

GGR 320H1: Geographies of Transnationalism, Migration, and Gender

University of Toronto, Fall Term, 2019

Lectures: Thursdays 10-12 | Sidney Smith Room 2125

Office hours: Thursdays, 12:30 –2:00 | Wednesdays, 2:00-3:30 (by appointment)

Office: Sidney Smith Hall, Room 5060

Course Website on Quercus: <https://q.utoronto.ca>

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Course Description

This course examines recent changes in global (trans)migration processes. Specifically, the course addresses the transnationalization, feminization and racialization of migrant populations and various segments of the global labor force, education systems, and other formal and informal spaces of social organization. The coursework focuses on analyzing classical paradigms as well as emerging theoretical approaches in migration and transnationalism studies. Readings and discussions will pay particular attention to the interventions made by feminist geographers in debates around work, migration, place, and space.

More specifically, this course uses in-depth case study material to query the frameworks employed in (trans)migration studies to understand the grounded implications of various forms of migration and/or forms of movement. It pays particular attention to the interventions made by geographers and other interdisciplinary scholars in debates about race, gender, age, work, migration, emotions, home, and agentic configurations of (trans)migration.

Learning Goals

- Develop an understanding of some connections between, geopolitical dynamics, colonial and other uneven global histories, and contemporary migration patterns.
- Introduce recent theoretical work on the themes of (im)mobility and movement, borders, transnationalism, diaspora, citizenship, and identity and difference (in relation to gender, ethnicity, nationality, race, sexuality, and age).
- Cultivate an interdisciplinary appreciation of different theoretical, methodological, and analytical frameworks and approaches to research on (trans)migration.
- To investigate often porous and taken-for-granted terms and ideas such as questions of migration, home, belonging and power.
- Examine practical and theoretical implications of taking seriously the politics of difference and sameness, and of gender in particular, in the study migration.

Grading Evaluation

| Assessment | Total Weight | Due Date | Method of Submit |
|---------------------------------|--------------|--|------------------|
| Critical Responses (Two) | 10% | (Fridays at 11:59pm – One week after questions are posted) | Quercus |
| Documentary Review | 20% | October 11 th -11:59pm | Quercus |
| Final Paper Proposal | 10% | November 1 st – 11:59pm | Quercus |
| Final Term Paper | 25% | November 29 th -11:59pm | Quercus |
| Final Exam | 35% | During official exam period (December 7 th – 20 th) | |

Critical Responses (5% x 2 Reflection = Total 10%)

On a weekly basis between weeks 2-12, thought provoking questions (usually 2-3 questions) related to the weeks reading and/or (guest) lecture will be posted on Quercus. You are required to pick **ONE** of the questions and provide a (minimum 250 words) critical response to the question. *Constructive comments to your peers' critical responses are highly recommended but not required.*

Questions will be posted on a weekly basis by 11:59pm on Thursdays. Your critical response must be submitted by the following Friday at 11:59pm via Quercus. No more posts for the week will be accepted after Friday at 11:59pm. Please ensure you engage with class materials and provide respectful interactions with peers. You are responsible to complete **TWO** critical response posts before the end of the year. A grading criterion for the critical responses will be provided in week 2 during class.

Documentary Review (Total 20%)

You are required to submit a 3-5 pages (excluding bibliography), double spaced, review on **ONE** of **THREE** documentaries partially screened during week 3. This review will ask you to investigate themes of migration, transnationalism and/or gender; relate the ideas to course material; and provide your own critical feedback about strengths/weaknesses of the documentary of choice. A detailed assignment requirement handout will be provided in week 2 during class.

Final Paper Proposal (Total 10%)

You are required to submit a 1-3 page (excluding bibliography), double spaced, proposal outlining your ideas for the final paper for the course. Point form is acceptable. The proposal will include a brief background of the topic and/or case study of choice; what your paper will investigate further; connections to course material and outside scholarly/non-scholarly sources. A detailed assignment requirement handout will be provided in week 4.

Final Term Paper (Total 25%)

6-8 pages (excluding bibliography), doubled spaced, critically engaging with your topic and/or case-study of choice. The final paper will investigate the larger themes (migration, transnationalism and gender) of the course by you writing about a topic and/or case study that critically engage with the importance of various ideas and concepts covered throughout the year. Please note that it is okay to change your paper topic after the proposal has been marked. I am happy to meet during office hours to discuss topic changes and/or for clarifications on your topics in general. A detailed requirement handout will be provided early in the course.

Final Exam (Total 35%)

The final exams will run between December 7th -20th. The actual date, time, and location of the final exam for GGR 320 will be announced by the Faculty of Arts and Science (FAS) later in the term. The exam will cover the primary readings (not the secondary sources marked with dashes) and will also cover material of (guest) lectures. Prior to the last lecture, a review guide including an explanation of the final exam format.

Submission Policy

All assignments must be submitted via Quercus (Fridays by 11:59pm). All grades and comments will be returned via Quercus. All assignments must be formatted in double space, using Times New Roman in 12pt form, and APA style for citations and references. Using an alternative citation method is permitted however, it will be your responsibility to ensure consistency.

Late assignments will be subject to a late penalty of 5% per day (including weekends) of the total marks for the assignment. Late assignments will not be accepted by email. Please upload everything to Quercus.

For medical exemptions, only an official U of T form will be accepted (available online here: <http://www.illnessverification.utoronto.ca/>). For non-medical emergencies, you may be able to provide a letter documenting your situation. Be aware that the University considers submitting a note which has been altered or obtained under false pretenses a very serious offence.

Writing and Academic Integrity

If you think you may require help with your writing skills, please visit your college's writing center. To check out what services are available or to book an appointment, visit the central university website on writing: <http://www.writing.utoronto.ca/>.

Additionally, plagiarism and other forms of academic dishonesty are serious and will be dealt with to the full extent possible under university policies. These offences include absent or improper citation of others' work (e.g., citation and quotation marks are required when using wording of another author), the inclusion of false references, the resubmission of work for which you have already received credit and cheating during examinations. To familiarize yourself with what counts as academic dishonesty, please visit:

1) Rules and Regulations:

http://www.artsandscience.utoronto.ca/ofr/calendar/Rules_&_Regulations.html 2) ‘How not to plagiarize’: <http://www.writing.utoronto.ca/advice/using-sources/hownot-to-plagiarize>

Communication

Please always use your University of Toronto email address (@mail.utoronto.ca) for course related communications; I will try my best to respond to your e-mails within 24 - 48 hours. Please have our course code in the email subject line (GGR320H1). I will hold office hours every Thursday 12:30 until 2pm and Wednesday 2- 3:30 (by appointment).

Quercus

Once you have logged in to Quercus (<https://q.utoronto.ca>), you’ll find a link to GGR 320. The website will contain copies of the syllabus, lecture slides, readings and other handouts. You MUST have a your.name@mail.utoronto.ca email address to properly receive messages from the Instructor and TA through Quercus. It is your responsibility to set this up if it is not already.

Accessibility

The University of Toronto is committed to accessibility. If you have any accessibility concerns about the course requirements, activities, or classroom, please contact Accessibility Services as soon as possible. You are welcome, but not required, to discuss accessibility with the Course Instructor.

Accommodations for Religious Observances - It is the policy of the University of Toronto to arrange reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert instructors in a timely fashion to upcoming religious observances and anticipated absences. Please review the policy at: <http://www.governingcouncil.utoronto.ca/policies/religious.htm>

Classroom Policies

Students are expected to arrive on time and to remain for the duration of the class. If you have to enter or leave during the lecture, please do so as quietly as possible. Remember that cell phones and other communications devices should either be turned off or in silent mode. Do not answer your phone or send texts during class. If you use a laptop for taking notes, please do so in a way that does not disturb other students or distract the instructor. Taking photos and video recordings are not permitted due to privacy issues. Audio recording requires permission of the instructor. If you are granted permission to do so, the recordings are for your own personal use only. You may *not* share or distribute the files through any means. In accordance with the Ontarians with Disabilities Act, audio recording for accessibility purposes will be permitted.

Participation

Your contributions to the class environment are essential. participation will be based on both online critical reflections/responses and in-class undertaking such as group discussions, think-pair-share activities, and other in-class activities to solidify the topics for the week.

Course Readings

This course does not use a textbook. The readings for the course are mostly assigned journal articles. All journal articles in our reading list can be accessed online through the University of Toronto Library website. The course will also integrate other media – films, shorts digital series and journalistic/artistic pieces – to engage with the subject matter of the course. Course slides will be available before class but will not be a substitute for class lectures.

Below in the class Schedule, primary sources are marked with bullet points and secondary sources such as blogs, opinion pieces, and websites are marked with dashes. Even though all readings are required on a weekly basis, the final exam will only include the primary sources and the secondary sources can be used to support arguments if used properly.

Class Schedule

Week 1: September 5th – *Course Introduction: Thoughts on Gender, Development & Trans-Migration*

Week 2: September 12th - *Feminist Interventions in Migration Studies*

Required Readings:

- Silvey, R. (2004). Power, difference and mobility: feminist advances in migration studies. *Progress in Human Geography*, 28(4), 490–506.
- Liu, L. Y. (2000). The place of immigration in studies of geography and race. *Social & Cultural Geography*, 1(2), 169-182.
- Blog Post: <https://blogs.prio.org/2018/12/feminism-and-empiricism-two-contributions-to-improving-womens-inclusion-in-peace-processes/>
- *Documentary Review assignment requirements will be covered in class.*

Optional Reading:

- Parreñas, R. S. (2009). Inserting feminism in transnational migration studies. In *Feminist Research Methods Conference, Gender Studies, Stockholm University Sweden*, 1-11.

Week 3: September 19th – *(Trans)migration Theories*

Required Readings:

- Arango, J. (2000). Explaining Migration: A Critical View. *International Social Science Journal*, 52, 283–296.
- Brettell, C., Hollifield, J. (2008). Introduction. In C. Brettell, J. F. Hollifield (Eds.), *Migration theory: talking across disciplines* (2nd ed.,). New York: Routledge, 1-20.
- Transnational Theory: <http://www.institut-gouvernance.org/en/analyse/fiche-analyse-37.html>
- *Required Documentaries for Documentary Review assignment will be partially screened in class.*

Week 4: September 26th – *Home and Away: The Global, Local, and Glocal*

- Ahmed, S. (1999). Home and Away: Narratives of Migration and Estrangement. *International Journal of Cultural Studies*, 2(3), 329-347.
- Blunt, A. (2005). Cultural geography: cultural geographies of home. *Progress in human geography*, 29(4), 505-515.

- Habib N. (1996). The search for home. *Journal of Refugee Studies*, 9(1), 96-102.
- Opinion Article: <https://www.scidev.net/global/communication/opinion/-glocal-approach-makes-global-knowledge-local.html>

Week 5: October 3rd – The Securitization of Borders

Required Readings:

- R. Silvey, Elizabeth Olson, Yaffa T. (2008). Transnationalism and (Im)mobility: The Politics of Border Crossings. In Cox, K. Low, M., Robinson, J. (Eds.), *The Sage Handbook of Political Geography*, London: Sage, 483-492.
- Mountz, A., et al. (2012). Conceptualizing detention: Mobility, containment, bordering, and exclusion. *Progress in Human Geography*, 37(4), 522-541.
- <https://mentalfloss.com/article/29086/its-complicated-5-puzzling-international-borders>

Recommended Reading:

- Shneiderman, S. B. (2013). Himalayan border citizens: Sovereignty and mobility in the Nepal-Tibetan autonomous region (TAR) of china border zone. *Political Geography* 35(Complete), 25-36.

Week 6: October 10th – Human Trafficking: Contestations and Synergies

- Parrenas, R. S., Hwang, M., Lee, H. (2012). What is Human Trafficking?. *Signs: Journal of Women in Culture and Society*. 37(4), 1015-1027
- <https://www.voanews.com/archive/thousands-boys-trapped-camel-jockeys-middle-east>
- <https://www.antislavery.org/slavery-today/modern-slavery/>
- <https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/moving-forward-life-after-trafficking/>
- <https://www.acamtoday.org/organ-trafficking-the-unseen-form-of-human-trafficking/>
- *Documentary Review Assignment Due (Friday October 11th, 11:59pm).*
- *Final Paper Proposal and Final Paper requirements will be covered in class.*

Recommended reading:

- Kempadoo, K. (2007). The War on Human Trafficking in the Caribbean. *Race and Class* (49)2, 79-84.

Emotions and the Embodied Migrant

Week 7: October 17th – Guest Lecture: Dr. Kabita Chakraborty, Humanities/Children, Childhood and Youth Studies, York University. - Emotions of migration -young peoples experiences with an Asian context.

Required Readings:

- Chakraborty, K., Thambiah, S. (2018). Children and young people's emotions of migration across Asia. *Children's Geographies*, 16(6), 583-590.
- Khan, A. (2018). From the peaks and back: mapping the emotions of trans-Himalayan children education migration journeys in Kathmandu, Nepal, *Children's Geographies*, 16(6), 616-627.

Recommended Reading:

- Sherrell, K., Hyndman, J. (2006) Global Minds, Local Bodies: Kosovar transnational connections, beyond British Columbia", *Refuge*, 23(1), 16-26.

Week 8: October 24th – Connecting Citizenship to Transnationalism and Diasporas

Required Readings:

- Nagel, C., Staeheli, L. (2004). Citizenship, Identity, and Transnational Migration: Arab Immigrants to the US, *Space and Polity*, 8(1), 3-23.
- King, R., Christou, A. (2011). Of Counter-Diaspora and Reverse Transnationalism: Return Mobilities to and from the Ancestral Homeland. *Mobilities*, 6(4), 451-466.
- <https://www.aljazeera.com/news/2019/08/nrc-list-19-million-excluded-india-citizens-list-190831044040215.html>
- Blog Post: <https://theconversation.com/literature-by-africans-in-the-diaspora-can-help-create-alternative-narratives-60941>

Recommended Reading:

- McGranahan, C. (2016). Refusal and the Gift of Citizenship. *Cultural anthropology*, 31(3), 334- 341.

Week 9: October 31st – Artifacts, Identity Construction, and Belonging

Guest Lecture: Janet Seow, PhD Candidate, York university, Humanities.

Required Readings:

- Hyndman, J. and M. de Alwis. (2004). "Bodies, Shrines, and Roads: Violence, (Im)mobility, and Displacement in Sri Lanka, *Gender, Place and Culture*, 11(4), 535-55.
- Seow, J. (2019). Black Girls and Dolls Navigating Race, Class, and Gender in Toronto. *Girlhood*, 12(2), 48-64.
- Blog Post: <https://blogs.prio.org/2018/11/the-other-side-of-facebook-in-myanmar/>
- *Final Paper Proposal Due – (Friday November 1st, 11:59pm).*

Recommended Reading:

- Taylor, A. (2012). More than Mobile: Migration and Mobility Impacts from the 'Technologies of Change' for Aboriginal Communities in the Remote Northern Territory of Australia. *Mobilities*, 7(2), 269-290

Reading Week: November 7th – No Classes

Week 10: November 14th – Migration, Capital, and Trans-National Care Chain

- Hondagneu-Sotelo, P., & Avila, E. (1997). "I'm here, but I'm there" the meanings of Latina transnational motherhood. *Gender & Society*, 11(5), 548-569.
- Souralová A, Fialová H (2017). Where have all the fathers gone? Remarks on feminist research on transnational fatherhood. *Norma*, 12(2),159–171
- Mayer, M. K. N. Rankin. (2002). Social Capital and (Community) Development: a North/South perspective, *Antipode* 3(4), 804-807.
- <https://www.compas.ox.ac.uk/2018/high-skilled-migration-and-automation-uncertainty/>

Week 11: November 21st – *Intersectionality and (Im)mobility With Migration*

- Schewel, K. (2019). Understanding Immobility: Moving beyond the Mobility Bias in Migration Studies. *International Migration Review*, 1-20.
- Giancarlo, A., Shannon, D., Kobayashi, A. (2016). Intersecting Oppressions: African Nova Scotians with Disabilities and Possibilities Arising from the United Nations Convention on the Rights of Persons with Disabilities. *Canadian Journal of Disability Studies*, 5(2), 98–123.
- <https://www.ywboston.org/2017/03/what-is-intersectionality-and-what-does-it-have-to-do-with-me/>
- <https://www.compas.ox.ac.uk/2019/how-mobile-is-home-researching-migrants-living-conditions-in-europe-and-beyond/>

Week 12: November 28th – *Where do we move from here with (trans)migration, gender, and beyond?*

- Safier, N. (2010). Global knowledge on the move: Itineraries, Amerindian narratives, and deep histories of science. *Isis*, 101(1), 133-145.
- <https://blogs.prio.org/2019/07/beyond-false-dichotomies-in-debates-on-migration/>
- **Final Exam Review: Will be presented in class.**
- *Final Paper Due (Friday November 29th, 11:59pm).*