William Paterson University
College of Humanities and Social Sciences
Department of Women’s and Gender Studies

Course Outline

1. **TITLE OF COURSE AND COURSE NUMBER:**
   WGS 3820 Gender and Global Migration

2. **DESCRIPTION OF THE COURSE:**
   In the past fifty years global migration has emerged as one of the most significant social processes of our time. This course provides a general overview of contemporary global patterns of migration and examines the various social, cultural, and political contexts that shape the trends and characteristics of migratory flows. The main analytical focus of the course is the gendered patterns of migration, and its intersection with race, and other forms of social inequalities as they shape the experiences, treatment, and practices of inclusion and exclusion of immigrants in various countries around the world. Students will study how immigrant women and men experience work, the family, and communities, and how policies and political mobilization affect immigrants in various receiving contexts. This is a writing intensive course.

3. **COURSE PREREQUISITES:** WGS1800 and UCC 4

4. **COURSE OBJECTIVES:**
   a. To gain knowledge of contemporary changes in global migration and understand major theories of migration;
   b. To understand the social, political, and cultural contexts that shape the characteristics of gendered patterns of migration;
   c. To examine gendered patterns in migratory flows, social networks, and immigration and citizenship laws;
   d. To gain knowledge on men’s and women’s experiences as immigrants, such as labor, reproductive work, the family, health, intimate partner violence, and mobilization;
   e. To understand how class and race shape the gendered experience of migration from a comparative perspective.

5. **STUDENT LEARNING OUTCOMES**
   By successfully completing this course, students will be able to:

   a. Identify major changes in migration patterns in the past fifty years and explain structural and historical factors which caused voluntary and forced movement of people worldwide (UCC Area Six SLO 6.a);
b. Demonstrate an understanding of the linkage between migration and other processes of contemporary globalization, and the connection between the sending communities in South and Southeast Asia, Central and South America, and Africa and the immigrants in receiving countries (UCC Area Six SLO6.a);

c. Compare key laws and policies on immigration in various countries (e.g., Japan, South Korea, Singapore, Taiwan, Saudi Arabia, United Arab Emirate, Australia, Canada and U.S. and selected countries in Europe), and demonstrate an ability to discuss immigration in comparative perspectives (UCC Area Six SLO 6.b);

d. Identify key social problems and human rights issues (including, but not limited to, legal exclusions, prejudice and discrimination, violence, labor rights, health, education, political disenfranchisement) currently affecting immigrant women and men in different regions of the world, and compare models of mobilization for changes and improvement (UCC Area Six 6.b and 6.c);

e. Compare experiences of different groups of immigrants (men and women, skilled and unskilled, refugees, marriage migrants, labor migrants, different ethnic groups) and analyze the effects of gender, race, class, and culture in migration, settlement, and in immigrants’ interactions with native population (UCC Area Six 6.b and 6.d);

f. Using gender and its intersection with various forms of inequalities as the analytic frame of reference, explain how social inequalities shapes patterns and experiences of migration, and the political discourses about immigrants in various regions (UCC Area Six 6.d and 6.e);

g. Show evidence of an understanding of migration using diverse cultural frames of reference, demonstrate knowledge of global migration patterns and issues especially outside the U.S., and critique ethnocentric views on migration by providing supportive data (UCC Area Six SLO 6.e);

**WRITING INTENSIVE COURSE OUTCOMES**

Students will:

1. Use writing as a learning tool to develop a critical understanding of different aspects of contemporary migration including the impact of gender and other social inequality (UCC Writing Intensive SLO 1). To achieve this, students will write reflections on the reading on a regular basis throughout the semester. This could be in form of journals, reading logs, summaries, position papers, or commentaries;

2. Develop an ability to build arguments and support their positions using evidential data in their writing exercises and/or assignments (UCC Writing Intensive SLO 1 and 3);
3. Produce individual papers which are no less than 12 pages in lengths and written in drafts. Students will engage in drafting, revising, and editing to complete the final assignments in phases while receiving feedback from the instructor and peers in the process (UCC Writing Intensive SLO 2). Examples of such projects include, but not limited to, research papers on a specific issue within gender and migration literature, memos or literature reviews on a subfield of gender and migration literature, essays on family immigration stories using theoretical concepts learned in class as analytic lenses, paper based on interviews with immigrant women and men, analyses of media contents on immigration, cases studies on different sending and receiving countries, and comparison of immigration policies and/or public attitudes about immigrants in different countries.

4. Demonstrate, in writing, their ability to locate relevant sociological literature for a sub-topic of migration, using journal database and other online research tools. Students will write their paper assignments conforming to the professional writing styles of social science. This includes practice of proper citation using APA (American Psychological Association) or ASA (American Sociological Association) style, and writing according to the convention of scholarly essays in social sciences (UCC Writing Intensive SLO 3).

6. **TOPICAL OUTLINE OF THE COURSE CONTENT**

A. Contemporary Global Patterns of Migration

1) Global overview of Migration
   - Historical Trends and Causes
   - The State of Global Migration: Basic Statistics
   - Current Regional Flows (i.e., major sending regions and receiving regions; intra-continental migration, and inter-continental migration)
   - Contemporary Patterns of Globalization and Migration
   - Demographic Changes and Migration

2) Types of Migration
   - Labor migration
     (e.g. Mexican immigrants in the United States, Asian immigrant workers in the Middle East, Caribbean immigrants to Canada, Turkish immigrants in Germany*)
   - Network migration
     (e.g. West Indian migration to U.S. and UK, Salvadorans in the United States*)
   - Refugees
     (e.g. Vietnamese migration to Asia and North America* in 1970s and 80s, Conflict regions in Africa (e.g., Somalia, Sudan, Democratic Republic of Congo), Afghanistan, North Korean refugees in China and South Korea, Central and South America (e.g., Colombia, El Salvador)
* Since the two main destinations of current global migration are North American and Europe, this course will, of necessity, cover these regions to a certain extent. However, the theoretical emphasis of the course should not be on North America and Europe per sé, but on the relations and interconnections between the destinations in the global North and the sending regions in the global South. In addition, in examining case studies in the U.S., and European contexts, the course contents will focus on the experiences of immigrants.

B. Gender and Migration
   1) Theories of Gendered Migration
      - Gendered transition
      - Gendered network
      - Intersectionality analyses

   2) Global Economy, Female Migration, and Transnationalization of Reproductive Labor
      (e.g. Indonesian domestic workers in Hong Kong, Chinese immigrants in Japan and South Korea, Latina/Latin American domestic workers in the U.S and Europe, Filipina workers in Europe; Peruvian nannies in Chile)

   3) Immigrant Families and Transnational Families
      (e.g. Mexican immigrants’ children in Mexico, families of Filipina immigrant workers, Korean Wild Geese Family, “Study Mothers” in Singapore, Chinese transnational families)

   4) Marriage Migration and Mail-order Brides
      (e.g. Chinese and Vietnamese women’s migration to Japan, Taiwan, and South Korea, Latin American mail-order brides, Russian mail-order brides)

   5) Linking Sending and Receiving Communities
      - Economic and Social Remittances
      - Transnationalism
         (e.g. Dominicans, Haitians, and Jamaican communities in the U.S., Filipinas in the Middle East and Europe, Nepalese in Japan and Korea)

C. Politics of Immigration Policies
   1) Immigration Policies in Comparative Perspectives
      - Various Models in Europe (UK, Netherland, Sweden, Germany, France)
      - Immigration Laws and Reforms in the U.S.
      - Policies in Canada
      - Immigration in Japan, South Korea, and Taiwan
      - Labor Migration to the Middle East (e.g., Quatar, UAE, and Saudi Arabia)
      - “White Australia” and Changing Policies
      - Dealing with “irregularity” in Chile and Argentina
      - An Island Divided: Dominicans and Haitians
      - Mexican policies and Central American “transit” migration

   2) Gender, Citizenship Laws, and Politics of Inclusion and Exclusion
D. Undocumented Immigrants
   1) Statistics and Patterns in the Americas, Europe, Australia, and Asia
       - Definitions: Undocumented, “illegal” and irregular migration
       - Linkages between migrant smuggling and human trafficking
       - Borders and borderlands
       - Myths and Facts on Undocumented Immigration
       - Deportation, transnational gangs and consequences: Central American Maras
       - Women, Children and Detention Centers
       - Family Separation
       - Human Rights of Immigrants in Global Perspective (Cross-national Data)

E. Breaking Silence, Making Changes
   1) Citizenship Rights and Immigration Reforms
   2) Organizing Immigrant Workers and Labor Rights
       (e.g. domestic workers organizing in Asia and the Pacific Rim
        Immigrant garment workers in the U.S.)
   3) Struggles for Cultural Rights
       (e.g. North Africans in France, South Asian Indians in Canada,
        Koreans in Japan, Indonesian women in Hong Kong)
   4) Immigrant Voters and Transnational Political Participation

7. GUIDELINES/SUGGESTIONS FOR TEACHING METHODS AND STUDENT LEARNING ACTIVITIES:
   a. Lectures
   b. Class Discussions and Exercises
   c. Films
   d. Internet Resources
   e. Presentations
   f. Group Projects
   g. Field Trips

8. GUIDELINES/SUGGESTIONS FOR METHODS OF STUDENT EVALUATION
   a. Exams
   b. In-class writing
   c. Presentations
   d. Graded Debates
   e. Paper assignments including research papers
9. SUGGESTED READINGS, TEXT, OBJECTS OF STUDY:


10. BIBLIOGRAPHY OF SUPPORTIVE TEXTS AND OTHER MATERIALS:


Basch, Linda, Nina Glick Schiller and Christina Szanton Blanc. 1994. Nations Unbound:


Donato, Katherine. 2010. “U.S. Migration from Latin America: Gendered Patterns and Shifts.” In The Annals of the American Academy of Political and Social Science. 630 Annals 78, July 2010


Sim, Amy. 2009. “Women versus the state: Organizing resistance and contesting exploitation in
Indonesian labor migration to Hong Kong.” *Asian and Pacific Migration Journal* 18, (1): 47-75


11. **PREPAREST’S NAME AND DATE:** Keumjae Park and Elena Sabogal, May 2012

12. **ORIGINAL DEPARTMENTAL APPROVAL DATE:** June 2012

13. **REVISER’S NAME AND DATE:**

14. **DEPARTMENT REVISION APPROVAL DATE**