Global Citizenship and International Community Service
Learning at Home

EDUC 395A Summer 2007

Documentation, Analysis and Resources

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University of British Columbia
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Global Citizenship and International Community Service Learning at Home

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Global Citizenship and International Community-Service Learning at Home

Introduction

This document contains a comprehensive account of an international community-service learning course, offered as an elective to secondary teacher candidates, in the summer of 2007. Through this course, teacher candidates attempted to implement practical interpretations of the possible meanings of global citizenship, service learning, and internationalization, at home. To do so they rendered educational service in non-formal community settings, that serve immigrant and refugee populations in the Greater Vancouver Area. The super objective of the course was to give teacher candidates opportunities to inquire into and learn about the human consequences of contemporary international relations and the global movement of peoples, from the people themselves. It is hoped that teacher candidates will have seen the social and educational value to conversing with immigrant and refugee groups, and acquainting themselves with the community resources which they can mobilize to support immigrant families.

The preamble is followed by the course rationale and description; a description of the service-learning cycle; some course concepts, course objectives and assignments; the weekly schedule and readings; evaluative comments from students and acknowledgments of the people who contributed to hosting students and sharing their knowledge and insights. Some ten appendices of supporting resources are provided that include a bibliography on global citizenship and service learning in higher education; forms that include a service learning contract, placement and hours of service, and volunteer report; Internet resources on immigrant and refugee children in Canada; immigrants and immigration young adult literature; a bibliography on children as victims of and refugees from war/violent conflict; bibliography on immigrant and refugees to Canada; and a glossary of pertinent terms. It is hoped that this pilot can serve as one example for future iterations of a teacher education elective which looks at how the global migration of peoples to Canada brings with them particular forms of knowledge that challenge our notions of global citizenship and internationalization of education.

Preamble to EDUC 395A –Global citizenship and International Community Service at home


The University of British Columbia, aspiring to be one of the world’s best universities, will prepare students to become exceptional global citizens, promote the values of a civil and sustainable society, and conduct outstanding research to serve the people of British Columbia, Canada, and the world.

Over the last ten years three initiatives have animated policy directions on most North America campuses and roughly in that order: international education; global citizenship;
and community service-learning. By browsing the provincial and federal government Web sites, we can see that the market aspects of international education is well institutionalized in national, and provincial international trade and investment policies; employment programs; student mobility protocols; recruitment polices; and in the calculation of provincial and national incomes. However, the latter two projects present both conceptual and practical challenges and opportunities. On the one hand, service has had its international antecedents in Canadian University Students Overseas (CUSO) and other such Non-Government Organizations. On the other hand, volunteering locally has taken many forms; such as, various field placements, in social work and women’s studies for example. The concept of service-learning in higher education is new and provides a framework for all faculties to incorporate service as part of student-learning in credit courses and in specially designed credit courses that aim to improve some aspect of the human condition and/or the environment. Hence service-learning projects differ from volunteering; in that, the project should come from a social justice perspective informed by scholarly analysis. See Appendix A for a bibliography on service learning and the UBC Learning Exchange http://www.learningexchange.ubc.ca/education/learning.html for conceptual and practical resources for service-learning. It can be inferred that global citizenship and service-learning is the policy space to pursue what used to be called philanthropy and development assistance.

Of course volunteering outside of credit structures still goes on as in the case of the 2005-07 Diversity Cohort’s fundraising to pay the school fees of one girl child for four years secondary schooling. Another example is the fundraising efforts of the Teacher Education Students of 2006/7 contributing to rebuilding Oyengo Public Primary School in Kanyawegi Village in Kenya http://educ.ubc.ca/africa/globalCitizen.htm. Across the campus the Global Students Initiative provide health education in HIV/AIDS and in community development projects for youth (http://educ.ubc.ca/africa/gsi_community_development.htm

The Global Speaker’s Bureau http://ubcgssb.blogspot.com/ provides another avenue for international students, alumni and faculty to exchange stories, culture, and information about their respective countries.

The concept of global citizenship is new, nebulous and difficult to operationalize. The term global citizenship is part and parcel of the discourses and practices of the all-encompassing term globalization. This latter term, since the late 1990s to early 2000s has overlaid the earlier discourses and practices termed internationalization. The change in language can be observed by comparing the language of UBC Trek 2000 (1997) and Trek 2010(2005) policies. While internationalization has remained one of the five pillars in both policies, we find global citizenship prominently included in the vision statement of the Trek 2010 policy. Further, we find that while the earlier Trek 2000 named Asia, Europe and the Americas as the regions of international relations, the subsequent Trek 2010 names the globe. Each policy over the last ten years has spawned matching research, teaching and service projects among faculty and students. A visit to the Office of the Vice President International at the following URL gives a comprehensive data base of
international/global projects and Faculties involved

http://www.internationalization.ubc.ca/avpintl/index.action

Both the literature and opinions on the meaning of global citizenship opens up complex questions about the multiple factors concerning east-west and north-south power relations and the movement of goods, capital and peoples. Who is a global citizen? How do we identify one? Is the notion of global citizenship an elaboration and complication of western understandings and practices of national citizenship? By what criteria do we determine global citizenship? What parallels are there to national citizenship? One interviewee, when asked what global citizenship meant put it this way:

As a citizen of a state I have a birth certificate, a passport, voting rights, I pay taxes, I am entitled to certain rights, responsibilities and privileges, I have freedom of movement in the country, I am subject to the country’s laws, I enjoy the rewards of social policies, I have diplomatic protection abroad and so on. Until we have such parallel structures for the world, I do not see how one can claim global citizenship. (Office of Vice-President Students, University of British Columbia, (2004) Looking into the future: Views of UBC students and alumni on global citizenship, p14, www.students.ubc.ca/current/global.cfm).

Another interviewee from the same project opined:

I believe that “humanity” is a better word – understanding how to be a better human being and one’s relationship to the globe – environmentally, socially, politically, economically, spiritually – one’s responsibility, reverence and respect are reinforced but more importantly become an act of practice (p17).

Mark Edwards contributed that the lives and actions of the winners of the Nobel Peace Prize are the highest exemplars of global citizenship. The variety of views expressed in the Looking into the Future document quoted above shows that the definition of global citizenship is as varied as the biographies of the interviewees.

EDUC 395A offered as a secondary elective in the summer of 2007 was one Faculty of Education initiative to develop a course that brings together internationalization, global citizenship and service-learning; hence the title. The following is a full account and documentation of the course. The intent is that the research and development that went into this course might be useful for future offering of such a course.
Course (EDUC 395A-921)
Global Citizenship and International Community Service at Home

Summer Term -2, July 3 – July 20, 2007-
Classroom time 19 hours July 3-6 & July 19 -20;
Service Learning in the field July 9 -13 & July 16 -18

Time: Mon - Wed -8:00 – 10:30 Venue: Scarfe 210 & in the community

Instructor: Dr. Yvonne Brown yvonne.brown@ubc.ca 604.822.2046

Course rationale:

The following excerpts from Statistics Canada 2006 census serve to alert the education systems of Canada, among other helping professions, of the salience of looking critically at what the current notion of global citizenship might mean in this context of increasing international migration of financial capital and peoples. These data also challenge any commonsense understanding that the global is out there not here. Further, with the global movement of peoples in what is termed the global knowledge economy, such notions of “brain drain” and north-south technology transfers have given way to the possibilities and actualities of “brain circulation” and to south-north technology transfers.

Between 2001 and 2006, Canada’s population grew by 1.6 million, which translates to a growth rate of 5.4%. That is slightly higher than the period between the 1996 and 2001 censuses (+4.0). An increase in international migration was responsible for the acceleration of Canada’s growth rate over the last five years. Since 2001, an average of 240,000 newcomers [have] arrived in Canada each year, for a total of 1.2 million immigrants in five years. Roughly two-thirds of Canada’s population growth now comes from net international migration. ...According to population projections, net immigration may become the only source of population growth by 2030 (Statistics Canada, 2007 Portrait of the Canadian Population in 2006, 2006 Census, p, 7).

Referring to the population growth of British Columbia, the report says:

International immigration remains the principal factor in the province’s population growth, as it has one of the lowest fertility rates in the country... (p,18).

The 2006 census analysis of ethno-cultural groups will not be ready until 2008; however, given the 2006 data quoted above we can assume that the following quotation from the 2001 census still holds true.
The addition of immigrant children to the educational system is an important issue for educators. Concentrations of new immigrant children present challenges to local school boards, as many newcomers come from diverse cultural backgrounds. Hence, the need for instruction in English or French as a second language is an integral part of school programs (Statistics Canada, 2003, 2001 Census: analysis series, Canada’s ethnocultural portrait: The changing Census, p, 9).
Given the importance of increased immigration of peoples from all over the globe, it would seem that the time has come for educators to maximize learning about the global by going beyond their preoccupations with the teaching of ESL and FSL (as necessary and vital as these are) to learn and teach the global historical and human geographies. It is becoming incumbent on teachers to learn and teach the struggle of indigenous peoples, the legacies of imperial histories, the global political and economic struggles, the literatures produced by scholars from the various countries of origin, and even the languages of the global populations present here. Furthermore, educators need to enlarge their understanding of the relationship of Canada and the West with the various immigrant and refugee-sending countries to understand their global and local positions in the hierarchies of “race” and nations.

Metaphorically and historically speaking, schools that are founded in French and English settler societies - Canada, the USA, Australia and New Zealand - are located at the confluence of social continents, oceans, rivers and islands on indigenous territories. These displacements, disposessions, dislocations and relocations of indigenes; slave descendants; imperialists and colonists; immigrants, refugees and illegal aliens; cultures and languages; religions and politics; sexual orientation and genders; abilities; “race” and class make for very troubled waters in schools and in the land. The international and global troubles that impact home are echoed in the daily news media.

In this historical and contemporary social climate, schools become sites of numerous contradictions, tensions, conflicts and antinomies. The Canadian Multiculturalism Act provides an important public policy framework for legitimizing the diversity of populations and cultures. Along with the Charter of Rights and Freedom the ongoing struggle for justice and equality for all is maintained and given measurable signposts of change. Being knowledgeable and critically aware of how history lives in the present is one way of gaining some conceptual and analytical tools for navigating the socially troubled waters and surviving and thriving at the confluence of the local and the global (Brown 2007, Educational Administration 508 Course Introduction, Vancouver, UBC Faculty of Education). Immigrant and refugee serving organizations are non-formal education sites where teacher candidates can begin to learn, first hand of the historical and contemporary reasons for global migration of peoples and their impact on the local communities in which they try to settle.

Course description

This course attempts to have students look at issues arising out of internationalization and globalization through rendering community service to immigrant and refugee populations in the Greater Vancouver area. It provides a small theoretical and practical space for prospective teachers to prepare themselves with social science knowledge, cross-cultural skills and empathetic attitude to negotiate relationships in diverse and complex communities surrounding their schools and from which some of the children whom they will teach come. Ideally, it would be desirable for students to engage in community service in an international setting by going abroad; however, time and money are
unavailable at this time. The next best thing to do is to access immigrant and refugee social service organizations to do international community service at home.

Foundational documents that inform and provide the bases for critically understanding the global perspective on the needs for educational service will be relevant sections from the

- Human Rights of women [http://www1.umn.edu/humanrts/instree/auoe.htm](http://www1.umn.edu/humanrts/instree/auoe.htm)

In summarizing the literature on service learning in higher education, we learn that a service learning course is an in-depth theoretical and practical course which allows for maximum integration of service and classroom work. International community public service is combined with classroom work to provide information, skill building, reflection, generalizing principles, and assessment methods to help students serve and learn about global social justice issues from and with immigrant and refugee communities.

The course involves reading, reflection, service, skill building, and an examination of the theory and practice of citizenship – local and global.

**The service learning cycle:**

- **Preparation:** research of context and constituent; collaborative goal setting; attitude check; gaining access to a site and defining a manageable project, given the time and resources available;
- **Service:** carry out the service regularly and routinely, over the allotted time/hours per week, monitoring collaboratively with the person or agency;
- **Reflection:** through discussion, reflective logs, role plays of real scenarios encountered students identify global social justice issues.

**Reflective logs** incorporate students’ own thinking and investigation in relation to the constructs and concepts of global citizenship and service learning that are taken up in prescribed readings, augmented by students' own investigation in developing their service learning projects. The reflective logs will coincide with a) the beginning of a chosen service learning project, done individually or in pairs or groups; b) during the service learning activity and peer sharing c) at the end of the service learning activity.

**Course concepts:**

Some concepts that students should acquire working knowledge of, in their local and global dimensions include - citizenship, global citizenship; service learning/learning exchange; global poverty; social justice; global powers; home/land environment; human security; refugee; human migration; culture; inter-civilization; transnational and diaspora communities.
Course objectives:

Students will:

• Meet new population groups to get a glimpse of real life community challenges and to investigate how social needs are or are not being met;
• Create a manageable service project that meets a social and non-formal educational need for an immigrant or refugees population of interest;
• Render 20 hours of community service to a selected community through a social service organization that serves that immigrant or refugee population. Possible sites to serve are public spaces where youth and families may be served; for example, neighborhood houses, community centres, and ethno-cultural service organizations;
• Build awareness of migratory biographies of the people being served by pondering such questions as –
  1. What are their countries of origin?
  2. Why did they decide to migrate?
  3. What places did they stop at before landing in British Columbia? And why?
  4. What historical and/or trade relationship do the respective countries – of –origin have with Canada and the West?
  5. How do they see their future in Canada?
  6. Are they going to become Canadian citizens? If so, why? If not, why not?
  7. Are they in transit to another country? Do you have plans to return home?
  8. Do they have obligations to the folk back home? If so, what might they be and why?

For further questions, see Chapter 4 Reflection Circle from online manual at the following URL
http://www.uvm.edu/~dewey/reflection_manual/
http://www.uvm.edu/~dewey/reflection_manual/understanding.html

• **Evaluation**: Will be based on what sense students make of their experiential learning in light of the conceptual tools, combined with sociological and historical knowledge, and census data.
• **Products** include weekly analytical journals/logs; and a final essay or other reflective writing and/or visual or performance mode of presentation of learning.
• **Grade is based on a pas/fail system and requires outstanding performance equivalent to 80% minimum, on a graded system.**
• Weighting on components of the service learning experience:
  • Service Learning contract and attendance record through service-hour report and service learning supervisor’s report (weighting 40 marks)
  • Reflective journal/logs incorporating readings, critical thinking about the experience and visioning how this knowledge and experience may influence your teaching, curricular interventions, and working with your school based teams. (weighting 30 marks).
• Culminating product, short synthesis paper of 8-10 page of a personal narrative looking at the reciprocal impact that the service learning experience has had. (weighting 30 marks).

Weekly Schedule of International community service at home

Week 1 July 3-6

Setting the stage for international community service at home

Working definitions and the six required reading set out below

Developing service learning contracts (As per framework handed out)

Possible guest presentation from the Multicultural Family Centre on Friday July 6, 2007

Week 2 July 9-13

Carry out community service plan with chosen agency - minimum 12.5 hours.
Keeping of daily journal/log bring together relevant readings and critical reflections

Week 3 July 16 – 18

Continue community service with chosen agency - minimum 7.5 hours
Keeping of daily journal/log bring together relevant readings and critical reflections

July 19-20

Shared learning and critical insights in relation to course objectives - each person to sign up for a 15 minute presentation which may be a role play, a poster, a selection of breakthrough moments during the community service experience and critical reflection on globalization, migration, refugees and community, or an excerpt from culminating project.

A) Required readings

In the April 2007 issue, of Canadian Social Trends “Immigrants' perspectives on their first four years in Canada" describes new immigrants' reasons for coming and staying in our country, the obstacles they face and their assessment of life in Canada.
http://www.statcan.ca/english/freepub/11-008-XIE/11-008-XIE2007000.htm

Reader on Immigrants and Refugees available in bookstore $12.85


B) **Recommended references available from the library to support community service**


Owusu, Thomas Y. The Role of Ghanaian Immigrant Associations in Toronto, Canada. *International Migration Review* 34.4 (winter 2000); 1155-1181.

Pratt, Geraldine. (2223-2004). Between homes: Displacement and belonging for second-generation Filipino-Canadian youth. BC Studies, 140, 41-68.


C) Additional reading lists posted on WebCT.

1. Directory of visible minorities
2. Facilitating reflection on service learning
   http://www.uvm.edu/~dewey/reflection_manual/
   http://www.uvm.edu/~dewey/reflection_manual/understanding.html
3. Community engagement principles of UBC
4. Children as victims of war
5. Immigrant and refugee book list for children
6. Eastern European immigrant references
7. Immigrant Children’s literature bibliography
8. Children of war.
9. Glossary of terms
10. Forms

Community Supported Inquiry: Alternate Assignment for those without a placement

This assignment alternative was planned by the class for those who were unable to find a placement given the short time of, three rather than thirteen weeks, and the difficulties involved in fitting student time tables into existing Community Service Centres. The notes for the assignment alternative are as follows:

1) 10-12 page paper to show the results of your inquiry.

2) Service learning contract required as per Form 2.

3) Identify and research an immigrant/refugee service organization by consulting the following sources:
   a) Internet information search from the organization’s Web site;
   b) Go to the provincial government Web site and find out what policies and programs the provincial government for immigrants and refugees government website for service providers;
   c) Read five relevant articles from the WebCt for EDST 395A that give you information in getting a greater understanding of the adjustment, settlement and educational issues that are peculiar to the group you are inquiring about;
   d) Seek out and have a dialogue or conversation with 2 or 3 immigrant(s)/refugee(s)
   e) (children, youth, or adult from your chosen group.

The class time allotted to carry out this inquiry is July 9-13 and July 16 – 18 as per original outline.

We resume classes on July 19th and spend both days sharing what we have learned by giving a 10-minute presentation in the manner outlined in course outline.

Paper to be handed in July 20, 2007
Six students were able to find the time and the location for service. Ten students were able to do the alternative – inquiry into community services for immigrant and refugees groups. Samples of student comments which follow gives some ideas about the value to students of this service learning experience.

**Evaluative comments excerpted from students’ final papers**

*In conclusion, I feel that my understanding of the issues faced by immigrants and refugees in the Canadian education systems have developed throughout the course of this assignment, through the research that I did, the conversations with immigrants that I had and the experience I had with the Kitsilano Neighbourhood House. My conversations with Sergio, Lily and Nora provided me with a glimpse of the challenges that they face as they struggle to find a new identity and a place in their new society. The information that I gathered through research and article readings provided me with a lot of insight about the adjustment and settlement process for newcomers to Canada and how I can facilitates this process as a teacher. I now feel better equipped to assist immigrant and refugee students and help them to overcome the obstacles and meet the challenges that they will be faced with. The reflecting that I have done on this issue over the past three weeks has led me to make some important alterations to my teaching and I strongly feel that this will be beneficial to my career.*  **Meghan Trepanier**

*This paper tries to examine the issues of multiculturalism through community supported inquiry. Through conversations with two immigrants with very different backgrounds, it is clearly seen that multiculturalism has a long way to go to meet its initial ideal. People from different backgrounds all like to support each other and acknowledge their coexistence; however, they all at the same time find barriers to integrate together. Cultural diversities also cause divisions. Once a white UBC student complained, “are the Chinese people going to turn Richmond into a China?” I am wondering how other people think about the highly concentrated Chinese population in Richmond, and there are a lot of other questions that need to be asked, discussed, and debated, as suggested by the Global Citizenship Project.*  **Jerry Lou**

*In conclusion, there are many challenges and successes during my field work. A few of the challenges included: Developing rapport with a diverse group of youth; creating workshop programs that kept in mind the wide range of abilities, skills, and knowledge; keeping workshops fun and exciting. A few of the successes which I encountered included: Developing rapport with a very diverse group of youth; regular attendance by youth in most programs; developing respect from youth, marking progress in regards to individual youth goals and challenges, establishing youth’s awareness of resources to help cope with secondary school challenges, and educating youth with regards to secondary school life.*  **Colin Vandevyvere**

*For myself, the experience that I had within the time limits of this assignment is of great value to my future as a teacher. I have a better understanding of some of the issues and concerns that my future immigrant and second-generation Filipino students may have. I*
also understand the need for community involvement and sensitivity in Canada’s culturally pluralistic society and classrooms. Simply teaching a class of students without recognizing the communities that they come from is a failure in our very purpose for being there. As Pedro admitted to me: “To be honest, it’s kind of pompous to assume that [schools] can’t learn anything from the very communities that are inside their school systems.” Derek Lam

This community service can actually be considered a learning experience for the both of us. In some ways this service that we had to do was just as or even more beneficial than some of our classes because they allowed us to have some hands-on experience. The experience we had can easily be applied to the classroom. Unfortunately, we could not complete our community service because of the strike so we probably did not get the full experience as was originally intended. Even though the population was predominantly of Asian descent we were able to work with and observe many cultures including: South Americans, African Canadians, Europeans, Native Canadians etc. We both have a physical education background and it was nice to be able to work with youth in a sports/recreational setting. It appeared that many of these youth were able to take time and share information about their families as well as personal stories. It was a shock for us to see how some of the youth opened up to us so quickly. ... Many of their stories helped us see school from both an immigrant and student’s perspective. We know that the class was an experimental class, and we believe that this class should be offered again at UBC. As students who have taken the course, we recommend future students in the education program at UBC take the course. Many of us had problems getting placement into community centres due to the fact that getting criminal records check is an extensive process and the course was short in duration. Therefore the only suggestion we both have is that it should be offered for a longer period of time to allow students to get placed into community facilities faster. Unlike many people in the class we were both lucky to have a chance to do community service. We think that doing community service was more beneficial than just doing interviews as we were able to observe, interview, and participate with the youth. James Bruce & Joe Breda

If I were to have students in my classroom that had recently arrived from Africa, particularly refugee students, I would refer them to the Multicultural Family Centre without hesitation. Ms Ero and her associates provide an array of important services to recently arrived peoples, in addition to creating a remarkable sense of community amongst participants. Many college/university students who have participated in the program as youths come back to volunteer their time, and this is in itself a testament to these programs. Through storytelling/drama activities that are offered, children and youth may have opportunities to work through issues of isolation and trauma that may result from the immigration/refugee process. The homework club provides much needed academic support, particularly in cases where English is a second language, or for children who have gaps in learning as a result of extensive time spent in refugee camps.

As a teacher, speaking with camp volunteers helped reinforce some effective practices when teaching immigrant and refugee students. The first is to assume nothing. Although students may have been continuously enrolled in schools, they may have been using
different methods unfamiliar to Canadians. For this reason, clear instructions, as well as assessment methods are essential in order to promote student success. In addition, I will ensure that I explain rituals associated with schooling in BC, for example, lunch breaks, recess, silent reading, and parent teacher interviews to students who are new, in case they are unfamiliar with the process. Most of all, everyone we have talked to, read, or heard from over this class has repeated the same thing: be kind. True kindness, patience, and the creation of a safe space for learning will go a long way in creating a healthy, learning environment for all students, as well as helping new immigrants and refugee students integrate successfully into the BC public school system. Keeley Ryan

As we left our conversation with Paul, he reminded us of some common themes found in all our discussions surrounding this inquiry. We must understand that to improve the experience of African immigrants and refugees in our schools we must make several important decisions. We must not assume that language is the only barrier to newly arrived immigrants and that many of our complex cultural and social conventions are completely different to those experiences elsewhere. We must take a caring interest in our students and create an environment in which we allow them to express themselves, without fear and to acknowledge to them that their experience is of interest and importance to us, as educators. Finally we must avoid the use of constructed images and stereotypes of Africa, and Africans and African-Canadians. Through the messages of Paul Mulangu, Comfort Ero, the young women of Day Camp, as well as the memoirists and authors discussed we can see a common theme of a shared humanity that cannot be ignored. To reiterate Keeley’s conclusion, we must be kind, patient and caring human beings above all. James Miles.

...The vast differences between each individual newly arrived student are infinite; we cannot possibly take a university course, read a book or any number of articles that will give us a solution that we can relay on for our students who face these challenges. All we can do as the young Iranian woman suggested is to be kind. Be open and willing to help these students with any struggles they face. Be empathetic to their experiences and understanding of their difficulties. Be patient with their struggles and courageous in their defense; in her words, “just be kind.” If I have taken anything from this course it is simply a better understanding of the challenges many of my future students will have faced before I ever meet them. I have a better grasp as to what my community offers in the way of support, and just how important these systems of support are to many people who come to Canada. I have received a great piece of advice which will help guide my practice as a teacher for many years to come. Bryce Miller.

From readings and discussions and from the service centers we went to, there are big differences between immigrants and refugees. Immigrants choose to leave their countries of origin, while refugees are forced to leave their homeland. Immigrants have time to plan their departure in advance whereas refugees usually secretly depart at night pretending to visit friends and families. With this in mind, immigrants have time to say good bye to friends and family, friends and take care of all business. Meanwhile, refugees could not say good-bye to any family, friends, or do anything needed at home. Immigrants leave for a perceived better quality of life and benefits. Sometimes it works
out sometimes things are worse. But, immigrants can return to their countries of origin at will, even if they don’t want to. Refugees cannot for the simple fact that they most likely would be imprisoned or executed, but would return if they could. But the real challenge to any newcomer, immigrant or refugee, is integration. Integration challenges relating to employment, social relationships, psychological well-being and traumas related to being in a new country and environment. Dan Ogloff

In summation, we both can say that diversity and cultural uniqueness was at the forefront of our volunteer experience. The challenges we faced were overcome and supplemented by our musical knowledge and ability, as well as our understanding of the global community and cultural diversity of this course. The interests we share in music are incredibly adaptive to all cultures. Through our new appreciation for the African term arameelay, we were able to convey its simple message of making music with Mind, Body and Soul. These are the components needed for musical achievement. Often we used no language other than rhythm and pitch. No handicaps other than the willingness to try, and no fear of being left behind. This was replaced with the joy of sharing, creating, and performing from the heart as a group who all, if only for one brief time, were saying the same thing through music and our collective experience. Kyle Axford & Dylan Van Dijk

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Comfort Ero and Carole Christensen of the Multicultural Family Centre

Hayne Wei, Multicultural Educator introduced me to Debbie Erickson, (SOWK) Associate Field Education Coordinator and Ron Suzuki, Executive Director of

Strathcona Community Centre, Debbie and Ron shared procedural matters from their respective responsibilities. Ron also hosted several students for their service-learning experience.

Kalayaan Centre – Beth Dollago SEA with VSB, Prof Geraldine Pratt who shared her papers on family separation and Filipino youth, Mary-Lou Carrillo, WMST PhD candidate working on Filipino trans-nationals.

Dex Thompson, Community and Resource Developer at the West Coast Domestic Workers’ Association and Deanna Okun-Nachoff, staff lawyer

Eleni Harvalis, a Burnaby Teacher who helped two students to find service opportunity in a summer camp in Burnaby.
APPENDIX 1 - SERVICE LEARNING & SERVICE LEARNING BIBLIOGRAPHY


APPENDIX 2 SERVICE LEARNING CONTRACT
UBC Faculty of Education       Form 1

EDUC 395A – Global Citizenship and International Community Service Learning

Service-Learning Contract

Your Name__________________________________ Phone__________________________

Address__________________________________ Best times to reach you__________

State your service learning goals:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Service: What exactly do you expect to do? Briefly describe the nature of the volunteer
service work you are choosing and why you have chosen it:
________________________________________________________________________
________________________________________________________________________

Learning: What do you expect to learn from this experience? (e.g., information and
understanding about a specific immigrant group, an agency that serves immigrants and
refugees and an agency that serves migrant groups.

________________________________________________________________________

Skills: What skills do you expect to develop and learn from this experience? (e.g.,
communication skills, writing, problem solving, teaching techniques, web researching
skills, etc.)
________________________________________________________________________

I agree to devote at least 20 hours this summer between the dates
of________________________ and____________________ at (community agency/volunteer
project)________________________. I also agree to meet the academic learning
requirements as set out in the course outline.

Signature:__________________________________ Date:____________________
APPENDIX 3 PLACEMENT CONFIRMATION FORM

UBC Faculty of Education
EDUC 395A – Global Citizenship and International Community Service Learning

Placement Confirmation Form for Community Service

Student’s Name: ________________________________________________________________

Date: _______________________________________________________________________

Name of Organization: __________________________________________________________

Supervisor or Coordinator: ______________________________________________________

Is This Student Working as a Service-Learner in Your Organization? ______________

Duties: ______________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Days and Hours to Work: ______________________________________________________________________

Date Student Will Begin: __________________________________________________________________

Termination Date: ______________________________________________________________________

Supervisor’s Signature: __________________________________________________________________

Dear Supervisor:
The Teacher Education Office would like to thank you for taking the time to complete this form. If you have any questions, or if we can assist you in any way, please feel free to call us.

Thank you,

Dr. Yvonne Brown
Email: yvonne.brown@ubc.ca
PH: 604-822-2046
APPENDIX 4 STUDENT-VOLUNTEER REPORT
EDUC 395A – Global Citizenship and International Community Service Learning

Student Volunteer Report
20 Hours – Summer 2007

Student Name: [Student's Name]
Volunteer Agency/Organization: [Agency/Organization]

Today’s Date: [Date]
Agency/Organization Telephone: [Telephone]

Supervisor’s Name: [Supervisor’s Name]
Supervisor’s Signature: [Signature]

Service Hours completed: [Number of Hours]
Evaluation Period (Dates): [Dates]

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<th>OVERALL PERFORMANCE</th>
<th>NEEDS HELP</th>
<th>AVERAGE</th>
<th>GOOD</th>
<th>EXCELLENT</th>
<th>CANNOT RATE</th>
<th>COMMENTS</th>
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<td>gets to work on time</td>
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<td>catches on fast,</td>
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<td>ABILITY TO GET</td>
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<td>enthusiastic, a good</td>
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<td>team worker, willing</td>
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<td>to cooperate, desires</td>
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<td>to improve</td>
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<td>ability to work</td>
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<td>eager to improve,</td>
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Do you think this individual performed well? Yes [ ] No [ ]

If there have been any problems, describe the circumstances and the outcome on back of paper:
THANK YOU FOR YOUR HELP!
# APPENDIX 5 STUDENT-VOLUNTEER HOUR REPORT

UBC Faculty of Education  
EDUC 395A – Global Citizenship and International Community Service Learning

## Student Volunteer Hour Report

Please use this form to record the number of community service-learning hours per week. This report should be signed weekly by your agency supervisor.

**STUDENT NAME:** ________________________________

**AGENCY SUPERVISOR:** ________________________________

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<th>DATE</th>
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<th>SERVICE PROVIDED</th>
<th>SUPERVISOR’S APPROVAL</th>
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Ending Date: ___________________________  
Total Hours Assignment: ___________________________

Supervisor’s Signature: ___________________________
APPENDIX 6 INTERNET RESOURCES ON IMMIGRANT AND REFUGEE CHILDREN

THE FACULTY OF EDUCATION, THE UNIVERSITY OF BRITISH COLUMBIA

RESOURCES via INTERNET (Google/Google Scholar)

– for EDUC 395a – Global Citizenship and International Community Service
Learning at Home: Instructor Dr. Yvonne Brown, Summer 2007

http://www.riim.metropolis.net/research-policy/research-policy2/papers_e9.htm
many immigrant/education related papers

Abada, Teresa, Integration of Young Canadian Immigrants: The Influence of Generation … rdc.uwo.ca/projects.htm

http://www.yorku.ca/gmcr/race_gender_class/migration_files/baxter97_abs.htm

School: Perspectives of Parents, Teachers and Children on Cultural Identity and Academic Achievement
AO Judith K Bernhard - Canadian Journal of Regional Science, 1997 - questia.com
… Black and African students, had disproportionately low academic achievement as reflected … As examples of many immigrant groups in Canada show, language

Educational Attainments of Immigrant Offspring: Success or Segmental Assimilation? - M Boyd - International Migration Review, 2002 - utoronto.ca
… enter Canada. Preference was given to immigrants from the United States and Europe, and … groups in future studies of immigrant offspring in Canada. …

Fighting a'Public Enemy'of Black Academic Achievement—the persistence of racism and the schooling
HM Codjoe - Race, Ethnicity and Education, 2001 - Taylor & Francis
… ‘academic achievement as forms of ‘acting White’’ (D’Souza, 1995, p. 499). …
We [Blacks] were one of the rst immigrants here in Canada

Minority Status and Schooling in Canada - UBC eLink - group of 5 »
J Cummins - Anthropology & Education Quarterly, 1997 - Am Anthrop Assoc
… major urban centers increased significantly during the past 25 years as increasing numbers of Asian and African Caribbean immigrants entered Canada under this
Some Factors That Affect the Success of ESL High School Students
... academic achievement in a second language.

Choice and Circumstance: Social Capital and Planful Competence in the Attainments of Immigrant Youth ...
... of other immigrants and of Canadian-born students ... as to why some immigrant students enjoy ... argues that bilingualism enhances academic achievement by encouraging

Children's Lives and Academic Achievement in Canada and the United States
C Gaffield - Comparative Education Review, 1994 - JSTOR
... Similarly, the valuation of academic achievement by families in this province seems the ... province continues to be the favored target of immigrants to Canada

Complicating the Immigrant/Involuntary Minority Typology
MA Gibson - Anthropology & Education Quarterly, 1997 - Am Anthop Assoc
... them to reject all behaviors that would lead to academic achievement. ... the schools attended by immigrant children ... In Canada the picture is more varied; although ...

Urban schools and immigrant families: Teacher perspectives
TD Gougeon - The Urban Review, 1993 - Springer
... focus only on narrow aspects of academic achievement may be ... Now in Canada, the family unit has been re ... a family unit's being formed was required by immigration

Culturally Relevant Teacher Education: A Canadian Inner-City Case - group of 4 »
R Hesch - Canadian Journal of Education/Revue canadienne de l', ..., 1999 - JSTOR
... here includes three features: supporting academic achievement, maintaining cultural ... same time, the number of immigrants allowed to enter Canada from "Third

Mainstreaming and marginalization: two national strategies in the circumscription of difference
CE James, SR Sandra - Pedagogy, Culture and Society, 2000 - Taylor & Francis
... results of massive research on academic achievement that evidenced ... these Other people, mostly immigrants and refugees ... Over the years, in Canada, there have been


Teenagers: Explaining THE High Educational Aspirations OF Visible Minority Immigrant Youth IN Canada - 
H Krahm, A Taylor - American Educational Research Association Meeting, Montreal, 2005 - oise.utoronto.ca ... Visible Minority and Immigrant Families in Canada Today, a majority of immigrants to Canada come from non-traditional source countries and are members of

Adolescents and their parents: A review of intergenerational family relations for immigrant and non-
K Kwak - Human Development, 2003 - content.karger.com
... For the three Asian immigrant groups which settled in Canada [Kwak & Berry, 2001], the general acculturation path preferred by each group was different in

Generational differences in acculturation among Asian families in Canada: A comparison of Vietnamese …
K Kwak - International Journal of Psychology, 2001 - Taylor & Francis

Sociocultural and psychological adaptation of Chinese migrant adolescents in Australia and Canada
C Leung - International Journal of Psychology, 2001 - Taylor & Francis
... in two different societies, namely, Canada and Australia. ... outcome variables were academic achievement, parent±child ... and auspices of immigration (migrants or


Socioeconomic Gaps in Academic Achievement Within Schools: Are They Consistent Across Subject Areas?
X Ma - Educational Research and Evaluation, 2000 - Taylor & Francis
... University of Alberta, Edmonton, Alberta, Canada T6G 2G5 ... For example, academic achievement is closely related to ... second-generation children of immigrants to the ... Life in School: Narratives of Resiliency among Vietnamese-Canadian Youths.
T Phan - Adolescence, 2003 - questia.com
... path to high levels of academic achievement, including college ... levels, who are ethnic minorities, immigrants, and without a ... were growing up in Canada nearly a

Family Policies and Academic Achievement by Young Children in Single-Parent Families: an international perspective
... face a higher risk of low academic achievement and becoming ... Both the US and Canada are similar to Australia ... and most of their early immigrants originated from

Population Movement Into and Out of Canada's Immigrant Gateway Cities
--- A Comparative Study of Toronto, Montreal and Vancouver
www.canpopsoc.org/2004/Hou-CPS04Sess5.PPT

Educational Achievement, Language-Minority Students, and the New Second Generation
CL Schmid - Sociology of Education, 2001 - JSTOR
... how language itself influ- ences academic achievement, I discuss ... that only in places where immigrant groups concentrate ... in the United States, Canada, and other
About Makin’ It”: Black Canadian Students’ Beliefs Regarding Education and Academic Achievement

Children of Immigrant Families: Analysis and Recommendations.
... of positive attitudes toward school, academic achievement, and aspirations ... account for about 5% of all children immigrants. (b) Includes Canada, Bermuda, and

A Smith, BH Schneider, MD Ruck - Journal of Youth and Adolescence, 2005 - Springer
... does not apply to all immigrant groups. ... of regional differences in Black Canadian students’ attitudes and behaviors toward academic achievement.

Academic Achievement and Access to Higher Education Among Recent Immigrant and Refugee Youth.
Lana Stermac, Shahrzad Mojab, Hester Dunlap, Giannetta Delbove
Ontario Institute for Studies in Education of the University of Toronto
www.cmec.ca/stats/cesc2006/LanaStermac.en.doc

The evolving sociopolitical context of immersion education in Canada: Some implications for program
Synergy
... that because it is Canada’s second ... to the researchers, for these immigrants’ children “the ... its impact on their academic achievement, language development ...

A. A. Volk, W. Craig, W. Boyce, and M. King
Perceptions of Parents, Mental Health, and School Among Canadian Adolescents from the Provinces and the Northern Territories

The Dynamics of ESL Drop-out: Plus Ça Change…
D Watt, H Roessingh - Canadian Modern Language Review/La Revue canadienne des ... , 2001 - utpjournals.metapress.com
... is undergoing rapid and visible change as the federal government shapes its policies
to accept an increasing number of immigrants to Canada

School Performance of the Children of Immigrants in Canada, 1994-98 - group of 8 »
C Worswick - 2001 - dsp-psd.pwgsc.gc.ca

Thinking of school and learning in a multicultural context: A comparison of Canadian
teachers and …
H Yokota-Adachi, E Geva - Journal of Multilingual and Multicultural Development,
1999 - multilingual-matters.net
... and parenting style of immigrant parents, some ... these parents had been living in
Canada, their opinions ... be primarily interested in academic achievement and that

Chinese Parents' Perceptions of Their Children's Literacy and Schooling in Canada
C Zhang, LO Ollila, CB Harvey - Canadian Journal of Education/Revue canadienne de
1998 - JSTOR
... Our data also suggest that immigrant parents' attitudes toward ... enjoy school more
in Canada; many, however ... Indochinese refugee families and academic achievement

Educating the second generation: determinants of academic achievement among ...
Abstract Foreigners in Germany differ from immigrants in Canada in the ...
www.cemes.org/JEMS/contents/25(3).htm

Differentials in the Academic Achievement of Children of Immigrants. David M. Burk ...
or Pakistani, CanEur which refers to Canadian or European. ...
www-econ.stanford.edu/academics/Honors_Theses/Theses_2006/Burk.pdf

We can add to this figure a significant percentage of the roughly 240000 immigrants and.
refugees that come to live in Canada each year who enter the school ...
www.csse.ca/CCSE/docs/CCSEProceedings10Elson.pdf

Most of these immigrants are from the Pacific Rim, and they have high expectations for
the academic achievement of their children in the Canadian school. ...
www.tesl.ca/Volume%2021.htm

Recent studies commissioned by Citizenship and Immigration Canada - Ontario ... two
critical determinants of poor academic achievement in children at risk. ...
www.ocasi.org/reports/June_2002.html

Director General, Ontario Region, Citizenship and Immigration Canada ... the school
system and the academic achievement of immigrant children. ...
www.socialplanningtoronto.org/CSPC-
T%20Reports/Immigration%20Agreement%20Forum%20Proceedings.pdf

With respect to academic achievement, Riehl (1994) found that the first- ... (85% of such
students are immigrants from Hong Kong) or subtle forms of ...
www.springerlink.com/index/W31660N3122K2384.pdf
Despite the large numbers of FSU immigrants in Canada, there is a paucity of research on educational experiences and academic achievement of their ... taylorandfrancis.metapress.com/index/W2744KL1825471G3.pdf

Appendix 7 IMMIGRANTS AND IMMIGRATION Children’s Literature

THE FACULTY OF EDUCATION, THE UNIVERSITY OF BRITISH COLUMBIA

Bibliography of resources for children held in the Education Library. (Country in brackets is the country of origin)

– for EDUC 395a – Global Citizenship and International Community Service Learning at Home: Instructor Dr. Yvonne Brown, Summer 2007

BRITISH COLUMBIA/CANADA

FC 104 W42 2003 Weaving a country : stories from Canadian immigrants + teacher’s guide
FC 106 B6 P76 2004 I came as a stranger: The underground railroad (United States)
FC106 C5 I6 2004 dvd In the shadow of gold mountain (China)
FC 106 J5 B34 2004 Telling our story: A history of the Jews in Canada to 1920 (Europe)
FC 106 S55 H83 2005 Sikhs in Canada
FC 132 H83 2005 The French in Canada
FC 409 I4 L42 2003 Arrives a bon port
FC 409 I4 L4213 2005 Safe and sound: Arriving in the New World
FC 608 I4 H83 2005 Coming to Canada: Building a life in a new land.
GV 1785.G613 A3 2002 Beyond the dance: a ballerina's life (China)
JV 7220 H62 2006 The kids book of Canadian immigration
NK 9113 A1 W42 2006 The quilt of belonging: Stitching together the stories of a nation
PR 9044 N493 1979 Newcomers
PR 9298 A8885 J413 1980 King’s daughter (France)
PS8555.O266 S52 1998 The Shacklands (England)
PS 8565 A865 H64 1996 Home child
PZ 4.9 C3938 Lt 2004 Little Pria’s big Canadian adventure (India)
PZ 4.9.G548 Gf 1998 A gift for Gita (India)
PZ 4.9.H2583 Cr 2002 Courage to fly
PZ 4.9.M947 Fm 1995 From far away (Lebanon)
PZ 4.9.R3356 Nw 1997 The new land: A first year on the prairie
PZ 4.9 S5849 Sl 1996 Silver threads (Ukraine)
PZ 4.9.T339 Ch 2001 The Chinese violin (China)
PZ 4.9 W384 Pt 1980  Pettranella (Europe)
PZ 4.9 Y4 Sh 1999  Share the sky (China)
PZ 4.9 Y4336 Gs 1996  Ghost train (China)
PZ 4.9 Y4336 Jd 2002  The jade necklace (China)
PZ 7 B473 Dt 1982  Death Over Montreal (Scotland)
PZ 7 B553 An 1988  Another shore
PZ 7 B7235 Wt 2002  With nothing but our courage: the Loyalist diary of Mary MacDonald (Colonial America)
PZ 7 C2473 Bs 2002  Bless this house: Elizabeth (England)
PZ 7 C4897 En 1999  Ellie's new home
PZ 7 C4897 Fr 2001  Freezing moon
PZ 7 E476 Pr 1986 (2001)  Prairie as wide as the sea: The immigrant diary of Ivy Weatherall (Great Britain)

PZ 7 G121 Lv 1998  Living freight
PZ 7 H165 Tn 1980  Tin-lined trunk (Great Britain)
PZ 7 T1721 Lb 1984  I be somebody (U.S.)
PZ 7 K6837 Rb 1999  Rebecca's flame (Ireland)
PZ 7 L27 Ls 2003  Lesia's dream (Ukraine)
PZ 7 L422 Ac 2001  Across the James Bay Bridge: Emily (China)
PZ 7 L422 Wh 1993  White jade tiger (China)
PZ 7 L656 Bt 1991  Between two worlds (Latvia)
PZ 7 L7225 Or 2001  Orphan at my door: the home child diary of Victoria Cope
PZ 7 M333 Es 2004  Esther (France)
PZ 7 M3798 Ft 2002  Footsteps in the snow: the Red River diary of Isobel Scott
PZ 7 P2 Gr 2005  The greenies (Germany)
PZ 7 S338 Ms 2002  Messenger (Croatia)
PZ 7 T7532 Al 2003  Alone in an untamed land: the filles du Roi diary of Hélène St. Onge
PZ 7 V28524 Wf 2000  We followed the stars to Canada (Netherlands)
PZ7.W457 Br 1998  The brideship (England)
PZ 7 W25822 An 2003  Andrei and the snow walker (Ukraine)
PZ 7 Y43 Br 1994  Breakaway (China)
PZ 7 Y43 Cr 1986  Curses of the third uncle (China)
PZ 7 Y43 Tl 1989  Tales from Gold Mountain: Stories of the Chinese in the New World (China)

UNITED STATES
E 184 J5 R52 1976  Lekachmacher family (Russia)
F 128.9 A1 G72 2001  97 Orchard Street, New York: stories of immigrant life
F 128.9 J5 J33 2005  Hello, America (Germany/Czechoslovakia)
PZ 4.9 A453 Pn 1998  Painted words: Spoken memories (Marianthe's story)
PZ 4.9 B27862 Dn 1997  Dancing with Dziadziu (Poland)
PZ 4.9 B28563 Pp 1993  Pepe the lamplighter (Italy)
PZ 4.9 B357 Fr 1999  From far and wide: a citizenship scrapbook
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<td>Christmas cobwebs (Germany)</td>
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<td>PZ 4.9 B942 Gn 1996</td>
<td>Going home (Mexico)</td>
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<tr>
<td>PZ 4.9 C38353 My 1991</td>
<td>My grandmother’s journey (Europe)</td>
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<tr>
<td>PZ 4.9 C4376 Nm 2001</td>
<td>Name jar (Korea)</td>
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<td><strong>PZ 4.9 C67237 Mn 2002</strong></td>
<td><strong>Milly and the Macy's Christmas parade</strong></td>
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<td>PZ 4.9 F4883 Wh 1999</td>
<td>When this world was new</td>
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<td>PZ 4.9 H229 Tn 1995</td>
<td>Tangerine tree (Jamaica)</td>
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<tr>
<td>PZ4.9.H384 Kt 2002</td>
<td>Katie’s wish (Ireland)</td>
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<td>PZ 4.9 H4588 Wh 1997</td>
<td>When Jessie came across the sea</td>
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<td>PZ4.9.H636 Cr 2002a</td>
<td>The color of home (Somalia)</td>
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<td>Solomon Grundy</td>
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<td>PZ 4.9 K9568 In 2005</td>
<td>In the small, small night (Ghana)</td>
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<td>PZ 4.9 L5425 Sn 1993</td>
<td>Soon, Annala</td>
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<td>PZ 4.9 L5425 Wt 1985</td>
<td>Watch the stars come out</td>
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<tr>
<td>PZ 4.9 M2844 My 2002</td>
<td>My Chinatown (Hong Kong)</td>
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<td>Grandmother and the runaway shadow</td>
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<td>Asking the river: a novel (Armenia)</td>
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<td>Silver days (Germany)</td>
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<td>Drita, my homegirl (Kosovo)</td>
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<td>Grab hands and run (El Salvador)</td>
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**OTHER**

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<td>I saw your face (people of African descent living throughout the world)</td>
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<td>Lotus seed</td>
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<td>PZ 4.9 H636 Cr 2002</td>
<td>Colour of home (Somalia to UK)</td>
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<td>PZ 7 A397 St 1991</td>
<td>Stars are upside down (Great Britain to Australia)</td>
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PZ 7 H537 Fr 1994 Frozen waterfall (Turkey to Switzerland)
PZ 7 P22 Py 1980 Playing Beatie Bow (Great Britain to Australia)
PZ7 P4477 MY 1992 My name is San Ho (Vietnam)
PZ 7 W5139 Gd 1992 Goodbye, Vietnam (Vietnam to Hong Kong)

TEACHING STRATEGIES
FC104 M22 1997 Think of us: A unit on immigrants to Canada; grades 4-8

Children as Victims of and Refugees from War/Violent Conflict (other than World War I and II)

APPENDIX 8
ALL ITEMS AVAILABLE IN THE EDUCATION LIBRARY

Bibliography of resources for children held in the Education Library.

- prepared by Linda Dunbar, Education Library, May 2007
- for EDUC 395a – Global Citizenship and International Community Service
  Learning at Home: Instructor Dr. Yvonne Brown, Summer 2007

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<td>Zlata’s diary: A child’s life in Sarajevo</td>
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<td>My childhood under fire: A Sarajevo diary</td>
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<td>Thura’s diary: A young girl’s life in war-torn Baghdad</td>
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<td>DS 119.7 E43 2004</td>
<td>Three wishes: Palestinian and Israeli children speak</td>
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<td>DS 119.76 P76 2004 dvd</td>
<td>Promises (includes study guide on dvd)</td>
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<td>DS 778.7 Z46 2004</td>
<td>Red land, yellow river: A story from the Cultural Revolution (China)</td>
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<td>HV 640 M35 2004</td>
<td>Making it home: Real-life stories from children forced to flee</td>
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<td>HV 640.3 T422 2001</td>
<td>Teaching others about refugees: UNHCR facilitator’s manual for young educators</td>
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<td>PN 6747 S245 P4713 2003</td>
<td>Persepolis: The story of a childhood (Iran-Islamic revolution, 1979)</td>
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<td>PZ 4.9 C9782 Cf 1999</td>
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<td>PZ 5 S5147 2001</td>
<td>Shattered: Stories of children and war</td>
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<td>PZ 7 A6294 Lo 1998</td>
<td>Lost in the war (Vietnamese Conflict, 1961-1975) (mother)</td>
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APPENDIX 9 BIBLIOGRAPHY ON IMMIGRANT AND REFUGEES to CANADA

THE FACULTY OF EDUCATION, THE UNIVERSITY OF BRITISH COLUMBIA

BIBLIOGRAPHY ON IMMIGRANT AND REFUGEES to CANADA

- prepared by Linda Dunbar, Education Library, May 2007
- for EDUC 395a – Global Citizenship and International Community Service
  Learning at Home: Instructor Dr. Yvonne Brown, Summer 2007


EDUC 395A Summer 2007


Hou, Feng. (2005). *The initial destinations and redistribution of Canada’s major immigrant groups: changes over the past two decades*. Ottawa: Analytical Studies,

Lewis, David, & Case, Roland. (2002). *Immigration in 20th century Canada: a unit exploring the positive and negative experiences of immigrant groups and Canada's policies regarding immigration* / authors, David [i.e. Harry] Lewis ... [et al.]; editors, Catriona Misfeldt, Roland Case. Richmond, BC: Critical Thinking Cooperative. EDUCATION LIBRARY FC104 I56 2002


EDUCATION LIBRARY microforms AW5 B71 2004-0126  
Access through ProQuest Dissertations and Theses database

MacKay, Tim & Tavares, Tony. (2005). *Building hope, appropriate programming for adolescent and young adult newcomers of war-affected backgrounds and Manitoba schools: preliminary report for consultation and discussion [microform]*  
Winnipeg Manitoba Education, Citizenship & Youth. KOERNER LIBRARY microforms MICROLOG 106-02241


Purru, Kadi. (2003). *Acknowledging home(s) and belonging(s) [microform]: border writing*. Vancouver: University of British Columbia. EDUCATION LIBRARY microforms AW5 B7 2003-859967  Access through ProQuest Dissertations and Theses database


EDUCATION LIBRARY LC1099.3 T39 2003


APPENDIX 10 GLOSSARY OF TERMS PERTAINING TO THE STUDY OF GLOBAL MIGRATION, MULTICULTURALISM, INTERNATIONALIZATION AND GLOBALIZATION IN EDUCATION

Compiled by Dr. Yvonne Brown, April 2007.....Updated September 2007

**Anti-bias Curriculum:** Popularized in the 1980s, by Louise Derman-Sparks. The philosophy behind anti-bias curriculum maintains that if young children are encouraged to discuss, explore, and think critically about issues of race, ethnicity, gender, sexual orientation, religious diversity, socio-economic status, and physical ableness, they will become empowered to recognize and take action against bias.

According to Derman-Sparks and the Anti-Bias Task Force, the goals of the curriculum are “to enable every child to construct a knowledgeable confident self-identity; to develop comfortable, empathetic, and just interaction with diversity; and to develop critical thinking and the skills for standing up for oneself and others in the face of injustice.”

Christine Sleeter and Carl Grant in their 1987 writings state that activism and social change are central to anti-bias education. For them the anti-bias approach to teaching extends beyond the scope of multicultural education and into the realm of “education that is multicultural and social re-constructivist. (Based on the definition found in Ladson-Billings, G. & Grant, C. A. (Eds) *Dictionary of Multicultural Education*. (1997). Phoenix, Arizona: The Oryx Press.)

**Border:** Scholars and artists of border studies have broadened the meaning of the word border from a primarily geographical term to one that holds social, cultural, gender, linguistic, political and epistemological significance. Thus, the border is seen as a space of cultural intersection and blending, providing a context for the development of new forms of understanding, cultural expression and identity.

Metaphorically, it is a space of the encounter of the self and the other, the familiar and the alien, the heterosexual and gay-lesbian, and the White and people of colour.

In the context of the US-Mexico border relations where scholars have identified a borderland between the two countries, part of the political significance of the border
concept comes from the idea that the border has the virtue of serving as a model for understanding the multi-racial and multicultural character of the country as a whole. This paradigm is proposed in contrast to the traditional melting pot model, which is seen negatively or aggressively erasing the culture of immigrants and indigenous peoples in a process of acculturation and transculturation. In the borderlands formation there is a daily process of multicultural exchange and hybridization of behaviors, values, symbols and languages, which creates a plural and shifting identity. In the borderlands, it is supposed that Anglo-America [Anglo- and Franco-Canadian for that matter] is only one of the many interpolations and experiences. Thus the border is seen as a site for contesting dominant paradigms and articulations. (Copied from Ladson-Billings, G. & Grant, C. A. (Eds) Dictionary of Multicultural Education. (1997). Phoenix, Arizona: The Oryx Press. Pp. 34-35.


**Diaspora – See also Migration below**

“Once restricted to the specific experiences of Jewish exile, the term Diaspora is now associated with communities that have been displaced due to immigration, labour migrations, and political or military conflicts. While Diaspora suggests displaced communities, the process of displacement is experienced by individuals; we use the term exile to discuss such individual experiences of coerced displacement, but we also emphasize the concept of structure of feeling to indicate how individual and community experiences are shared.” From Matsuoka, A. and Sorenson, J. (2001). **Ghosts and shadows: Construction of identity and community in an African Diaspora.** Toronto: University of Toronto Press, p. 6. The evolution of the use of the term Diaspora to describe the different eras of displaced persons can be identified with such qualifiers as “classical”, “new” and “incipient” diasporas. See Van Hear 1998) for further discussion on diaspora as one form of transnationalism, which includes immigrant, guest-workers, exile community and ethnic community. Van Hear also points out the change in meaning of diaspora over time by distinguishing “classical”, “new” and “incipient” diaspora (p.4).

William Safran, in his 1991 article entitled ‘Diaspora in modern societies: Myths of homeland and return’, published in Diaspora 1 (1): 83-84 gives a comprehensive definition of diasporas as having the follows characteristics:

1) they, or their ancestors, have been dispersed from a specific original ‘centre’ to two or more ‘peripheral’ or foreign regions;
2) they retain a collective memory, vision, or myth about their original homeland – its physical location, history, and its achievements;
3) they believe that they are not – perhaps cannot be – fully accepted by their host society and therefore feel partly alienated and insulated from it;
4) they regard their ancestral homeland as their true, ideal home and as the place to which they or their descendants would (or should) eventually return – when conditions are appropriate;
5) they believe that they should, collectively, be committed to the maintenance or restoration of their original homeland and to its safety and prosperity; and
6) they continue to relate, personally or vicariously, to that homeland in one way or another, and their ethno-communal consciousness and solidarity are importantly defined by the existence of such a relationship.

Bibliography in progress on Diasporas:


**Globalization/Internationalization:** While the terms “globalization” and “internationalization” are closely related (indeed, can be used synonymously), some may recognize subtle distinctions between them. Globalization generally refers to the spread of ideas, policies, and practices across national boundaries, while internationalization relates to the adoption of outward-looking perspectives in stark contrast to ethnocentrism (Allan Walker and Clive Dimmock (2002).

**Industrial Countries**
Andorra, Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Greece, Holy See (Could not find this in the Atlas), Iceland, Ireland, Israel, Italy, Japan, Liechtenstein, Luxembourg, Malta, Monaco, Netherlands, New Zealand, Norway, Portugal, San Marino, Slovenia, Spain, Sweden, Switzerland, United Kingdom, and United States of America. It is interesting to note that Japan is the only Asian country included, and no African or Latin American country.) (Spring, Joel, (2001). *Globalization and Educational Rights: An Inter-civilizational Analysis.* P. 170. Lawrence Erlbaum Associates, Publishers.

**Middle East and North Africa**
According to Joel Spring, the following countries comprise the Middle East and North Africa: Algeria, Bahrain, Cyprus, Djibouti, Egypt, Iran, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, United Arab Emirates and Yemen. ( Spring, Joel, (2001). *Globalization and Educational Rights: An Inter-civilizational Analysis.* P. 170. Lawrence Erlbaum Associates, Publishers.
Migration: See also Diaspora above. Forced migration refers to a person or family being coerced to move away from home or the home region. It often connotes violent coercion and is used interchangeably with the terms displacement or forced displacement. If the displaced person has crossed an international border and fall under one of the relevant international legal instruments, he or she is considered a refugee. (Adams, Leah D., & Kirova, Anna. (2006). Global Migration and education: Schools, children, and families. (p. 200.) Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

Reality is of course much more complex than is suggested by the analytical categories outward, inward, return, onward and staying put, and by the forced choice axis. Individual migrants and migrant communities may experience several of these forms of movements, sometimes over short periods of time. Outward movement may involve compulsion or choice, as may subsequent movements back or onwards. An individual or migrant community may experience a range of compulsion or choice over time. Individual migrants therefore develop complex migration biographies; many are twice, three times or many times migrants. Likewise many migrant communities accumulate complex migration histories, involving combinations of outward, inward, onward and return migration, sometimes forced, and sometimes involving varying degrees of choice. Moreover, one type of migration can – and often does – transmute into another, sometimes as a matter of strategy, sometimes by chance or circumstances.

An individual’s migratory biography or a community’s collective migration history is likely then to include quite number of different kinds of movement. This leads to what might be called (modifying Massey et al 1993) “migratory cultural capital” – knowledge of how to go about migration, how to deal with brokers, traffickers, border officials and bureaucrats, and how to develop and maintain contacts in receiving countries, and how to find accommodation, secure social security entitlements or gain employment. Diasporas comprises individuals and communities with often complex migration histories. Embracing individuals and communities that may have migrated several times, they include people who carry the historical baggage of migration, sojourners who have accumulated substantial migratory cultural capital.

Movements associated with decolonization have formed one prominent category. Post colonial regroupings and in-gatherings have included British, French, Dutch and Portuguese colonialists and settlers; arguably the Russians in the successor states outside the Russian Federation since the end of the Cold War fall into this category. The degree of compulsion involved in these regroupings has varied, but a number of former colonizing or colonial populations were either expelled or induced to leave or induced to leave as decolonization proceeded. Prominent examples included Portuguese obliged to leave African territories, the French from Algiers and Indo-China, and the Dutch form South East Asia.

The non-European peoples included those associated with the “imperial” diasporas, but in position subordinate to them. One such type were those imported by colonial powers to fulfill administrative and sometimes military roles; some of the South Asians overseas
held such positions as “imperial auxiliaries”, and were often compromised when decolonization took place. Rather different in socioeconomic status but still a legacy of imperialism, were the indentured and other labourers imported by colonial powers to work on railways, plantations, and mines – Indians and Chinese again feature among these types of population. Both of these types of populations - and their descendants with these colonial roots – have experienced migration crises.

A related type of population is trader diasporas, sometimes termed “middleman minorities” or “pariah capitalists”. Apart from the Jewish diaspora, prominent examples include Chinese traders in Southeast Asia and elsewhere, Indians in Asia, East Africa, the Caribbean, and Oceana, Lebanese in Wes Africa and the Caribbean, Greeks in Central Africa, each of whom established trading niches under the wing of colonial rule. Many of these populations too experienced expulsion in the post colonial era. In a similar position to the auxiliary, trading and business diasporas have been non or post-imperial administrators and professionals, such as some of the Palestinian population in Kuwait, who have been subject to repeated forced migration.


Refugees

a. Convention refugees are defined as people who leave their country because of a well-founded belief that they will be prosecuted because of their religious beliefs, race, nationality, political opinion, or membership in a given group. (Adams and Kirova, 2006, p. 200.)

b. Humanitarian-designated refugees are defined as people who are personally affected by situations including civil wars and armed conflict. (Adams and Kirova, 2007, p. 200.)

c. Asylum seekers is another term used to define people who are compelled to leave their country because of external aggression or domination or by events that seriously undermines public order. (Adams and Kirova, 2006, p. 200.)

Nicholas Van Hear (1998 see citation above) has mentioned the UNHCR 1996 categorization of at least eight categories of displaced people:


South Asian: Amita Handa, author of Of silk saris and mini-skirts: South Asian girls walk the tightrope of culture (Toronto: Women’s Press, 2003) defines South Asian in a diasporic sense. “It therefore refers to people, who have a historical and cultural connection to the South Asian subcontinent (India, Pakistan, Republic of Myanmar (formerly Burma), Nepal, Sri Lanka, Bangladesh) and who also migrated from the South Asian subcontinent to East Africa, Malaysia, Singapore, the Caribbean, Fiji and other parts of the world (p, 173).

Visible Minority is defined by the Employment Equity Act as “persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour”. Under this definition, regulations specify the following groups as visible minorities: Chinese, South Asians, Blacks, Arabs, West Asians, Filipinos, South East Asians, Latin Americans, Japanese, Koreans, and other visible minority groups such as Pacific Islanders. (Minister of Industry (2003). 2001: Census: Analysis series, Canada’s ethnocultural portrait: The Changing Mosaic: Published by the authority of Statistics Canada p, 38.

Carl James and Joy Mannette defines visible minority within historical and institutional practices of disadvantaging racialized groups of people in and from the locations cited above. They write:
We are borrowing here from the South African context in which those who have been historically excluded from decision-making and full participation in social and institutional life are known as historically disadvantaged groups. This naming recognizes the social and political nature of disadvantage; the need for historical compensation and re-conceptualization; and the complex nature of historical disadvantage in ethnic, race, gender and class terms. This naming also seeks to move beyond the dominant Canadian construct “visible minority”, which obfuscates the relational nature of the social dynamic of inequalities and postulates that the “visibility” is something that resides in the “other” rather than an ideological construct that of ethnicity, race, gender and class privilege (James, C. E. & Mannette, J. (2000). Rethinking access: The challenge of living with difficult knowledge. In Dei, G. J. S., & Calliste, A. (Ed.). Power, knowledge and anti-racism education: A critical reader (pp. 90-91) Halifax: Fernwood Publishing.

White supremacy: Roots of this surprising philosophy can be discovered in the political fact that white supremacy actually existed in the nineteenth and early twentieth centuries. Factually, world control did rest in thirteen or fourteen great empires. Of these, all but two - the Japanese and Chinese – were ruled by white men (Berle, Adolf. (1969). Power p. 458. New York: Harcourt, Brace & World Inc.

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