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PSCI 330.R01: Women, Migration and Displacement

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Spring 2020: PSCI 330

Course Name: Women, Migration and Displacement

Prof. Susan F. Martin

Overview

This course examines the causes and consequences of international migration, focusing in particular on the impact on women and girls. Section 1 of the course identifies the various categories of international migration, discussing the similarities and differences between voluntary and forced migration. Also in Section 1, feminist theories and perspectives on international migration are discussed. Section 2 examines categories generally labelled as voluntary migration. It examines migration for employment as well as family reunification and formation as a policy issue and lived experienced. It focuses on the impact of migration on the women who migrate, women whose husbands have migrated, and the children of immigrants. Section 3 focuses on forced migrants, including refugees and internally displaced persons. It covers the history of the concept of 'refugee' and then traces the evolution of the international regime for protecting and assisting refugees and displaced persons. The course examines current examples of displacement in Africa, Latin America, the Middle East, Central and South Asia, and Europe. Throughout, students will explore these issues from the perspective of academics who study migration and women and girls who live it. The final section focuses on developments at the global level to improve responses to both forced and voluntary migration from a gendered lens.

All readings are available online unless otherwise indicated. All students are expected to be familiar with the major arguments made in all readings. You should reflect on the most important points raised in the readings and the significance of the readings for historical and contemporary migration trends and impacts.

The class is a hybrid between Zoom and online discussions. We will use the same Zoom link throughout the class (ID and Passcode below or use link on Moodle under Introduction):

Meeting ID: 962 3796 9887

Passcode: 718061

In general, students will be expected to read the assigned readings and then respond to questions through Moodle. In some cases, viewing an online or Zoom lecture may be included. During the online discussions, it is expected that each student will make an original comment and respond to the comments made by other students in order to stimulate dialogue. You will see that the online discussion constitutes 20% of the grade.

In addition, all students will participate in a Zoom discussion with staff of organizations working on refugee and migration issues in Missoula. Each student will write a 2-page memo on the major themes covered in the presentations and discussions during these discussions.

Each student will prepare two papers (6-8 pp double spaced on average, maximum of 10 pp). The topics are of your choice but should be pre-cleared by Prof. Martin by email or during office hours. The first paper should focus on labor, family or other voluntary forms of migration and the second on an issue related to forced migration and displacement. The topic should be focused and narrow enough to allow you to go into depth on the issue in a 6-8 pp paper.

Several extra credit assignments are available as well. These are 2-pp reviews of films that capture the experiences of refugees and migrants. They will count for an additional 3 points each.

Finally, there will be a take-home final exam for the course. This will be an essay exam in which you will have a choice of questions to which you will respond.

Course-Specific Learning Objectives

- To articulate and analyze the categories in which women migrants move internationally
- To articulate and assess the major premises underlying feminist theory on international migration
- To articulate and analyze the causes of voluntary and forced international migration, with a gendered lens
- To understand migration and displacement from the perspective of those who have been displaced themselves
- To assess the gender-specific needs of refugee and migrant women and girls with regard to SGBV, reproductive health, access to asylum, access to education and livelihoods and other similar issues.
- To identify effective practices aimed at empowering refugee and migrant women and girls to meet their needs and those of their families and communities.
- To articulate and analyze the reasons underlying the emergence of the current refugee and migration regimes (laws and institutions), with a gendered lens.

SECTION 1:

Jan 18 Welcome and Introductions (Zoom)

Please post a bio and photo on the Advanced Forum page in Moodle before class

Jan 20 Forms and Types of Migration (Zoom)

The Books of Genesis and Exodus in the Bible

Jorgen Carling (2002) "Migration in the age of involuntary immobility: Theoretical reflections and Cape Verdean experiences," *Journal of Ethnic and Migration Studies*, 28:1, 5-42

Jan 25-27 Feminist Theories of Migration

Group A to lead discussion

Rhacel Salazar Parreñas, *Inserting Feminism in Transnational Migration Studies* http://aa.ecn.cz/img_upload/6334c0c7298d6b396d213ccd19be5999/RParrenas_InsertingFeminismInTransnationalMigrationStudies.pdf

Pierrette Hondagneu-Sotelo. 2013. "[New Directions in Gender and Immigration Research](#)," Pp. 180-188 in Steven J. Gold and Stephanie Nawyn, editors, *The Routledge International Handbook of Migration Studies*.

Jennifer Hyndman, "Managing difference: Gender and culture in humanitarian emergencies" *Gender, Place and Culture* (Moodle)

SECTION 2:

Feb 1-3 Causes of International Migration

Group B

Douglas S. Massey et al. *Theories of International Migration*. Population and Development Review 1993

James Hollifield and Caroline Brettell, "The Politics of International Migration: 'How can we Bring the State Back In'?" in Caroline B. Brettell and James F. Hollifield, *Migration Theory: Talking Across Disciplines* (See Moodle)

[Maritsa Poros, Migrant Social Networks: Vehicles for Migration, Integration and Development, Migration Information Source](#)

Intergovernmental Panel on Climate Change (IPCC) on environmental mobility
https://www.ipcc.ch/site/assets/uploads/2018/02/WGIIAR5-Chap12_FINAL.pdf

Feb 8-10 The Migrant Woman Perspective
Group C

Shauna Singh Baldwin, English Lessons (see Moodle for link to interview)

Pauline Kaldas. Entrevista com Pauline Kaldas.
<http://periodicos.pucminas.br/index.php/scripta/article/view/15822/12412>

Interview with Imbolo Mbue (see Moodle for link to interview)

Reyna Grande, A Migrant's Story (see Moodle for link to interview)

Michelle Zauner. Crying in H Mart. <https://www.newyorker.com/culture/culture-desk/crying-in-h-mart>

Extra Credit: Write a book or film review of novel/film *The Namesake*. What does it tell you about migrants? Make sure you discuss it from a gendered and intergenerational perspective.

Feb 15-17 Impact of migration on women who migrate
Group D

Please Note: Feb 17 is a Zoom class. We will host a guest speaker: Katharine Donato, Georgetown University

Mirjana Morokvasic, Birds of Passage are also Women.... International Migration Review, Vol. 18, No. 4, Special Issue: Women in Migration (Winter, 1984), pp. 886-907

Katharine M. Donato and Donna Gabaccia, The Global Feminization of Migration: Past, Present, and Future, June 1, 2016.
<https://www.migrationpolicy.org/article/global-feminization-migration-past-present-and-future>

Anjali Fleury, Understanding Women and Migration: A Literature Review
KNOMAD, February 2016
<http://www.atina.org.rs/sites/default/files/KNOMAD%20Understaning%20Women%20and%20Migration.pdf>

Compass. [Access to Healthcare, Insurance Provision and Health Status of Sri Lankan Migrant Domestic Workers](#)

Patti Lenard, Restricting emigration for their protection? Exit controls and the protection of (women) migrant workers, *Migration Studies*, 20 November 2021

Olga Jubany and Rosa Lázaro Castellanos, The Gender and Racial Construction of the Working Class: Temporary Mobility of Mexican Women Workers to the US and Canada. *Gender Studies*

Feb 25-27 Impact of migration on women in source countries
Group E

Readings for Apr 6-10 plus

Peggy Levitt, "Social Remittances: Migration-driven, Local-Level Forms of Cultural Diffusion" *International Migration Review*. Vol. 32(124): Winter, 1999. Pp. 926-949 (Moodle)

Peggy Levitt and Deepak Lamba-Nieves. *Social Remittances Revisited* (Moodle)

Matz, Julia Anna; Mbaye, Linguère Mously, Working Paper: Migration and the autonomy of women left behind

WIDER Working Paper, No. 2017/64

<https://www.econstor.eu/bitstream/10419/163030/1/883191717.pdf>

Kalpna Kumari, K. M. Singh and Nasim Ahmad, Impact of Migration on Women Empowerment: A Situational Analysis of North Bihar

https://www.researchgate.net/profile/K-Singh-12/publication/357242257_Impact_of_Migration_on_Women_Empowerment_A_Situational_Analysis_of_North-Bihar/links/61c2f9fdc48a3d26b746feba/Impact-of-Migration-on-Women-Empowerment-A-Situational-Analysis-of-North-Bihar.pdf

Hein de Haas & Aleida van Rooij, Migration as Emancipation? The Impact of Internal and International Migration on the Position of Women Left Behind in Rural Morocco.

Mar 1-3 Impact of migration on children
Group A

Rasika Jayasuriya and Brian Opeskin, (2015) "The Migration of Women Domestic Workers from Sri Lanka: Protecting the Rights of Children Left Behind," *Cornell International Law Journal*: Vol. 48: No. 3, Article 3.

Available at: <https://scholarship.law.cornell.edu/cilj/vol48/iss3/3>

Francisca M. Antman, The Impact of Migration on Family Left Behind IZA DP No. 6374 February 2012
<https://www.econstor.eu/bitstream/10419/58799/1/715529595.pdf>

Cecilia Menjívar & Krista M. Perreira, Undocumented and unaccompanied: children of migration in the European Union and the United States
Available at:
<https://www.tandfonline.com/doi/pdf/10.1080/1369183X.2017.1404255?needAccess=true>

Extra credit: Write a book review of a novel written by an immigrant about life growing up in America. Alternatively, write a film review of *El Norte* from the perspective of the two young siblings from Central America who seek to enter the United States. Make sure you bring a gendered perspective to the review.

Mar 7 FIRST PAPER DUE

Mar 8-10 Causes of and State Responses to Refugee Flows
Group B to lead discussion

Myron Weiner, Bad Neighbors, Bad Neighborhoods: An Inquiry into the Causes of Refugee Flows, *International Security*, Volume 21, Number 1, Summer 1996, pp. 5-42

Aristide R. Zolberg, Astri Suhrke and Sergio Aguayo, International Factors in the Formation of Refugee Movements, *International Migration Review* Vol. 20, No. 2, pp. 151-169

Charles B. Keely, "How Nation-States Create and Respond to Refugee Flows" *International Migration Review*, Vol. 30, No. 4. (Winter, 1996), pp. 1046-1066

Sarah Kenyon Lischer (2007) 'Causes and Consequences of Conflict-Induced Displacement', *Civil Wars*, 9: 2, 142 — 155

Susan Martin and Lisa Singh,

Karen Jacobsen, Factors Influencing the Policy Responses of Host Governments to Mass Refugee Influxes, *International Migration Review* Fall 1996, Vol. 30, No. 3, pp. 655-678 (See Moodle)

Mar 15-17 Emergence of an International Refugee Regime
Group C to lead discussion

UNHCR, *The State of the World's Refugees: Fifty Years of Humanitarian Action*, Introduction and Chapter 1-5 <http://www.unhcr.org/4a4c754a9.html>

Susan F. Martin, Gender and the Evolving Refugee Regime. *Refugee Survey Quarterly*, Vol. 29, No. 2

UN Convention Relating to the Status of Refugees

Available at:

<https://www.ohchr.org/en/professionalinterest/pages/statusofrefugees.aspx>

Recommended:

Susan Martin, *International Migration: Evolving Patterns Since the Early Twentieth Century*, chapters 1 and 2

Extra Credit: Review the film *Casablanca* as a refugee story. Discuss the reading/film from a gendered perspective. The review should be no more than 2 pages single-spaced.

Mar 22-24 Spring Break

Mar 29-31 Perspectives from refugee women
Group D to lead discussion

Hannah Arendt, "We Refugees"

Readings from Viet Thanh Nguyen, *The Displaced: Refugee Writers on Refugee Lives* (see Moodle for specific articles)

Dina Nayeri, The Ungrateful Refugee

<https://www.theguardian.com/world/2017/apr/04/dina-nayeri-ungrateful-refugee>

Video on refugee voices (Moodle)

Ap 5-7 Legal Protection of Refugee Women and Girls

Group E to lead discussion

Please not that April 7 is a Zoom class. We will be joined by Karen Musalo, the founder and director of the Center for Gender and Refugee Studies at the University of California Hastings School of Law

Maria Clare, Simon Goodman, Helen Liebling, Hannah Laing" You Keep Yourself Strong": A Discourse Analysis of African Women Asylum Seekers' Talk about Emotions in *Journal of International Women's Studies*, Volume 15 | Issue 1 2014 (See Moodle)

Lauren Gilbert, Gender-Based Asylum. *Encyclopedia of Latinos & Latinas in Contemporary Politics, Law, & Social Movements* (2015)
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2007272

[Stephen Legomsky and Karen Musalo. “Asylum and the Three Little Words that Can Spell Life or Death” https://www.justsecurity.org/76671/asylum-and-the-three-little-words-that-can-spell-life-or-death/](https://www.justsecurity.org/76671/asylum-and-the-three-little-words-that-can-spell-life-or-death/)

Watch **Soledad**, which tells the story of a young woman from Central America who was imprisoned in the Eloy Detention Facility when she sought asylum in the United States in 2017. It is available through the Mansfield Library.

Apr 12-14 Resilience and empowerment of refugee and displaced women

Group A

Please Note: April 14 is a Zoom class. We will have a guest speaker: Elizabeth Ferris, Georgetown University

Ulrike Krause, Analysis of empowerment of refugee women in camps and settlements,” *Journal of Internal Displacement* Volume 4 Number 1

Elisabeth Olivius, Displacing Equality? Women’s Participation and Humanitarian Aid Effectiveness in Refugee Camps, *Refugee Survey Quarterly*, Volume 33, Issue 3, 1 September 2014, Pages 93–117 (See Moodle)

"We Need to Write Our Own Names”: Gender Equality and Women’s Empowerment in the Rohingya Humanitarian Response in Cox’s Bazar: Gender Operational Review Report September 2019

Rachael D. Goodman, Colleen K. Vesely, Bethany Letiecq, and Carol L. Cleaveland, Trauma and Resilience Among Refugee and Undocumented Immigrant Women (see Moodle)

Apr 19-21 Sexual and Gender Based Violence against refugees and displaced persons

Group B

Ulrike Krause, A Continuum of Violence? Linking Sexual and Gender-based Violence during Conflict, Flight, and Encampment, *Refugee Survey Quarterly*, Volume 34, Issue 4, 1 December 2015, Pages 1–19 (See Moodle)

Alexander Vu, et al., The Prevalence of Sexual Violence among Female Refugees in Complex Humanitarian Emergencies: A Systematic Review and Meta-analysis
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4012695/>

UNHCR, Sexual and Gender-Based Violence against Refugees, Returnees and Internally Displaced Persons: Guidelines on Prevention and Response, Chapter 1 plus any other sections that interest you.

<http://www.unhcr.org/en-us/protection/women/3f696bcc4/sexual-gender-based-violence-against-refugees-returnees-internally-displaced.html>

Chris Dolan, “Letting go of the gender binary: Charting new pathways for humanitarian interventions on gender-based violence, Review of the Red Cross <https://international-review.icrc.org/sites/default/files/irrc-894-dolan.pdf>

Apr 26

Education and Livelihoods

UNICEF, Reimagining Girls’ Education: Solutions to Keep Girls Learning in Emergencies <https://www.unicef.org/media/94201/file/Reimagining%20Girls%20Education%20Solutions%20to%20Keep%20Girls%20Learning%20in%20Emergencies%20.pdf> (Links to an external site.)

Silvia Guglielmi, Nicola Jones, Jennifer Muz, Sarah Baird, Khadija Mitu and Muhammad Ala Uddin, “I don’t have any aspiration because I couldn’t study’: Exploring the educational barriers facing adolescents in Cox’s Bazar” https://www.researchgate.net/profile/Nicola-Jones-16/publication/344509621_'I_don't_have_any_aspiration_because_I_couldn't_study'_exploring_the_educational_barriers_facing_adolescents_in_Cox's_Bazar/links/5f7d73df92851c14bcb383db/I-dont-have-any-aspiration-because-I-couldnt-study-exploring-the-educational-barriers-facing-adolescents-in-Coxs-Bazar.pdf

Lacey Andrews Gale, [Livelihoods in the Region: Sustaining Relationships Across Borders: Gendered Livelihoods and Mobility among Sierra Leonean Refugees](#), Refugee Survey Quarterly, Volume 25, Issue 2, 1 January 2006, Pages 69–80 (Canvas)

Women’s Refugee Commission, A Double-edged Sword: Livelihoods in Emergencies Guidance and Tools for Improved Programming <https://www.womensrefugeecommission.org/wp-content/uploads/2020/04/Livelihoods-Double-edged-Sword-2014-Report.pdf>

Apr 28

SECOND PAPER DUE

May 3-5

Refugees in Missoula

Please note: May 3 is a Zoom class. We will have guest speakers from the International Rescue Committee and Soft Landing

Read about immigrants in Missoula (http://www.newamericaneconomy.org/wp-content/uploads/2018/07/G4G_Missoula.pdf)

<https://www.nytimes.com/2019/10/30/us/politics/trump-refugees-montana.html>

https://missoulian.com/news/local/missoula-digs-in-for-refugee-cutbacks/article_3927e97c-83bb-5fda-8a18-4c1ba914cac7.html

https://missoulian.com/news/local/you-pray-you-pray-trump-refugee-cap-places-strain-on/article_e87c3603-9b6d-5719-8e90-328da052899c.html

Attend Zoom session with Professor Martin and speakers. Come with comments and questions.

TAKE HOME EXAM DUE

Course Requirements:

Paper (6-8 pages):	(30% of grade)
Paper (6-8 pages):	(30% of grade)
Class/Online Participation	(20% of grade)
Final Exam	(20% of grade)
Extra Credit Assignments (optional)	3 points each

Office Hours and Contact Information

Professor Martin

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