

## **GGR 320H1: Geographies of Transnationalism, Migration, & Gender**

University of Toronto, Summer 2020 (S term)  
Tuesday and Thursday, Online

**Instructor:** Yasmin Khan

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Office Hours: Synchronous office hours Wednesdays, noon to 1 pm (*or by appointment*)

Course Website: On Quercus (<https://q.utoronto.ca>)

TAs: Sabrien Amrov, [sabrien.amrov@mail.utoronto.ca](mailto:sabrien.amrov@mail.utoronto.ca)

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This is an online, asynchronous course. Lectures will be given as 1-2 hour online videos twice a week asynchronously, with new course materials uploaded every Tuesday and Thursday morning. Students will have the opportunity for optional synchronous online tutorials with TA's Mondays and Thursdays from 10 am to 11 am, followed by TA office hours from 11 am to noon. Synchronous online instructor office hours will be Wednesdays from noon to 1 pm. Students need the ability to use Blackboard Collaborate (Ultra) and FlipGrid. I will distribute the FlipGrid login and password on the first day of class.

### **Course Description**

This course examines recent changes in global migration processes. Specifically, the course addresses the transnationalization, feminization and racialization of migrant and refugee populations. We will examine how biopolitics and white supremacy have shaped migration policies in both Canada and the U.S., including gendered migrant labor and bordering policies. Readings and discussions will pay particular attention to the interventions made by feminist geographers in debates around refugee studies, critical aid studies, migration, place, and space, and there will be one case study focused on the Rohingya refugee situation in Bangladesh.

### **Learning Objectives**

Students should expect to:

- Develop the capacity to analyze migration and refugee policies using a biopolitical framework.
- Explore with white supremacist roots influencing gendered migration patterns in Canada and the U.S.
- Engage the North-South connections of refugee and aid policy.
- Understand how race, gender and class cut across space and place.
- Develop critical thinking skills around gender, race, refugee aid and migration policies.

<b><u>Assessment</u></b>	<b><u>Weight</u></b>	<b><u>Due Date</u></b>	<b><u>How to Submit</u></b>
Reading responses	15%	Weekly	FlipGrid
Assignment: podcast 1	25%	July 23	Quercus
Assignment: podcast 2	25%	August 6	Quercus
Final Exam	35%	TBA	During exam period (August 19-27)

### **Submission Policy**

All assignments are due at 11:59 PM on the due date, generally the day before class. All assignments must be submitted via Quercus. All grades and comments will be returned via Quercus (more details in class). All assignments must be formatted in double space, using Times New Roman in 12pt form, and use APA style for citations and references.

Late assignments will be subject to a late penalty of 5% per day (including weekends) of the total marks for the assignment. Work will not be accepted more than a week past the assignment due date. Late assignments will not be accepted by email. Please upload everything to Quercus or FlipGrid.

The drop date for S-term courses is August 3, 2020.

### **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](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 hours during the week. You can write to me on the weekend and I will respond on Monday. Please have our course code in the email subject line (GGR320H1). I will hold office hours online every **Wednesday from noon to 1 pm**. TA's will hold online tutorials **Mondays and Thursdays from 10 am to 11 am**, followed by TA office hours from **11 am to noon**. You can write me an email to book on other days and times if you cannot make official hours.

## **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 indicated on ROSI to properly receive messages from the Instructor through Quercus. **It is your responsibility to set this up if it is not already.**

## **Accessibility Services**

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca) or <http://studentlife.utoronto.ca/as>.

For matters related to mental health, please contact the Health and Wellness Centre: <https://www.studentlife.utoronto.ca/hwc>. Your College can also be an important source of support, and if there is anything I can do, please let me know. You are not obligated to disclose anything to instructors.

## **Participation**

Your contributions to the class environment are essential. Your participation mark will be based on 2 minute video responses to the readings and responses to two of your classmates on FlipGrid. You will need to respond to 2 of your classmates videos each class.

## **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. If you are having trouble accessing an article, please feel free to contact me. The course will also integrate other media – videos and journalistic pieces – to engage with the subject matter of the course.

## **Class Schedule and Required Readings**

### **Class 1 (7 July) -- Introduction**

\*No readings\*

2 minute Flip Grid introduction video assignment

### **Class 2 (9 July) -- Feminist Interventions in Transnationalism and Migration Studies**

Yeoh, B. S. A., & Ramdas, K. (2014). Gender, migration, mobility and transnationalism. *Gender, Place & Culture*, 21(10), 1197–1213.  
<https://doi.org/10.1080/0966369X.2014.969686>

Silvey, R. (2004). Power, difference and mobility: feminist advances in migration studies. *Progress in Human Geography*, 28(4), 490–506.

### **Class 3 (14 July) – Gender and the Global Context of Migration**

Massey, D. (1994). A Global Sense of Place. In *Space, Place, and Gender* (pp. 146-156). University of Minnesota Press. Retrieved from <http://www.jstor.org/stable/10.5749/j.ctttw2z.12>

Mahler, S., & Pessar, P. (2006). Gender Matters: Ethnographers Bring Gender from the Periphery toward the Core of Migration Studies. *The International Migration Review*, 40(1), 27-63. Retrieved June 19, 2020, from [www.jstor.org/stable/27645578](http://www.jstor.org/stable/27645578)

#### **Class 4 (16 July) -- Biopolitics of Migration**

Fluri, J. (2012), "Capitalizing on Bare Life: Sovereignty, Exception and Gender Politics," *Antipode* 44, 31-50.

Sylvester, C. (2006). Bare life as a development/postcolonial problematic. *Geographical Journal*, 172: 66–77

#### **Class 5 (21 July)— White Supremacy and Migration Policy**

Yu, H. (2009). Global Migrants and the New Pacific Canada. *International Journal*, 64(4), 1011-1026. Retrieved June 19, 2020, from [www.jstor.org/stable/40542171](http://www.jstor.org/stable/40542171)

Chang, K. (2008). Enforcing Transnational White Solidarity: Asian Migration and the Formation of the U.S.-Canadian Boundary. *American Quarterly*, 60(3), 671-696. Retrieved June 19, 2020, from [www.jstor.org/stable/40068520](http://www.jstor.org/stable/40068520)

#### *Safe 3<sup>rd</sup> Country Agreement*

Luin Goldring, Carolina Berinstein & Judith K. Bernhard (2009) Institutionalizing precarious migratory status in Canada, *Citizenship Studies*, 13:3, 239-265

Canada's Safe 3rd Country Agreement With The U.S. Draws Criticism

<https://www.npr.org/2019/08/06/747069518/canadas-safe-3rd-country-agreement-with-the-u-s-draws-criticism>

(for your reference, you don't need to read the whole thing)

<https://www.canada.ca/en/immigration-refugees-citizenship/corporate/mandate/policies-operational-instructions-agreements/agreements/safe-third-country-agreement/final-text.html>

#### **Class 6 (23 July) — Canadian Labor Migration & Gender**

##### **Assignment 1 due**

Man, G. (2004). Gender, work and migration: Deskillling Chinese immigrant women in Canada. *Women's Studies International Forum*, 27(2), 135–148.  
<https://doi.org/10.1016/j.wsif.2004.06.004>

Pratt, G. (2005). Abandoned Women and Spaces of the Exception. *Antipode*, 37(5), 1052–1078. <https://doi.org/10.1111/j.0066-4812.2005.00556.x>

Sook Lee, Min. The Conversation. “Canada the Good” myth exposed: Migrant workers resist debt-bondage. <https://theconversation.com/canada-the-good-myth-exposed-migrant-workers-resist-debt-bondage-90279>

Video documentary: watch <http://www.migrantdreams.ca/>

### **Class 7 (28 July) -- COVID and Migration**

Terence M. Garrett (2020) COVID-19, wall building, and the effects on Migrant Protection Protocols by the Trump administration: the spectacle of the worsening human rights disaster on the Mexico-U.S. border, *Administrative Theory & Praxis*, 42:2, 240-248

<https://www.brookings.edu/blog/future-development/2020/05/22/less-gratitude-please-how-covid-19-reveals-the-need-for-migration-reform/>

Tudor, Alyosxa (2020) *Racism, Migrantism, Covid*. The Feminist Review Blog

Global call to action for inclusion of migrants and refugees in the COVID-19 response <https://www.thelancet.com/action/showPdf?pii=S0140-6736%2820%2930971-5>

### **Class 8 (July 30) – The Geography of Exclusion**

Hyndman, J., & Mountz, A. (2013). Refuge or Refusal: The Geography of Exclusion. In Gregory, D., Pred, A. (Eds.), *Violent Geographies: Fear, Terror and Political Violence* (77-93), Routledge.

Doty, R.L. (2011). Bare life: border-crossing deaths and spaces of moral alibi. *Environment and Planning D: Society and Space*, 29(4), 599-612.

### **Class 9 (August 4) -- Gender and Forced Migration**

Hyndman, J., Giles, W. (2011). Waiting for what? The Feminization of Asylum in Protracted Situations. *Gender, Place & Culture*, 18(03), 361-379.

Crawley, H. (1999). 'Women and Refugee Status: Beyond the Public/Private Dichotomy', in D. Indra (ed.), *Engendering Forced Migration: Theory and Practice*, Oxford: Berghahn, pp. 308–333.

## **Class 10 (August 6) – Case Study: Bangladesh and the Rohingya Camps**

### **Assignment 2 due**

Wahra, G. (1994). Women refugees in Bangladesh. *Focus on Gender* 2(1) 45-49.

Steinberg, D. (2019). Myanmar: the multiple conundrums of Rohingya policy. *Asia Policy* 14(1) 183-187

Khin, T. (2017). Rohingya: A preventable genocide allowed to happen. *Insight Turkey*, 19(4) 43-53

Nair, T. (2015). The Rohingyas of Myanmar and the biopolitics of hunger. *Journal of Agriculture, Food Systems and Community Development*. 5(4), 143-147.

## **Class 11 (August 11) – Forced Migration Humanitarian Aid and Gender**

Ashutosh, A., & Mountz, A. (2011). *Managing Migration for the Benefit of Whom?* Interrogating the Work of the International Organization for Migration. *Citizenship Studies*, 15(1), 21–38.

Hyndman, J. (1998). 'Managing Difference: Gender and Culture in Humanitarian Emergencies', *Gender, Place and Culture*, 5(3), 241–260

## **Class 12 (August 13) – Where do we go from here?**

Wrap-Up and Course Overview

Final exam period (August 19-27)