

**BODIES ACROSS BORDERS: GLOBAL MIGRATION IN HISTORICAL
PERSPECTIVE**

ECTS credits: 4

Department of Gender Studies, CEU Vienna Campus

No prerequisites are required for the course.

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Course Description

This 2-credit course will explore and seek to understand how the long durèe of neoliberal development and worsening global inequalities are connected to structurally determined constructions, as well as the material and lived realities of gendered bodies 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 can 'belong' as a citizen. The course explores the role of memory – and in particular the idea of collective memory - in the development of the nation-state, in addition to how the intersections of memory and migration can offer useful tools for exploring 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 migrant legality, and the migrant body. The goal of the course is to expose how today's gendered discourses of illegality and borders, respectively, 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 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. The course is designed for students working on topics that relate broadly to migration and migrations, and the assessment of the course is heavily weighted towards helping students to get a head start on writing a thesis chapter. As such, the assessment is oriented towards learning how to collect and organize large volumes of material (annotated bibliography) around a topic that explores gender within the context of migration, and producing a thesis-chapter length final paper for the course.

Learning Outcomes

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

Understand how gendered experiences and interpretations of migration, both in the past and in the present, shape the ways we conceptualize the “new refugee crisis”.

Identify how interdisciplinary qualitative work adds depth and context to a quantitative and numbers-based approach to global migrations 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.

Course Assessment

Active Class Participation 25%

Paper Proposal and Annotated Bibliography 25%

Final Paper 50%

Course Assignments and Requirements

Active Class Participation (25%)

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.

Paper Proposal and Bibliography (25%)

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.

The proposal should include a short annotated bibliography of no less than six sources you will use in your paper. Details for how to compose this kind of bibliography will be available online. In addition, we will use all of the class readings by week to explore how authors connect to genealogies of knowledge and position their work within the context of ongoing and intersecting discussions within pertinent fields of study.

Final Paper (Historiographical Literature Review) (50%)

The final paper you will write in the course is a historiography on a topic of your choice. Rather than ask you to write a more expected research paper for the course, a historiographical inquiry is designed to help you think about how your topic has been debated over time by academics. In particular, the purpose of this form of essay is so that you may begin to compile your literature

review for the thesis research. Part of the challenge of our programme is finding the time to adequately develop each part of your thesis in advance of the last semester, which is when most students in either first or second year programmes will start writing. Therefore, I would like to challenge you to get a head start on understanding the academic discourses that pertain to your particular research topic. This may seem daunting at this point in the programme, but I strongly believe that you should embark on your fieldwork and analysis after you have an adequate understanding of the relevant literature, and this paper offers you a chance to develop a sense of how you will engage the ongoing discourse. A historiographical paper not only engages in a review of the literature, but it goes deeper to explore how and why debates on your topic of choice have evolved over time. For those of you who have a background in historical research, you may already be familiar with the format and purpose of this kind of paper. For those of you who are not familiar – do not panic, we will discuss this format throughout the course, and I will provide specific guidelines as well as examples on our course website.

Writing Guidelines

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

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

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

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

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.

***Course topics and readings are subject to change by the instructor.**

TOPIC I: HISTORICIZING THE STUDY OF MIGRATION

Week 1: Memory, Migration and History

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: Methodological Nationalism and

Guest speaker (online discussion): Dr. S. Deborah Kang

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.

Week 3: “Coming and Going”: Legitimizing Movement Across Borders

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

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).

TOPIC II: DISPLACEMENT, THE REFUGEE REGIME AND ILLEGALITY ACROSS BORDERS

Week 4: Reconceptualizing "Refuge" and the "Refugee"

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.

Optional:

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: Decolonizing Imperial Geographies

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.

Week 6: 'Illegality' and Identity Politics

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.

Week 7: Borderlands of Existence

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.

TOPIC III: 'QUEERING' THE MIGRANT BODY

Week 8: Temporality and Citizenship

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.

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.

Optional text (available on Moodle)

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.

Week 9: 'Queer' Migration and Asylum

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.

Optional text (available on Moodle)

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

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 IV: MEMORY AND MOBILITY

Week 11: Migrant Memories and Transnational Identity

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: Conclusion: Invisible and 'Missing' Migrants

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

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.

Bibliographic Resources for the Historiographical Literature Review Paper

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

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)

- 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