GENDER AND MIGRATION
ANTHROPOLOGY AND WOMEN STUDIES 470/670-001

SPRING 2012

TUESDAY 2:30 – 5:15 P.M.
CHEMISTRY BUILDING (CB) 111

Deborah A. Boehm, Ph.D.
Assistant Professor, Anthropology and Women’s Studies
Office Hours: Tuesdays 11:00-12:00 (in Women’s Studies/Gender, Race, and Identity - MSS 124),
Thursdays 11:00-12:00 (in Anthropology - AB 504), and by appointment.
Please note that office hours will be held in two different offices.
Offices: Mack Social Science 124 (Gender, Race, and Identity Program) and Ansari Business 504
(Anthropology)
Phone: 682-6503
Email: dboehm@unr.edu
Course Description
We live in a world of motion: from the global to the local, culture is increasingly defined by the movement of people, ideas, and resources. This course will examine such movement in relation to gender, focusing on how gender and gender relations are always present in, and often central to, migrations. Migration will be considered broadly as the movement of people from one locale to another, including (im)migration, political exile, displacement, diaspora, and diverse border crossings. Forms of global movement not traditionally seen as migration—such as sex tourism and “mail-order” marriages—will also be studied. We will consider these multiple forms of migration with particular attention to gender and sexuality, asking: How are migrations influenced by cultural gender expectations? How do global migrations, in turn, impact gender constructions and notions of femininity and masculinity? What accounts for the divergent experiences of women and men involved in global migration? How are gender inequalities reinforced and/or challenged by movement throughout the world? In the beginning of the course, we will establish a theoretical framework, building on theories of gender and movement. As the course develops, a range of topics related to gender and migrations will be studied, including labor, family across borders, politics, and transnational emotions, such as love and desire. The cases we will discuss come from around the globe. The class will be structured around a range of reading selections, class discussions, brief lectures, and films. Throughout this course, we will acknowledge the diversity of gender(ed) migrations while organizing discussion around important common themes.

Core Objectives
This class satisfies Core Objectives 10 and 11 of the Silver Core Curriculum:

• CO10 – Diversity and Equity
Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

• CO11 – Global Contexts
Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations.

Student Learning Outcomes
Upon successful completion of this course, students will be able to:

• Explain how gender shapes and is impacted by diverse forms of global movement. (CO10)
• Conduct research that that draws on ethnographic scholarship and media representations of current events around the globe. (CO11)
• Formulate and articulate arguments that synthesize course material. (CO10 and CO11)
• Communicate diverse theoretical frameworks and ethnographic examples through writing assignments and class discussion. (CO10 and CO11)
Required Reading
1) Required texts:

2) Required readings on electronic reserve by author’s name.

3) Additional required text for graduate students: Each graduate student will read an additional ethnography from a list that I will provide.

Required Coursework
**Attendance, Readings, and Participation:** The foundation of this course will be class discussions; therefore, it is important that everyone come to class having read the assigned material and prepared to critically consider and comment on the readings. In addition, the class includes a range of activities—such as brief lectures, class projects, and films—that are not possible for you to make up should you miss class. Because of the interactive nature of this course, your attendance and participation are essential and will contribute to the final grade.

**Media Report:** Throughout the semester, students will share a current news story related to global movement or transnational processes. Selecting from several media outlets, you will report on events of the week and analyze what news stories cover—or do not cover—related to the gendered aspects of global affairs. I will provide a detailed description of the assignment and a sign-up sheet in the upcoming weeks.

**Exams I and II:** There will be two take-home essay exams (Due *Week 8* and *Week 15*). Exam questions will be distributed one week prior to the date the exam is due. Exam I will cover readings and class discussions from the first half of the course and Exam II will include material from the second half. The purpose of these exams will be to evaluate students’ knowledge of assigned readings and their ability to synthesize course materials and write about issues discussed in class.

**Social Change Project:** Within both Women’s Studies and Anthropology, many scholars are dedicated to using their work to bring about social change. For this assignment, students will identify an issue of social injustice related to gender and transnational movement and then research efforts aimed at transformation and global justice. The project will allow us to link theoretical material discussed in class to real-world settings. You will share your findings in a presentation during our final class sessions and submit a paper summarizing your work. Again, I will provide a detailed description of expectations for the assignment later in the semester.

**Please note:** All assignments will be due at the beginning of class on the dates listed below. No late or electronic assignments will be accepted except in cases of family or medical emergencies with supporting documentation.

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Required Coursework for Graduate Students

Graduate students will be expected to fulfill all course requirements included on the syllabus (participation, reading assignments, essay exams, media report, and social change project) as well as complete additional work: you will read an ethnography, write a paper critically examining the book (see the “Critical Review” assignment below), and meet with me during office hours to discuss your graduate studies and strategize ways to use the course material to advance your own research.

Critical Review: Graduate students will select an ethnography about global movement and, in the style of book reviews in academic journals, provide a critical analysis linking the book to the themes of the course. Early in the semester, I will provide a list of potential books as well as details about the content and format of the review.

Grading – Undergraduate Students
20% Attendance and Participation
25% Midterm
25% Final
15% Media Report
15% Social Change Project

Grading – Graduate Students
10% Attendance and Participation
25% Midterm
25% Final
10% Media Report
10% Social Change Project
20% Critical Review

The grade you earn symbolizes your performance in this class—based on the standards and requirements of the course and in relation to the work of other students in this section. Grades will be assigned on a modified scale as follows: 100-93% (A), 92-90% (A-), 89-87% (B+), 86-83% (B), 82-80% (B-), 79-77% (C+), 76-73% (C), 72-70% (C-), 69-67% (D+), 66-63% (D), 62-60% (D-), 59% and below (F). I essentially curve grades in the favor of students—so, for example, 89% may be an A- rather than a B+ depending on the distribution of grades in a given class. An A represents clearly superior work. Students who receive an A or A- have gone beyond the course requirements and demonstrated exceptional or outstanding performance. A B+, B, or B- demonstrates good work—a student meets all course requirements, but there is room for improvement (for example, in terms of writing or sophistication of analysis). The performance of a student who receives a C+, C, or C- is average or adequate. The work of the student is correct in some aspects, but there have been omissions, confusion, or errors on significant points. A D+, D, or D- represents inadequate work. The student has not fulfilled course requirements. S/he has completed some work in the course, but performance is insufficient and unacceptable for passing the course in some way (for example, missing assignment(s), not attending, and/or submitting consistently inadequate work). Students who fail the course with an F have completed less than 60% of the course work or have repeatedly submitted substandard work. I will provide detailed information about individual assignments as the course progresses, but if you have questions about grading and course requirements at any point, I am always available to discuss course procedures and expectations.
Academic Standards and Ethics
Academic integrity is our “currency” here in a university setting, and I am dedicated to upholding the standards of the fields of anthropology and women’s/gender studies and the University of Nevada, Reno. Any academic dishonesty—such as cheating on an exam or plagiarism—will not be tolerated and will result in a failing grade in the course. The UNR catalog outlines the university’s policy regarding academic standards. If you have further questions or would like clarification about what constitutes academic dishonesty, please see me.

Films
Throughout the course, we will watch several films that will provide important course material. I encourage you to view these as additional texts and to actively synthesize the films and course readings. In other words, while many of the films are artful and engaging, they are not intended to entertain in the ways that television does; instead, they should be viewed actively and through a critical lens.

Web Campus and Communication
Although there is a link for this class in Web Campus, all class assignments need to be submitted in person during class sessions. Web Campus is for informational purposes only, and will include materials such as the syllabus and essay exam questions. If you wish to communicate with me, please send an email message rather than contacting me through Web Campus. I will respond as soon as possible, typically within 24 hours during regular business hours on weekdays.

Policy for Use of Electronic Devices
All electronic devices should be turned off and put away prior to class sessions. No cell phones, laptops, notebooks, tablets, etc. are permitted in class.

Audio and Video Recording
The Provost has asked faculty to share UNR’s policy regarding audio and video recording of university courses: “Surreptitious or covert videotaping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”

Statement of Disability Services
The Anthropology Department, the Gender, Race, and Identity/Women’s Studies Program, and the University of Nevada, Reno are committed to providing equal opportunities in education for all students. If you have a disability for which you will need to request accommodations, please contact me and the Disability Resource Center (Thompson Building, Suite 101, phone: 784-6000) as soon as possible to make appropriate arrangements.
Academic Success Services
Your student fees cover usage of the Math Center (784-4422 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or www.unr.edu/writing_center). These centers support your classroom learning; it is your responsibility to take advantage of their services, and I strongly encourage you to do so.
COURSE SCHEDULE

The course schedule may change as we progress through the material. Please note that you are responsible for keeping up with any changes in the syllabus that are announced in class.

Week 1 – January 24
Introduction – Gender and Global Movement

Part I: Transnational Movement and Migrations

Week 2 – January 31
Theorizing Movement
Reading: Appadurai (reserve), Hirschman (reserve), Ong – Flexible Citizenship (reserve), Gunn Allen (reserve)

Week 3 – February 7
Theorizing Gender, Sexuality, and Movement
Reading: Cantú (reserve), Grewal and Kaplan (reserve), Mahler and Pessar (reserve), Trinh (reserve)

Week 4 – February 14
Borderlands
Reading: Anzaldúa (reserve), Bhabha (reserve), Cornelius (reserve), Gómez-Peña (reserve), Sarria (reserve)

Week 5 – February 21
The Gendered Global Economy
Reading: Ehrenreich and Hochschild (GW), Hochschild (GW) Sassen (GW), Migration Trends (GW-276)

Part II: Transnational Love and Intimacies

Week 6 – February 28
Marriage as Migration
Reading: Constable (1-62)

Week 7 – March 6
Global Romance
Reading: Constable (63-144)
* Exam I Distributed*

Week 8 – March 13
Transnational Partnerships and Families
Reading: Constable (145-225), Thai (GW)
Presentation: “From Both Sides’ – Researching Gender and Migration”
* Exam I Due*
Week 9 – March 20: No Class – Spring Break – Enjoy!

Part III: Transnational Care and Children

Week 10 – March 27
*Transnational Domestic Work*
Reading: Ehrenreich (GW), Anderson (GW), Constable (GW), Zarembka (GW), Lan (GW)

Week 11 – April 3
*Love and Care Across Borders*
Reading: Cheever (GW), Gamburd (GW), Hondagneu-Sotelo (GW), Parreñas (GW), Rivas (GW)

Week 12 – April 10
*Transnational Children and Youth*
Reading: Ong – *Buddha Is Hiding* (reserve), Uehling (reserve), Zilberg (reserve)
*Graduate Students – Critical Review Due*

Part IV: Transnational Desires and Disruptions

Week 13 – April 17
*The Gendered Politics of Tourism*
Reading: Brennan (1-87)

Week 14 – April 24
*Sex Work, Trafficking, and Sexual Violence*
Reading: Brennan (91-182), Bales (GW)
*Exam II Distributed*

Week 15 – May 1
*The Circulation of Bodies*
Reading: Brennan (184-219), Scheper-Hughes (reserve)
*Exam II Due*

Part V: Transnational Transformations

Week 16 – May 8
*Presentations – Social Change Project*

Final Session: Thursday, May 10 – 12:30–2:30 p.m.
*Presentations – Social Change Project*