

**GENDER AND MIGRATION II: Modernity, Memory and Migration (4 credits)**  
**Department of Gender Studies, CEU**

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**Course Description**

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This 4-credit course will explore and seek to understand how a long history of neoliberal development and worsening global inequalities are connected to structurally determined constructions, as well as material realities, of gender, race and sexuality in the context of global migration. The course connects contemporary trends in global migrations with a historical understanding of how and why migrants move, as well as how modern nation-states have developed a precedent for inclusion and exclusion on the basis of who has the potential to 'belong' as a participating citizen. Drawing from memory studies, the course explores the role of memory in the development of the nation-state, and how memories of migration play a central role in how identity is reconstructed and expressed beyond "home". The course is organized into key topics that attempt to create an intellectual narrative (or guide map) to constructions of nations, borders, categories of legal and illegal migrants, and the migrant body. The goal of the course is to expose how today's gendered discourses of illegality and borders borrow from a much longer history of state-sovereignty premised upon constructing – and excluding – the 'other'. Bringing new discussions to bear on established bodies of work in migration studies, ethnic studies of migrant communities, and histories of immigration and exclusion, the course draws upon postcolonial and post-structural feminist and gender critiques of 'new migrations', and the ways in which the human costs of migration are intricately linked to global trends in environmental, financial, and cultural development.

**Learning Outcomes**

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Upon successful completion of the course, students will be able to:

- Identify and engage with the major themes outlined in the course syllabus, and offer a critical interpretation of all class readings assigned to these themes.
- Understand the key methodological developments in the field of global migration and refugee studies, and be able to reflect upon how these intersect with historical trajectories of migration, and more current modes of forced migration, diaspora and labour migration.

- Adopt an intersectional approach to the major themes of the course, and understand how gendered experiences and interpretations of migration, both in the past and in the present, shape the ways we conceptualize a ‘new refugee crisis’.
- Identify how interdisciplinary qualitative work adds depth and context to a quantitative and numbers-based approach to understanding migration in the post-1945 period.
- Draw upon key concepts in migration theory and employ these towards an integrative approach to exploring how and why the ‘new crisis’ opens up new fields of inquiry into the gendering of migration routes and experiences globally.
- Engage actively with political rhetoric and media influence on the concept of a ‘new crisis’, and speak with some authority on why the idea of a ‘new crisis’ is a dangerous development that threatens to reinforce old Eurocentric boundaries of First and Third World/developed and developing/new and old-world migrants (and their problematic categorizations!).

### **Course Assessment**

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Active Class Participation	30%
Blog Posts (x2)	20%
Paper Proposal	10%
Proposal Presentation	10%
Final Paper	30%

### **Course Assignments and Requirements**

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#### **Active Class Participation (30%)**

This is a discussion-based course, and therefore you must come to class – and *actively* participate in discussion - in order to receive a participation grade. If you do not come to class and participate every week, you cannot pass this course. Should you be forced to miss a class, you can write a one-page reflection on the readings and hand it in at the beginning of the next class. If you anticipate missing classes (including for religious observances) please get in touch with me as soon as possible.

You should arrive for class having completed the reading and prepared to engage in a discussion of the material with your colleagues. Simply showing up and sitting silently in class is not

considered participation, and you will not receive participation points for doing so. You must take an *active part* in classroom discussion and in-class activities.

This course deals with sensitive and controversial material – especially given the current political climate in the U.S. and the long history of American imperialism that has shaped many of the developments we will discuss. I ask that you show every person in the classroom the same kind of courtesy and respect that you expect in return, *regardless* of colour, creed, sexual orientation and/or religious background. You are encouraged to share your life stories and experiences in class, and therefore it is imperative that we maintain a free and warm intellectual environment so that we can provide the same respect to each individual student.

If you are auditing the course, you are welcome to come as often as possible and to participate as an active member of the discussion. You are not required to hand in any written assignments, and you will not receive credit for the course.

### **Blog Posts (20%) DUE: TBA**

During the term, you will write **two blog posts**, each based on a reflection and analysis of a weekly topic, and each post will be worth **10%** of your final grade. These posts are designed to critically engage with the readings, and also to keep you in dialogue with other students beyond the classroom.

You will sign up for the weeks in advance (please see the course website), and bring your blog posts to share with the class on the relevant week. Students who have completed a blog post for the week will be asked to open the discussion with a pertinent question, thematic problem they would like to pose, or a specific theoretical, methodological or analytical idea explored in the text that will help us ‘unpack’ the readings for the week.

Each post should be no more than **500 words** in length, and you can upload these to our course website where a designated space will be available for each weekly topic on Moodle.

You must submit the post no later than Monday at 5pm of your chosen week so that your post will appear for other students to read in advance of the class.

The blog post should include the following:

- Review and identify the key themes in the course readings
- Identify connections between at the readings, and hopefully across topics
- Pick out one or two key concepts that you want to talk more about in class
- Discuss your response to the articles/chapters
- Raise questions for your peers that we can then take up in our class discussion

### **Paper Proposal (10%) DUE: Monday 24<sup>th</sup> October by 11.59pm**

The purpose of the paper proposal is to submit a short intended plan for your final paper. The final paper may make up the beginnings of one of your thesis chapters, and so it is important to consider how and why you plan to examine the topic in relation to the course themes, and also how you will integrate this essay into a thesis chapter. Broadly, the proposal indicates your research topic and specific question/s, including what sources, archives or collections you will use for the research, and a short overview of the pertinent literature on the topic. The proposal should be no more than **1000** words in total.

A handout will be available on the website to explain exactly what the requirements are for the proposal, and a week has been blocked off during the course to give you time to start the research for the final paper.

### **Proposal Presentation (10%) IN CLASS: 7<sup>th</sup> November 2017**

After you hand in your paper proposal and receive my comments, you will then prepare a short (**10 minutes max**) presentation for our class, where you will share with your peers what your ambitions are in the research paper, including where you currently are in terms of the research, and how you plan to execute both the research and analysis by the end of the semester. Since our semesters are short, it is expected that you will not be in an advanced stage in terms of completing the research or writing for the paper at the time you present.

The purpose of the presentation is to get you familiar with the exercise of concisely communicating a complex research question and idea to a group, and then to defend that question and research in front of a panel of your colleagues. This practice is intrinsic to our profession, and so this assignment is designed to prepare you for a conference-style presentation of your research question, sources, method, findings, and how your research connects to the main themes and discussions of the course.

### **Final Paper (30%) DUE: 29<sup>th</sup> December at 11.59pm**

The research essay comprises the single largest portion of your grade, and as such, should be taken very seriously. The assignment requires that you write a research paper, which much comprise of a set of research questions, a review of the literature, sources and a description of why you chose these, and the analysis of your method and sources. Explore the course themes as soon as possible, and consult with the instructor on how you can integrate this research into your thesis proposal. Every effort will be made to accommodate topics that fall within the range of the course that will help you start to write chapters or to prepare for your thesis submission and defense.

As part of the final essay, you must include a section that addresses a review of the literature on the topic you have chosen. If you wish to write a historical analysis of your topic of choice, this will take the form of a more traditional historiography – we will discuss in class the methodological differences between these categories, and how best to structure your paper, and what kinds of research questions you can integrate from the course readings.

A handout that explains in detail what is expected of the final paper, including helpful links for journals and printed sources will be available on the course website.

### **Writing Guidelines**

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All written material must be printed in 12-point font (Times New Roman, Arial) and double- or 1½-spaced with page numbers at the bottom. Provide full references for all literature cited, including those on our syllabus. If you are unsure about rules for citations and avoiding plagiarism, please see the Center for Academic Writing or the course instructor. **Assignments must be submitted in hard copy AND uploaded to the e-learning site** (unless we agree otherwise). Please print double-sided. Electronic documents must **indicate your name and which assignment it is in the file name**. And remember to *back up your files* so you don't have to repeat your work!

### **Policy on electronic devices in class**

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You may work from a laptop or large tablet in class to take notes and/or access readings in electronic form unless this becomes too disruptive, at which point we will change the policy. Do NOT do this with a mobile phone. Phones must be switched off or on mute and must not be taken out during class.

### **Late Penalties**

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Students should make every effort to have in assignments, essays, and all other coursework by the date stated on the syllabus. I am willing to discuss the possibility of an extension for essays if you contact me a week in advance of the due date. Late assignments are subject to a 2% deduction per day until the assignment is handed in to the instructor.

### **Academic Integrity and Plagiarism Policy**

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Plagiarism will not be tolerated – any instance of plagiarism will automatically result in an “F” for the assignment and potentially a failing grade in the course. Please see the regulations on academic integrity as they are outlined by CEU. You are responsible for knowing and adhering to these regulations, and understanding the consequences of your actions if you are in violation of any of them.

### **Readings**

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You will notice that there are readings that are assigned for almost each class, in addition to suggested readings for each topic. Please be advised that you are NOT required to have read suggested/background readings listed for the course – these are provided for those who require additional background on a topic, or for the purpose of additional research on a particular topic for the final paper.

**\*Topics and readings are subject to change by the instructor.**

## **TOPIC I: HISTORICIZING THE STUDY OF MIGRATION**

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### **Week 1: Memory, Migration and History**

#### **Tuesday (19<sup>th</sup> September 2017)**

Bill Schwarz, "Memory, Temporality, Modernity: *Les lieux de me'moire*," in *Memory: Histories, Theories, Debates*, edited by Susannah Radstone and Bill Schwarz, (New York: Fordham University Press, 2010), 41-61.

Donna R. Gabaccia, "Is Everywhere Nowhere? Nomads, Nations, and the Immigrant Paradigm of United States History," in *The Journal of American History*, The Nation and Beyond: Transnational Perspectives on United States History: A Special Issue 86:3 (December 1999): 1115-1134.

Susanne M. Sinke, "Gender and Migration: Historical Perspectives," in *International Migration Review* (2006) 40:1.

### **Week 2: Reconsidering the Role of the Nation-State**

#### **Tuesday (26<sup>th</sup> September 2017)**

Andrew Wimmer and Nina Glick-Schiller, "Methodological Nationalism and Beyond: Nation-state Building, Migration, and the Social Sciences," in *Global Networks* 2(4) (2002): 301-334.

John Torpey, "Coming and Going: On the State's Monopolization of the Legitimate 'Means of Movement'," *Sociological Theory* 16:3 (November 1998).

#### **SKIM the following chapter:**

Hannah Arendt, "Chapter 9: The Decline of the Nation-State and the End of the Rights of Man," in *The Origins of Totalitarianism*, new edition with added preferences, (San Diego, New York and London: Harcourt Brace & Company, 1973, 263-303 (originally published in 1948).

### **Week 3: Decolonizing Imperial Geographies**

#### **Tuesday (3<sup>rd</sup> October 2017)**

Gert Oostindie, "History brought home: Post-colonial migrations and the Dutch

rediscovery of slavery,” in *Post-colonial Immigrants and Identity Formations in the Netherlands*, edited by Ulbe Bosma, (Amsterdam: Amsterdam University Press, 2012, IMISCOE Research): 155-175.

Paul Gilroy, *The Black Atlantic: Modernity and Double Consciousness*, (London and New York: Verso Books, 1993), 1-40.

Tarik Jazeel, “Postcolonial Geographies of Privilege: Diaspora Space, The Politics of Personhood and the ‘Sri Lankan Women’s Association in the UK’,” *The Institute of British Geographers*, 31 (2006), 19–33.

## **TOPIC II: DISPLACEMENT AND THE REFUGEE REGIME**

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### **Week 4: Rethinking Refuge and the ‘Refugee’**

**Tuesday (10<sup>th</sup> October 2017)**

#### **Printed primary source (skim):**

John Hope Simpson, “The Refugee Problem,” *International Affairs* (Royal Institute of International Affairs 1931-1939), Vol. 17:5 (September – October 1938): 607-628.

#### **Readings:**

Peter Gatrell, “Population Displacement in the Baltic Region in the Twentieth Century: From ‘Refugee Studies to Refugee History,” *Journal of Baltic Studies* 38:1 (March 2007): 43–60.

Hyndman, J., and M. Walton-Roberts, "Interrogating Borders: A Transnational Approach to Refugee Research in Vancouver," *Canadian Geographer* 44(3): 244-258.

Cheris Brewer Current, “Normalizing Cuban refugees: Representations of Whiteness and Anti-Communism in the USA during the Cold War,” *Ethnicities* 8(1): 42–67.

### **Week 5: Research Week (NO CLASS)**

**Tuesday (17<sup>th</sup> October 2017)**

The purpose of this time away from the classroom is to give you adequate time to work on your paper proposal. As you are already aware (thought it does not hurt to have this as a reminder), this kind of work can take time, and it should not be left to this week alone to work on the ideas you will submit in the proposal. Consult the handout online, and speak to

your instructor before you begin to write the proposal – they will be due via Moodle on Monday 24<sup>th</sup> October by 11.59pm.

### **TOPIC III: 'ILLEGAL' BODIES ACROSS BORDERS**

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#### **Week 6: 'Illegality' and Identity Politics**

##### ***Tuesday (24<sup>rd</sup> October 2017)***

Eve Darian-Smith, "The Constitution of Identity: New modalities of nationality, citizenship, belonging and being," working paper: 1-12.

Marlou Schrover et. al, *Illegal Migration and Gender in a Global and Historical Perspective*, (IMISCOE Research: Amsterdam University Press, 2008), 9-38.

Susan Bibler Coutin, "Illegality, Borderlands, and the Space of Nonexistence," (chapter 4) *Globalization under Construction: Governmentality, Law, and Identity*, (Minneapolis, US: University of Minnesota Press, 2003).

Nicholas De Genova, "Migrant 'Illegality' and Deportability in Everyday Life," *Annual Review of Anthropology* 31 (2002): 419-447.

#### **Week 7: Temporalities of Uncertainty**

##### ***Tuesday (31<sup>st</sup> October 2017)***

Melanie Griffiths, "Out of time: The temporal uncertainties of refused asylum seekers and immigration detainees," *Journal of Ethnic and Migration Studies* 40:12 (2014): 1991-2009.

Kristen Biehl, "Governing Through Uncertainty: Experiences of Being a Refugee in Turkey as a Country for Temporary Asylum," *Social Analysis*, 59(1) (Spring 2015): 57-75.

Nicholas de Genova, "Spectacles of Migrant 'Illegality': the scene of exclusion, the obscene of inclusion," in *Journal of Ethnic and Racial Studies* 36:7 (2013): 1180-1198.

### **TOPIC IV: 'QUEERING' THE MIGRANT BODY**

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#### **Week 8: The Politics of Citizenship**

##### ***Tuesday (7<sup>th</sup> November 2017)***



## **In-class Presentations**

Each student will have a chance to present their thesis topic, research questions, and to give the class a short synopsis of their paper, which will include preliminary analysis, findings or observations (especially true if you plan to conduct oral histories – please see me well in advance if this is the case).

Monika Varsanyi, “Rescaling the “Alien,” Rescaling Personhood: Neoliberalism, Immigration, and the State,” *Annals of the Association of American Geographers* 98(4) (2008): 877–896.

Ratna Kapur, “The Citizen and the Migrant: Postcolonial Anxieties, Law, and the Politics of Exclusion/Inclusion,” *Theoretical Inquiries in Law* 8:2 (2007): 1-34.

## **Week 9: ‘Queer’ Migration and Asylum**

### **Tuesday (14<sup>th</sup> November 2017)**

Nicholas De Genova, “The Queer Politics of Migration: Reflections on ‘Illegality’ and Incurability,” *Studies in Social Justice* 4:2 (2010): 101-126.

Stefan Vogler, “Legally Queer: The Construction of Sexuality in LGBTQ Asylum Claims,” *Law & Society Review* 50:4 (2016): 856-887.

Suhraiya Jivraj and Anisa de Jong, “The Dutch Homo-Emancipation Policy and its Silencing Effects on Queer Muslims,” *Feminist Legal Studies* 19 (2011): 143–158.

D. Murray (2014), “Real Queer: “Authentic” LGBT Refugee Claimants and Homonationalism in the Canadian Refugee System,” *Anthropologica*, 56(1), 21-32.

## **Week 10: Sexuality, Desire and Death Across Borders**

### **Tuesday (21<sup>st</sup> November 2017)**

Mai, Nicola and Russell King (2009), “Love, Sexuality and Migration: Mapping the Issue(s),” *Mobilities* 4(3): 295-307.

Ahmad, Ali Nobil (2009), “Bodies That (Don’t) Matter: Desire, Eroticism and Melancholia in Pakistani Labour Migration,” *Mobilities* 4(3): 309-327.

Suvendrini Perera, “‘They Give Evidence’: Bodies, Borders and the Disappeared,” *Social Identities* 12:6 (November 2006): 637-656.

## **TOPIC V: MEMORY AND MOBILITY**

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### **Week 11: Migrant Memories and Transnational Identity**

#### ***Tuesday (28<sup>th</sup> November 2017)***

Annie E. Coombes, “The Gender of Memory in Post-Apartheid South Africa,” in *Memory: Histories, Theories, Debates*, edited by Susannah Radstone and Bill Schwartz, (New York: Fordham University Press, 2010), 444.

Lila Abu-Lughod, “Return to Half-Ruins: Memory, Postmemory, and Living History in Palestine,” in *Cultures of History: Nakba: Palestine, 1948, and the Claims of Memory*, edited by Ahmad H. Sa’di and Lila Abu-Lughod, (New York: Columbia University Press, 2007), 77-104.

Lisa Weems, “Refuting “Refugee Chic”: Transnational Girl(hood)s and the Guerilla Pedagogy of M.I.A.,” *Feminist Formations* 26:1 (Spring 2014): 115-142.

### **Week 12: Invisible and ‘Missing’ Migrants**

#### ***Tuesday (5<sup>th</sup> December 2017)***

Nandita Sharma, “Anti-Trafficking Rhetoric and the Making of a Global Apartheid,” *NWSA Journal* 17:3 (2005): 88-111.

Alexandra Délano & Benjamin Nienass, “Invisible Victims: Undocumented Migrants and the Aftermath of September 11,” *Politics and Society* 42(3) (2014): 399-421.

Alyson Brysk. “Beyond Framing and Shaming: Journal of Human Security: Human Trafficking, Human Security, and Human Rights,” *Journal of Human Security* 5(3) 2009: 8-21.

## Background Readings

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### Week 1: Memory, Migration and History

Barbara Luthi, "Migration and Migration History," *Docupedia- Zeitgeschichte* 6:5 (2010).  
URL: [http://docupedia.de/zg/Migration\\_and\\_Migration\\_History](http://docupedia.de/zg/Migration_and_Migration_History)

Dirk Hoerder, "Migration Research in Global Perspective: Recent Developments," *Sozial.Geschichte Online* 9 (2012), S. 63–84. <http://www.stiftung-sozialgeschichte.de>

### Week 2: Locating Memory Within Imperial Geographies

Tiffany Ruby Patterson and Robin D. G. Kelley, "Unfinished Migrations: Reflections on the African Diaspora and the Making of the Modern World," *African Studies Review* 43:1, Special Issue on the Diaspora (April 2000): 11-45.

Robin Cohen, "The Fuzzy Frontiers of Identity: The British Case," *Social Identities* 1:1 (1995): 35-61.

### Week 3: Geographies of Vulnerability; Geographies of Privilege

Rachel Silvey, "Geographies of Gender and Migration: Spatializing Social Difference," *The International Migration Review: Gender and Migration Revisited* 40:1 (Spring, 2006): 64-81.

Sarah J. Mahler and Patricia R. Pessar, "Gender Matters: Ethnographers Bring Gender from the Periphery toward the Core of Migration Studies," *The International Migration Review: Gender and Migration Revisited* 40:1, (Spring, 2006): 27-63.

Anne-Maria Fortier, "The Migration Imaginary and the Politics of Personhood," *Migrations: Interdisciplinary Perspectives*, edited by M. Messer et al., (Springer-Wien, 2012), 31-42.

Peter Li, "World Migration in the Age of Globalization: Policy Implications and Challenges," *New Zealand Population Review* 33/34 (2008): 1-22.

Marlou Shrouver, "Migration, Gender and Vulnerability," working paper: 1-41.

A. Blunt, "Imperial geographies of home: British women in India, 1886-1925," *Transactions of the Institute of British Geographers NS* 24 (1999): 421-440.

Sarah Kunz, "Privileged Mobilities: Locating the Expatriate in Migration Scholarship," *Geography Compass* 10:3 (2016): 89–101.

### Week 4: The History of Refuge and 'Refugee'

Bridget Hayden, "What's in a Name? The Nature of the Individual in Refugee Studies," *Journal of Refugee Studies* 19:4 (2006): 471-487.

Gilbert Jaegar, "On the History of the International Protection of Refugees," *IRRC September* 2001 Vol. 83 No 843: 1-12

Peter Gatrell, "Introduction: World Wars and Population Displacement in Europe in the Twentieth Century," *Contemporary European History*, 16:4 (2007): 415-426.

Rebecca Manley, "The Perils of Displacement: The Soviet Evacuee between Refugee and Deportee," *Contemporary European History*, 16:4 (2007): 495-509.

B.S. Chimni, "The Birth of a 'Discipline': From Refugee to Forced Migration Studies," *Journal of Refugee Studies* 22:1 (2009).

Claudena Skran and Carla N. Daughtry, "The Study of Refugees before "Refugee Studies","" *Refugee Survey Quarterly* 26:3 (2007): 15-35.

Jayne Persian, "Displaced Persons and the Politics of International Categorisation(s)," *Australian Journal of Politics and History* (2012).

Lisa Malkki, "Refugees and Exile: From "Refugee Studies" to the National Order of Things,"" *Annual Review of Anthropology* 24 (1995): 495-523.

### **Week 6: Categories of Illegality**

Richard Perry and Bill Maurer, *Globalization and Governmentality: An Introduction, Globalization under Construction: Governmentality, Law, and Identity*, (Minneapolis, US: University of Minnesota Press, 2003).

Roger Zetter, "More Labels, Fewer Refugees. Remaking the Refugee Label in an Era of Globalization," in *Journal of Refugee Studies* 20:2 (2007): 172-192.

Rebecca Galemba, "Illegality and Invisibility at Margins and Borders," *Political and Legal Anthropology Review* 36:2 (2013): 274-285.

### **Week 7: Temporalities of Uncertainty**

Caroline Grillot, "The Creation of a Nonexistent Group: Sino-Vietnamese Couples in China's Borderlands," *Cross-Currents: East Asian History and Cultural Review* E-Journal No. 15 (June 2015) <http://cross-currents.berkeley.edu/e-journal/issue-15>

Robert Gonzales and Leo Chavez, "'Awakening to a Nightmare' Abjectivity and Illegality in the

Lives of Undocumented 1.5-Generation Latino Immigrants in the United States,” *Current Anthropology* 53:3 (June 2012): 255-280.

Ruben Andersson, “Time and the Migrant Other: European Border Controls and the Temporal Economics of Illegality,” *American Anthropologist* 116: 4 (December 2014): 95–809.

### **Week 8: The Politics of Citizenship**

Martin Manalansan, “Queer Intersections: Sexuality and Gender in Migration Studies,” *The International Migration Review: Gender and Migration Revisited* 40:1 (Spring, 2006): 224-249.

### **Week 11: Migrant Memories**

Forcier and Dufour, “Immigration, Neoconservatism and Neoliberalism: The new Canadian citizenship regime in the light of European trajectories,” *Cogent Social Sciences* (2016), 2.

Rebecca Harris, “Transforming Refugees Into “Illegal Immigrants.” Neoliberalism, Domestic Politics, and Syrian Refugee Employment in Jordan,” PhD thesis in Middle East Studies at Brown University (2015).

### **Week 12: Invisible and ‘Missing’ Migrants**

Alina Sajed, “Postcolonial strangers in a cosmopolitan world: hybridity and citizenship in the Franco-Maghrebian borderland,” *Citizenship Studies* 14:4 (August 2010): 363–380.

Nicole Detraz and Leah Windsor, “Evaluating Climate Migration: Population Movement, Insecurity and Gender,” *International Feminist Journal of Politics* 16:1 (2014): 127–146.

### **Journals (for consultation)**

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- International Migration Review
- European Journal of Public Policy
- Journal of Ethnic and Migration Studies
- Journal of Refugee Studies
- Forced Migration Review
- Journal of Ethnic and Racial Studies
- Refugee Survey Quarterly
- Third World Studies
- Migration Studies
- International Migration