

Sample Syllabus

Gender, Race, Sexuality, and Im/migration

Course Description

The study of gender and the study of im/migration oftentimes do not intersect. Whereas both fields of study similarly critique practices, processes, and systems of power that have led to widespread system inequality between different states, communities, and individuals, activists, practitioners, and scholars in both fields have largely remained inattentive to the questions that engage each field. Thus, mainstream feminists have mostly ignored the lived experiences of different communities of migrants, preferring instead to focus on studying and advancing measures to advance gender equality at the expense of race, sexuality, and migration status. Im/migration activists and scholars, on the other hand, have only recently started to consider 'gender' in their work and have yet to thoroughly assess 'sexuality' and 'race'. While there is now a growing consensus among im/migration activists and scholars that migration is "feminized", such recognition hardly goes beyond surface explanations of and solutions to gender inequality, with most activists and scholars ignoring sexuality and race, and also larger issues of border imperialism and globalization.

The purpose of this graduate-level course is to understand how 'gender', 'race', and 'sexuality' impact im/migration trends, policies, patterns, and migrants' lived experiences. We will examine how migration occurs on a voluntary and involuntary basis between, within, and across borders, and interrogate the role of settler colonialism, liberalism, and border imperialism in facilitating the mass movement of people and communities. It begins by providing students with a theoretical grounding in the literature on gender and migration, highlighting important theoretical contributions but also pointing to theoretical exclusions. It then examines case studies of different communities of migrants, from immigrants to asylum-seekers and refugees to marriage migrants, before considering the social movement efforts that have been undertaken to represent migrants' issues. The latter will focus, in particular, on the dynamics and debates that have informed queer movements, migrant justice movements, women's movements, and labor movements in order to assess the viability of coalition-building.

Course Expectations

This is a graduate-level seminar course that can only succeed if all participants attend the class prepared and ready to participate. Class participation involves not only speaking during small and large group discussions but also active listening to other people's perspectives. It is thus imperative that all participants feel comfortable sharing and articulating their thoughts during class; as such, participants are expected to refrain from interrupting when others are speaking and to keep all discussions respectful and productive.

Course Evaluations

As graduate students, you need to learn how to produce quality work while managing a demanding schedule that oftentimes also involves teaching, completing other course assignments, and managing the demands of your own research. My goal in requiring completion

of the following assignments is to teach important research and policy skills that you can bring with you to future work placements, activist projects, and further graduate work.

Class participation – 10% (ongoing)

Students are expected to attend *all* classes and to participate actively and meaningfully in the course. **Those with more than four unexcused absences will not pass the course.**

Presentation and Guided Discussion of Readings – 15% (ongoing)

Each student is expected to provide a short 10 to 15 minute presentation based on the readings of each class. Presentations should draw connections between all of the required readings, assess the strengths and weaknesses of each one, and relate the readings to the theme of the course. Students will also be required to provide everyone a list of four questions to guide the discussion of the readings.

Book review OR policy brief – 25%

Students will have the option of either writing a book review or a policy review, **which will be due on the 7th class.** We will spend part of the second class discussing expectations for both assignments and how to write good book reviews and policy briefs.

Book reviews: Book reviews 750 to 1000 words in length. Reviews should not only provide a summary of the book's main arguments but should also critically assess the methods and methodology used by the author(s), the soundness of these arguments made, questions that remain unanswered by the author(s), and the audiences that would benefit most from reading the book. Specific guidelines and examples of good book reviews will be provided in class. Students can review the following books, which will be placed in the course reserve section of the library:

Chavez, Karma R. 2013. *Queer Migration Politics: Activist Rhetoric and Coalitional Possibilities*. Champaign, IL: University of Illinois Press.

McKay, Deirdre. 2012. *Global Filipinos: Migrants' Lives in the Virtual Village*. Bloomington, IN: Indiana University Press.

Williams, Erica. 2013. *Sex Tourism in Bahia: Ambiguous Entanglements*. Champaign, IL: University of Illinois Press.

Manalansan, Martin. 2003. *Global Divas: Filipino Gay Men in the Diaspora*. Durham, NC: Duke University Press.

Policy Brief: Policy briefs are 750 to 1000 words in length. Policy briefs provide a brief synopsis of a specific issue written for policymakers and practitioners. Written on the basis of available research, policy briefs ultimately endeavor to persuade policymakers and practitioners on the soundness of specific courses of action. Specific guidelines and examples of good policy briefs will be provided in class. Students can write a policy brief on one of three following issues; in all three cases, your intended audience is government bureaucrats:

- Canada's caregiver program
- Canada's citizenship and immigration act
- Canada's "Zero Tolerance for Barbaric Cultures" Act

Research Paper proposal – 5%

Due on the 5th class, the research proposal is three pages in length double-spaced, excluding references. This proposal provides background information on the topic that you have chosen, outlines the questions that you want to examine for your final paper, and a succinct discussion of the sources that you will use. Please do not wait until the last-minute to write your research proposal. It is imperative that you spend as much time as possible developing your ideas. Come see me as soon as you can to discuss potential research paper topics.

Final Research Paper – 40%

Due on the last class, the research paper is 20 pages in length double-spaced, excluding references. You are welcome to write on any topic, provided that it broadly relates to the theme of the course. I would strongly suggest that you use this final research paper as the basis for evaluating potential thesis topics. You will primarily be evaluated on the basis of your ability to use existing research to support your main arguments as well as the quality of your literature review and your writing style.

Course Policies

Electronic Devices

Students are prohibited from using their cell phones in class.

Formatting bibliographies, references

The University's writing center has ample resources that help students with their writing. In completing the written assignments, students must cite all facts and figures that are not common knowledge and must cite all ideas that are borrowed from other authors. Students should note that all arguments, concepts, facts, and ideas derived from external sources must be cited. In addition, students should be aware of the difference between paraphrasing and direct quotations. Merely changing one or two words in a passage taken from an external source does not constitute paraphrasing and requires the use of quotation marks. If passages are taken directly from external sources, providing an endnote, a footnote or an in-text citation is insufficient; quotation marks have to be included in all of these cases. A failure to do so puts students at risk of plagiarism.

Students must use a recognized standard format correctly in their bibliographies, references, and footnotes. Failure to do so will result in substantial penalty in calculating your assignment grade.

Late assignments

Late submission of all written assignments will incur a 5% penalty for the first day, and 1% for each additional day thereafter, including weekends.

Appeals

Appeals will only be considered after the student provides a one-page explanation of the basis of the appeal. Although grades can increase upon appeal, grades can also decrease.

Plagiarism

Plagiarism is a serious offense and will be dealt with accordingly. For this class, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in Turnitin. Terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. Students who wish to opt out of Turn It In need to inform me via email a week before all written work is due. Students opting out of Turn It In need to provide me with complete photocopies of all of the sources they are using for their papers, as well as research notes and essay drafts. These documents need to be handed in along with the papers.

Accessibility Needs

We are committed to accessibility. If you require accommodations, please let me know as soon as possible.

Course Schedule and Required Readings

Introduction

What questions and issues merit examination for scholars and practitioners in the fields of gender studies and im/migration studies? How is the study of 'gender', 'sexuality', 'race', and 'im/migration' interlinked?

Class One

Introduction to the course and to course expectations.

Migration Policy Institute. 2014. "Top Ten Migration Issues of 2014."

<http://migrationpolicy.org/programs/migration-information-source/top-10-migration-issues-2014>

Film: Exiled in America. 2009. http://www.mediathatmattersfest.org/watch/9/exiled_in_america

Taian Lu. 2008. <http://www.cultureunplugged.com/documentary/watch-online/play/3876/Taian-Lu>

Class Two

Scott, Joan. 1986. "Gender: A Useful Category of Historical Analysis." *American Historical Review* 5: 1053-1057.

Richardson, Diane. 2007. "Patterned Fluidities: (Re)imagining the relationship between gender and sexuality." *Sociology* 41 (3): 457-474.

Massey, Douglas. 1999. "Why Does Immigration Occur? A Theoretical Synthesis." *The Handbook of International Migration*. Charles Hirschmann, Philip Kasinitz, and Josh Dewind, eds. NY: Russell Sage Foundation, 34-52.

Zolberg, Aristide. 1999. "Matters of State: Theorizing Immigration Policy." *The Handbook of International Migration*. Charles Hirschmann, Philip Kasinitz, and Josh Dewind, eds. NY: Russell Sage Foundation, 71-93.

Substantive Inclusion or Superficial Accommodation?: Gender in Im/migration Research

Class Three

How have feminist scholars attempted to integrate the study of 'gender' in im/migration? How do the experiences of female migrants differ from male migrants according to these authors? Why do they believe 'gender' should be examined? What are the strengths and weaknesses of their approach?

Morokvasic, Mirjana. 1984. "Birds of passage are also women." *International Migration Review* 18 (4): 886-907.

Kofman, Eleanor. 1999. "Female 'Birds of Passage' a Decade Later: Gender and Immigration in the European Union." *International Migration Review* 33: 269-299.

Class Four

Lee, Sharon M. 1995. "Issues in Research on Women, International Migration, and Labour." *Asian and Pacific Migration Journal* 5 (1): 1-26.

Curran, Sara, Steven Shafer, Katherine M. Donato, and Filiz Garip. 2006. "Mapping Gender and Migration in Sociological Scholarship: Is It Segregation or Integration?" *International Migration Review* 40 (1): 199-223.

Silvey, Rachel. 2004. "Power, Difference, and Mobility: Feminist Advances in Migration Studies." *Progress in Human Geography* 28 (4): 490-506.

Gender, Migration, and Development

The feminization of migration has been widely recognized by scholars and practitioners as a policy reality. Most, however, seem to advocate an approach that seeks to 'maximize' the contributions of female migrants without concurrently interrogating whether and how gendered im/migration flows support gendered institutions. How might a critical approach to 'gender,' 'migration', and

'development' look like? What does an intersectional approach to the study of im/migration and development bring?

Class Five

Chant, Sylvia and Sarah Radcliffe. 1992. "Migration and Development: The Importance of Gender." *Gender and Migration in Developing Countries*. New York: Bellhaven Press, 1-29.

Curran, Sara and Abigail Saguy. 2001. "Migration and Cultural Change: A Role for Gender and Social Networks?" *Journal of International Women's Studies* 2 (3): 54-77.

Piper, Nicola. 2008. "The Feminization of Migration and the Social Dimensions of Development: The Asian Case." *Third World Quarterly* 29 (7): 1287-1304.

Class Six

Bach, Jonathan. 2010. "Remittances, Gender, and Development." *Gender and Global Restructuring: Sightings, Sights, and Resistances*. NY: Routledge, 129-142.

Marchand, Marianne. 2008. "The Violence of Development and the Migration/Insecurities Nexus: Labour Migration in a North American Context." *Third World Quarterly* 29 (7): 1287-1304.

Bastia, Tanja. 2014. "Intersectionality, migration, and development." *Progress in Development Studies* 14 (3): 237-248.

Queering Migration

How do normative ideas about gender and sexuality affect im/migration policies and practices? In what ways do dominant notions of gender and sexuality impact migrants' lived experiences? How have thinkers 'queered' im/migration studies? What is homonationalism and how is this linked to the study of im/migration and the diaspora?

Class Seven

Manalansan, Martin. 2006. "Queer Intersections: Sexuality and Gender in Migration Studies." *International Migration Review* 40 (1): 224-249.

Luibheid, Eithne. 2008. "Queer/Migration: An Unruly Body of Scholarship." *GLQ: A Journal of Lesbian and Gay Studies* 14 (2-3): 169-190.

Andrijasevic, Rutvica. 2009. "Sex on the Move: Gender, Subjectivity, and Differential Inclusion." *Subjectivity* 29: 389-406.

Class Eight

White, Melissa Autumn. 2013. "Ambivalent Homonationalism: Transnational Queer Intimacies and Territorialized Belonging." *Interventions: International Journal of Postcolonial Studies* 15 (1): 37-54.

Murray, David A.B. 2014. "'Authentic' LGBT Refugee Claimants of Homonationalism in the Canadian Refugee System." *Anthropologica* 56 (1): 21-32.

Film: Paper Dolls. 2006. <http://www.imdb.com/title/tt0783681/>

'Forced' or 'Voluntary' Migration: Im/migrants and Labour Migrants, Refugees and Asylum-Seekers, Marriage Migrants

What are the similarities and differences in the experiences of different communities of im/migrants? How are of different groups of migrants discursively constructed and how are their 'rights' to settlement justified? How might we begin to theorize on the structural forces of border imperialism, settler colonialism, and neoliberal globalization compelling im/migration and the intersectional forms of disadvantage im/migrants' face?

Class Nine

Rodriguez, Robyn Magalit. 2010. "The Philippine Domestic: Gendered Labor, Family, and the Nation State." *Migrants for Export: How the Philippine State Brokers Labor to the World*. Minneapolis, MN: University of Minnesota Press, 93-115.

Parrenas, Rhacel. 2000. "Migrant Filipina Domestic Workers and the International Division of Reproductive Labour." *Gender & Society* 14 (4): 560-580.

Manalansan, Martin. 2008. "Queering the Chain of Care Paradigm." *S&F Online*. http://sfoonline.barnard.edu/immigration/manalansan_01.htm

Film: Brown Women, Blond Babies. 1992. <http://www.pmm.qc.ca/english/spip.php?article9>

Class Ten

Wallia, Harsha. 2010. "Transient Servitude: Migrant Labour in Canada and the Apartheid of Citizenship." *Race & Class* 52 (1): 71-84.

Schrijvers, Joke. 1999. "Fighters, Victims, and Survivors: Constructions of Ethnicity, Gender, and Refugeeeness among Tamils in Sri Lanka." *Journal of Refugee Studies* 12 (3): 307-333.

Luibheid, Eithne. 2004. "Childbearing against the state? Asylum Seeker women in the Irish Republic." *Women's Studies International Forum* 27 (4): 335-349.

Class Eleven

Constable, Nicole. 2003. *Romance on a Global Stage: Pen Pals, Virtual Ethnography and 'Mail Order' Marriages*. Berkeley, CA: University of California Press. (Ch. 3, 4 & 5).

Film: Seeking Asian Female. 2012. <http://www.seekingasianfemale.com/>

Migrant Justice Movements and Coalition-Building

What are the goals of migrant justice movements? What are their activist strategies and tactics? What are the points of disagreement between and within movements and is 'consensus' possible? How have migrant justice movements worked with other movements, such as LGBTQ, feminist, and labor movements?

Class Twelve

Lowry, Michelle and Peter Nyers. 2005. " 'No One is Illegal': The Fight for Refugee and Migrant Rights in Canada." *Refuge* 21 (3): 67-72.

Anderson, Bridget. 2010. "Mobilizing Migrants, Making Citizens: Migrant Domestic Workers as Political Agents." *Ethnic and Racial Studies* 33 (1): 60-74.

Basok, Tanya. 2009. "Counter-hegemonic Human Rights Discourses and Migrants Rights Activism in the US and Canada." *International Journal of Comparative Sociology* 50 (2): 183-205.

Class Thirteen

Chavez, Karma R. 2010. "Border (In)securities: Normative and Differential Belonging in LGBTQ and Immigrants Rights Discourse." *Communication and Critical/Cultural Studies* 7: 136-155.

Johnson, Heather. 2013. "Moments of Solidarity, Migrant Activism, and (Non) Citizens at Global Borders: Political Agency at Tanzanian Refugee Camps, Australian Detention Centers, and European Borders." *Citizenship, Migrant Activism, and the Politics of Movement*. Peter Nyers and Kim Rygiel (eds.) NY: Routledge.