

**Department of Geography and the Environment
The University of Texas at Austin**

SYLLABUS Spring 2011

GENDER & MIGRATION

GRG 396T (#37690), LAS 388 (#40810) & WGS 393 (#47865)

Class Meeting Time: TH 5:00-8:00 PM
Class Meeting Place: Geography Building (24th & Whitis), Room #408
Office Hours: TU 2:00-5:00 PM, Geography Building, Room #208
Professor: Dr. Rebecca Torres
Geography Building, Room #208
rebecca.torres@austin.utexas.edu

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COURSE DESCRIPTION:

After many decades of research that virtually ignored gender, scholars increasingly have come to recognize the highly gendered nature of migration and its multiple outcomes. Gender analysis is critical to migration studies, not only because of the gendered nature of mobility and labor, but also because it is the key social construct upon which we organize our lives and society. Men and women experience, negotiate, reconstitute, enact and respond to migration in deeply different ways, even within the same family and community. Understanding these differences, across multiple scales in diverse places, is important to gauge the uneven impacts of migration. In this course we seek to: 1) discern the distinct forms in which men and women experience, negotiate, resist, enact and adapt to migration and current neoliberal practices often underlying (im)mobilities, as well as the sources of these differences; 2) comprehend how migration has unevenly reshaped various facets of life for immigrants and their families – such as material accumulation and consumption, desires, aspirations, division of labor, mobility, power relations, responsibilities, inclusion, exclusion and identity across gender, place and scale; 3) examine critically current migration and development discourse and policy in light of the specificities and differences of place, scale, gender and race/ethnicity in envisaging future alternatives.

This course focuses on contemporary transformations in global gender and migration from an interdisciplinary social science perspective, but with a strong emphasis on the work of feminist geographers. In particular feminist geographies of migration pay close

attention to dimensions such as the spatialities and social constructions of power; the politics of scale; gender divisions of mobility and labor; geographies of responsibility and care; critical theorizations of space and place; indentities; emotion and affect; situated knowledges, among others. We will approach topics through a variety of methods including critical readings of academic, ethnographic and more popular texts; seminar discussions (both instructor and student facilitated); in-class and student research paper presentations. To illustrate current trends and processes we will examine case studies from different parts of the globe, however the course will have a heavy Latin America/US migration orientation.

TENTATIVE COURSE TOPICS:

- Gender & Feminist Geographies
- Theories & Perspectives on Migration and Citizenship
- Transnationalism
- Migration & Neoliberalism
- Methodological Approaches to Gender & Migration
- Feminization of Migration
- Gendered Geographies of Migration
- Migration and Masculinities
- Embodied Understanding of Migration & Mobility
- Migration and Shifting Gender Roles
- Gendered Labor & Migration
- Domestic Workers
- Professional Skilled Migration
- Transnational Geographies of Care
- Transnational Families & Motherhood
- Migrant Embodiment, Health, Reproduction & Sexuality
- Queer Migration
- Forced Migration & Human Trafficking
- Migration & Development
- Independent Research Projects

COURSE SCHEDULING:

Along with this syllabus I am distributing a tentative schedule for the entire semester, as well as listing all major deadlines below. However, I reserve the right to make changes in the schedule whenever necessary to provide flexibility for introducing new topics of special interest to students, relevant current events that may emerge, opportunities for guest speakers, etc. In some cases we may decide to dedicate more time to a particular topic, or perhaps substitute a topic for another that is of greater interest to the class. That said, I will not move up the date of scheduled hand-in assignments (though sometimes our change may give you an extension on a deadline). On occasion I will send you an updated “class schedule” as I make changes. I will also post the updated schedules under the course information rubric in Blackboard. Please **check your e-mail** and our **class Blackboard (Bb) site** regularly as I may inform you of modifications via e-mail or on the

Bb web site. If you should miss a class meeting, it is your responsibility to find out any changes in scheduling from one of your classmates or me.

COURSE READINGS:

The course readings consist of selected articles, book chapters, reports, policy papers, etc. In addition to the required readings, there are optional recommended readings for your reference. I will post readings in advance on our class Bb site but please make sure to check the current schedule before doing the weekly readings as I might drop or add a particular reading. Any changes to this schedule will be announced and posted online. In addition to the assigned readings, you are expected to do a significant amount of reading for your individual research papers.

****THERE MAY BE READINGS POSTED ON THE SITE THAT WE DECIDE NOT TO COVER — SO CHECK THE LATEST SCHEDULE FOR WEEKLY READING ASSIGNMENTS.**

COURSE REQUIREMENTS & GRADING:

Evaluation	
Reaction Papers - Due according to schedule - 7 Papers (Two 50/50 Classes/Five Other Class Sessions) – 25 pts each paper	35% or 175 pts
Student(s) Facilitated Reading Discussions (small groups, 1 time)	5% or 25 pts
Research Paper Prospectus	5% or 25 pts
Research Paper	40% or 200 pts
Research Paper Presentation (10 minutes)	5% or 25 pts
Participation (Attendance, Research Paper Topic Statement, Contribution to In-Class Discussions)	10% or 50 pts
TOTAL	100% = 500 pts

** Letter grades will be assigned based on the following criteria:

- (A) = 470 pts - 500 pts
- (A-) = 450 pts - 469 pts
- (B+) = 440 pts - 449 pts
- (B) = 420 pts - 439 pts
- (B-) = 400 pts - 419 pts
- (C+) = 390 pts – 399 pts
- (C) = 370 pts – 389 pts
- (C-) = 350 pts - 369 pts
- (D+) = 340 pts - 349 pts
- (D) = 320 pts - 339 pts
- (D-) = 300 pts - 319 pts
- (F) = Below 300 pts

SEMINAR STRUCTURE

Our seminar discussions will be structured in a variety of formats including: 1) Instructor facilitated sessions (and on occasion with framing mini-lecture/primers introducing a topic); 2) Student facilitated sessions in groups of approximately 2-3 (see below); 3) During 50/50 class sessions (where half the class write reaction papers) – those who write will informally present their reaction papers that week (approximately 7-10 minutes) as a point of departure for course discussion; and 4) In-class activities and breakout sessions.

READING REACTION PAPERS & SEMINAR DISCUSSION

Reading reaction papers will comprise 35% (175 points) of your grade. Throughout the semester you will complete a total of 7 “reaction papers,” each 2-3 pages in length (double-spaced) and worth a possible 25 points each. Throughout the semester you will write papers on 5 class sessions of your choice and in addition you will sign-up in advance for 2 sessions where half of the class will write on readings and present their individual papers. Regardless of reaction papers—everyone will be expected to read and participate in all seminars. The goal of these reaction papers (or critical discussion notes) is to prepare you for our in-class discussion of the assigned readings and to hone your critical writing skills.

Good class discussions depend upon the quality contribution of all students. Therefore, it is imperative that students come to class adequately prepared to participate in class discussions. Preparation of reading reaction papers and discussion facilitating will require that you do not simply passively read and underline the text but that you critically analyze the authors’ arguments and formulate your own opinion, response and reaction. Reaction papers should include a brief critical review of the authors’ principal arguments, however the bulk of the paper should be your own response to the readings, and how they relate to other course readings and themes. A simple summary of the readings, absent any critical analysis including your own thoughts, opinions, reactions, ideas, etc. will not be considered adequate and therefore will lower your grade.

On occasion I will provide overarching question(s) to serve as a theme to organize your discussion and critique on the specific topic. However, you may choose to put forth your own overarching theme/argument based on the readings and your specific interests. While you are not required to incorporate all readings for a single week into your reaction paper, your paper should incorporate multiple readings rather than concentrate on only one article. In addition, **formulate 2-3 questions for the class based on readings**. We will also draw from these questions on occasion to lead the class in further discussion of elements of interest to you.

Please use appropriate in-text citation when discussing more than one article. Make sure you cite all of the relevant readings assigned to a topic. In other words, always refer to the title of the text and the author in your notes, and if directly quoting from a text always include a page number. **You should keep all of your assignments and bring them to**

all class meetings in the event we have additional time to discuss previous readings. Also, always bring the books and articles we are reading to the class discussions.

All assignments and papers must be submitted electronically via Blackboard (unless indicated otherwise in class) using the “Assignments” function prior to our class meeting—please do not email papers. Please name your file with the assignment name followed by your last name and first name, i.e. “Reaction Paper 1_Torres Rebecca” and upload under the appropriate sub-folder under “Assignments.” Papers will not be accepted late. Missing assignments will be recorded as a “0” and they will significantly lower your grade.

STUDENT FACILITATION OF READINGS

I believe in active learning where students take a leadership role and have the experience of designing, planning, preparing and facilitating a seminar discussion/activity. It is much more interesting and fun to have different formats, facilitators and approaches to our class topics. Small groups of 2-3 students will facilitate seminar sessions on selected course topics/readings throughout the semester. You will sign up for **1 session** to facilitate with another student(s) who chooses the same topic/reading/class session. Facilitators will be expected to meet outside of class to plan and prepare the approximately 1 ½-2 hours of class time they will be responsible for facilitating discussion, in-class activity, learning exercise, etc. Students are free to organize the seminar in any manner they feel will stimulate discussion and analysis of the topic and/or readings for the given period. Creativity is encouraged and appreciated. Please do not simply provide a verbal presentation of the content of the readings—the idea is to stimulate the class to think about, discuss, etc. the topics at hand. **In addition, discussion leaders are required to prepare a brief handout that introduces the topic and outlines the activity and any important points to be covered in class. Facilitators are strongly encouraged to make use of visual materials such as flip-charts**** in order to record group activity. Charts and maps (broadly defined!) are examples of appropriate forms of recording. This helps to organize and improve the ensuing discussion. Remember, the goal of this is to engage all members of the class and encourage interesting discussion and debate on the topic.

The one session you facilitate will count for 5% (25 points) of your grade. You will be evaluated on preparation, creativity and the quality of class discussion/interaction. Creativity is a plus and I will provide a handout posted on Bb with some potential formats to help you with ideas. Also, I encourage your group to consult with me if you are unclear or would like brainstorm some ideas. We will sign up for topics/readings in the first week of class.

****Please let me know in advance if you plan to use flip charts, markers, post-its, stickers, PPT, other available materials, etc. in your seminar session. With advance notice I can arrange a time when you can pick these items up before class.**

ATTENDANCE/PARTICIPATION:

Given that this class follows a seminar-format – participation is very important (10% or 50 points of your final grade). It is imperative that you attend all classes and come prepared to discuss all the assigned readings (even those for which reaction papers are not assigned – and especially those your classmates facilitate!). I will take formal attendance every day and incorporate that into your final participation grade. You will be given points for each class attendance. You must notify me in advance of any intended absence due to illness or other reasons. If you have an unexpected absence due to illness you must provide documentation to receive credit for a late assignment. Sessions where students present their research papers will be double weighted in terms of attendance.

INDIVIDUAL RESEARCH PAPER

One of the principal components of this course is an in-depth original research paper based on a gender and migration topic of your choice (pending my approval). This paper will provide you with the opportunity to study a topic that interests you. The research paper prospectus, research paper and presentation are a critical component of the course worth 5%, 40% and 5%, respectively. The following are important deadlines:

September 27: Research Paper Topic -- You will submit a paragraph establishing your research topic and main research questions.

October 18: Detailed Research Prospectus – You will submit a detailed research prospectus that includes: 1) clear and concise introduction to your topic of research; 2) statement of research questions you wish to address; 3) discussion of methods (if applicable); 4) working hypothesis (optional); 5) discussion of basic arguments surrounding research topic; 6) detailed outline of the components of your paper; 7) preliminary list of references (bibliography, articles, data sources, databases, etc.) -- while not required you may provide annotated bibliography. There is no minimum page limit but the prospectus will require considerable preliminary research, background reading and thought on your topic. The prospectus should be sufficiently detailed that you have your arguments and paper structure/organization thought out with plenty of bibliography to begin writing.

October 18: Research Paper Work Sessions – We will dedicate the entire class period to informally presenting our research prospectuses and providing each other with feedback.

December 6: Research Paper Due

December 6: Research Paper Presentation -- You will share your research with the class in a 10-minute presentation with Power Point (5% of your grade). I will hand out the evaluation criteria for the research presentation.

You should begin to consider potential research topics today! Selecting a good topic is essential to writing an excellent paper. You will spend a significant amount of time on this paper so it is important to choose carefully a topic that interests you. Select a topic that is narrow but for which there are sufficient references available. I encourage you, if relevant to your interests, to use this paper as an opportunity to advance your own research. Some examples may include: a chapter of your thesis, an off-shoot to complement your own research, a critical literature review for a topic you are exploring for a potential thesis, a manuscript draft for publication, a work-related report, a topic relevant to your own personal experience or simply a topic that you find interesting. There is considerably flexibility in terms of your data sources for the paper which can include: existing literature, statistical databases, original research you have already collected, research you would like to conduct during the semester (with caution), etc.

We will discuss detailed research paper guidelines in class; however, the following offers some general guidelines:

- 20-30 pages double spaced (not including title, tables, graphics, images and reference pages)
- 12 point font
- 1 inch margins (top, bottom, sides)
- Page numbering
- In-text citation of references
- Page numbers on quotes
- APA or other approved style (I will provide a hand-out on APA)
- Include all of the following components: Title, Introduction, Thesis Statement, Body of Text (normally sub-headings help structure and organize paper), Conclusions, Reference Pages

****Please refer to the “RESEARCH PAPER INSTRUCTIONS & EVALUATION CRITERIA,” hand-out for further details**

Note on Academic Integrity: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: <http://deanofstudents.utexas.edu/sjs>. Refer to the Dean of Students Student Judicial Services website or call 471-2841 for the official university policies and procedures on scholastic dishonesty.