounds are opting for careers in nursing. The study was conducted through an antiracist feminist lens and uncovered the many dimensions in which African immigrant women encounter marginalization and discrimination in the Canadian labour market, resulting from entrenched norms and values. I placed centre stage the voices of the Nigerian women, and through their narratives found that the decision to change careers was based on barriers they faced, the availability of jobs within nursing, as well as personal perceptions and interactions with other Nigerian women who had successfully changed careers. The conclusion reached is that despite the structural barriers faced, the choice of nursing had overall benefited the women, elevating their status and improving their economic situation.

Challenges facing Volunteer-managed Nonprofit Organizations with Non-bureaucratic Governance and Non-hierarchical Structures

Author:

Jain, Ambika

Advisor:

Quarter, Jack

Ryan, Sherida

Issue Date:

28-Nov-2012

Abstract (summary):

Volunteer-managed nonprofit organizations (VNPOs) are defined as nonprofit organizations managed exclusively by volunteers without paid-staff. There is no well-recognized theory describing how to govern or structure VNPOs, despite their significance in the social economy. This study argues non-bureaucratic governance and non-hierarchical structures are appropriate for some VNPOs. Rothschild-Whitt (1979) proposes six significant challenges for organizations with non-bureaucratic governance. Using multiple case-study methodology, the magnitude of these challenges was assessed in three VNPOs adopting non-bureaucratic governance and non-hierarchical structure. Four challenges, namely, time, homogeneity, emotional intensity, and individual differences, did not adversely affect the selected VNPOs. Two challenges, namely, nondemocratic individuals and environmental constraints, remained obstacles for the selected VNPOs. Five other challenges to non-bureaucratic governance specific to VNPOs were also identified and discussed, specifically, succession planning and recruitment, task completion, minimal socialization, pressure to achieve consensus, and administrative issues. Insights from such studies may help to better manage non-bureaucratic/non-hierarchical VNPOs.

Islamic Environmental Stewardship through Aboriginal Spirtual Ecology: How Muslim Students can learn Stewardship through Aborginal Teachings

Author:

Ali, Asma Maryam

Advisor:

Restoule, Jean-Paul

Issue Date:

12-Jan-2012

Abstract (summary):

This study investigates the challenges and opportunities of using the Aboriginal principles of "Respect," "Reciprocity," "Relationship," and "Responsibility" (known as the "4 R's"), Seventh Generation Stewardship, and an Aboriginal circle of giving and receiving, to teach Muslim students in one Islamic elementary school setting about environmental stewardship. The research tracked the thoughts and emotional connections of students as they undertook to establish the Aboriginal circle of giving and receiving, with plants they planted for their science unit. Through lessons and practices around the 4 R's, the majority of students demonstrated an increased emotional attachment to the plants in their respective circles, which was documented in journals. While establishing these practices, the students expressed a heightened awareness of the various ways in which they may enhance the practice of environmental stewardship mandated in traditional Islamic texts.

Islamic Environmental Stewardship through Aboriginal Spirtual Ecology: How Muslim Students can learn Stewardship through Aborginal Teachings

Author:

Ali, Asma Maryam

Advisor:

Restoule, Jean-Paul

Issue Date:

12-Jan-2012

Abstract (summary):

This study investigates the challenges and opportunities of using the Aboriginal principles of "Respect," "Reciprocity," "Relationship," and "Responsibility" (known as the "4 R's"), Seventh Generation Stewardship, and an Aboriginal circle of giving and receiving, to teach Muslim students in one Islamic elementary school setting about environmental stewardship. The research tracked the thoughts and emotional connections of students as they undertook to establish the Aboriginal circle of giving and receiving, with plants they planted for their science unit. Through lessons and practices around the 4 R's, the majority of students demonstrated an increased emotional attachment to the plants in their respective circles, which was documented in journals. While establishing these practices, the students expressed a heightened awareness of the various ways in which they may enhance the practice of environmental stewardship mandated in traditional Islamic texts.

Who is Wilhelmsburg? Race and Space in Internationale Bauaustellung Hamburg

Author:

Chamberlain, Julie Hume

Advisor:

Razack, Sherene

28-Nov-2012

Abstract (summary):

The Wilhelmsburg neighbourhood of Hamburg, Germany is characterized in local media as a problem neighbourhood. Many of its residents are racialized people struggling with low incomes, unemployment, and less formal education than average in the city as a whole, exemplifying what Razack (2002, p. 6) calls the "spatiality of the racial order in which we live." Wilhelmsburg is also the focus of a massive urban planning and architectural project, the Internationale Bauaustellung (International Building Exhibition, or IBA) Hamburg 2007-2012, comprising 50 building projects that aim to transform the neighbourhood. In this thesis I use Foucauldian discourse analysis to explore IBA Hamburg's public education materials, arguing that IBA Hamburg produces Wilhelmsburg and its residents as racialized, problematic, and in need of intervention to bring them into the future metropolis. Residents are targeted for integration through education, the effects of which are disciplinary and reproduce an unequal racial order of citizenship.

2011

Kipimoojikewin: Articulating Anishinaabe Pedagogy Through Anishinaabemowin (Ojibwe Language) Revitalization

Author:

Chacaby, Maya

Advisor:

Restoule, Jean-Paul

Issue Date:

29-Nov-2011

Abstract (summary):

In Anishinaabemowin (Ojibwe language), Kipimoojikewin refers to our inheritance, or the things we carry with us. While Anishinaabemowin, Anishinaabe (Ojibwe) pedagogy and research practices are all part of our inheritance, so too is a legacy of colonial violence and historic trauma. This paper details one journey towards the language; the struggle through a colonial terrain rife with institutional and cognitive barriers, the journey to return to Anishinaabe ways of knowing, to articulating Anishinaabe pedagogy in a contemporary urban context and the work done to fulfill the vision of the Elders. There are no "best practices" only stories that exemplify an Anishinaabe axiological framework so that the causes and effects can be better understood, taken up and improved upon. Aapajitoon kema wanitoon.

Cutting off the Homeless: Reexamining Social Housing Service and Activism in Ontario

Author:

Habib, Zainab

Advisor:

Mirchandani, Kiran

Issue Date:

29-Nov-2011

Abstract (summary):

The importance of housing has been discussed in several disciplines as a basic need, a fundamental human right, and a source of economic and social security; but the social housing system in Ontario has been downloaded from higher levels of government to municipalities with little to no increase in funding or program governance. In this thesis, I argue that the policies and programs that govern the social housing system in Ontario focus on a service provision perspective that maintains the status quo, particularly the stigma attached to social housing projects and homeless people. Using interviews with activists and a review of the literature, I suggest that activists have a role in changing the way this service-oriented perspective works by bringing forward the realities of homelessness in the public realm to alter social thought, agendas, and actions.

Educating For Global Citizenship: An Exploration of Two Curricular Methods

Author:

Kronfli, Monica

Advisor:

Quarter, Jack

Issue Date:

11-Aug-2011

Abstract (summary):

This mixed-methods study contributes to the limited literature on global citizenship by comparing the impacts of two curricular methods used to educate for global citizenship: international education experiences and a school-wide approach. Using Round Square as the case study, an international association of secondary schools that incorporate both methods to foster global citizenship, and an adapted version of Hartman's (2008) Global Citizenship Survey, this study examines the global citizenship qualities of 185 graduates from Canadian Round Square schools. Findings reveal that not only is the pursuit of global citizenship within schools valuable and possible, but that a school-wide approach is as effective a method to educate for global citizenship as international education experiences. Results are valuable as many schools lack the resources, capacity, and motivation for global citizenship programming, particularly if programming relies on international education activities. Results also question the necessity of international opportunities to foster global citizenship.

Beyond 40 Hours: Meaningful Community Service and High School Student Volunteerism in Ontario

Author:

Farahmandpour, Hoda

Advisor:

Quarter, Jack

Abstract (summary):

This study explores whether students in the mandated Ontario high school community service program consider their service requirement to be meaningful; the relationship between meaningful service and subsequent service; and other factors related to a meaningful experience and future service. A secondary analysis was conducted using a survey of 1,341 first-year university students, collected by a research team led by Steven Brown of Wilfrid Laurier University. The main finding is that meaningful service is a predictor for subsequent service and can contribute to individual and social change. Meaningful service opportunities help address a gap in service learning literature, which is the impact of service on communities, perhaps by underestimating the capacity of youth to contribute to social change. Three policy recommendations emerge: curriculum should be created to enable students to serve more effectively; program structure is necessary for reflection; and nonprofit agencies can meet both of the above needs.

History From the Heart: Difficult Pasts and Possible Futures in the Heterogeneous Doukhobor Community in Canada

Author:

White, Sonya

Advisor:

Restoule, Jean-Paul

Issue Date:

31-May-2011

Abstract (summary):

This thesis shares the results of oral history interviews with members of the heterogeneous Doukhobor community in Canada. The stories and memories of fifteen different voices highlight the influence of intersecting demographic variables (age, gender, ideological affiliation, and geographic location) on the experience of Doukhobor life in Canada during times of sensationalized conflict. The interviews are framed and analyzed through broader questions of history and cultural sustainability. What considerations influence the representation of difficult Doukhobor pasts in Canada? In the contemporary context of unification and reconciliation, how does one speak of conflict? This thesis shows that discussions of the past surface considerable contradiction in the collective memory of the Doukhobor community; the results outline various individual and community strategies that are used to manage the past in favour of the present. Ultimately, this thesis locates memory as a social and cultural anchor that must support a history for the future.

Elder Care in an Emergency Department: How does Disparity in Practice Come to be?

Author:

Adam, Simon

Advisor:

Burstow, Bonnie

Issue Date:

5-Apr-2011

Abstract (summary):

Elderly patients in the Emergency Department (ED) receive a different level of care than younger patients. The ED disproportionately deploys resources to serve the needs of the younger patient population, a decision that appears to be mediated by the acuity of the patient's condition as defined by the institution. This study will seek to examine the institutional work processes by which this disparity in care is created. By looking at the needs of the elderly as ED patients and based on what they identify as important to them, this ethnographic study will examine the work organization of the nurses, physicians, and administrators in the ED. The goal of the research is, through the examination of the organization of work and the texts that mediate it, to explain the ruling relations through which elderly patients are subjugated as patients in the ED.

Solidarity in the Borderlands of Gender, Race, Class and Sexuality: Racialized Transgender Men

Author:

Gately, Cole

Advisor:

Mirchandani, Kiran

Issue Date:

1-Jan-2011

Abstract (summary):

This qualitative study uses multiple autobiographical narratives of racialized transgender men to examine the intersecting axes of oppression at work in the borderlands of identity. The research contributes more complex understandings of transgender lives by raising questions about how gender, race, class, and sexuality intersect in the lives of racialized transgender men, and how such identities negotiate their place in the various communities constituted by those particular social locations. In particular I look at the ways that solidarity works in the borderlands, the liminal space composed of intersecting subject positions. I ask what constitutes solidarity, and I discover the contingencies operating in the borderlands that facilitate or pose barriers to full participation and solidarity of racialized transgender men. Findings reveal the complex negotiations racialized transgender men must engage in, both within and outside of queer and feminist communities, and challenge us to think through the meanings of solidarity.

Balancing the Double Bottom Line of Social Enterprise: An Evaluation of the Business Cost Recovery Metric

Author:

Pimento, Taryn

Advisor:

Quarter, Jack

Issue Date:

1-Jan-2011

Abstract (summary):

This study examines the utility of the Business Cost Recovery (BCR) metric, a social accounting tool that is used by social purpose enterprises in Toronto Enterprise Funds portfolio to separate their business and social costs. This research builds upon the BCR metric developing definitions for social and business costs and a guide to accompany the metric. The researcher tested the reliability of the metric useing test-retest methods with 20 participants. Three social enterprise experts evaluated the validity of the reliability test. The reliability test proved statistically significant, indicating that the BCR metric accompanied by the BCR guide can be used consistently. The BCR metric is a practical tool for the field of social accounting because of the relative ease with which it can be used to distinguish between social and business costs. The definitions created for this research can help mitigate ambiguity that exists across the field of social accounting.

2010

Returning Home Through Stories: A Decolonizing Approach to Omushkego Cree Theatre through the Methodological Practices of Native Performance Culture (NPC)

Author:

Brunette, Candace

Advisor:

Restoule, Jean-Paul

Issue Date:

5-Apr-2010

Abstract (summary):

This research examines Native Performance Culture (NPC), a unique practice in Native theatre that returns Aboriginal people to the sources of Aboriginal knowledge, and interrupts the colonial fragmenting processes. By looking at the experiences of six collaborators involved in a specific art project, the artist-researcher shares her journey of healing through the arts, while interweaving the voices of artistic collaborators Monique Mojica, Floyd Favel, and Erika Iserhoff. This study takes a decolonizing framework, and places NPC as a form of Indigenous research while illuminating the methodological discourses of NPC, which are rooted in an inter-dialogue between self-in-relation to family, community, land, and embodied legacies. Finally, this research looks at the ways that artists work with Aboriginal communities and with Aboriginal knowledge, and makes recommendations to improve collaborative approaches.

Displaced Burmese in Thailand: Refugee Policies and Impact on Access and Rights, 1988-2008

Author:

Kalnin, Elizabeth

Advisor:

Coloma, Roland Sintos

Quarter, Jack

Issue Date:

5-Apr-2010

Abstract (summary):

My thesis research centres on the question, how have refugee policy formation and ground level implementation impacted the conditions and experiences of displaced Burmese in Thailand from 1988 to 2008? I examine the effects of the production of subject categories through Thai national laws and practices, a bilateral agreement, and the United Nations Convention on the Status of Refugees, in order to uncover how official policies are used to manage refugees. This study addresses questions regarding policy formation and implementation toward Burmese who have fled political oppression in Burma (Myanmar) and identifies issues related to the recognition of difference and the allocation of rights in the cultural contexts of migration and integration of minority populations. The formulation and implementation of refugee policies has global implications since policy solutions in general are developed from a perspective that ignores the emergence and significance of displacement.