Course Description: This course focuses on internal and international migration flows and the role of gender in these relocations. It covers the topics of gendered motivations for and patterns of migration; economic restructuring and families; state policies promoting women’s migration in sending and receiving countries; transnational domestic laborers and sex workers; violence and migration; and effects of migration on women’s earnings, decision-making, and well-being. The course analyzes different theoretical perspectives on these topics within economics and within other social science disciplines. We will occasionally have immigrant women and men come to class to speak about their experiences.

Text:


All other readings are on Blackboard.

Requirements:

Exams – There will be one midterm and final exam.

Reaction Papers – Please write a reaction paper for one of the readings assigned for class each day. These will include very brief summaries of the main points of each reading (a paragraph should do it). Also, you should respond to the content of the reading. What are some implications of the author’s argument? How does the situation the author describes reproduce hierarchies and/or inequities? In what way does the reading provoke you to think differently about the subject? Do you have personal experience with the issues discussed in the reading? If so, please discuss your experiences and how you reconcile those experiences with the reading. Your reaction papers must also include a question that you will pose to the class (not me) for discussion. Please frame your discussion question in such as way as to generate discussion rather than a factual, straight-forward answer. (Of course, questions requiring factual information/clarity may also be included in your paper). Please bring your reaction papers to each class since they will serve as a basis for discussion that day. Each reaction paper should be 2 pages in length (double spaced and typed). I will randomly collect your reaction papers throughout the semester and you will receive credit only for those that are turned in on
time during class that day. Reaction papers will help you take notes on readings as well as reflect on the topic and make connections between other ideas.

Participation – Your grade for participation will be based on class attendance and as well as your contribution to class discussions. The class is organized around shared, active learning, so it is important that you attend all classes and come to class prepared to discuss the readings. Since class meets only once a week, an absence of more than 1 week will result in a grade reduction.

Group Project - You will have the opportunity to work with other students to lead a discussion on a case study of your choosing that ties in with the reading for your presentation date. You should select a short case study that your classmates can read in class that day (no more than 15 minutes of reading time). Short readings are often found in newspapers or in popular magazines and journals. After your classmates read the case study, your group will organize a discussion of the reading. For example, if your group presents during the week when we discuss domestic workers, you should bring in a short reading on an immigrant/migrant woman’s experience as a domestic. Provide the class with background information on the economy in the woman’s home country as well as any other information that would be relevant to explaining her situation. Your questions for discussion for the class should get them to think critically about the issues that underlie the immigrant/migrant woman’s experience. You will be graded on the clarity and organization of your presentation, the relevance of your case study to the day’s readings, and the quality of your questions for discussion.

Interview – You are fortunate to have a large number of women on campus who are immigrants in the U.S. while they are studying at the university. You will have the chance to interview them and present your findings to me in a written report. Your interview paper should be 5-6 pages in length, excluding the questionnaire that you develop for the interview. More information will be provided on this project at a later date. The interview project is due March 1st.

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Reaction Papers</td>
<td>15%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Interview</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>
Tentative Reading and Discussion Topics

Week

January 25  INTRODUCTION

February 1  THEORIES OF MIGRATION AND GENDER


Generate questions for guest speakers during class.

Turn in information about the person you plan to interview.

February 8  GLOBAL ECONOMY, LABOR, AND MIGRATION

Globalization and Jobs in Sending and Receiving Nations

Film: Los Trabajadores


Discussion of constructing questionnaires and conducting interviews

Testimonial by immigrant woman (3:30 pm)

February 15  Reproductive Labor


Testimonial by immigrant woman (3:45 pm)

**February 22**

**Entitlements and Exclusions**


Group 1 presentation

**March 1**

**Interview Projects Due; Film on Migration and Children: Under the Same Moon or Which Way Home**

**March 8**

**MIGRATION AND FAMILIES**

**Remittances, Families Left Behind, and Economic Development**


Group 2 Presentation
March 22

**Migrating Families: Race/Ethnicity, Gender, and Adaptation**


March 29

Exam

April 5

**FORCED MIGRATION**

**Human Trafficking and Forced Labor**


Group 3 Presentation

April 12

**Gender and War**


Testimonial(s) by Displaced Persons/Refugees

Group 4 Presentation

April 19  
**MIGRATION AND ECONOMIC RESTRUCTURING**

**Masculinities**


Guest Speaker: Professor Linden Lewis

Group 5 presentation

April 26  
**Sex Work**


Brennan, Denise, “Selling Sex for Visas: Sex Tourism as a Stepping-Stone to International Migration,” *Global Woman*.

Bales, Kevin, “Because She Looks Like a Child,” *Global Woman*.

Group 6 Presentation

May 3  
**TRANSNATIONAL MARRIAGE AND IDENTITY**


Group 7 Presentation