SOCY 3046 SPRING 2018

TOPICS IN SEX & GENDER: GENDER, SEXUALITY, & MIGRATION

Instructor: Matthew Brown

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Office Hours: Tuesday & Thursday 9:30 – 11 a.m.

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You are responsible for everything in the registration handbook, this syllabus, recitation syllabus, the text, and material covered in lecture and recitation.

# course Description

This course investigates international migration through the lens of gender and sexuality using post-colonial feminist frameworks to critically engage with contemporary Western feminist notions of migration and women’s labor. Post-colonial ideologies explore the influence of imperial expansion on “native” peoples’ experiences and constructions of identity, nation, and agency. Also, post-colonial feminism explores the use of Western feminism to construct and understand Third World women’s use of migration. Feminist ideologies explore the experiences of women and girls within a patriarchal system that is dominated by the hegemonic masculine perspective. Theorists using these ideologies argue that social structural ideologies (globally and locally) based on hierarchal systems of domination subjugate and dominate people’s lived experiences of migration. The later part of this course will focus on women’s international migration for sex work.

**UNIVERSITY POLICIES**

# Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students) (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) under the Students tab on the Disability Services website and discuss your needs with your professor.

# Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, {{*insert your procedures here*}}

See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.

# Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/).

# Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student.  CU’s Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder’s Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](http://www.colorado.edu/institutionalequity/).

# Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](http://www.colorado.edu/policies/academic-integrity-policy). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](http://www.colorado.edu/honorcode/).

**CLASS PARTICIPATION**

Your participation in class discussion is required. You might want to think of this class as a directed reading group. You will be required to ask questions, present your synthesis of the material, and contribute your analysis of colleagues’ questions. If a new research or news article, television show, or documentary is interesting to the class, I do not mind exploring it further. Therefore, while this syllabus provides a structured schedule, it is flexible.

In this class, we will read very complicated and challenging research and opinions. Many of the researchers’ arguments and findings will make us uncomfortable; therefore, some argument among ourselves will be tolerated. However, w*e critique ideas not people.* No one should be made to feel as if they are being attacked personally for something they express in class.

You respect other students by listening attentively when they are speaking, not rudely interrupting anyone speaking and by not making hurtful insults and/or comments that may silence other people in the class by declaring whole groups of people wrong/criminal/sinful/sick because of ethnicity, religion, politics, gender, ability, age, appearance, consensual sexual choices or decisions about when, why, what, where and with whom to or not to engage in sexual activities. We will be discussing how those attitudes and the enforcement of those opinions have operated to deny some people opportunities and resources that most of us expect and demand. You are encouraged to say whatever there is for you to say, being responsible for the effect your words will have on others. As a theme (discursive construction) in this class we will also be discussing how words are social actions themselves with the power to enforce power relations and are reflective of existing power and privilege inequities.

Rules of the Game

* Please arrive in the classroom and be prepared to begin on time. Please stay for the entire class period.
* Please turn off any personal electronic devices. If you have a childcare or emergency situation, please let me know and switch your PED to vibrate.
* Please participate in the main conversation by being attentive and abstaining from texting, emailing, watching movies, television shows, posted clips, and reading other materials.
* Turn in assignments on time. All work is due in class on the scheduled day.
* Adhere to university policies regarding academic honesty and failure to comply will result in a zero for the assignment, failing this class, and possibly expulsion from the university.
* The CULearn page for this class is an official forum for posting updates and presentation information, so please check it regularly during the semester.
* If you have any suggestions or feedback regarding or some aspect of the course requirements or material is not clear, let me know.

**Course Texts**

Agustίn, Laura Marìa. 2007. *sex at the margins: Migration, Labour Markets and the Rescue Industry*. London: Zed Books.

Kempadoo, Kamala, Jyoti Sanghera, and Bandama Pattanaik. 2012. *Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work, and Human Rights.* 2nd ed. Boulder, CO: Paradigm Publishers.

Other readings available on CULearn. These readings will be announced in class and titled by author’s last name.

**Evaluation Components**

 Two Essays (25 points each) 50

Weekly writings (2 points each) 30

 Small Group Presentations (10 points each) 20 Total course points 100

**TENTATIVE COURSE SCHEDULE**

T 1/16 Topic: Course Overview

Th 1/18 Topic: Gender, Sexuality, & Immigration

T 1/23 Topic Gender, Sexuality, & Immigration

 Assign small groups

Th 1/25 View:  *The Day My God Died*

T 1/30 View:  *The Day My God Died*

Th 2/1 Topic: Problematizing the Terms

 Reading: Kempadoo Intro

T 2/6 Topic: Problematizing the Terms

 Reading: Read: Kempadoo ch. 1 and Agustίn ch. 1

Th 2/8 Topic: Problematizing the Terms

**Guest speaker: Mary Durant**

T 2/13 Topic: Problematizing the Terms

Th 2/15 Topic: Problematizing the Terms

PART TWO: THE AMERICAN BORDER

T 2/20 Topic: Gender, Sexuality, & the U.S. Border

Reading: Luibhéid Introduction & ch. 1

Th 2/22 Topic: Race, Gender, Sexuality, & Moral Slippage

Read: Luibhéid ch. 2

T 2/27 Topic: Constructing Families, U.S. Sovereignty

 Read: Luibhéid ch. 3

Th 3/1 Topic: Constructing Families, U.S. Sovereignty

T 3/6 Topic: LGBT Asylum in the U.S.

 Reading: Luibhéid ch. 4

Th 3/8 View: Crossing Over

 **Assign: Essay One**

T 3/13 **Presentations**

Th 3/15 **Presentations**

**Due: Essay One**

T 3/20 Topic: Sex, Travel, & Tourism

 Read: Cantú ch. 5 & Pruitt and LaFont

Th 3/22 Topic: Sex, Travel, & Tourism

 Read: Cantú ch. 5 & Pruitt and LaFont

T 3/27 SPRING BREAK

Th 3/29 SPRING BREAK

PART THREE: “SEX TRAFFICKING”

T 4/3 Topic: Motivations to Travel

Reading: Agustίn ch. 2 and Kempadoo ch. 12

Th 4/5 Topic: Motivations to Travel

Reading: Agustίn ch. 2

T 4/10 Topic: Service Work

 Reading: Agustίn ch. 3

Th 4/12 Topic: Sex Work and the Problem of the Prostitute

Reading: Agustίn ch. 4

View: *Born Into Brothels*

T 4/17 Topic: Sex Work and the Problem of the Prostitute

 Reading: Kempadoo ch. 6 & 7

 View: *Tales of the Night Fairies*

Th 4/19 Topic: Sex Work and the Problem of the Prostitute

 Reading: Kempadoo ch. 7 & 8

T 4/24 Topic: Prevention & Rescue Industry

 Reading: Kempadoo ch. 4

 **Assign: Essay Two**

Th 4/26 Topic: Prevention & Rescue Industry

Reading: Agustίn ch. 6 & 7 and Kempadoo ch. 14

T 5/1 Topic: Prevention & Rescue Industry

Th 5/3 **Chalk Presentations**

Our final presentations are Tuesday, May 8, at 7:30 – 10 p.m.