Department of Leadership, Higher and Adult Education  
Ontario Institute for Studies in Education  
University of Toronto

WOMEN, MIGRATION, AND WORK  
LHA 1147  
Winter Session 2019

Dr. Shahrzad Mojab

Thursdays: 2:00-5:00  
Room 3-310

Office Hours: Room 7-116, by appointment; E-mail Shahrzad.mojab@utoronto.ca

Acknowledging our history

The University of Toronto is on Indigenous land, which for thousands of years has been the traditional land of the Huron-Wendat, the Seneca and, most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island, many of whom continue to fight against colonization, extractive industries, and gendered oppression. To understand contemporary migrations, we must begin by acknowledging the historical colonial migrations that resulted in conquest and expropriation of Indigenous land and understanding the ongoing legacies of patriarchal colonialism, capitalism and imperialism that continue to displace, dispossess, and resettle people into the capitalist social relations which unsettle them to begin with.

COURSE DESCRIPTION

This course will focus on the gender, race, and class dimensions of population movement and forced migration. The focal point of the course will be the understanding of work-related experiences of migrant and refugee women. Reading theories of migration in the context of circulation, distribution, and appropriation of capital, we explore the flow of migration and labour market in Canada, globally and transnationally. Two forms of movements will be explored: Movements of people and movements of jobs. The adjustment and transformation of market economy in response to these movements will be studied. Emphasis will be on the challenges faced by women migrants and refugee as they navigate changing labor markets in search of waged work.

The majority of the world population is ‘on the move.’ War, environmental disasters, massive restructuring of certain sectors of economy, such as services, agriculture, and manufacturing, are forces to displace population mostly from the global south. This displacement is both internal and external and mostly moves from rural areas towards urban centres globally. The rise of urbanization has profound impact on the nature and the condition of work, more specifically on access to jobs, training, learning, and skilling required to gain waged work.
The course will pay careful attention to competing theoretical analyses of the relationship between gender, race, class in the context of work and migration. We will discuss critical feminist and race theories, Marxist feminist analysis, transnational, diaspora, mobility and cultural studies, adult education, and theorizations of learning and work. The course relies on theoretical studies and pays attention to social relations, politics, policies, and practices of migration and work. We will read policy documents, reports, novels, and artistic pieces including watching films which present us with the complexities of the themes covered in the course.

**COURSE SPECIFIC OBJECTIVES**

The learning objectives of the course are:

1. To understand the relationship between capitalism, forced migration and displacement.
2. To acquire knowledge on the relationship between the social categories of ‘refugee,’ or ‘migrant’ and work, learning, training, and skilling.
3. To develop critical analysis of national and global policies on women, migration and work.
4. To be able to extend critical race, gender, and class analyses to migration, settlement, work and learning.

**COURSE POLICIES & GUIDELINES**

*Respecting Our Learning Community*

In teaching/learning settings, I see my role primarily as an analytical and reflective practitioner, planner and facilitator. We all will be involved in a participatory learning effort; your experience and input are as significant as the accumulated knowledge on the topic. This course, like all courses, has its own politics. We will discuss and we will disagree. It is of the utmost importance that we disagree respectfully and engage in productive, generative conversation. The expectation of this course is that students conduct themselves in a collegial and respectful manner in class, out of class, and within on-line formats. Class sessions will operate as seminars. In collaborative learning we depend on one another to make the experience rich and useful. Therefore, I expect you to attend all class sessions and to actively participate in discussions. In order to enrich your participation, you are expected to devote sufficient time to reading, engage deeply with theoretical debates, and accomplishing learning activities prior to class sessions.

*Contacting the Instructor*

Please feel free to contact me via university email (see above for address). Please use your university provided account to communicate with me. Emails will be returned in a timely manner, but not necessarily immediately. In lieu of office hours, please contact me to make an appointment if you have a question.
Extensions & Late Assignments
10% will be deducted from the assignment for each day the assignment is late. Assignments will be accepted late without penalty if accompanied by a doctor’s note indicating a medically valid reason for an inability to complete the assignment on time. Requests for extensions made with less than 24 hours will not be considered and the assignment will be considered late, with points deducted accordingly.

Academic Integrity & Student Conduct
It is expected that all students will adhere to university policies on academic integrity and student conduct in the classroom. All assignments will be written in a standardized and accepted stylistic form (APA). For more information on how not to cheat in this class, please see: http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize

LEARNING ACTIVITIES & ASSAIGNEMENTS
The primary objective of the learning activities is to enhance your skills in theoretical analysis and engaged/critical reading and writing of texts. In assessing your learning, I will focus attention on the following factors:

1. An active level of participation.
2. Evidence of your ability to integrate new knowledge and to effectively communicate your understanding in writing.
3. Evidence of your ability to critically analyse and engage with alternative perspectives.
4. Quality, clarity and focus in writing.

Participation & Preparation (20%)
Attendance is extremely important for full engagement in this course. Your presence and active engagement are expected. I strongly encourage students to discuss with me any circumstances that may affect their participation in class. It is expected that all students will come to class having completed the assigned readings. Class time will be discussion heavy and students should be prepared to discuss readings in both small and large group formats. Participation points will be allocated based on active engagement with course content and peers.

In reviewing each reading, think about the following questions:

- What is the author’s main argument?
- How does the author support her/his argument?
- How does the author define key concepts?
- What are the political, personal, and intellectual implications of the author’s arguments?
- What is your critique of the author’s argument, assumptions, evidence?
- What questions do this reading raise for you?
- What did you learn from this reading?
A theme-based paper (30%)
You will be expected to write an analytical review paper based on the theme covered in the course before. The review should be no more than 1000 words and should analyze the readings under the selected theme.

Review is due on February 14.

Policy or Report Review Presentation (30%)
Working in pairs or threes, you will be asked to review one or more national or global policy documents or reports that relate to the course content. I will share some suggestions in class. This assignment is worth 30% of the total grade, and everyone on the “team” will receive the same grade. The presentation sessions are scheduled for the month of March.

Final Paper (30%)
Each student will complete a major course paper (maximum 3000 words) on the subject of their choosing related to course themes. Final paper is due by April 10.

Please keep a copy of all your assignments and put your email address on the covering page. Electronic version of assignments, that is, fax, email, or attachments will NOT be accepted. Assignments should be formatted in standard 12-point font, 1-inch margins, double-spaced. The use of electronic devices is NOT permitted in class except with the instructor’s permission.

COURSE MATERIALS
Reading assignments include book chapters and a number of articles from diverse sources. Other readings may be assigned during the conduct of this course. We may also cover topics other than the ones listed for each week. In planning the seminar readings, I have made arrangements for the use of additional resources including video, film, or documentary presentations or guest speakers.

Weekly readings for this course are available on-line through University of Toronto libraries or on the Quercus. You must have an active UTORid to access online journals. The reading load in this course is intentionally constructed to demand your careful attention; please come to class prepared to participate.

SEMINAR TOPICS AND READINGS
January 10   Introduction: The Context, Key Questions & Theoretical Approaches
January 17  

Capitalism & Work: A Theoretical Exploration

Selected Topics: waged labour; labour power; gendered, racialized, and class nature of work and migration; the right to work; movements of work/jobs and their impact on migrant and refugee women; population displacement, racialization, security and precarity.


January 24  

Migrant and Refugee Women in the Capitalist Market

Selected Topics: Migration and the state; imperialism; globalization; imperialism and labour market trends; class mobility; transnational inequality.


   Conclusion: “servants of globalization: Different settings, parallel lives”: 243-256.


January 31 Global Labour Export: Women and Work

   Selected Topics: Racialized work, colonialism and labour export; family and work; racialization of work


February 7 & 14 Work, Learning, Training, and Skilling among Refugee and Migrant Women

   Selected Topics: Migration and the shifting context of learning and training; the ideological construction of skilling; transnational learning.
February 7

   https://journals-scholarsportal-info.myaccess.library.utoronto.ca/pdf/02601370/v29i0002/169_llaipapoivic.xml

   http://web.b.ebscohost.com.myaccess.library.utoronto.ca/ehost/pdfviewer/pdfviewer?vid=1&sid=37bf88be-d2bf-4c69-bb92-f7d33b4d0700%40sessionmgr104

   https://journals-scholarsportal-info.myaccess.library.utoronto.ca/pdf/02601370/v28i0003/353_strarecacric.xml


February 14 Theme-based Review is Due


   https://journals-scholarsportal-info.myaccess.library.utoronto.ca/pdf/13505084/v22i0006/909_fivtneotcsw.xml


   https://journals-scholarsportal-info.myaccess.library.utoronto.ca/pdf/07380593/v19i4-5/367_tmalpomaelic.xml
February 21 & 28  

Visible Work, Invisible Labour: Race, Gender, and Class

Selected Topics: Domestic labour; migration regimes; factory work, care work; ethnicity and work; citizenship and work; and working and labouring

February 21


February 28


http://go.galegroup.com.myaccess.library.utoronto.ca/ps/retrieve.do?tabID=T002&resultListType=RESULT_LIST&searchResultsType=SingleTab&searchType=AdvancedSearchForm&currentPosition=11&docId=GALE%7CA547988464&docType=Essay&sort=Relevance&contentSegment=&prodId=AONE&contentSet=GALE%7CA547988464&searchId=R1&userGroupName=utoronto_main&inPS=true

March 7

State, Migration and Work: Policy Implications

Policy/Report Review Presentation

*Selected Topics*: Migrant and refugee rights; participation; politicization; temporariness; transnational organization.


Chapter 7: “Federal skilled workers”: 164-186.

March 14: March Break

March 21 Migrant and Refugee Women Organizing

Policy/Report Review Presentation

Selected Topics: The right to work; decent work; class conflict; contradictions and possibilities


Chapter 8: “Immigrant women as agents of change: The role of networks and association”: 135-154.


March 28 Policy/Report Review Presentation

April 4 (Re)thinking, Reflecting: Women, Migration and Work

BOOKS


FILMS


NOVELS

- Shaun Tan (2006). *The Arrival*
- Jimmy Santiago Baca (2010). *Glass of Water*
- Daniel Rothenberg (2000). *With These Hands: The Hidden World of Migrant Farmworkers Today*
- Lawrence Hill (2016). *The Illegal*
- Kamal Al-Solaylee (2016). *Brown*