

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

**SOC494H1F-New Topics in Sociology: Gender, Migration, and Citizenship
LEC0101/LEC9101**

Fall 2020 Mondays 2:00pm – 4:00pm Online on via BB collaborate

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Office Hours: Mondays from 4:30-5:30 online via BB collaborate

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

All classes will take place synchronously online through BB Collaborate on Quercus. I will upload lecture slides after each class. Each online meeting consists of a lecture component during which I will explain the readings and situate them in a larger framework. In addition, we will do online group activities and discussions of the course material. There are no credits assigned to class participation, as I do understand that some of you might be working from a different time zone, and/or not have access to stable internet, a computer and a quiet room at the time of class. However, you are expected to make every effort to attend these online meetings, take good notes, read assigned course material BEFORE each meeting, and prepare for and participate in online group exercises and discussions. Students are expected to weekly visit the Quercus course website and check updates from the instructor. Additionally, there will be online discussion threads through which students can discuss their general questions and concerns about the organization and content of the course. I encourage comments, questions, and responses in a respectful manner. Disagreeing with someone's thoughts or ideas is not, under any circumstances, reason to be rude, disruptive, or disrespectful. It is, however, an opportunity for productive and respectful discussion and/or debate. Students are expected to conduct themselves in a manner that reflects an inclusive and supportive learning environment. The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Evaluation Criteria

Type	Due Date	Weight
In class Exercises	Ongoing	10
Discussion Board Participation	Ongoing	10
Proposals	October 26th	20
Writing Assignment (Critical Film Analysis)	November 23rd	30
Final Term Paper	December 7th	30
Total		100

Grading Descriptions and Late and Missed Assignment Policies

In Class Exercises (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 discussions of the work assigned for that day. 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.

To facilitate class discussions, I will give you an exercise during each class to discuss in groups. While these exercises are completed in groups on BB Collaborate, you will be submitting your answers on Quercus individually. You are not given credit for participating in group discussions but should complete the exercise on Quercus by midnight of the day of the class (**by 11:59 pm on Monday.**) For the purpose of group exercises, I will be dividing the class in groups of 2 or 3 on BB collaborate. In order to complete the exercises, it is important that students do the weekly readings in full before class. These exercises offer an opportunity for students to actively engage with course material through answering questions, problem-solving, critically assessing statements provided by the instructor, developing points for debate, engaging in teamwork, etc. Keep in mind that participating in online group discussions is **not mandatory** but will help you in completing the exercise.

Class exercises are Due on Quercus by midnight of the day of our class (Monday 11:59pm).

Discussion Board Participation (10%): In addition to the discussion questions that I provide, each of you will be the discussion leader for at least **one class session**. Your responsibility as a discussion leader will be to create an activity that will get your classmates to apply the assigned class readings to make sense of real-world events and daily examples of issues related to gender, migration, and citizenship. For this exercise, you will be assigned to one class session and you should come up with a newspaper article, video, blog post, podcast, or a story (either from your real life or someone you know) that is related to the concepts and discussions raised in that class. You will then post a question on the discussion board on Quercus about that real-life event. All the other students are required to answer that questions and use the concepts and theories discussed in the readings for that class to support their answers.

The discussion questions are due at the beginning of class (**Discussion questions are due at 2:11 pm on Monday.**) Students will have 24 hours after the beginning of class to answer the discussion question on Quercus. **Answers are due on Quercus by Tuesday at 2:11 pm.**

Proposals (20%): You will write a brief proposal where you identify a specific issue/topic you have chosen to address for your final paper. This topic should be related to one of the broad themes discussed in class (i.e. work across borders, love and marriage across borders, mixed status families, etc.) The proposal should include the research question of your term paper, an outline of the structure of the paper, and it should address why you selected the topic and its sociological significance. Proposals should be no more than 500 words and, **must be uploaded to Quercus by midnight on October 26th.**

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

Critical Film Analysis (30%): This is an approximately 2000-word (about 7 double-spaced pages) critical film analysis. You will have the option of watching 1 of 2 possible films available online. 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 by midnight on November 23rd.**

Detailed guidelines for Final Term Papers will be posted on Quercus and explained in class.

Final Term Paper (30%): This is an approximately 2000-word (about 7 double-spaced pages) term paper. The paper should be outlining your research, analysis and conclusions about the issue/topic you have selected. You must use at least three articles from the course syllabus and two external sources. External sources can be from academic journals or books (no Wikipedia etc.). If in doubt, please ask. Beside the scholarly citations feel free to use news articles and other sources to support and contextualize your work. Along with your analysis of the topic, you will use a critical lens to develop research, policy, program, or practice recommendations (as appropriate) to address the issue/topic selected based on your findings. You will submit the final term paper on Quercus. **The assignment is due by midnight on December 7th.**

Detailed guidelines for Final Term Papers 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.

Deadlines: The assignments are due by midnight (11:59 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.

Student Responsibilities and Expectations

Attendance and Participation: Students are expected to make every effort 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.

Recordings: Any form of audio or video recording of lectures is strictly forbidden without permission from the instructor. Any request to record any part of class must be made in writing to the instructor.

Late Assignments: Late submissions that are more than 7 days late will not be accepted. The penalty for late assignments is 10% for the first day and 5% for consecutive days, including weekends and holidays (for up to a week, after which the assignment will not be accepted.) For example, if you submit your paper 2 days late and get a grade of 80%, you will lose 15% and get a grade of 68%. This penalty is strictly enforced unless proper documentation of medical illness is provided.

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?"). Please avoid sending emails that ask for readily available information. Emails that ask for information that is provided in the course outline (e.g. "how much assignment X worth") will not receive a response. 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.

Academic Integrity: Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the

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behaviours that constitute academic dishonesty and the processes for addressing academic offences. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/resourcesfor students.html>).

For information on "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources, please visit <http://advice.writing.utoronto.ca/using-sources>.

Writing Support: Writing is an essential skill that can be used to communicate effectively. Faculty of Arts and Sciences at the University of Toronto offers a wide range of writing-related resources to students. You are strongly encouraged to make use of this valuable resource. The FAS centres are listed at <https://writing.utoronto.ca/writing-centres/arts-and-science>. Most writing centre activities will be online in the fall. Students should visit each individual centre's site for information on how to make an appointment.

Grade Appeals: The instructor takes the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error simply alert the person who has marked your work of the error.
- In the case of more substantive appeals, you must:
 - 1) Wait at least 24 hours after receiving your mark.
 - 2) Carefully re-read your assignment, all assignment guidelines and marking schemes and the grader's comments.
 - 3) You have 14 days after receiving a mark to appeal it. If you wish to appeal:
 - 4) You must submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as "I need a higher grade to apply to X" are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.
 - 5) Attach to your written explanation to your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor
 - 6) You will receive a response via email about your re-grade.

Documentation for Missed Assignments: If you are unable to turn in an assignment for medical reasons, you will need to **email me** the instructor, not the TA, **and also** declare your absence on ACORN. For other reasons, such as family or other personal reasons, please contact your college registrar and have them email me directly.

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 September 14th 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 September 21st 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) Glenn, E. N. (2011). Constructing citizenship: Exclusion, subordination, and resistance. *American sociological review*, 76(1), 1-24.
- 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) "Citizenship, Universalism and Exclusion" In *Unequal freedom* Glenn, E. N. (2009). Harvard University Press
- 5) "Negotiating Citizenship in an Era of Globalization" In Bakan, A., & Stasiulis, D. (2003). *Negotiating citizenship: Migrant women in Canada and the global system*. Springer.

Week 3 September 28th Citizenship as Legal Status

In this class we will learn about what citizenship as a legal status means for immigrants. We will see how formal citizenship does not exist in a straightforward legal-illegal or documented-undocumented binary. The studies that we read for this week show how the assumption that migrants move from undocumented to documented in a straightforward manner and eventually gain access to permanent residence and full citizenship is not accurate and the reality of migrants' lives is more uncertain and complex today. The studies for this week show how people can move between a range of precarious migration statuses (in between legal and illegal) and how spending lengthy periods of legal instability deeply affects the immediate lives of immigrants in multiple ways, as well as their long-term prospects for seeking and attaining full citizenship, which in turn shapes other forms of belonging and membership.

- 1) Goldring, L., Berinstein, C., & Bernhard, J. K. (2009). Institutionalizing precarious migratory status in Canada. *Citizenship Studies*, 13(3), 239-265
- 2) Menjívar, C. (2006). Liminal legality: Salvadoran and Guatemalan immigrants' lives in the United States. *American journal of sociology*, 111(4), 999-1037.

Supplementary readings

- 3) De Genova, N. P. (2002). Migrant “illegality” and deportability in everyday life. *Annual review of anthropology*, 31(1), 419-447.
- 4) Bosniak, L., 2000. Universal citizenship and the problem of alienage. *Northwestern University law review*, 94 (3), 963–982.

Week 4 October 5th 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) Hondagneu-Sotelo, P. (2011). Gender and migration scholarship: an overview from a 21st century perspective. *Migraciones Internacionales*, 6(1), 219-233.
- 2) Nawyn, S. J. (2010). Gender and migration: Integrating feminist theory into migration studies. *Sociology Compass*, 4(9), 749-765.
- 3) 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.

Supplementary readings

- 4) Donato, K. M., Enriquez, L. E., & Llewellyn, C. (2017). Frozen and stalled? Gender and migration scholarship in the 21st century.
- 5) Herrera, G. (2013). Gender and international migration: Contributions and cross-fertilizations. *Annual Review of Sociology*, 39, 471-489.
- 6) Lutz, H. (2010). Gender in the migratory process. *Journal of ethnic and migration studies*, 36(10), 1647-16

October 12th No Class Thanksgiving**Week 5 October 19th 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.

Readings

- 1) Parreñas, R. S. (2000). Migrant Filipina domestic workers and the international division of reproductive labor. *Gender & Society*, 14(4), 560-580.
- 2) Banerjee, R., Kelly, P., Tungohan, E., Cleto, P., De Leon, C., Garcia, M., ... & Sorio, C. (2018). From “Migrant” to “Citizen”: Labor Market Integration of Former Live-In Caregivers in Canada. *ILR Review*, 71(4), 908-936.
- 3) Hanley, J., Larios, L., & Koo, J. H. (2017). Does Canada "Care" about Migrant Caregivers?: Implications under the Reformed Caregiver Program. *Canadian Ethnic Studies*, 49(2), 121-139.

Supplementary readings

- 4) 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 6 October 26th Unpaid Domestic labor and Care work: Parent and Grandparent Sponsorship in Canada**Proposals Due**

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) VanderPlaat, M., Ramos, H., & Yoshida, Y. (2013). What do sponsored parents and grandparents contribute?. *Canadian Ethnic Studies*, 44(3), 79-96.

Week 7 November 2nd 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

- 3) Das Gupta, M. (2014). "Don't Deport Our Daddies" Gendering State Deportation Practices and Immigrant Organizing. *Gender & Society*, 28(1), 83-109.
- 4) Merali, N. (2009). Experiences of South Asian brides entering Canada after recent changes to family sponsorship policies. *Violence against women*, 15(3), 321-339.
- 5) Luibhéid, E., Andrade, R., & Stevens, S. (2018). Intimate attachments and migrant deportability: lessons from undocumented mothers seeking benefits for citizen children. *Ethnic and Racial Studies*, 41(1), 17-35.
- 6) 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.

November 9th No Class Reading Week**Week 8 November 16th 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 November 23rd Second-Generation and Immigrant Parent Relations

Writing Assignment (Critical Film Analysis) Due

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 November 30th Immigration and Settler Colonialism

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 newcomer 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 December 7th Intimate Labor and Sex Work

Final Paper due

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.