GENDER, ETHNICITY & MIGRATION

Fall 2006

Professor Nadia Kim, Ph.D.

Course Description

Most believe that the cross-border movement of people is the heart of contemporary globalization and of multicultural societies. In fact, American sociology has its origins in the study of immigration. Not long ago, gender and feminist scholars sounded a clarion call to make gender central to studies of immigration. These scholars began to ask and address important questions like, How are global inequalities beginning with colonialism, immigrants’ decisions to migrate, their new household set-up, men’s and women’s identities, and the second-generation’s fates, gendered? This course is designed to help us understand these questions and issues by way of a “sociologically imagined” lens on Asian and Asian American experiences. In particular, we will analyze the intertwined links between material inequality and cultural representation. While most of the readings in this course address transnational migration and immigration with regard to the United States, we also address other regions of the globe.

Course Requirements

Students are expected to: (1) attend class, keep up with the readings, and actively participate in seminar discussions (10%); (2) give seminar presentations on two occasions and submit a write-up of *one* of your presentations (35%); and (3) drawing from our readings, complete a final paper of 15 pages on a topic related to the class but that is also connected to your interests (55%).

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see us immediately.

*Presentation Instructions:

1) summarizing the (i) main objectives/research questions/scholarly perspective, (ii) methodologies, and (iii) findings and/or conclusions
2) providing informed critique, whether positive, negative and/or neutral -- link your negative critiques as much as you can to other texts/intellectual camps we’ve engaged in class (you must provide summary of perspectives brought from outside of class)
3) draft at least 2-3 thoughtful discussion questions for the class to engage and *email them to the class by 9pm the night before* (allows for much better, more productive discussion!)

Note: You are not required to use powerpoint or other audio-visual aids (films, songs, images, etc.) but if you want to, you’re more than welcome to do so – it often helps.

*Presentation Write-up:

- please formally write up *one* of your presentations
- your write-up should include a summary of the (i) main objectives/research questions/scholarly perspective, (ii) methodologies, (iii) findings and/or conclusions, and (iv) your critique informed by other readings (or one) that we’ve read.
- spend less time on the summary and more time on the critique.
- write 3-4 pages (no more than 4pp): double-space, 12 point font, 1-inch margins, staple
- please turn in paper on day of readings are to be discussed (*beginning* of class)

**Required Texts**


**Course Schedule**

**Week 1 – 9/5: Welcome, Introduction, and Background**

**Week 2 – 9/12: Gender, Migration, and Theory**


**Week 3 – 9/19: Ethnicity, “Race,” & Migration**

Omi, Michael and Howard Winant. 1994. “Ethnicity” (Ch. 1) and “Racial Formation” (pp. 53-60) in *Racial Formation in the United States*. New York: Routledge.


**Week 4 – 9/26: “Migrating” Masculinities, Colonialism & (Cultural) Imperialism**


**Week 5 – 10/3:  NO CLASS (Brandeis Monday)**

**Week 6 – 10/10: “Migrating/Returning” in Colonial & Imperialist Context**


**Week 7 – 10/17: Transnationalism - Theory, Method, and Context**


**Week 8 – 10/24: Gender & Transnationalism - Empirical Studies**


**Week 9 – 10/31: Global Migrations and Capital – Gender, “Race,” and/or Class**


**Week 10 – 11/7: Changing Gender Relations, also between Women**


**Week 11 – 11/14: Changing Immigrant Gender Relations**


**Week 12 – 11/21: Changing Gendered Families & Communities**


**Week 13 – 11/28: Generational Ties & the Second Generation**


**Week 14 – 12/5: Making a Way**
