

**Department of Sociology
University of Toronto
Faculty of Arts and Science
University of Toronto – St. George Campus**

**SOC494H1S-New Topics in Sociology: Gender, Migration, and Citizenship
Winter 2020 Mondays 2:00pm – 4:00pm
Location: 725 Spadina Ave. Room 41**

Instructor: Bahar Hashemi
Email: bahar.hashemi@mail.utoronto.ca
Office Hours: 725 Spadina Ave, Room: 335,
Tuesdays, 12 pm to 2 pm

Course Description

Within the past few decades, the field of gender and migration has expanded and flourished dramatically, shedding light on how gender and generational relations within the family shape and are shaped by migration processes. The early scholarship on gender and migration focused on binary categories of male/female, analysing the differences and similarities in men and women's experiences. However, since the mid to late 1980s, it has moved away from dichotomous categorizations to conceptualize gender relations as a set of fluid practices and ideologies shaped under unequal power relations. This scholarship not only places gender at the centre of migration analysis but also in intersection with other axis of inequality such as race, class, age, etc. In this class we will engage the scholarship on gender and immigration in a productive dialogue with the scholarship on citizenship. We will examine how gender and generational relations intersect with citizenship to shape migrant experiences in different areas such as love, work, sex, and the family.

Goals and Learning Objectives

At the end of the course, students will be able:

- To critically read, analyze and write about sociological literature on gender, migration and citizenship
- To analyze the intersection of gender with other axes of inequality such as race, ethnicity, class, age and sexuality in shaping migrants' life experiences
- To apply course material to real world and daily life examples of gender, migration and citizenship
- Critically analyze a broad range of research studies on gender, migration, and citizenship, identifying their strengths, limitations, and implications for the field as a whole

Prerequisite

The prerequisite to take this course is 1.0 SOC FCE at the 300+ level. Students without this requirement will be removed at any time discovered and without notice.

Class organization

Each class will consist of a lecture component in which I will place the readings in a larger framework. In addition, we will do in-class discussions of the course material. Each student will lead the class discussions at least once during the semester. To prepare for class please complete the readings, bring them to class, be prepared to discuss and ask questions. You should expect to be able to participate in class discussions. Also, you are expected to be respectful of your fellow classmates in discussions and lectures, curious and openminded about others' and your own perspectives and cultivate an environment for mutual growth through collaboration and dialogue. We will endeavor to leave time for actually translating our discussions into writing, drawing, or otherwise interacting in non-traditional formats as a group, in the classroom.

Evaluation Criteria

Type	Due Date	Weight
In Class Term Test 1	February 10	20
In Class Term Test 2	March 30	25
Class participation (Leading Class Discussions)	Ongoing	10
Reading Responses	Ongoing	20
Writing Assignment (Critical Film Analysis)	March 16	25
Total		100

Grading Descriptions and Late and Missed Test Policies

Participation (10%): For the first half of each class I will give a lecture that helps contextualize the readings in their broader contexts. The second half of each class will consist of collaborative and largely open-ended discussions of the work assigned for that day. You will be the discussion leader for at least one class session. In addition to briefly summarizing the assigned material, your responsibility as a discussion leader will be to guide our discussions of the material. How you go about leading our discussions will largely be up to you, although the emphasis should be placed on class engagement and collaboration. Everyone is expected to actively engage in open-ended discussions of the material. Do not rely solely on the discussion leader, or me, to provide the learning material for each session. Please come to each class fully prepared to engage closely and carefully with the material we are covering. Your class participation can be in the form of asking a question about one aspect of the readings that were less clear to you or you did not understand or telling us about one aspect of the readings that you found interesting or relevant to a real-life example. Your active participation does not require you to be correct. Learning involves making mistakes. As economist Kenneth Boulding once said, “Nothing fails like success because we don’t learn from it. We learn only from failure.” Unfortunately, too much of the educational system is oriented to memorization. Although recall is a key part of learning, it is a fairly superficial one. Rather than “learning all the facts,” in this class we will try to use facts to build up portable insights that help make sense of our social worlds. Building anew sometimes involves making mistakes along the way, but it forges critical thinking skills that will remain with you a lifetime.

In Class Term Test 1 (20%): This test will feature a mix of short answer and essay questions. The test is held on Week 7 and covers material from weeks 1-6.

In Class Term Test 2 (25%): The test will feature a mix of short answer and essay questions. The test is held on the last day of class. The test is NOT CUMULATIVE and will cover material from weeks 8-11.

Reading Responses (20%): Throughout the course you will submit 4 reading responses (5% for each X 4 times). You will choose four classes to write reading responses for. The reading responses should be about 1-2 single-spaced pages and should include all the readings assigned in that class. You will submit your reading response before each class on Quercus (the reading responses are due at the beginning of class by 02:11 pm). You will summarize the readings (you can write 1-2 paragraphs for each reading) then write one paragraph to bring the class’s readings together: how they relate to one another, how they are different from each other, any remaining questions, observations, etc.

Detailed guidelines for reading responses will be posted on Quercus and explained in class.

Writing Assignment (25%): This is an approximately 2000-word (about 7 double-spaced pages) critical film analysis. You will have the option of watching 1 of 3 possible films available online or on course reserves in the UofT library. In this assignment you relate elements of the film to themes and concepts encountered in the course lectures and readings. You will submit the writing assignment on Quercus (the assignment is due on March 16th at the beginning of class by 02:11pm).

Detailed guidelines for the writing assignment will be posted on Quercus and explained in class.

Handing in assignments: All assignments must be handed to the instructor electronically via Quercus. The instructor will NOT accept electronic copies of assignments via email. Do not put submissions under the office door of the instructor. The instructor is not responsible for student assignments submitted in this way. Students must always keep an extra hard copy of their assignment for their own records.

Deadlines: The assignments are due by 2:11 pm. Late work will never be accepted without proper documentation from a student's physician, college registrar or Accessibility Services (see below).

Accessibility: If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Make-up tests: Students who miss a test will receive a mark of zero for that test unless reasons beyond their control prevent them from taking it. Within three days of the missed test, students who wish to write the make-up test must give the instructor or the Undergraduate Advisor in the Sociology Department a written request for special consideration, accompanied by proper documentation from a physician or college registrar (see below), which explains why the test was missed. The request should be accompanied by contact information (the student's telephone number and email address) so that the date, time and place of the make-up test can be communicated to the student. A student who misses a test and the subsequent make-up test for a valid reason will not have a third chance to take the test. Instead, the grade assigned for the missed test will be the same as the grade the student earns for the other test in this course.

DOCUMENTATION FROM YOUR PHYSICIAN, COLLEGE REGISTRAR OR ACCESSIBILITY SERVICES

If you miss a test or a paper deadline, **do not** contact the instructor unless you have followed the steps described here. Telling the professor or TA why you missed a deadline or a test will not be considered.

- In case of **illness**, you must supply a duly completed **Verification of Student Illness** or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is also acceptable but **MUST** contain the start date and anticipated end date of the illness. The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work at class or to your TA during their office hours.
- 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 the instructor, and submitted with your work at class or to your TA during their office hours.

Provide supporting documentation either by email to Instructor Hashemi or in a sealed envelope

addressed to Instructor Hashemi. When your paper is ready, submit it using the drop box for fourth year courses in room 225 at 725 Spadina Avenue (and then send me an email message to notify me that your paper is in the drop box).

Student Responsibilities and Expectations

Attendance and Participation: Students are expected to attend all classes and to participate actively by 1) completing assigned readings, 2) engaging in in-class discussions, and 3) by keeping up to date on course information posted on Quercus. In all activities, students are to be respectful of fellow classmates, guest speakers, and teaching/administrative staff.

Classroom Etiquette: These are some basic rules that will help everybody have the best learning experience possible:

- **Laptop use:** Laptops are only to be used for note-taking. Other uses (e.g., emailing, web surfing) will result in the student being required to turn off the laptop, and to not bring it to future sessions of the course
- **Turn off cellphones:** Please turn off all cellphones and other electronic devices while in class.
- **Recordings:** Videotaping, recording and photographing lectures is strictly forbidden without written permission from the instructor

Email Policy: I will respond to your email within two business days (48 hours, except weekends and holidays). Emails that do not follow these guidelines will not receive a response: Your use of an official U of T address is required. Please include the course code (e.g. **SOC494**) in the subject line and your full name and student number in your message. Please do not send a repeat email (e.g., “did you get my email?”).

In general, please treat emails as you would any other professional communication. Email is most suitable for questions that are clear, concise, and easily answerable; if you are confused about the course material or need to discuss a concept, I strongly encourage you to instead attend office hours or make an appointment. Please read the syllabus carefully before asking a general question about the course.

Required Readings & Course Schedule

Required readings: All course readings are accessible electronically. Unless otherwise noted, course readings will be uploaded on Quercus under the ‘module’ tab, in the folder called “Course Readings”.

Course Schedule: Students are expected to complete all required readings prior to each lecture.

Note: every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

Week 1 January 6th Introduction to the course: setting expectations and outlining mutual obligations

The first lecture will provide an overview of the main themes of the course. We will review course policies, assignments, and expectations and we will discuss guidelines for the major assignment. No readings are assigned for this class. Please read the course outline.

Week 2 January 13th Theorizing Citizenship

Citizenship or its lack is felt most by those who cross borders. Crossing the border and staying on the other side raises questions about migrants' relationships with the states where they reside and with the states that they have left behind, and even the states where their parents and grandparents have been born or their spouses hold nationality. Citizenship, however, is also about those who have never left. Women, racialized minorities, sexual minorities, the disabled, and ethnic and religious minorities might hold a passport but lack full access to entitlements of full membership within a country. In this class, we conceptualize citizenship not just as legal status or formal membership in the state but also as a set of social rights and entitlements, political participation, and as a form of identity. We will look at citizenship not as a static category (i.e. legal status) but as an ongoing process constituted of systemic and patterned and changing interactions between different social actors including friends, family, neighbours, employers, social service providers, etc. under unequal power relations.

Readings

- 1) "Negotiating Citizenship in an Era of Globalization" In Bakan, A., & Stasiulis, D. (2003). *Negotiating citizenship: Migrant women in Canada and the global system*. Springer.
- 2) Landolt, P., and Goldring, L. (2015). Inequality and assemblages of non-citizenship in an age of migration [Blog Post]. Retrieved from: <https://discoversociety.org/2016/04/05/inequality-and-assemblages-of-noncitizenship-in-an-age-of-migration/>

Supplementary Readings

- 3) Bloemraad, Irene, Anna Korteweg, and Gökçe Yurdakul. (2008). Citizenship and immigration: Multiculturalism, assimilation, and challenges to the nation-state. *Annual review of sociology* 34.
- 4) Bloemraad, Irene. (2018). Theorising the power of citizenship as claims-making. *Journal of Ethnic and Migration Studies*, 44(1), 4-26.
- 5) "Citizenship, Universalism and Exclusion" In *Unequal freedom* Glenn, E. N. (2009). Harvard University Press.

- 6) Goldring, L., Berinstein, C., & Bernhard, J. K. (2009). Institutionalizing precarious migratory status in Canada. *Citizenship Studies*, 13(3), 239-265

Week 3 January 20th Theorizing Gender and Migration

The early scholarship on migration, paid no attention to gender differences or studied only men and generalized those findings to all migrants. Feminist scholars in the 70s and early 80s started to draw our attention to gender but they mainly treated gender as merely a variable comparing men and women (i.e. they looked at gender as a static category of male/female determined at birth.) Within the past few decades, however, the field of gender and migration has expanded and flourished dramatically, it has moved away from dichotomous categorizations to conceptualize gender relations as a set of fluid practices and ideologies shaped under unequal power relations. This scholarship shows how gender shapes every aspect of migration from negotiations over who would migrate and who would stay behind, to the processes of settlement in the new country. This literature depicts how gendered and generational relations and gendered institutions are *maintained, challenged, and transformed* through immigration. In this class we look at the evolution of scholarship on gender and migration.

Readings

- 1) Lutz, H. (2010). Gender in the migratory process. *Journal of ethnic and migration studies*, 36(10), 1647-1663.
- 2) Boehm, D. A. (2008). "Now I am a man and a woman!" Gendered moves and migrations in a transnational Mexican community. *Latin American Perspectives*, 35(1), 16-30.

Supplementary readings

- 3) Donato, K. M., Enriquez, L. E., & Llewellyn, C. (2017). Frozen and stalled? Gender and migration scholarship in the 21st century.
- 4) Herrera, G. (2013). Gender and international migration: Contributions and cross-fertilizations. *Annual Review of Sociology*, 39, 471-489.
- 5) Hondagneu-Sotelo, P. (2011). Gender and migration scholarship: an overview from a 21st century perspective. *Migraciones Internacionales*, 6(1), 219-233.
- 6) Nawyn, S. J. (2010). Gender and migration: Integrating feminist theory into migration studies. *Sociology Compass*, 4(9), 749-765.
- 7) Sassen, S. (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.

Week 4 January 27th Domestic Labor and Care Work

The gendered bias in much of migration can be traced back to the limited definition of ‘work’ as gainful employment (waged work) in most classical economic and social theories. In contrast, care/domestic work, one of the main fields of female occupation, was and still is defined as non-productive and subordinated to the importance of productive work. The majority of women participating in mass migration movements at the turn of the nineteenth to the twentieth century were not occupied in factories but were rather recruited for domestic work. Even today, the majority of immigrant women continue to be concentrated in feminized occupations including domestic labor and care work. In this class we will look at women’s migration for domestic labor and care work and the inequalities based on race, class, gender, and citizenship that shape their experience. We will also examine men’s migration for domestic work and will look at the construction and negotiation of masculinities in a traditionally feminized sector.

Readings

- 1) Parreñas, R. S. (2000). Migrant Filipina domestic workers and the international division of reproductive labor. *Gender & Society*, 14(4), 560-580.
- 2) Scrinzi, F. (2010). Masculinities and the international division of care: Migrant male domestic workers in Italy and France. *Men and Masculinities*, 13(1), 44-64.

Supplementary readings

- 3) Bakan, Abigail and Daiva Stasiulis. (2012). "The Political Economy of Migrant Live-in Caregivers: A Case of Unfree Labour?" Pp. 202-226 in *Legislated Inequality: Temporary Labour Migration in Canada*. McGill- Queens University Press.

Week 5 February 3rd Unpaid Domestic labor and Care work: Parent and Grandparent Sponsorship in Canada

Women are more likely than men to enter as family immigrants (i.e. migrants who enter formally through family ties such as sponsored spouses, children, parents or grandparents of Canadian citizens and permanent residents). Family migrants make significant social and economic contributions to society not only directly by participating in the labor market but also indirectly by providing the bulk of unpaid domestic work at home, hence increasing the labor market participation of their families. However, migration scholarship has paid less attention to the economic and social contributions of family migrants. In this class we examine the research with sponsored parents and and/or grandparents in Canada to look at the social and economic contributions they make to their families and to the larger society, mainly through providing the work of childcare and other unpaid domestic/care work at home. We will also see how the changing immigration policies in Canada, particularly with regards to the family, affect immigrant families in gendered ways.

Readings

- 1) Aggarwal, Pramila and Tania Das Gupta. 2013. "Grandmothering at Work: Conversations with Sikh Punjabi Grandmothers in Toronto." *South Asian Diaspora*, 5(1), 77-90.
- 2) Bragg, Bronwyn and Lloyd L. Wong. 2016. "Cancelled Dreams": Family Reunification and Shifting Canadian Immigration Policy." *Journal of Immigrant & Refugee Studies*, 14(1), 46-65.

Supplementary reading

- 3) Côté, Andr  e, Mich  le K  risit, Marie-Louise C  t  . 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
- 4) VanderPlaat, M., Ramos, H., & Yoshida, Y. (2013). What do sponsored parents and grandparents contribute?. *Canadian Ethnic Studies*, 44(3), 79-96.

Week 6 February 10th In Class Term Test 1

Week 7 February 24th Mixed Status Families

Mixed legal status families are families that have members who are legal citizen or permanent residents of a country and members who lack legal status. The mixed status family is a site of *solidarities and tensions* where migrants can negotiate rights yet also experience constraints. Family relations can work as paradoxical sites that offer material, emotional, and social resources through which non-citizens can seek to claim rights and protections, and experience belonging, yet also subject them to unequal power relations, violence, and oppression in gendered ways. In this class we look at both tensions and solidarities. We will examine how the limitations associated with noncitizenship can spill over to negatively affect the lives of citizen members of mixed status families and see how families can resist these limitations together as a unit. We will also look at how immigration policies that draw sharp distinctions between citizens and noncitizens can fragment members of the same family, subjecting them to unequal power relations, violence, and oppression.

Readings

- 1) "Stuck: dependence in intimate relationships" In Dreby, J. (2015). *Everyday illegal: When policies undermine immigrant families*. Univ of California Press
- 2) Schueths, A. M. (2012). Where Are My Rights: Compromised Citizenship in Mixed-Status Marriage: A Research Note. *J. Soc. & Soc. Welfare*, 39, 97.

Supplementary Readings

- 1) Das Gupta, M. (2014). "Don't Deport Our Daddies" Gendering State Deportation Practices and Immigrant Organizing. *Gender & Society*, 28(1), 83-109.
- 2) Merali, N. (2009). Experiences of South Asian brides entering Canada after recent changes to family sponsorship policies. *Violence against women*, 15(3), 321-339.
- 3) Rodriguez, C. (2016). Experiencing 'Illegality' as a Family? Immigration Enforcement, Social Policies, and Discourses Targeting Mexican Mixed-Status Families. *Sociology Compass*, 10(8), 706-717.

Week 8 March 2nd Transnational Families: Family Relations Across Borders

Transnational families are families whose members are separated physically between two or more nation-states but maintain close ties and relationships. In this class we will look at the make-up and reproduction of gender relations within families across borders. We will examine transnational families' daily lives to see how notions of masculinity and femininity are being reworked and renegotiated. We will also analyze the structural contexts that create and sustain patterns of inequality in their lives.

Readings

- 1) Preibisch, K., & Grez, E. E. (2013). Between hearts and pockets: locating the outcomes of transnational homemaking practices among Mexican women in Canada's temporary migration programmes. *Citizenship Studies*, 17(6-7), 785-802.
- 2) Hoang, L. A., & Yeoh, B. S. (2011). Breadwinning wives and "left-behind" husbands: Men and masculinities in the Vietnamese transnational family. *Gender & Society*, 25(6), 717-739.

Supplementary Readings

- 3) Abrego, L. J. (2014). *Sacrificing families: Navigating laws, labor, and love across borders*. Stanford University Press.
- 4) Hondagneu-Sotelo, Pierrette and Ernestine Avila. (1997). "I'm here, but I'm there" The meanings of Latina Transnational Motherhood, *Gender & Society* 11(5): 548-571.
- 5) Salazar Parreñas, R. (2008). Transnational fathering: Gendered conflicts, distant disciplining and emotional gaps. *Journal of ethnic and migration studies*, 34(7), 1057-1072.

Week 9 March 9th Second-Generation and Immigrant Parent Relations

In this class we examine how immigration affects the relationships between parents and children. We will look at how gender and specifically daughters' sexuality become important for immigrant families. We will also examine how daughters negotiate gender in ethnic and in mainstream settings.

Readings

- 1) Espiritu, Yen Le. 2001. "We Don't Sleep Around Like White Girls Do: Family, Culture and Gender in Filipina American Lives" *Signs*, 26(2): 415-440.
- 2) Pyke, Karen D. and Denise L. Johnson. 2003. "Asian American Women and Racialized Femininities: 'Doing' Gender across Cultural Worlds", *Gender & Society* 17(1): 33-53.

Supplementary Readings

- 3) Ajrouch, K. J. (2004). Gender, race, and symbolic boundaries: Contested spaces of identity among Arab American adolescents. *Sociological Perspectives*, 47(4), 371-391.
- 4) Ocampo, A. C. (2013). The Gay Second Generation: Sexual Identity and Family Relations of Filipino and Latino Gay Men. *Journal of Ethnic and Migration Studies*, 2014 Vol. 40, No. 1, 155-173
- 5) Zhou, M., & Bankston III, C. L. (2001). Family pressure and the educational experience of the daughters of Vietnamese refugees. *International Migration*, 39(4), 133-151.

Week 10 March 16th Immigration and Settler Colonialism

Writing Assignment (Critical Film Analysis) Due

In this class we will examine issues of transnational migration in the settler-colonial context of Canada. We will look at what it means for new comer immigrants and refugees to settle in country where there are ongoing unequal relationships between indigenous people and the decedents of White European settlers.

- 1) Bhatia, A. (2013). We Are All Here to Stay: Indigeneity, Migration, and Decolonizing the Treaty Right to Be Here. *Windsor YB Access Just.*, 31, 39.
- 2) Villegas, P. E., Barrie, B., Peña, S., Alphonso, J., & Mamoon, A. (2019). Integration, Settler Colonialism, and Precarious Legal Status Migrants in Canada. *Journal of International Migration and Integration*, 1-17.

Week 11 March 23rd Intimate Labor and Sex Work

In this class we look at gendered migration for the purpose of providing sex and intimacy. We will look at how the interplay of larger changes within the global political economy shape the practice of intimate labor and sex work. We will examine some of the inequalities based on race, class, gender, and citizenship that shape this work and examine how individuals navigate these inequalities.

Readings

- 1) Brennan, Denise. (2001). "Tourism in transnational places: Dominican sex workers and German sex tourists imagine one another." *Identities Global Studies in Culture and Power* 7.4 (2001): 621-663.
- 2) Choo, Hae Yeon. (2016). "Selling Fantasies of Rescue: Intimate Labor, Filipina Migrant Hostesses, and US GIs in a Shifting Global Order." *positions: Asia critique* 24(1): 179-203.

Supplementary readings

- 3) Parreñas, Rhacel. (2011). "Chapter 1: The indentured mobility of migrant hostesses." *Illicit Flirtations: Labor Migration and Sex Trafficking in Tokyo*. Stanford University Press.

Week 12 March 30th Final Term Test