

UNIVERSITY OF TORONTO, Fall 2016
SOC383H1: Women Migrants, Room 103 Fitzgerald Building
Thursday 9am-12 pm

Professor Monica Boyd, Room 356, Sociology, 725 Spadina (at Bloor)
Face to Face Office Hours: Thursday 2pm-4 pm; or by appointment
Email Office Hours: Monday 9-11am; E-mail: monica.boyd@utoronto.ca
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COURSE DESCRIPTION:

For much of the twentieth century, researchers and policy analysts alike saw the migration of women as derivative from that of men. Their own characteristics, contributions, and experiences were given little attention. However, half of all international migrants in the world are female.

The objective of this course is to increase your knowledge and understanding about various aspects of the international migration of women in post-industrial economies. Emphasis is on Canada. In this course, you will be exposed to different sources of information and to different topics, which include why women migrate and under what circumstances; modes of entry (and their consequences) including refugee migration, trafficking, and migration for marriage; impacts on family relationships, labour market integration, and immigrant offspring.

Course Prerequisite: A 200+ level SOC course. Students lacking this prerequisite will be removed by the sociology undergraduate administrator at any time during the semester when their status is discovered.

TOPICS AND SCHEDULE

September 15 Numbers and Approaches to the Study of Migrant Women
22 Causes of Female Migration: Women in Flight
29 Causes of Female Migration: Women in Flight
October 6 Causes of Female Migration: Development and Globalization
13 **TEST – approximately 2 hours; Assignment given out**
20 Modes of Entry: Trafficked Women
27 Modes of Entry: Recruiting Women as Workers
November 3 **Assignment due** Modes of Entry- Recruiting Women as Workers
10 Modes of Entry: Family and Marriage Migration;
17 Modes of Entry and Violence in a New Land
24 Status in the Labour Market
December 1 Gendering Immigrant Offspring

There is a FINAL EXAM given during exam period after classes end. For this class, the exam will be scheduled sometime between December 09-20; for the exact date, check final examination timetable, available October 21 from the University web site.

Please note that special arrangements to take the final exam early are **NOT** possible.
PLEASE PLAN ON TAKING THE FINAL EXAM DURING DECEMBER 09-20.

OTHER DATES YOU NEED TO KEEP IN MIND, FALL 2016

Note: this is not the complete list – for other important dates, please go to http://calendar.artsci.utoronto.ca/Sessional_Dates.html#fall2016

- September 25: Last day to add courses with F and Y section codes
- October 21: Examination timetable for F section code courses posted
- November 7: Last day to drop courses with F section codes from academic record and GPA. After this deadline a mark is recorded for each course, whether course work is completed or not (a “0” is assigned for incomplete work), and calibrated into the GPA.
- December 6: Last day of classes for the Fall term (Dec 01 is the last day for SOC383)
- December 09-20: Final examinations in F section code courses – see page 1.
- December 21: Winter holidays begin

COURSE TIMES (see page 9).

This class begins at 9am. Please do not arrive late. Not only will you likely miss part of your participation credit, but arriving late is very disruptive for others. If you must leave early (not a good idea either) please do so during the breaks.

There is a tutorial hour associated with SOC383 between 11am - 12 noon. Minimally plan to attend on September 15 (first day) and on September 29; October 20; October 27; November 10, 17 and 24. On these dates, activities will occur that have a participation component. For the remaining class dates, Professor Boyd will lead discussion. Attendance is not mandatory for the tutorial hours on September 22, October 6, October 13, November 3 and December 1.

TESTS & EXAM & CLASS PARTICIPATION

One in-class **test** (October 13, 2 hours), and one three hour **final exam** during the final exam period – dates posted by the university on October 21. There also is an 8 page assignment to be written, due November 3.

Details on the format of the **TEST** will be announced in class October 6. Test grade results will be released by November 3 at the very latest, and hopefully before that date.

The format of the **FINAL EXAMINATION** will be announced by November 22. The test and final exam are “closed book” and the use of notes or other “aids” are not permitted . Questions will be based on course material – this includes assigned reading material, and material covered in class lectures, films and discussions.

NOTE: The final will be on **all** the course material between September 15- December 01, including readings, class lectures, class discussion, and movies.

Please be aware that university regulations stipulate that cell phones, pagers and other electronic devices must be put away, out of sight, during the test & final exam. Bring a watch if you need to keep track of time.

If you wish to use/bring a hard copy dictionary, you must schedule a “face-to-face” appointment with me at least one week prior to the test or exam to get permission to do so.

You must bring the dictionary with you to that appointment. Permission for use in the test does not mean permission to also use it in the final exam (that is, you must see me twice, once for each event). Please note that starting in 2011 the university banned electronic dictionaries from finals, permitting only hard copies.

Class participation There are 9 classes between September 29 – December 1 (excluding the test date of October 20) when participation will be recorded. Participation also will be recorded for the tutorial hours of September 29; October 20; October 27; November 10, 17 and 24 (please see p. 10 for details). Approximately 9-10 points of the total 15 points in the course grade will reflect attendance (which will be determined by mechanisms such as sign-up sheets, exercises, short tests for which grades will not be assigned; doing in-class and outside class exercises that are required but not assigned a grade). The remaining points will reflect the extent to which you show signs of having read material; asking questions, answering questions and otherwise engaging in class interaction and/or with the course material.

To assist me in getting to know you, I will be taking photographs of you during the class breaks on September 25 and October 6. If you prefer not to have your photograph taken, please let me know ahead of these dates.

One **assignment**, given out October 20, due at the end of class November 3. Please see pages 5-6 for details

COURSE MARKS

The **test** (October 13) contributes 20 points toward the total grade for the course.

The **final exam** (given between December 09-20) is worth 40 per cent of the total grade

The **assignment** is worth 25 per cent of the total grade for the course.

Class participation is worth 15 per cent of the total grade for the course.

MISSED DEADLINES, TESTS & FINAL EXAM????

Special needs: If you have documentation that you are a **special needs student and/or using accessibility services**, please see Professor Boyd as soon as possible to discuss how best to assist you in the course. She also needs to know your status in order to ensure that Tests and Exam Services has the required materials in time for you to take tests or exams there. For more information, please see <http://www.accessibility.utoronto.ca/Test---Exam-Services.htm>

Late for a test or exam? Don't be! Because the test starts at the beginning of the class, if you arrive late you must turn in your test at the same time as other students do (this means you will **not** get extra time to compensate for the late arrival). Please plan for your transportation to work that day, and set your alarm clock if required. These cautions also hold for the final exam where under university procedures, lapsed time cannot be made up.

Remarking the Test

If you feel that your test answers were not properly evaluated you may request a remark. This request must be in writing and it must indicate where and why you think that a mistake was made. In other words, you cannot simply say that you want the entire test remarked – you must indicate where the problem(s) exists. If you are asking for remarking based on comparisons of your answer with those of one or more friends, you must also include that test(s) indicating the sections that correspond to your requests (sticky notes are fine). This means you need permission of your friend and access to his/her test. Your written request for remarking and the relevant material (your test, other tests) must be submitted in person to Professor Boyd on or by November 10.

Missed test/examination/deadlines: You must take the test and the final exam as scheduled. The only exception is when a student meets conditions that will be accepted by the University. You must take a make-up test as soon as possible, usually within the 6 days following the test date. You have to apply via your registrar to make-up the exam given between Dec 12-20, which then is usually scheduled for mid-February.

Please notify me **promptly** if you miss the test/assignment deadlines and provide documentation as soon as possible. I will not give make-up tests or provide extensions if the student informs me of her/his circumstance more than 3 days after the missed test or assignment due date or gives me the required medical form or registrar's letter more than 6 days after the missed test or assignment due date.

If you miss a test or the final exam without proper documentation, you will receive a grade of zero for the missed test or final exam. These grades of zero will be included in your total grade.

Medical Issues

For SOC 383, please note that requests for **medically based exemptions** (illness or injury) for the assignment, test and final exam must be accompanied by a U. of T. student illness or injury form, signed in legible handwriting and completely filled out. The form is available from www.illnessverification.utoronto.ca The completed form must be placed in a sealed envelope, addressed to Professor Boyd and submitted when you take the make-up test or complete the assignment. You must see your registrar if you miss the exam scheduled during December 09-20.

Personal Matters

If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). The letter must be placed in a sealed envelope, addressed to Professor Boyd, and submitted when you take the make-up or turn in the assignment. As with illness or injury, you should notify Professor Boyd within 3 days of the missed test or assignment date.

OTHER THINGS YOU NEED TO KNOW

Taping/Recording/Photographing Lectures etc.

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record one or more lectures or other course material in any way are **required** to ask the instructor's explicit permission, and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc. Keep in mind that any filming or photographing in class risks including your classmates and obtaining their permission also may be required.

If permission is given by Professor Boyd, such permission is only for that individual student's own study purposes and it does not include permission to "publish" them in any way. ***It is absolutely forbidden for a student to publish an instructor's notes, to place them on a website or sell them in other form without formal permission from the instructor (ie Professor Boyd).*** Facebook also is not an option. For those students who wish to discuss material with others, please use the seminar hours and also use the chat option of Blackboard.

Attendance

When attending class, please plan to be on time and remain for the duration of the class. Very late arrivals and early departures distract everyone in the class and show a lack of thoughtfulness and courtesy on your part. They also affect your participation records. **This class begins at 9am; please arrive before class begins.**

Similarly, you should not be in this course if you routinely miss classes (for example, the first and third Thursday of each month) to attend another course or to hold a job or to meet other commitments.

Attendance is very important, both in terms of class participation and discussion and because classes are designed to supplement as well as clarify readings (e.g. if you miss classes, you have missed valuable material).

Courtesy and being Professional

Being in a classroom is no different than sitting in a workplace meeting. Just as you would not whisper, talk to others, watch soccer games, text, do email or nosily exit the room while a presentation is given in a business meeting (you minimally risk getting bad reviews from a supervisor, will never be promoted and will possibly be fired by your boss), you should not engage in such behaviours while attending U. of T. classes.

Blackboard and Course Website

This website is open to students enrolled in the course. On it you will find the course Syllabus (this document); announcements as they are made; grades; and lecture slides. The lecture slides are usually posted late afternoon, the day before the lecture. These slides will outline the points to be covered in the lecture and present relevant material, keeping in mind that minor last minute changes can occur. The slides will be uploaded to the course website as a word document.

You will find it helpful to print the slides off, bring them to class, and add notes on things that come up in class. Alternatively, bring your laptop and take notes. Remember although the lecture material in the course is made available to you for academic purposes, it is copyrighted (see page 5).

To get access to the site: (1) get a UTORid if you do not already have one, (2) log on to Blackboard at <http://portal.utoronto.ca>, (3) click on the course name.

IT IS YOUR RESPONSIBILITY TO CHECK FOR COURSE NEWS REGULARLY ON THE COURSE BLACKBOARD ACCOUNT. Information relevant to the course content and to grades are posted there throughout the semester.

IT IS YOUR RESPONSIBILITY TO CHECK YOUR UNIVERSITY OF TORONTO EMAIL REGULARLY AS IMPORTANT NOTICES ALSO MAY BE SENT FROM BLACKBOARD TO YOUR EMAIL ADDRESS. Please see page 9.

COURSE ASSIGNMENT

Two copies are needed, one on Turnitin

You are asked to complete an assignment that is handed out October 13 and due 3 weeks later on November 3. (Hint: start on this early). You are asked to turn in the assignment twice. One is a hard copy, given to Professor Boyd at the end of class November 3, or turned in to her by 4:45pm that day (**note** this involves a long walk to 725 Spadina Avenue); the second is an online copy, submitted by midnight, November 3 to Turnitin. Unless you have advance permission from Professor Boyd, assignments that lack a Turnitin copy will receive a grade of zero (0 points). Students who submit a copy to Turnitin agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. Normally, 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 the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Go to <http://www.turnitin.com> to submit your assignment online. For access, enter the class ID and enrolment password (you will receive these before your first position paper is due).

Students who do not want to turn in a Turnitin copy must follow 3 procedures: a) notify Professor Boyd 24 hours in advance of the Turnitin deadline (that is by 11:59pm November 2, Wednesday); b) email Professor Boyd an electronic version of your paper by midnight, November 3; and c) provide the following along with the assignment submitted in class or given to Professor Boyd by 4:45pm on November 3 – sufficient secondary material including reading notes, outlines of the paper, rough drafts of the final draft etc. This material is necessary in order to establish that the submitted paper is truly the student's own. Students also agree to meet with Professor Boyd, if requested, to review such material.

Other information about the assignment

Please be aware that the assignments and activities in this course do **not** involve research using human subjects. Students do **not** have the discretion to alter or supplement the assignment with interviewing, human observation or conducting surveys. Any such alterations require approval from the instructor and from the ethics committee of the Department of Sociology.

If you plan to turn in the assignment early, please let me know a week before so that we can make arrangements for me to receive it. Professor Boyd cannot be responsible for assignments that are slid under her office door, or placed in the drop off box in Room 225 without my prior knowledge and consent (and it never is a good idea to slide papers under doors). The best is to turn in your hard copy at the end of class, November 3 (you will be asked to sign in) or bring it by Professor Boyd's office after class ends.

Writing Skills

If you have difficulties in writing, please check www.writing.utoronto.ca. I encourage you to use the university's writing resources, which are described on their website.

See: <http://www.writing.utoronto.ca/writing-plus>

Also see: <http://www.writing.utoronto.ca/writing-centres/arts-and-science>

Make your appointments with these services well ahead of the assignment's due date as slots fill up quickly. And – of course – write the assignment ahead of schedule. All too often, students' papers are one or two drafts short of being really good when time expires. One rewrite along with attentiveness to mis-spelling and bad grammar can often make the difference between "C" and "A" work. And yes, Professor Boyd does assign the F grade (0 to 49 points out of 100) to badly written pieces.

ACADEMIC INTEGRITY

Academic offenses include plagiarism and re-submitting works that have been submitted in other classes. Academic offenses will not be tolerated and students who commit an academic offense will face serious penalties. By enrolling in this course, students agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar.

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties.

You are expected to have read and be familiar with the "Code of Behaviour on Academic Matters" (www.governingcouncil.utoronto.ca/policies/behaveac.htm) and Code of Student Conduct (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto

Plagiarizing

Keep in mind that **plagiarizing** carries severe penalties. If parts or all of the assignment are plagiarized, Professor Boyd is required to report this to the Department Chair and to Dean of Arts and Sciences. Penalties can be severe, including a grade of zero (0) for the assignment or for the course and a notice of plagiarism may be placed on your transcript. As a student in this course, you are expected to have read and understood the on-line document “How Not to Plagiarize” (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

Remember, that submitting someone else’s work as your own constitutes plagiarism. Plagiarism includes unacknowledged text, using another person’s paper, and/or purchasing a paper, even if you use only part of such material. Using substantial amounts of web-based text also can constitute plagiarism.

Please also be aware that **turning in an old paper, or large parts thereof**, for credit in a **second (or third etc.)** course, is considered an academic offense that results in students being referred to the Office of Academic Integrity.

Information on issues of academic integrity can be found at www.artsci.utoronto.ca/osai/students This website contains information for students about how to act with academic integrity, the Code of Behaviour on Academic Matters, and the processes by which allegations of academic misconduct are resolved.

Penalties for Late Assignment

An assignment is considered late if it is not turned into Professor Boyd (or time stamped as such and placed in the boxes in Room 225 at 725 Spadina) by **4:45pm November 3**) or if it is submitted to the Turnitin course account after 11:59pm November 3. Because it is all too easy to become busy in the evening and forget to turn in the copy to Turnitin, I urge you to submit both the hard and the Turnitin copies within minutes of each other

If the assignment meets either condition of being late, 7 points for each 24 hour period following the deadline will be deducted, with **no prorating** over the 24 hour period. For example if you receive a B on the assignment, equal to 75 points, but turn the assignment in 6 hours late, you will lose 7 points, or receive a grade of 68, a C+. If you turn in the assignment 2 days late you will lose 14 points, etc. Please do **not** email me your assignment.

Between 9am - 4:45pm, Monday to Friday, late assignments can be put in the drop-off box for 300 level courses, Room 225, 725 Spadina Ave. Remember to use the **time-date stamp** machine that is there; an assignment without a time-date stamp will be considered to be submitted when picked up by Professor Boyd, which could be substantially later than when the student submitted the assignment. **You CANNOT access this drop-off box over the weekend or on holidays.** Because 725 Spadina and Room 225 are locked up over the weekend, you will automatically incur another 2 day penalty if you cannot turn in your assignment by Friday 4:45pm. Please plan ahead and don’t be late!

OTHER COURSE RELATED ITEMS

Office hours and appointments

I encourage you to come by my office to discuss matters of concern. If you cannot make it during scheduled office hours, please let me know and we can make an appointment.

E-mail office hours: if you contact me via email, please be aware that I have “e-mail office hours”. Normally I will be answering course related emails only on Monday morning between 9 -11am. Special arrangements will be made for the 48 hours before the test & the final exam.

You are required to use your U. of T email address for course related emails, and I will not be replying to emails that use gmail, yahoo etc or other web accounts. Please indicate the course number (SOC383) and a brief reason in the subject header. Again, just as you would not email greet your workplace boss as “Hey Boss”, beginning with “Hi Prof” is not a good idea.

Before emailing a routine question, please make sure the answer is not given in the syllabus.

Course Grades

Course grades are calculated on the basis of a 100 point scale. This point scale is used in the exams, class participation, and the assignment. The weighted sum at the end of the course is then translate into the letter grade used by the University of Toronto as follows

90-100 = A+	77-79 = B+	67-69 = C+	57-59 = D+	
85-89 = A	73-76 = B	63-66 = C	53-56 = D	49 or below = F
80-84 = A-	70-72 = B-	60-62 = C-	50-52 = D-	

Class and Course Procedures

Class sessions may include lectures, films, discussion of the reading assignments, and discussion of new material presented in the class. Lectures and films may cover materials not included in the course readings. You are responsible for this new class material as well as for assigned readings and in-class discussions. Obviously not all of this material can be web posted, and often it can be obtained only by attending class.

You should do the assigned readings **BEFORE** the date indicated on the course schedule below. Not doing the readings on time will severely handicap your understanding of the course material and it will affect your ability to participate in class discussions and in classroom exercises.

Class Lectures

Because of the size of the class, the class format is lecture-style with opportunities for class participation and questions during the lectures. Additional discussion will occur in the seminars where movies are not scheduled (see movie schedule on the next page).

Class Tutorial Times and Schedules

This class has a tutorial assigned that directly follows the 2 hour lecture period. In order to show the “human face” of the topics, movies are frequently shown during the third hour (from 11am – 12 noon). You will be asked to fill out and turn in a form at the end of class about the movie shown. This form will count as participation for that seminar session (please note that forms turned in **after** that class ends **will not** count toward participation). Seeing the movies is a required part of the course and the content may be part of the material on any tests or exams. The schedule below shows you the movie title and when they will be shown:

September	15	Class meets 9am-11am; Syllabus discussion 11-12.
	22	Class meets 9-11am; optional discussion and/or questions from 11am-12
	29	Class meets 9-11am; Women at Risk movie shown 11am -12noon
October	6	Class meets 9-11am; optional discussion and/or questions from 11am-12
	13	TEST starts at 9am; assignment handed out after test
	20	Class meets 9-11am; Sex Slaves movie shown 11am -12noon
	27	Class meets 9-11am; Modern Heroes, Modern Slaves movie shown 11am -12noon
November	3	Class meets 9-11am; optional discussion and/or questions from 11am-12
	10	Class meets 9-11am; Say I do movie shown 11am -12noon
	17	Class meets 9-11am; Let’s Talk about it movie shown 11am -12noon
	24	Class meets 9-11am; Doctors with Borders movie shown 11am -12noon
December	1	Class meets 9-11am; optional discussion and/or questions from 11am-12

Readings and WEB based requirements: There is **NO** course pack to be purchased. The assigned material is available electronically from the University of Toronto library on line services or from WEB addresses provided in the syllabus. One reading is on Blackboard.

Please note: You must have a way of accessing the WEB and the U. of T. Library system as well as arrange for access to a printer should you decide to make a hard copy of required course materials. You do not need to be hard wired or have internet access from your PC to the U. of T. library, but you must be prepared to use the U. of T. system on site if you do not have access from your own PC. Likewise, I assume that everyone is e-mail capable and has access to a PC for writing a short assignment. Please see me immediately if you are not (within the first 3 weeks of class).

It is in your interests to obtain copies of all required readings **early** in the course. Saying you couldn’t find assigned material electronically, that your friends and/or relatives were using the computer, that your PC had a virus or that the printer broke or ran out of ink, that you experienced internet connection difficulties, or any similar catastrophes will not be considered valid reasons for adjusting marks for the test or exam, the assignment or class participation.

COURSE READINGS

(* means the reading is **REQUIRED**; additional recommended readings are noted as **REC**. These provide additional information and perspectives in case you are interested in pursuing a topic further, but they will not be part of any exam or quiz)

SEPTEMBER 15: GENDERING MIGRATION

*Hudon, Tamara. 2015. *Immigrant Women*. Ottawa: Statistics Canada. Read Pp. 3-4.
<http://www.statcan.gc.ca/pub/89-503-x/2015001/article/14217-eng.pdf>

*Nawyn, Stephanie J., Anna Reosti and Linda Gjokaj. 2009. Gender in Motion: How Gender Precipitates International Migration. *Advances in Gender Research* 13:175-202. (note: access this as a journal, not as a book).

REC Yinger, Nancy V. 2006. *Feminization of Migration*. Washington D.C.: Population Reference Bureau.
www.prb.org/Publications/Articles/2006/TheFeminizationofMigration.aspx

REC Boyd, Monica and Elizabeth Grieco. 2003. *Women and Migration: Incorporating Gender into International Migration Theory*. Washington D.C.: Migration Policy Institute.
<http://www.migrationpolicy.org/article/women-and-migration-incorporating-gender-international-migration-theory>

REC Donato, Katharine M. and Donna Gabaccia. 2016. *The Global Feminization of Migration: Past, Present, and Future*. Washington D.C.: Migration Policy Institute.
<http://www.migrationpolicy.org/article/global-feminization-migration-past-present-and-future>

REC United Nations Department of Economic and Social Affairs. Population Division.
www.un.org/en/development/desa/population/migration/publications/others/index.shtml

SEPTEMBER 22: CAUSES OF FEMALE MIGRATION - WOMEN IN FLIGHT

* Nawyn, Stephanie J., Anna Reosti and Linda Gjokaj. 2009. Gender in Motion: How Gender Precipitates International Migration. *Advances in Gender Research* 13:175-202.

Re-read “Gendered Violence” section, pp 190-195.

* Alsaba, Khuloud and Anuj Kapilashrami. 2016. Understanding Women’s Experience of Violence and the Political Economic of Gender in Conflict: the Case of Syria. *Reproductive Health Matters* ((in press). Type in title and you should be able to find it on the web, or try: <http://www.sciencedirect.com/science/article/pii/S0968808016300106>

REC Keely, Charles B. 1996. How Nation-States Create and Respond to Refugee Flows. *International Migration Review* 30(4): 1046-1066.

REC Weiner, Myron. 1996. Bad Neighbours, Bad Neighbourhoods: An Inquiry into the Causes of Refugee Flows. *International Security* 21(1):5-42.

REC Freedman, Jane. 2016. Sexual and Gender-based Violence against Refugee Women: A hidden aspect of the refugee “crisis.” *Reproductive Health Matters* ((in press). Type in title and you should be able to find it on the web or try [http://www.rhm-elsevier.com/article/S0968-8080\(16\)30011-8/abstract](http://www.rhm-elsevier.com/article/S0968-8080(16)30011-8/abstract)

REC Gerard, Alison and Sharon Pickering. 2014. Gender, Securitization and Transit: Refugee Women and the Journey to the EU. *Journal of Refugee Studies* 27(3): 338-359.

REC Hilleary, Cecily. 2013. Exploit or Be Exploited: Survival Sex among Syria's Refugee Women April 11

<http://www.voanews.com/content/exploit-or-be-exploited--survival-sex-among-syrias-refugee-women/1639651.html>

REC Citizenship and Immigration. 2015. Canada Population Profile:Syrian Refugees. <http://lifelinesyria.ca/wp-content/uploads/2015/11/EN-Syrian-Population-Profile.pdf>

REC Info on Syrian Refugees

http://data.unhcr.org/syrianrefugees/regional.php#_ga=1.165196025.733086638.1470599216

SEPTEMBER 29: CAUSES OF FEMALE MIGRATION - WOMEN IN FLIGHT

*Boyd, Monica. 1999. “Gender, Refugee Status and Permanent Settlement.” *Gender Issues* 17, no. 1 (Winter): 5-21 Also reprinted in Rita James Simon (ed.) 2001. *Immigrant Women* . NJ: Transaction Press. Pp. 103-124.

*Citizenship and Immigration Canada (Immigration, Refugees and Citizenship Canada) What Canada is doing - Syrian Refugees. Click on <http://www.cic.gc.ca/english/refugees/welcome/> What have you learned?

*Immigration and Refugee Board. Guideline 4. WOMEN REFUGEE CLAIMANTS FEARING GENDER-RELATED PERSECUTION: Guidelines Issued by the Chairperson Pursuant to Section 65(3) of the Immigration Act (UPDATE) Read the Update section and Part A. **Stop at Part B** (Assessing the Feared Harm). Available from <http://www.irb-cisr.gc.ca/Eng/BoaCom/references/pol/GuiDir/Pages/GuideDir04.aspx>

OCTOBER 6: CAUSES OF FEMALE MIGRATION: DEVELOPMENT AND GLOBALIZATION

* **Reread section on “Global Labor Market” pp. 178-182** in Nawyn, Stephanie J., Anna Reosti and Linda Gjokaj. 2009. Gender in Motion: How Gender Precipitates International Migration. *Advances in Gender Research* 13:175-202.

* Sassen, Saskia. 2002. Women’s Burden: Counter-geographies of Globalization and the Feminization of Survival. *Nordic Journal of International Law* 71:255 - 274. Available on-line via electronic journal option, U. of T Library.

*Bales, Kevin. 2000. Expendable People: Slavery in the Age of Globalization. *Journal of International Affairs*. 53(2): 461-484. Only pages 461-475 are required reading.

REC Babb, Sarah. 2005. The Social Consequences of Structural Adjustment: Recent Evidence and Current Debates. *Annual Review of Sociology* 31: 199-222.

REC Beneria, Lourdes, Carmen Diana Deere and Naila Kabeer. 2012. Gender and International Migration: Globalization, Development and Governance. *Feminist Economics* 18(2): 1-33.

REC Mills, Mary Beth. 2003. Gender and Inequality in the Global Labour Force. *Annual Review of Anthropology* 32: 41-62.

REC Kofman, Eleonore 2004. Gendered Global Migrations. *International Feminist Journal of Politics* 6(4): 643-665.

REC Maquilapolis: city of factories. [videorecording, 2006]. Directed by Vicky Funari & Sergio De La Terre. Available from Media Commons, Robarts. VideoDVD 752174

REC Kevin Bales 2010 (Feb). How to Combat Modern Slavery. TED Talks.
http://www.ted.com/talks/kevin_bales_how_to_combat_modern_slavery?language=en

OCTOBER 13 IN-CLASS TEST: 2.0 hour – WORTH 20 POINTS OF TOTAL COURSE GRADE. This examination is in-class & closed-book (meaning that as you write the test, you CANNOT look at assigned readings, notes or other course relevant material). **Assignment due November 3 also is given out.** Q & A on the assignment will occur in the seminar hour of the class, after the test.

OCTOBER 20: MODES OF ENTRY: TRAFFICKED WOMEN

*Hughes, Donna M. 2000. The “Natasha” Trade: The Transnational Shadow Market of Trafficking in Women. *Journal of International Affairs* 53(2): 625-651.

* Malarek, Victor. Jan 18, 2004. The Sad Natashas; Gangs tap former Soviet Union for sex trade workers 'I can get 10 to 15 to 20 girls shipped to me in a week.' *Toronto Star*. Toronto, Ont.: pg. A.08. Access this article on Blackboard.

* Jones, Loring, David Engstrom, Patricia Hilliard et al. 2011. Human trafficking between Thailand and Japan: lessons in recruitment, transit and control. *International Journal of Social Welfare* 20(2):203-211.

REC Macklin, Audrey. 2003. Dancing across borders: "Exotic dancers," trafficking and Canadian immigration policy. *International Migration Review* 37(2):464-500.

REC Nawyn, Stephanie J. and Nur Banu Kavakli Birdal and Naomi Glogower. 2013. Estimating the Extent of Sex Trafficking. *Journal of International Sociology* 43(3): 55-71.

REC Perrin, Benjamin. 2010. Trafficking in Persons and Transit Countries : A Canada-U.S. Case Study in Global Perspective. Metropolis British Columbia, April
<http://mbc.metropolis.net/assets/uploads/files/wp/2010/WP10-05.pdf>

REC Salvation Army. Human Trafficking in Canada: Frequently Asked Questions.
<http://salvationist.ca/wp-content/uploads/2011/08/Human-Trafficking-in-Canada-FAQs.pdf>

REC van Liempt, Ilse and Sersli, Stephanie. 2013. State Responses and Migrant Experiences with Human Smuggling: A Reality Check. *Antipode* 45(4): 1029-1046.

REC Zhang , Sheldon X. 2009. Beyond the 'Natasha' story: a review and critique of current research on sex trafficking. *Global Crime* 10(3) 178-195.

OCTOBER 27: MODES OF ENTRY- CARE GIVER MIGRATION

* Hugo, Graeme and Swarna Ukwatta. 2010. Sri Lankan Female Domestic Workers Overseas - The Impact on Their Children. *Asian and Pacific Migration Journal* 19(2): 237-263.

* Isaksen, Lise Widding, Sambasivan Uma Devi and Arlie Russell Hochschild 2008. "Global Care Crisis : A Problem of Capital, Care Chain, or Commons?" *American Behavioral Scientist* 52: 405-425.

* Flor Contemplacion. Access this overview on Blackboard.

REC Dumitru, Speranta. 2014. From "brain drain" to "care drain" : Women's labor migration and methodological sexism. *Womens Studies International Forum* 47(Special Issue: SI): 203-212.

REC Fudge, Judy. 2012. Global Care Chains: Transnational Migrant Care Workers 28 (1) *International Journal of Comparative Labour Law and Industrial Relations* 63-70.

REC Hochschild, Arlie. 2001. The Nanny Chain. *The American Prospect* December 21, 2001. Available from the journal or from : <http://prospect.org/article/nanny-chain>

REC Lutz, Helma and Ewa Palenga-Moellenbeck. 2012. Care Workers, Care Drain, and Care Chains: Reflections on Care, Migration, and Citizenship. *Social Politics* 19(1):15-37.

REC Rodriguez Robyn Margalit. 2010. *Migrants for Export: How the Philippine State Brokers Labor to the World*. Minneapolis: University of Minnesota Press

NOVEMBER 3: MODES OF ENTRY – TEMPORARY, PRECARIOUS and DOWNWARD MOBILITY?; ASSIGNMENT DUE

* Fudge, Judy. 2011. Precarious Migrant Status and Precarious Employment: The Paradox of International Rights for Migrant Workers. *Comparative Labor Law and Policy Journal* 34(1): 95- 132. **READ ONLY** pp.95 to 112 (stop at section b, page 112); **ALSO READ** pp. 128-132.

* Tungohan, Ethel, Rupa Banerjee, Wayne Chu, Petronila Cleto, Conely de Leon, Mila Garcia, Philip Kelly, Marcho Luciano, Cynthia Palmaria and Christopher Sorio. 2015. After the Live-In Caregiver Program: Filipina Caregivers Experiences of Graduated and Uneven Citizenship. *Canadian Ethnic Studies* 47(1):87-105.

* Canadian Government announcements in October 2014 about changes to the LCP. Please access and read the following

Announcement: <http://news.gc.ca/web/article-en.do?nid=898729>

Backgrounder <http://news.gc.ca/web/article-en.do?nid=898719>

REC Bonifacio Glenda Lynna Tibe. 2008. I Care for You, Who Cares for Me? Transitional Services of Filipino Live-in Caregivers in Canada. *Asian Women* (Issue on Gender Issues in International Migration) 24(1):25-50.

REC. Brigham, Susan M. 2013. Filipino Overseas Domestic Workers: Contradictions, Resistance, and Implications for Change. Pp. 101-124 in Rachel K. Brickner (ed) *Migration, Globalization, and the State*. Palgrave Macmillan.

REC Goldring, Luin and Patricia Landolt. 2012. The Impact of Precarious Legal Status on Immigrants' Economic Outcomes. Institute for Research on Public Policy (IRPP) Study No. 35, October. www.irpp.org

REC Strauss, Kendra and Siobhan McGrath. 2016. Temporary Migration, Precarious Employment and Unfree Labour Relations: Exploring the 'continuum of exploitation' in Canada's Temporary Foreign Worker Program. *Geoforum* prepublished copy.

REC Macklin, Audrey. 1992. "Foreign Domestic Worker: Surrogate Housewife or Mail Order Servant?" *McGill Law Journal* 37(3): 681-760

REC Movie **Migrant Dreams** Min Sook Lee, Director. Trailer available at <https://www.cinemapolitica.org/film/migrant-dreams> or <https://www.facebook.com/MigrantDreams/>

NOVEMBER 10: MODES OF ENTRY: MARRIAGE AND FAMILY MIGRATION

* **Reread section on "Family and Care Work" pp. 182-186** in Nawyn, Stephanie J., Anna Reosti and Linda Gjakaj. 2009. Gender in Motion: How Gender Precipitates International Migration. *Advances in Gender Research* 13:175-202.

* Bonjour, Saskia and Albert Kraler. 2014. Introduction: Family Migration as an Integration Issue? Policy Perspectives and Academic Insights. *Journal of Family Issues* 36(1): 1407-1432. **READ ONLY pp. 1409-1413.**

* Kim, Minjeong. 2010. Gender and International Marriage Migration. *Sociology Compass* 4/9 718-731.

* Merali, Noorfarah, Jasmine Bajwa and Taooz Yousaf. 2015. Partner Inequalities Related to Immigration Fraud in South Asian International Arranged Marriages. *Journal of International Migration and Integration* 16:1157-1175.

* Citizenship and Immigration Canada (now IRCC). "Sponsor your spouse". Take a look at the following web page: <http://www.cic.gc.ca/english/immigrate/sponsor/spouse-apply-who.asp> which provides details on who can, and who cannot sponsor a spouse. Then take a look at <http://www.cic.gc.ca/english/immigrate/sponsor/spouse-apply-how.asp>, paying attention to the header and information under "Number 1 Get the application package" which outlines the sponsor's responsibilities. Then take a look at the following forms: <http://www.cic.gc.ca/english/pdf/kits/forms/IMM5540E.pdf>

REC Chen, Catherine Man Chuen and Hae Yeon Choo. 2015. Women's Migration for Domestic Work and Cross-Border Marriage in East and Southeast Asia: Reproducing Domesticity, Contesting Citizenship. *Sociology Compass* 9/8: 654-667.

REC Côté, Andréé, Michèle Kérisit, Marie-Louise Côté. 2001. *Sponsorship... For Better or Worse: The Impact of Sponsorship on the Equality Rights of Immigrant Women*. Ottawa: Status of Women Canada. ISBN 0-662-29642-7 [Print format]; Cat. No. SW21-54/2000E [Print format]. In the government documents section. Also available at the web address: <http://archives.cerium.ca/IMG/pdf/SW21-54-2000E.pdf>

REC Landau, Elizabeth M. 2016. Custom or crime: legal remedies for forced marriage victims and survivors. *American Journal of Family Law*. 30(1): 227-242

REC Del Rosario, Teresita. 2005. Bridal Diaspora: Migration and Marriage among Filipino Women. *Indian Journal of Gender Studies* 12(2/3): 253-273.

REC Lan, Pei-Chia. 2008. New Global Politics of Reproductive Labor: Gendered Labor and Marriage Migration. *Sociology Compass* 2/6: 1801-1815.

REC Langevin, Louise and Marie-Claire Belleau. 2000. *Trafficking in Women in Canada: A Critical Analysis of the Legal Framework Governing Immigrant Live-in Caregivers and Mail-Order Brides*. Ottawa: Status of Women Canada. ISBN 0-662-31252 [Print format]; Cat. No. SW21-83/2001E [Print format]. In the government documents section. Also available at the web address: <http://publications.gc.ca/collections/Collection/SW21-83-2001E.pdf>

REC Lauser, Andrea. 2006. Philippine Women on the Move: A Transnational Perspective on Marriage Migration. *International Quarterly for Asian Studies* 37(3/4): 321-337.

REC Lee, Hyunok. 2014. Trafficking in Women? Or multicultural family? The contextual difference of commodification of intimacy. *Gender, Place and Culture* 21(10): 1249-1266.

REC Satzewich, Vic. 2014. Canadian Visa Officers and the Social Construction of “Real” Spousal Relationships. *Canadian Review of Sociology* 51(1): 1-21.

REC Satzewich, Vic. 2014. Visa Officers as Gatekeepers of a State’s Borders: The social determinants of Discretion in Spousal Sponsorship Cases in Canada. *Journal of Ethnic and Migration Studies* 40(9): 1450-1469.

NOVEMBER 17: MODES OF ENTRY AND VIOLENCE IN A NEW LAND

* Chaudhuri, Soma, Merry Morash, and Julie Yingling. 2014. Marriage Migration, Patriarchal Bargains, and Wife Abuse: A Study of South Asian Women. *Violence Against Women* 20(2): 141-161.

* Wachholz, Sandra and Baukje Miedema. 2000. Risk, fear, harm: Immigrant women's perceptions of the "policing solution" to woman abuse. *Crime Law and Social Change* 34(3): 301-317

REC Ahmad, Farah, Natasha Driver, Mary Jane McNally, Donna E. Stewart. 2009. “Why doesn’t she seek help for partner abuse?” An exploratory study with South Asian immigrant women. *Social Science & Medicine* 69:613-622.

REC Alaggia, Ramona; Cheryl Regehr, and Giselle Rishchynski. 2009. Intimate partner violence and immigration laws in Canada: How far have we come? *International Journal of Law and Psychiatry* 32(6): 335-341.

REC Finfgeld-Connett, Deborah and E. Diane Johnson. 2013. Abused South Asian Women in Westernized Countries and Their Experiences Seeking Help. *Issue in Mental Health Nursing* 34(12): 863-873.

REC Mahapatra, Neely. 2012. South Asian Women in the U.S. and their Experience of Domestic Violence. *Journal of Family Violence* 27(5): 381-390.

REC Merali, Noorfarah. 2009. “Experiences of South Asian Brides Entering Canada After Recent Changes to Family Sponsorship Policies.” *Violence Against Women* 15(3): 321-339.

REC Parson, Nia. Rebecca Escobar, Mariam Merced, and Anna Trautwein. 2016. Health at the Intersections of Precarious Documentation Status and Gender-Based Partner Violence. *Violence Against Women* 22(1): 17-40.

REC Shalabi, Dina, Steven Mitchell, and Neil Andersson. 2015. Review of Gender Violence among Arab Immigrants in Canada: Key Issues for Prevention Efforts. *Journal of Family Violence* 30(7): 817-825.

REC **Heaven on Earth (2008)** [Movie] Deepa Mehta, Director. Distributed in Canada by Mongrel Media, [2009] Robarts Library, Media Commons VideoDVD 754608

NOVEMBER 24: HIGH SKILLED RECRUITS OR MARGINALIZED WORKERS?

* **Reread section on “Global Labor Market” pp. 178-182** in Nawyn, Stephanie J., Anna Reosti and Linda Gjokaj. 2009. Gender in Motion: How Gender Precipitates International Migration. *Advances in Gender Research* 13:175-202.

* Creese, Gillian and Brandy Wiese. 2012. ‘Survival Employment’: Gender and Deskilling among African Immigrants in Canada. *International Migration* 50(5)56-76

* Suto, Melinda. 2009. Compromised careers: The occupational transition of immigration and resettlement. *Work-A Journal of Prevention Assessment & Rehabilitation* 32(4): 417-429.

REC Diane Galarneau and René Morissett. 2008. Immigrants education and required job skills. *Perspectives on Labour and Income* Ottawa: Statistics Canada.
<http://www.statcan.gc.ca/pub/75-001-x/2008112/pdf/10766-eng.pdf>

REC Hudon, Tamara. 2015. “Immigrant Women” in *Women in Canada: A Gender-based Statistical Report*, Catalogue 89-503-X. Ottawa: Statistics Canada.
<http://www.statcan.gc.ca/pub/89-503-x/2015001/article/14217-eng.htm>

REC Kofman, Elenore and Parvati Raghuram. 2009. Skilled Female Labour Migration. *Focus Migration Policy Brief* No. 13, April
<http://www.bpb.de/gesellschaft/migration/kurzdoessiers/58026/female-labour-migration>

REC Meares, Carina. 2010. A Fine Balance: Women, Work and Skilled Migration. *Women's Studies International Forum* 33(5):473-481.

REC Morissette, René and Diane Galarneau. 2016. Labour Market Participation of Immigrant and Canadian-born Wives, 2006 to 2014. Statistics Canada Catalogue No. 11-626-X No. 055 <http://www.statcan.gc.ca/pub/11-626-x/11-626-x2016055-eng.pdf>

REC Premji, Stephanie, et. al . 2016. Precarious Work Experiences of Racialized Immigrant Women in Toronto: A community Based Study. *Just Labour* 22: 122- 143.
<http://www.justlabour.yorku.ca/index.php?page=toc&volume=22>

REC Tastsoglou, Evangelia and Valerie Preston. 2005. Gender, Immigration and Labour Market Integration: Where We Are and What We Still Need to Know. *Atlantis* 30(1): 46-59T

DECEMBER 01: THE NEXT GENERATION: GENDERING IMMIGRANT OFFSPRING

* Velenzuela, Abel Jr. 1999. Gender Roles and Settlement Activities Among Children and Their Immigrant Families. *American Behavioral Scientist* 42 (January, #4):720-742.

* Zhou, Min and Carl L. Bankston III. 2001. Family Pressure and the Educational Experience of the Daughters of Vietnamese Refugees. *International Migration* 39(4): 133-151.

REC Abada, Teresa and Eric Yeboah Tenkorang. 2009. Gender Differences in Educational Attainment among the Children of Canadian Immigrants. *International Sociology* 24(4): 580-608.

REC Boyd, Monica. 2002. Educational Attainments of Immigrant Offspring: Success or Segmented Assimilation? *International Migration Review*. 36 (Winter): 1037-1060

REC Boyd, Monica and Elizabeth Grieco.1999. "Triumphant Transitions: Socioeconomic Achievements of the Second Generation in Canada." *International Migration Review* (Winter): 857-876.

REC CBC The Fifth Estate. Documentary: The House of Shafia. Broadcast date Feb 10, 2012. <http://www.cbc.ca/fifth/episodes/2011-2012/the-house-of-shafia>

REC Dion, Karen K. and Kenneth L. Dion. 2004. Gender, immigrant generation, and ethnocultural identity. *Sex Roles* 50(5-6): 347-355.

REC Picot, Garnett and Feng Hou. 2011. Preparing for Success in Canada and the United States: The Determinants of Educational Attainment among the Children of Immigrants. Statistics Canada Analytical Studies Branch Research Paper Series No 332, March. Available from: [/www.statcan.gc.ca/pub/11f0019m/11f0019m2011332-eng.pdf](http://www.statcan.gc.ca/pub/11f0019m/11f0019m2011332-eng.pdf)

REC Picot, Garnett and Feng Hou. 2011. Seeking Success in Canada and the United States: The Determinants of Labour Market Outcomes among the Children of Immigrants. Statistics Canada Analytical Studies Branch Research Paper Series No 331, February. Available from: www.statcan.gc.ca/pub/11f0019m/11f0019m2011331-eng.pdf

REC Portes, Alejandro and Min Zhou. 1993. The New Second Generation: Segmented Assimilation and its Variants. *Annals of the American Academy of Political and Social Science* 530: 74-96.

REC Suarez-Orozco, Carola and Desiree Baolian Qin. 2006. "Gendered Perspectives in Psychology: Immigrant origin youth." *International Migration Review* 40(1): 165-198.

REC Zhou, Min. 1997. Segmented Assimilation: Issues, controversies and Recent Research for the New Second Generation. *International Migration Review* 31:975-1008.

The End