

Gender, Ethnicity, and Migration
Sociology 644
Spring 2014
Thursdays 4-6:45

Professor Cinzia Solari

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Why do people migrate? Do immigrants assimilate into host countries or maintain ties with their home countries? What factors shape the work experiences of (im)migrants? A gendered perspective, critical to the study of these topics, is still poorly integrated into international migration theory. This course will challenge us to keep gender at the center when answering the classic questions of migration studies. Students will be asked to consider how the feminization of migration and a perspective that includes the intersection of gender, ethnicity, class, and nation challenge the theoretical tools used to make sense of migration and its effects. We will also explore how the gendering of the global economy produces particular migration regimes, placing immigration to the United States in a global context of inequality between countries/regions and in comparative perspective to Europe and Asia. Holding on to our gendered lens, this course will also elaborate the perspective of transnational migration by investigating how the practices of migrants and those left behind sustain transnational families, networks, and institutions transforming both sending and receiving countries and the space between them.

Readings:

The following books are required for this course and can be found at the bookstore and on library reserve:

- Levitt, Peggy. 2001. *The Transnational Villagers*. University of California Press.
- Oishi, Nana. 2005. *Women in Motion: Globalization, State Policies, and Labor Migration in Asia*. Stanford University Press
- Rodriguez, Robyn M. 2010. *Migrants for Export: How the Philippine State Brokers Labor to the World*. University of Minnesota Press.

The other required readings for this course are posted to the class Blackboard page in PDF format (<https://umb.umassonline.net>). Please save the PDFs to your hard drive and bring a hard copy of the readings to class. We will work closely with the texts and you must have a copy of the text to work with.

Course requirements:

Grading:

Attendance:	13pts
Class participation:	13pts
Reading Memos (6 at 3pts each):	18pts
Class facilitation:	3pts

Final Paper preparation:	18pts
Final Paper:	35pts
Total:	100pts

1. Attendance: On-time attendance is required. You will earn one point for each class you attend for weeks 2-14. This is a total of 13pts. Please note that if you arrive late or leave early, you may forfeit a portion of your attendance grade for that session.

2. Class Participation: This is a seminar and not a lecture course. This means your enthusiastic participation *is* the class. You should come to class having completed the week's reading and be prepared to engage in group discussions. Being an active participant means you regularly share your thoughts, observations, and questions about the readings as you interact with each other and the material. You are expected to make a verbal contribution during every class meeting in order to earn participation points for that session. You will earn one point for each class you are an active participant during weeks 2-14. This is a total of 13pts.

Office hours: You are welcome to come see me in office hours for any reason, but I expect each of you to come see me in office hours at least once to discuss with me your plans for your research project.

3. Reading memos: For 6 of the 14 weeks you are expected write a response memo (approximately 900 words) to the week's readings. You should summarize the key points of the readings and then provide your own analysis. This might include drawing connections between the readings, tying the readings to broader themes addressed in the class, critiquing an author's conclusion and/or offering alternative viewpoints, or a reflection on how the readings relate to current events. All memos should end by raising an analytical question about the readings. Please post the memos to the class blackboard page by Wednesday at 2pm so that we all have a chance to read the memos (and respond if we like) before our class meeting on Thursday. Memos will be graded out of 3 points with 1 point for a summary of key points, 1 pt for your analysis/reflection, and 1 point for an engaging analytical questions that will help drive seminar discussions. Please do not wait for the last 6 weeks of the semester.

4. Facilitator of class discussion: You will be responsible for facilitating at least one discussion during the course of the semester. See handout: "Tips on Facilitating Discussion" posted on the class Blackboard webpage for instructions and grading (3pts).

5. Final Paper The final assignment for this course will be a research-based paper on a topic of your choosing related to gender and migration. Your task will be to write a 15-20 page analysis of your original ethnographic research which should include 3-5 sessions of participant observation or 3-5 in-depth interviews. You will explain your empirical findings by drawing upon the theories and case studies we read and discuss in class as well as situate your case in the current literature. [Note: A text-based, historical/archival research project is a possibility. If you have a strong preference for this option you must discuss it with me and obtain approval BEFORE the February 13 deadline.]

UMass Boston requires students to take a human subjects training BEFORE conducting data collection or analysis. You may have already done this for another class in which case you do not

have to do it again. It is valid for 3 years. Please complete the training at: http://www.umb.edu/research/policies_procedures/research_compliance/institutional_review_board_irb/citi_training_and_human_subjects_education

There are seven due dates connected with the paper:

- 2/13: Submit a paper topic
- 3/6: Research Proposal (5 pts)
- 3/27: Interview/Observation Notes (4pts)
- 4/10: Peer Review: Bring empirical data and rough paper outline to class
- 4/24: Rough draft (three copies) for peer review (4pts)
- 5/1: Peer Review: Written comments on your peer's Rough Drafts (5pts)
- 5/21: Final Paper Due (35pts) Please attach copies of previous assignments including comments written by myself or your peers.

Written descriptions of each assignment will be distributed in class. A hard copy of each of these assignments is due *at the beginning* of class. Please also post an electronic copy by the end of the day to Blackboard. On each of these due dates you should also be prepared to discuss the progress you have made in your research.

Late Work Policy: All assignments are due at the *beginning* of class on the date listed on the class syllabus. Once class has started, any work handed in is considered late. Late submissions will incur a penalty of a letter grade reduction (A to B; B to C; etc.) for each day that it is late. A "day" is 24 hours from the due date and time (usually but not always the start of class). This includes weekends and holidays.

Academic Honesty: All work that you submit is assumed to be your own unless you cite source material. If you use words (exact or paraphrased), facts, or ideas from another document (including course materials and web pages), you need to cite them. Not doing so is plagiarism. The result is a zero on the assignment. Students are required to adhere to the University Policy on Academic Standards and Cheating, to the University Statement on Plagiarism and the Documentation of Written Work, and to the Code of Student Conduct as delineated in the Catalog of Undergraduate Programs. The Code is available online at: http://www.umb.edu/student_services/student_rights/code_conduct.html

Accommodations:

Please inform me at the start of the semester (or ASAP if a disability is verified during the semester) regarding the need for accommodation of a disability. I will work with you and the Ross Center for Disability Services to provide accommodation, however I will rely on you to communicate your needs. Contact information: Ross Center for Disability Services, Campus Center, UL Room 21; Phone: 617-287-7430.

Course Schedule

I. Why do people migrate?

Week 1 (Jan. 30): Overview and Nuts & Bolts

- Complete Human Subjects Training if you have not already done so for another class:
http://www.umb.edu/research/policies_procedures/research_compliance/institutional_review_board_irb/citi_training_and_human_subjects_education

Week 2 (Feb. 6): Classic Migration Models

- “The Sociology of Immigration: From Assimilation to Segmented Assimilation, from the American Experience to the Global Arena” Barbara Schmitter Heisler
- Latin Journey: Cuban and Mexican Immigrants in the United States Alejandro Portes and Robert L. Bach [Ch 1]
- “America's Immigration "Problem"” Saskia Sassen

Week 3 (Feb. 13): Feminization of Migration

- Women in Motion: Globalization, State Policies, and Labor Migration in Asia. Nana Oishi [Ch 1, 5-6]
- “Notes on the incorporation of Third World women into wage labor through immigration and offshore production” Saskia Sassen

****Due at beginning of class: Paper Topic**

Week 4 (Feb. 20): Migration and the State

- Women in Motion: Globalization, State Policies, and Labor Migration in Asia. Nana Oishi [Ch 2-4, 7, Epilogue]
- “Blue Jeans and Bankers” Cynthia Enloe

Week 5 (Feb. 27): Gendering Migration Models

- “Gender Matters: Ethnographers Bring Gender from the Periphery toward the Core of Migration Studies” Sarah J. Mahler and Patricia R. Pessar
- Gender and the Politics of History Joan Scott, [pp 42-50]
- “Gendered Global Ethnography: Comparing Migration Patterns and Ukrainian Emigration” Cinzia Solari
- “Globalization and its Mal(e)contents: The Gendered Moral and Political Economy of Terrorism” Michael Kimmel

III. Migrants on the Global Labor Market

Week 6 (Mar. 6) Migrants in the New Economy

- “The American Jobs Machine” Erik Olin Wright and Rachel Dwyer
- “The Intersection of Work and Gender: Central American Immigrant Women and Employment in California” Cecilia Menjívar
- “Second Generation Decline: Scenarios for the Economic and Ethnic Futures of the Post-1965 American Immigrants” Herbert Gans

- “Disentangling Race-Gender Work Experiences: Second-Generation Caribbean Young Adults in New York City” Nancy Lopez

**** Due at beginning of class: Research Proposal**

Week 7 (Mar. 13) The New Domestic World Order

- “‘Just Like One of the Family’: Domestic Servants in World Politics” Cynthia Enloe
- “A Maid by any Other Name: The Transformation of "Dirty Work" by Central American Immigrants” Leslie Salzinger
- “Professionals and Saints: How Immigrant Careworkers Negotiate Gendered Identities at Work” Cinzia Solari
- “Maid or Madam?: Filipina Migrant Workers and the Continuity of Domestic Labor” Pei-Chia Lan

Spring Break: Complete interviews/observations

III. Migration and Families

Week 8 (Mar. 27): Settlement & Power

- “Power, Patriarchy, and Gender Conflict in the Vietnamese Immigrant Community” Nazli Kibria
- "Gendered Ethnicity: Creating a Hindu Indian Identity in the United States" Prema Kurien
- “Israeli and Russian Jews: Gendered Perspectives on Settlement and Return Migration” Steven Gold

**** Due at beginning of class: Interview/Observation notes**

Week 9 (Apr. 3): Transnational Families

- “I’m Here, but I’m There’: The Meanings of Latina Transnational Motherhood” Pierrette Hondagneu-Sotelo and Ernestine Avila
- “Masculinity and Undocumented Labor Migration: Injured Latino Day Laborers in San Francisco” Nicholas Walter, Philippe Bourgois, H. Margarita Loinaz
- ‘The Meanings of Migration, Remittances and Gifts: View of Honduran Women who Stay’ Sean McKenzie and Cecilia Menjivar

Week 10 (Apr. 10): Marriage Migrants

- “Intimate Circuits: Modernity, Migration and Marriage among post-Soviet women in Turkey” Alexia Bloch
- “Clashing Dreams: Highly Educated Overseas Brides and Low Wage U.S. Husbands” Hung Thai
- “International Marriage Brokers, Cross Border Marriages and the US Anti-Trafficking Campaign” Nicole Constable

****Peer Review of Paper Outline:** Be prepared to discuss your project.

Week 11 (Apr. 17): Social Remittances & Transnational Lives in Boston

- The Transnational Villagers, Peggy Levitt [Intro, ch 1-4]

Week 12 (Apr. 24): Migration and Development

- The Transnational Villagers, Peggy Levitt [Ch 5-7, Conclusion]
- "A Global Perspective on Migration and Development" Nina Glick Schiller

**** Due at beginning of class: Rough Draft for Peer Review.**

III. Case Study: Focus on the Philippines

Week 13 (May 1): Nationalism & Citizenship

- *Migrants for Export* Robyn Rodriguez, [Ch. 1-4]

**** Due at beginning of class: Peer Review written comments. Please email a copy to me and bring in hard copies for your peers. You will meet in groups to discuss your rough drafts.**

Week 14 (May 8): Nationalism & Citizenship

- *Migrants for Export* Robyn Rodriguez, [Ch. 5-Appendix]
- "'Prostitutes' and 'Defectors': How the Ukrainian State Constructs Women Emigrants to Italy and the USA." Cinzia Solari

***** May 21: Final Paper Due at Noon (12:00pm) posted to Blackboard.*****

Please attach copies of your other assignments. This helps me assess your research progress/evolution.

Bibliography

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