

UNIVERSITY OF TORONTO, Fall 2018  
**SOC342H1F: The Sociology of Women and International Migration**  
Schedule: Thursday 9am-12 pm;      Location: Haultain Bldg 401

Professor Monica Boyd, Room 356, Sociology, 725 Spadina (at Bloor)  
Office Hours: Tuesday 9am-12 noon or by appointment; Email Office Hours: Tuesday 9am-12noon; E-mail: [monica.boyd@utoronto.ca](mailto:monica.boyd@utoronto.ca) Phone: 416-946-5906

**COURSE DESCRIPTION AND OBJECTIVES:**

For much of the twentieth century, researchers and policy analysts alike saw the migration of women as derivative from that of men. Their own characteristics, contributions, and experiences were given little attention. However, half of all international migrants in the world are female.

The objective of this course is to increase your knowledge and understanding about various aspects of the international migration of women in post-industrial economies. Emphasis is on Canada. In this course, you will be exposed to different sources of information and to different topics, which include why women migrate and under what circumstances; modes of entry (and their consequences) including refugee migration, trafficking, and migration for marriage; impacts on family relationships, and their labour market integration. You also will become familiar with several types of information and approaches related to answering select questions about immigrant women. The information and approaches will broaden your understanding of how we know what we do about the migration of women and their experiences and they will provide tools for undertaking research in an areas that will be designated as the topic of a research paper.

**Course Prerequisite:** SOC201H1, SOC202H1, SOC204H1 plus 1.0 FCE from 251H1/SOC252H1/SOC254H1. Exclusion: SOC383H1. Students lacking these prerequisites or with the exclusion will be removed by the sociology undergraduate administrator at any time during the semester when their status is discovered.

**TOPICS AND SCHEDULE – each class is 3 hours; please see page 2.**

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|-----------|----|---|
| September | 06 | Numbers and Approaches to the Study of Migrant Women                                |
|           | 13 | Causes of Female Migration: Women in Flight; <i>movie</i>                           |
|           | 20 | Seeking Refuge: Women in Flight; <i>research tutorial</i>                           |
|           | 27 | Causes of Female Migration: Development and Globalization; <i>research tutorial</i> |
| October   | 04 | Modes of Entry: Trafficked Women; <i>movie</i>                                      |
|           | 11 | <b>In-class TEST – approximately 2 hours</b>  |
|           | 18 | Modes of Entry: Family and Marriage Migration; <i>movie</i>                         |
|           | 25 | Violence in a New Land; <i>research tutorial</i>                                    |
| November  | 01 | Caregiver Migration; <i>movie</i>   |
|           | 08 | <b>Fall reading week, no class</b>  |
|           | 15 | <b>Assignment due;</b> Precarity, and Low Skill Work                                |
|           | 22 | High Skilled Recruits? <i>movie</i>   |
|           | 29 | <b>In class TEST – approximately 2 hours; last class of semester</b>                |

## OTHER DATES YOU NEED TO KEEP IN MIND, Fall 2018

Note: this **is not the complete** list or the complete description – for other important dates regarding other courses, or for more detailed descriptions of the dates below, please go to <https://fas.calendar.utoronto.ca/sessional-dates> and look for fall 2018

September 14	Wait lists for F and Y section code courses close at the end of the day
September 19	Last day to enroll in courses with F and Y section codes via ACORN
November 05	Last day to <b>drop</b> F section code courses from academic record & GPA
December 05	Last day of class for all Fall session courses (SOC342 ends on Nov. 29)
December 8-21	Final examinations in F section code courses
December 24	University closed; classes begin January 07 2019

## Class Structure and Expectations

This class is a three hour class. Lectures will occupy 50-60 percent of class time with additional time given to Questions and Answers (Q & A), classroom discussion, student participation, and where relevant to the topic, showing movies or short film clips. Students are encouraged to be active learners by asking questions, contributing to on-going discussion and generally participating in class.

Additionally, this is a course designed to enhance your research knowledge and skills in the field of immigrant women. There will be **three tutorial sessions associated with an assigned research project. These tutorials are held between 11-11:50am (please see calendar, p. 1).** It is in your best interests, intellectually and grade wise, to attend these three sessions as they will provide helpful insights into the class research assignments

Laila Omar is the TA for the course; along with Professor Boyd, she will be involved in the research projects. In terms of questions related to lectures, readings materials and the tests, you should consult Professor Boyd. She will hold extended office hours before the tests with the exact times to be announced the week before the specific test.

In addition to the research tutorials, 5 movies will be shown. All are from Media Commons.

September 13	Women at Risk
October 05	Sex Slaves
October 18	Say I do <i>or</i> Loving a Stranger (to be decided)
November 01	Modern Heroes, Modern Slaves
November 22	Doctors with Borders

Students are expected to read course material before each class and to attend each class. Attendance is very important, both in terms of class participation and discussion and because classes are designed to supplement as well as clarify readings (e.g. if you miss classes, you have missed valuable material). Again, you should plan to attend the tutorial sessions that are related to the course assignment.

For these reasons, *you should not be in this course if you routinely miss classes (for example, the first and third Thursday of each month, or all classes from 11am on) to attend another course or to hold a job or to meet other commitments.*

## COURSE TIMES

Classes for this course begin at 9:05 am and end at 11:50 am. Please do not arrive late as late arrivals are very disruptive for others. If you must leave early (not a good idea either) please do so during the break. At least one 20 minute break, adequate for getting coffee, stretching your legs etc., will exist in each class. The timing of this break will vary depending on the rhythm and material presented in each specific class. A second break, if it occurs, will be around 10 minutes.

## Getting to Know You/Me

To assist me in getting to know you, I will be taking photographs of you during the class breaks on September 21 and September 28. If you prefer **not** to have your photograph taken, please let me know by September 28.

I reserve the right to ask you to change your seating arrangements should the need arise.

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The **TOTAL Course Grade** is determined by:

Components	Dates	Portion of Total Grade
In-class 2 hour Test	October 11, starts at 9:05 am	30 %
Course Assignment	Due November 15, 4:45pm	45 %
In-class 2 hours Test	November 29, starts at 9:05 am	25%

## Course Grades

Course grades are calculated using a 100 point scale. This point scale is used in the tests, and the assignment. The weighted sum at the end of the course is then translate into the letter grade used by the University of Toronto as follows

90-100 = A+	77-79 = B+	67-69 = C+	57-59 = D+	
85-89 = A	73-76 = B	63-66 = C	53-56 = D	49 or below = F
80-84 = A-	70-72 = B-	60-62 = C-	50-52 = D-	

## Details on Test

The format of the **first test** will be announced in class October 04. The format of the **second test** will be announced in class by November 15. The tests are “closed book” and the use of notes or other “aids” are not permitted. Questions will be based on course material – this includes assigned reading material, and material covered in class lectures, films and discussions.

**NOTE:** The first test will cover all course material between September 06 and October 04, including required readings, class lectures, class discussion, and film clips or movies. The second test will cover all course material between October 18 and November 22, including readings, class lectures, class discussion, and film clips or movies.

Please be aware that university regulations stipulate that cell phones, pagers and other electronic devices must be put away, out of sight, during the tests. Bring a watch if you need to keep track of time (and of course, turn off or mute your cell!).

Please note that starting in 2011 the university banned electronic dictionaries from finals, permitting only hard copies. If you wish to use/bring a hard copy dictionary, you must schedule a “face-to-face” appointment with me at least one week prior to the test or exam to get permission to do so. You must bring the dictionary with you to that appointment. Students using Accessibility Services need to get a note from me, indicating permission for a hard copy dictionary to take to their test or exam place.

### **Returning Tests**

Your first test answers will be returned to you in class by November 01 at the latest. Your last day to drop this course is November 05. Your test #2 answers will be available for you to pick up from Professor Boyd at a specific day/date during the final exam period – this date will be announced by November 15.

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### **MISSED TESTS????**

**Late for a test? Don’t be!** Because the tests start at the beginning of the class, if you arrive late you must turn in your test at the same time as other students do (this means you will **not** get extra time to compensate for the late arrival). Please plan for your transportation to work that day, and set your alarm clock if required.

**Remarking a Test:** If you feel that your test answers were not properly evaluated you may request a remark. This request must be in writing and it must indicate where and why you think that a mistake was made. In other words, you cannot simply say that you want the entire test remarked – you must indicate where the problem(s) exists. If you are asking for remarking based on comparisons of your answer with those of one or more friends, you must also include that test(s) indicating the sections or questions that correspond to your requests (sticky notes are fine). This means you need permission of your friend and access to his/her test. Your written request for remarking and the relevant material for the first test must be submitted in person to Professor Boyd on or by November 15. For the second test, the written request must be submitted by December 20. Compared to the original mark, a new grade for any test can go up, remain the same or go down.

**Missed tests and/or course deadlines:** You must take the first and second test as scheduled and you must meet the assignment due-date of November 15. The only exceptions are when a student meets conditions that will be accepted by the University. You must take a make-up test or as soon as possible, usually within 6 days following the test date.

Please notify me **promptly** if you miss the test or assignment deadlines and provide documentation as soon as possible. I will not give make-up tests or provide extensions for the

assignment if the student informs me of her/his circumstance more than 3 days after the missed test or assignment due date or gives me the required medical documents or registrar's letter more than 6 days after the missed test or assignment due date.

If you miss a test without proper documentation, you will receive a grade of zero for the missed test. These grades of zero will be included in the calculation of your total grade.

### **Medical Issues**

For SOC342, please note that requests for **medically based exemptions** (illness or injury) for the tests and/or the assignment must be accompanied by a note from a physician or by a U. of T. student illness or injury form, signed in legible handwriting and completely filled out (if handwritten, A physicians's note must be entirely legible and while the note does not contain specifics on the illness, it must contain the start and estimated end time of the illness.; the student is responsible for making sure that this note can be read easily.

The illness or injury form is available from

<http://www.illnessverification.utoronto.ca/index.php> The completed form or doctor's note must be placed in a sealed envelope, addressed to Professor Boyd and submitted when you take the make-up test/exam or complete the assignment. Do not hand the form or note to the TA.

### **Personal Matters**

If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). The letter must be placed in a sealed envelope, addressed to Professor Boyd, and submitted when you take the make-up or turn in the assignment. As with illness or injury, you should notify Professor Boyd within 3 days of the missed test, or assignment date.

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## **COURSE ASSIGNMENT AND PENALTIES FOR MISSED DEADLINES**

### **Two copies are needed, one on Turnitin**

You are asked to complete an assignment that is handed out at the latest by October 04 and due on November 15. Please turn in the assignment **twice**. One is a hard copy, given to Professor Boyd at the end of class November 15, or turned in to her by 4:45pm that day (**note** this second option involves a long walk to 725 Spadina Avenue); the second copy to be turned in is an online copy, submitted by 11:59pm November 15 to Turnitin. Unless you have advance permission from Professor Boyd, assignments that lack a Turnitin copy will receive a grade of zero (0 points). Students are responsible for checking that the Turnitin assignment is a complete full copy. Turnitin papers that contain only partial text will be treated as incomplete papers. Students who submit a copy to Turnitin agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will

allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Go to <http://www.turnitin.com> to submit your assignment online. For access, enter the class ID and enrolment password (you will receive these when the assignment is given out).

Students who do not want to turn in a Turnitin copy must follow 3 procedures: a) notify Professor Boyd – at the latest - 96 hours in advance of the Turnitin deadline (that is by Monday 11:59pm November 12); b) email Professor Boyd an electronic version of your paper by midnight, November 15; and c) provide the following along with the assignment submitted in class or given to Professor Boyd by 4:45pm on November 15 – sufficient secondary material including reading notes, outlines of the paper, rough drafts of the final draft etc. This material is necessary in order to establish that the submitted paper is truly the student's own. Students also agree to meet with Professor Boyd, if requested, to review such material.

### **Other information about the assignment**

Please be aware that the assignments and activities in this course do **not** involve research using human subjects. Students do **not** have the discretion to alter or supplement the assignment with interviewing, human observation or conducting surveys. Any such alterations require approval from the instructor and from the ethics committee of the Department of Sociology.

If you plan to turn in the assignment **early**, please let me know a week before so that we can make arrangements for me to receive it. I cannot be responsible for assignments that are slid under my office door, or placed in the drop off box in Room 225 without my prior knowledge and consent (and it never is a good idea to slide papers under doors). The best is to turn in your hard copy at the end of class, November 15 (you will be asked to sign in) or bring it by Professor Boyd's office after class ends but before 4:45pm when doors can lock.

### **Writing Skills**

The assignment must be written in English. If you have difficulties in writing, please check [www.writing.utoronto.ca](http://www.writing.utoronto.ca). Also see these tips: <http://advice.writing.utoronto.ca/student-pdfs/> I encourage you to use the university's writing resources, which are described on their website.

See: <http://www.writing.utoronto.ca/writing-plus>

Also see: <http://www.writing.utoronto.ca/writing-centres/arts-and-science>

Make your appointments with these services well ahead of the assignment's due date as slots fill up quickly. And – of course – write the assignment ahead of schedule. All too often, students' papers are one or two drafts short of being really good when time expires. *One rewrite along with attentiveness to mis-spelling and bad grammar can often make the difference between "C" and "A" work.* And yes, **I do assign the F grade** (0 to 49 points out of 100) to badly written pieces. Since a grade of 20 or even 40 for the assignment can really influence the total course grade, it is best to allow time for writing and time for assistance if you are not a strong writer.

### **Penalties for Late Assignment**

Late assignments are permissible only if the reasons are those approved by the university exist, usually medical reasons accompanied by a legible physician's note, or signed medical form completely filled out or confirmation from your registrar that personal issues. Please re-read material on page 5 about exemptions from deadlines based on medical or personal matters.

If the assignment is late (hard copy is due at the end of class November 15 or by 4:45pm in the third year drop box Room 225): 7 points for each 24 hour period following the deadline will be deducted, with no prorating over the 24 hour period. For example if you receive a B on the assignment, equal to 75 points, but turn the assignment in 6 hours late, you will lose 7 points, or receive a grade of 68 which is a C+. If you turn in the assignment 2 days late you will lose 14 points, etc. Between 9am-4:45pm, late assignments can be put in the **second-year** drop-off box, Room 225, 725 Spadina Ave. Please remember to use the **time-date stamp machine** that is there (otherwise I will assume it was submitted just before I picked the assignment up from the drop off box). **You – and I - cannot access this drop-off box between 4:45pm to 9am on the weekend or holidays. Because 725 Spadina and Room 225 are locked up on the weekend, you will automatically incur an additional 2 day penalty if you cannot turn in your assignment by Friday 4:45pm.** Please plan ahead and don't be late!

### **Grading:**

Please carefully read (or have someone read) your paper for clarity of presentation, grammar mistakes, typing mistakes, and spelling. Spell-checker is great software, but it can insert the wrong word for a misspelled word; if you are in a hurry, it also is easy to select the wrong option for grammar. All this distorts the meaning of your writing, and if you don't bother to reread your paper, all these difficulties of presentation, grammar mistakes, typing mistakes, and spelling indicate a sloppy, poorly crafted report – one that a tired executive or CEO would use as a basis of firing you. How well a paper is written does influence the grade in most courses, including this one. **Ten (10) points will be deducted** from the assignment grade for papers that contain **four or more** mistakes (this includes grammar, typing and spelling mistakes).

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### **ACADEMIC INTEGRITY**

Academic offenses include plagiarism and re-submitting works submitted in other classes. Academic offenses will not be tolerated and students who commit academic offenses will face serious penalties. By enrolling in this course, students agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar.

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties.

You are expected to have read and be familiar with the "Code of Behaviour on Academic Matters" ([www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)) and Code of Student Conduct (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out

your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

### **Plagiarizing**

Keep in mind that **plagiarizing** carries severe penalties. If parts or all of the assignment are plagiarized, Professor Boyd is required to report this to the Department Chair and to Dean of Arts and Sciences. Penalties can be severe, including a grade of zero (0) for the assignment or for the course and a notice of plagiarism may be placed on your transcript. As a student in this course, you are expected to inform yourself on how **not** to plagiarize. Please see <http://onesearch.library.utoronto.ca/faq/how-do-i-avoid-plagiarism>.

Remember, that submitting someone else's work as your own constitutes plagiarism. Plagiarism includes unacknowledged text, using another person's paper, and/or purchasing a paper, even if you use only part of such material. Using substantial amounts of web-based text or extensive use of quotations also can constitute plagiarism.

Please also be aware that **turning in an old paper, or large parts thereof**, for credit in a **second (or third etc.)** course, is considered an academic offense that results in students being referred to the Office of Academic Integrity.

Information on issues of academic integrity can be found at [www.artsci.utoronto.ca/osai/students](http://www.artsci.utoronto.ca/osai/students) This website contains information for students about how to act with academic integrity, the Code of Behaviour on Academic Matters, and the processes by which allegations of academic misconduct are resolved.

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### **OTHER THINGS YOU NEED TO KNOW**

#### **Taping/Recording/Photographing Lectures etc.**

**Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act.** Students wishing to record one or more lectures or other course material in any way are **required** to ask the instructor's explicit permission, and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc. Keep in mind that any filming or photographing in class risks including your classmates and obtaining their permission also may be required.

If permission is given by Professor Boyd, such permission is only for that individual student's own study purposes and it does not include permission to "publish" them in any way. ***It is absolutely forbidden for a student to publish an instructor's notes, to place them on a website or sell them in other form without formal permission from the instructor (i.e. Professor Boyd).*** Facebook also is not an option. For those students who wish to discuss material with others, please use the class room hours and also chat options of *Quercus*.

### **Courtesy and being Professional**

Being in a classroom is no different than sitting in a workplace meeting. If you were in a business meeting related to your job, you (hopefully) would not whisper, talk to others, watch soccer games, text, do email or nosily exit the room while a presentation is given. If you do, you minimally risk getting bad reviews from a supervisor, will never be promoted and will possibly be fired by your boss because your behaviour was not professional. For similar reasons, you should not engage in such behaviours while attending U. of T. classes.

### **Quercus and the Course Website**

This website is open to students enrolled in the course. On it you will find the course Syllabus (this document); announcements as they are made; grades; and lecture relevant slides. The slides are usually posted late afternoon, the day before the lecture. These slides will outline the points to be covered in the lecture and present relevant material, keeping in mind that minor last minute changes can occur. The slides will be uploaded to the course website as a word document.

You will find it helpful to print the slides off, bring them to class, and add notes on things that come up in class. Alternatively, bring your laptop and take notes. Remember although the lecture material in the course is made available to you for academic purposes, it is copyrighted (see page 8).

Also keep in mind that the posted slides are not substitutes for doing the readings and they do not substitute for taking good notes. *Power point presentations function to anchor discussion of materials and to help organize main points in an area.* People who routinely miss classes and/or don't read sometimes think the slides will make up the knowledge gaps – but usually they are very disappointed by the strategy of relying only on slides.

To get access to the Quercus site: (1) get an UTORid if you do not already have one, (2) log on to <https://q.utoronto.ca>, and enter your UTORid if prompted. (3) Once you are logged in, select the tile that corresponds to your course in the **Dashboard** (*this assumes you are registered in the course*).

**IT IS YOUR RESPONSIBILITY TO CHECK FOR COURSE NEWS REGULARLY ON THE COURSE QUERCUS ACCOUNT.** Information relevant to the course content and to grades is posted there throughout the semester.

**IT IS YOUR RESPONSIBILITY TO CHECK YOUR UNIVERSITY OF TORONTO EMAIL REGULARLY AS IMPORTANT NOTICES ALSO MAY BE SENT FROM QUERCUS TO YOUR EMAIL ADDRESS.**

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### **OTHER COURSE RELATED ITEMS**

#### **Office hours and appointments**

I encourage you to come by my office to discuss matters of concern. If you cannot make it

during scheduled office hours, please let me know and we can make an appointment.

**E-mail office hours:** if you contact me via email, please be aware that I have “e-mail office hours”. Normally I will be answering course related emails only on Tuesday morning between 9AM-12noon. Special arrangements will be made for the 48 hours before the two tests.

**You are required to use your U. of T email address** for course related emails. The university tells faculty not to reply to emails that use Gmail, yahoo etc. or other web accounts. Please indicate the course number (SOC342) and a brief reason in the subject header. Again, just as you would/should not email or greet your workplace boss as “Hey Boss”, beginning with “Hi Prof” is not a good idea. Before emailing a routine question, please make sure the answer is not given in the syllabus.

**Readings and WEB based requirements:** There is **NO** course pack to be purchased. The assigned material is available electronically from the University of Toronto library on line services or from WEB addresses provided in the syllabus.

**Please note:** You must have a way of accessing the WEB and the U. of T. Library system as well as arrange for access to a printer should you decide to make a hard copy of required course materials. You do not need to be hard wired or have internet access from your PC to the U. of T. library, but you must be prepared to use the U. of T. system on site if you do not have access from your own PC. Likewise, I assume that everyone is e-mail capable and has access to a PC for writing the short assignment. Please see me immediately if you are not (within the first 3 weeks of class).

It is in your interests to obtain copies of all required readings **early** in the course. Saying you couldn't find assigned material electronically, that your friends and/or relatives were using the computer, that your PC had a virus or that the printer broke or ran out of ink, that you experienced internet connection difficulties, or any similar catastrophes will not be considered valid reasons for adjusting marks for the tests, or the assignment.

**COURSE READINGS**

(\* means the reading is **REQUIRED**; additional recommended readings are noted as **REC**. These provide additional information and perspectives in case you are interested in pursuing a topic further, but they will not be part of any test)

**THE ASSIGNMENT:**

The topic will be on gender violence, particularly as it relates to women migrants who are in flight. The specific details will be released by October 05 at the latest. In order to prepare for the assignment tasks and the related tutorials, you are asked to familiarize yourself with the following readings (note: additional readings may be assigned as part of the specific assignment):

\*Earl Babbie and Lance W. Roberts. 2018. *Fundamentals of Social Research*, Fourth Canadian Edition. Toronto: Nelson Education. ISBN-13: 978-0-17-657011-8. Be sure to read Chapter 1 (on general principles of inquiry), Chapter 3 (on ethical issues, and Chapter 11 (qualitative interviewing).

\*Birman, Dina. 2005. "Ethical Issues in Research with Immigrants and Refugees." *The Handbook of Ethical Research with Ethnocultural Populations and Communities*, Sage Publishing.

\*Jacobsen, Karen and Loren Landau. 2003. "The Dual Imperative in Refugee Research: Some Methodological and Ethical Considerations in Social Science Research on Forced Migration." *Disasters* 27(3): 185-206.

**REC** Yu, Elena and William Lieu. 1986. "Methodological problems and policy implications in Vietnamese refugee research." *International Migration Review*. 20(2): 483-502.

**SEPTEMBER 06: GENDERING MIGRATION**

\*Hudon, Tamara. 2015. *Immigrant Women*. Ottawa: Statistics Canada.  
<http://www.statcan.gc.ca/pub/89-503-x/2015001/article/14217-eng.pdf>. Pp. 3-9 .

\*Nawyn, Stephanie J., Anna Reosti and Linda Gjakaj. 2009. Gender in Motion: How Gender Precipitates International Migration. *Advances in Gender Research* 13:175-202. (note: access this as a journal, not as a book). **Read pp175-182 and pp. 186-190.**

\* United Nations Department of Economic and Social Affairs/Population Division  
International Migration Report 2017. Pp. 9-10.  
<http://www.un.org/en/development/desa/population/migration/publications/migrationreport/docs/MigrationReport2017.pdf>

\* Weeks, John R. 2012. Why Do People Migrate? Section, pp. 278-281, in Chapter 7.7, *Population (11<sup>th</sup> edition)*. Wadsworth: CenGage Learning.

**Film clips**

**REC** IOM. Women and Migration in One Minute.  
<https://www.youtube.com/watch?v=GZ6lZVJHXUk>

**REC** Radcliffe Institute (Harvard University). 2013. *The Gendering of International Migration*. <https://www.youtube.com/watch?v=9yUBsSeshMk>

**SEPTEMBER 13: CAUSES OF FEMALE MIGRATION - WOMEN IN FLIGHT**

\* Nawyn, Stephanie J., Anna Reosti and Linda Gjokaj. 2009. Gender in Motion: How Gender Precipitates International Migration. *Advances in Gender Research* 13:175-202.  
**Read “Gendered Violence” section, pp 190-195.**

\* Alsaba, Khuloud and Anuj Kapilashrami. 2016. Understanding Women’s Experience of Violence and the Political Economy of Gender in Conflict: the Case of Syria. *Reproductive Health Matters* 24(47): 5-17.

\* Freedman, Jane. 2016. Sexual and Gender-based Violence against Refugee Women: A hidden aspect of the refugee “crisis.” *Reproductive Health Matters* 24(47): 18-26.

**SEPTEMBER 20: SEEKING REFUGE - WOMEN IN FLIGHT**

\*Boyd, Monica. 1999. “Gender, Refugee Status and Permanent Settlement.” *Gender Issues* 17, no. 1 (Winter): 5-21 Also reprinted in Rita James Simon (ed.) 2001. *Immigrant Women* . NJ: Transaction Press. Pp. 103-124.

\*Immigration and Refugee Board. Guideline 4. WOMEN REFUGEE CLAIMANTS FEARING GENDER-RELATED PERSECUTION: Guidelines Issued by the Chairperson Pursuant to Section 65(3) of the Immigration Act (UPDATE) Read the Update section and Part A. **Stop at Part B** (Assessing the Feared Harm). Available from <https://irb-cisr.gc.ca/en/legal-policy/policies/Pages/GuideDir04.aspx>

**REC** Freedman, Jane. 2016. *Engendering Security at the Borders of Europe: Women Migrants and the Mediterranean 'Crisis'* *Journal of Refugee Studies* 29(4, Special Issue: SI):: 568-582.

**REC** Citizenship and Immigration Canada (Immigration, Refugees and Citizenship Canada) What Canada is doing - Syrian Refugees. Click on <http://www.cic.gc.ca/english/refugees/welcome/> What have you learned?

**SEPTEMBER 27: CAUSES OF FEMALE MIGRATION: INEQUALITY, DEVELOPMENT AND GLOBALIZATION**

\* **Reread section on “Global Labor Market” pp. 178-182** in Nawyn, Stephanie J., Anna Reosti and Linda Gjokaj. 2009. Gender in Motion: How Gender Precipitates International Migration. *Advances in Gender Research* 13:175-202.

\* Sassen, Saskia. 2002. Women's Burden: Counter-geographies of Globalization and the Feminization of Survival. *Nordic Journal of International Law* 71:255 - 274. Available on-line via electronic journal option, U. of T Library.

#### **OCTOBER 04: MODES OF ENTRY: TRAFFICKED WOMEN**

\*Hughes, Donna M. 2000. The "Natasha" Trade: The Transnational Shadow Market of Trafficking in Women. *Journal of International Affairs* 53(2): 625-651.

\* Malarek, Victor. Jan 18, 2004. The Sad Natashas; Gangs tap former Soviet Union for sex trade workers 'I can get 10 to 15 to 20 girls shipped to me in a week.' *Toronto Star*. Toronto, Ont.: pg. A.08.

\* Jones, Loring, David Engstrom, Patricia Hilliard et al. 2011. Human trafficking between Thailand and Japan: lessons in recruitment, transit and control. *International Journal of Social Welfare* 20(2):203-211.

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**OCTOBER 11 - IN-CLASS TEST: 2.0 hour – WORTH 35 POINTS OF TOTAL COURSE GRADE.** The test is in-class & closed-book (meaning that as you write the test, you CANNOT look at assigned readings, notes or other course relevant material).

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#### **OCTOBER 18: MARRIAGE AND FAMILY MIGRATION**

\* **Reread section on "Family and Care Work" pp. 182-186** in Nawyn, Stephanie J., Anna Reosti and Linda Gjokaj. 2009. Gender in Motion: How Gender Precipitates International Migration. *Advances in Gender Research* 13:175-202.

\*Hudon, Tamara. 2015. *Immigrant Women*. Ottawa: Statistics Canada. <http://www.statcan.gc.ca/pub/89-503-x/2015001/article/14217-eng.pdf>. Pp. 16-18 (stop at "High naturalization rate" section).

\* Bonjour, Saskia and Albert Kraler. 2014. Introduction: Family Migration as an Integration Issue? Policy Perspectives and Academic Insights. *Journal of Family Issues* 36(1): 1407-1432. **READ ONLY pp. 1409-1413.**

\* Merali, Noorfarah, Jasmine Bajwa and Taooz Yousaf. 2015. Partner Inequalities Related to Immigration Fraud in South Asian International Arranged Marriages. *Journal of International Migration and Integration* 16:1157-1175.

\* Citizenship and Immigration Canada (now IRCC). "Sponsor your spouse". Take a look

at the following web page: <http://www.cic.gc.ca/english/immigrate/sponsor/spouse-apply-who.asp> which provides details on who can, and who cannot sponsor a spouse. Then take a look at <http://www.cic.gc.ca/english/immigrate/sponsor/spouse-apply-how.asp>, paying attention to the header and information under “ Number 1 Get the application package” which outlines the sponsor’s responsibilities. Then take a look at the following forms: <http://www.cic.gc.ca/english/pdf/kits/forms/IMM5540E.pdf>

### **OCTOBER 25: VIOLENCE IN A NEW LAND**

\* Chaudhuri, Soma, Merry Morash, and Julie Yingling. 2014. Marriage Migration, Patriarchal Bargains, and Wife Abuse: A Study of South Asian Women. *Violence Against Women* 20(2): 141-161.

\* Wachholz, Sandra and Baukje Miedema. 2000. Risk, fear, harm: Immigrant women's perceptions of the "policing solution" to woman abuse. *Crime Law and Social Change* 34(3): 301-317

### **NOVEMBER 01: CARE GIVER MIGRATION**

\* Fudge, Judy. 2012. Global Care Chains: Transnational Migrant Care Workers 28 (1) *International Journal of Comparative Labour Law and Industrial Relations* 63-70.

\* Hochschild, Arlie. 2001. The Nanny Chain. *The American Prospect* December 21, 2001. Available from the journal or from : <http://prospect.org/article/nanny-chain>

\* Boyd, Monica. 2017. Assessing Canada’s Changing Policy for Migrant Caregivers. Pp. 167-189 in Sonya Michel and Ito Peng (eds). *Gender, Migration and the Work of Care: A Multi-Scalar Approach to the Pacific Rim*. NY: Palgrave.

\* Flor Contemplacion. See posted material on Quercus.

### **NOVEMBER 15: TEMPORARY, PRECARIOUS and DOWNWARD MOBILITY?; ASSIGNMENT DUE**

\* Hudon, Tamara. 2015. *Immigrant Women*. Ottawa: Statistics Canada. <http://www.statcan.gc.ca/pub/89-503-x/2015001/article/14217-eng.pdf> Pp.25-31.

\* Fudge, Judy. 2011. Precarious Migrant Status and Precarious Employment: The Paradox of International Rights for Migrant Workers. *Comparative Labor Law and Policy Journal* 34(1): 95- 132. **read only** pp.95 to 112 (stop at section b, page 112); **also read** pp. 128-132.

\* Tungohan, Ethel, Rupa Banerjee, Wayne Chu, Petronila Cleto, Conely de Leon, Mila Garcia, Philip Kelly, Marcho Luciano, Cynthia Palmaria and Christopher Sorio. 2015. After the Live-In Caregiver Program: Filipina Caregivers Experiences of Graduated and Uneven Citizenship. *Canadian Ethnic Studies* 47(1):87-105.

\* Premji, Stephanie, et. al . 2016. Precarious Work Experiences of Racialized Immigrant Women in Toronto: A community Based Study. *Just Labour* 22: 122- 143.  
<https://justlabour.journals.yorku.ca/index.php/justlabour/article/view/8/8>

**NOVEMBER 22: HIGH SKILLED RECRUITS OR MARGINALIZED WORKERS?**

\* **Reread section on “Global Labor Market” pp. 178-182** in Nawyn, Stephanie J., Anna Reosti and Linda Gjokaj. 2009. Gender in Motion: How Gender Precipitates International Migration. *Advances in Gender Research* 13:175-202.

\* Hudon, Tamara. 2015. *Immigrant Women*. Ottawa: Statistics Canada.  
<http://www.statcan.gc.ca/pub/89-503-x/2015001/article/14217-eng.pdf> Pp.25-31.

\* Creese, Gillian and Brandy Wiege. 2012. ‘Survival Employment’: Gender and Deskilling among African Immigrants in Canada. *International Migration* 50(5)56-76

\* Suto, Melinda. 2009. Compromised careers: The occupational transition of immigration and resettlement. *Work-A Journal of Prevention Assessment & Rehabilitation* 32(4): 417-429.

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**NOVEMBER 29 - IN-CLASS TEST: 2.0 hour – WORTH 25 POINTS OF TOTAL COURSE GRADE.** The test is in-class & closed-book (meaning that as you write the test, you CANNOT look at assigned readings, notes or other course relevant material).

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**The End**