

Course Information

Intersectional Migration Studies: Bodies, Genders,
Sexualities, 7,5 credits
Course Code: 742A21, 742A37
Spring 2020

2019-12-01 Preliminary version

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AIM OF THE COURSE

After completion of the course the student shall, at an advanced level, be able to:

- account for and critically reflect on the concept of intersectionality
- demonstrate and critically reflect on the concepts of gender, sexuality and the body in relation to migration studies
- analyse a relevant topic within the field from an intersectional perspective

CONTENTS

The course provides both overviews and in-depth theoretical knowledge in the field of intersectional migration studies, with a particular emphasis on postcolonial feminist studies, intersectional queer theory and sociocultural perspectives on bodies and embodiment. The course surveys different themes where students read key readings in the field, and, through different exercises, learn to identify and analyse intersections of different social categories. A particular focus will be to investigate how gender, sexuality and the body intersect with the concepts of migration, ethnicity, race, culture and nation.

TEACHING

The course offers a combination of teaching methods including lectures, seminars, group and individual assignments. See LISAM for more specific instructions. The course ends with an individual paper examination.

Students are expected to be well prepared for each class, and attendance is firmly expected. Students should also pay attention to possible assignments that are to be completed prior to attending a seminar or workshop. Required readings are mandatory and should be read prior to class. Suggested readings can be used as complementary course literature, and for specific assignments and examination. Language of instruction is English.

Attendance

As at other institutions of higher education, the culture of learning at Linköping University builds entirely on the voluntary participation of the students in all scheduled events. Attendance at all scheduled master's seminars, lectures, tutorials and group work is therefore firmly expected. The quality of the program inevitably suffers if student participation is failing. Students who due to illness or other personal or private circumstances are prevented from attending class are asked to **notify the course director well in advance**. This will enable teachers to tailor lectures and seminar discussion seminar to the size of the class on each occasion.

Students are welcome and encouraged to attend open events in the REMESO research community, such as the REMESO seminars, PhD defenses and seminars, guest lectures and open workshops. They are also kindly asked to show courtesy in case seating at such events is limited. See <https://liu.se/en/organisation/liu/isv/remeso> for upcoming events.

Course evaluation

At the end of the course, students participate in course evaluations. The evaluation is anonymous and made by filling out a questionnaire generated by the university's course evaluation system, called Evaluate. Links to this questionnaire is sent to each student's e-mail account after examination on the course.

OVERVIEW OF THE COURSE

<i>Week</i>	<i>Moment, literature, tasks</i>
39	<p><u>Monday 20/1</u></p> <p>Course Introduction: Intersectional Migration Studies Lecturer: Anna Bredström</p> <p><i>Required readings:</i> Bastia (2014); Lutz (2010); Manalansan (2006); Crenshaw (1991)</p> <p><i>Suggested readings:</i> Collins (1998); McCall (2005); Silvey (2004)</p> <p><u>Tuesday 21/1</u></p> <p>Lecture: Black and Postcolonial Feminism Lecturer: Anna Bredström</p> <p><i>Required readings:</i> Bose (2005); Carby (1982); Lewis and Mills (2003)</p> <p><i>Suggested readings:</i> Ahmed (2011); Combahee River Collective (1977); Mohanty (2003); Truth (1851)</p> <p><u>Thursday 23/1</u></p> <p>Literature Seminar: Black and Postcolonial Feminism Seminar Leaders: Anna Bredström and Olav Nygård</p> <p><i>Required readings:</i> Collins (2000); Lorde (2007); Mohanty (1984); Mulinari (2007)</p>

<p>5</p>	<p><u>Monday 27/1</u></p> <p>Lecture: Gender and Nationalism Lecturer: Karin Krifors</p> <p><i>Required readings:</i> Tinsman (2008); Scott (1988, pp. 15-50); Yuval-Davis (1997, pp. 26–38)</p> <p><u>Wednesday 29/1</u></p> <p>Submission – abstract, examination assignment</p> <p><u>Thursday 30/1</u></p> <p>Literature Seminar: Gender and Nation Seminar Leader: Karin Krifors</p> <p><i>Required readings:</i> Abdou (2017); Farris (2012); McClintock (1995, pp. 352–389); Wong (2004)</p>
<p>6</p>	<p><u>Monday 3/2</u> Tutorials – Examination assignment Seminar leader: Olav Nygård</p> <p><u>Tuesday 4/2</u> Lecture: Theorizing Class in Intersectionality Research Lecturer: Olav Nygård</p> <p><i>Required readings:</i> Gimenez (2001); Weiss (2005); Wright (2009)</p> <p><u>Thursday 6/2</u></p> <p>Seminar: Class in Intersectional Migration Studies Seminar leader: Olav Nygård</p> <p><i>Required readings:</i> Van Hear (2014); and according to theme: <i>Wealth</i> – Brown (2011); Dooling (2005). <i>Citizenship</i> – Chan (2010); Lan (2011). <i>Education</i> – Lee & Zhou (2017); Strand (2014) <i>Gender</i> – McKay (2007); Parrenas (2000)</p>
<p>7</p>	<p><u>Tuesday 11/2</u></p> <p>Morning: Seminar: Queer Migration and Intersectional Perspectives on Sexuality</p>

	<p><i>Seminar leader: Anna Bredström</i></p> <p><i>Required readings:</i> Butler (2008); Chávez (2010); Hossain (2017); Luibhéid (2004); Puar (2013)</p> <p><i>Suggested readings:</i> Ahlstedt (2016); Lewis (2014); Lugones (2007); Vogel (2009)</p> <p><u>Thursday 13/2</u></p> <p>Morning: Workshop, Part I.</p> <p>Afternoon: Workshop, Part II Workshop Leader: Olav Nygård <i>For further instructions on how to prepare for the workshop, see LISAM.</i></p>
8	<p>Examination week</p> <p>Friday 21/2 – Deadline, Individual paper</p>

BIBLIOGRAPHY

Required readings:

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- Bose, B. (2005). Postcolonial feminisms: Nation, gender and sexualities in India. *Feminist Theory*, 1: 87–97.
- Brown, T. (2011). The Intersection and Accumulation of Racial and Gender Inequality: Black Women’s Wealth Trajectories. *The Review of Black Political Economy*, 39(2): 239–258.
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- Chan, K. W. (2010). The Global Financial Crisis and Migrant Workers in China: ‘There is No Future as a Labourer; Returning to the Village has No Meaning’. *International Journal of Urban and Regional Research*, 34(3): 659–677.
- Chávez, K. (2010). Border (In)Securities: Normative and Differential Belonging in LGBTQ and Immigrant Rights Discourse. *Communication & Critical/Cultural Studies*, 7(2): 136–155.
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- Luibhéid, E. (2004). Heteronormativity and Immigration Scholarship: A Call for Change. *GLQ: A Journal of Lesbian and Gay Studies*, 10(2): 227–235.
- Lutz, H. (2010). Gender in the Migratory Process. *Journal of Ethnic and Migration Studies*, 36(10): 1647–1663.
- Manalansan, M. (2006). Queer Intersections: Sexuality and Gender in Migration Studies. *International Migration Review*, 40(1): 224–49.
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- Strand, S. (2014). Ethnicity, gender, social class and achievement gaps at age 16: intersectionality and 'getting it' for the white working class. *Research Papers in Education*, 29(2): 131–171.
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- Yuval-Davis (1997). *Gender & Nation*. London: SAGE, Chapter 2: Theorizing Gender and Nation, pp. 26–38. (Available at LISAM).

Suggested readings:

- Ahlstedt, S. (2016). *The Feeling of Migration: Narratives of Queer Intimacies and Partner Migration*. Linköping: Linköping University.
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SCHEDULE

See time-edit

TEACHERS

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EXAMINATION

Grading Criteria

In grading the examinations, the programme uses the Erasmus Credit Transfer System, or ECTS. It contains the following grades: A (excellent), B (very good), C (good), D (satisfactory), E (sufficient), FX (fail – some more work required) and F (fail).

Written papers are graded by assessing the quality of the paper in three separate respects.

1) *Language, organisation and formalia*. Teachers look at the treatment of (the English) language and the general ability of the student to make clear and intelligible formulations. We look at the general structure and disposition of the paper. We inquire whether the fundamental questions are formulated clearly, whether there is a correspondence between the purpose, contents and conclusions of the paper, or, in case of a less academic and more essayistic approach, whether the form is adequate to the content and message. Whenever relevant to the assignment, this also includes traditional formalia respects (e.g. how references, footnotes, literature are handled).

2) *Knowledge and understanding*. Teachers assess whether the student shows real insight into the problem chosen. Has she/he understood relevant theories and concepts? Does the paper show that the student is familiar with the relevant literature? We ask questions about correctness (or appropriateness) of terminology and the relevance and correctness of facts, presentations of theories and theses described in the paper. We look at the argumentation. Is anything important missing?

3) *Creativity and critical approach*. Teachers assess the originality and independence reflected in the student's discussion, argumentation and conclusion. Does the student approach the subject matter, methodology and theory in a critical manner? Are there things that are really the student's own inventions? A new original argument? An innovative conclusion? Or a new distinction (which really can be an important thing) or a new theoretical approach?

In each respect, a student can fulfil these criteria (i) *with distinction*, (ii) *satisfactorily*, or (iii) *insufficiently*.

After assessing the examination paper as fulfilling (i) with distinction, (ii) satisfactorily, or (iii) insufficiently the criteria for each of the three respects (1. Language, organisation and formalia; 2. Knowledge and understanding; 3. Creativity and critical approach), the examiner grades the paper in correspondence with the ECTS grading scale, as follows:

A = With distinction in all three respects

B = With distinction in two respects and satisfactory in the third

C = With distinction in one respect and satisfactory in the other two.

D = Satisfactory in all three respects.

E = Satisfactory in “Language, organisation and formalia” as well as “Knowledge and understanding”) but insufficient in “Creativity and critical approach”.

FX = Insufficient in either “Language, organisation and formalia” or “Knowledge and understanding”.

F = Insufficient in both “Language, organisation and formalia” and “Knowledge and understanding”.

EXAMINATION CODE: EXAM 7,5 hp ECTS grading scale A-F

PLAGIARISM

Academic research and studies are based on respect for the work of others. Thus, plagiarism is a serious offense against good academic practice. All written examinations and papers handed in by students in the programme are submitted to *Urkund*, which is a plagiarism-checking tool for teachers. Submitted texts are here checked against a very large database of material taken from the internet, published material and student material. A teacher who detects or strongly suspects plagiarism or other serious breaches of academic discipline is obligated to immediately report the student to The Disciplinary Board at Linköping University. If the Board finds that plagiarism or other violations have occurred, the student may be suspended from studies. For further information on plagiarism and good academic practice, please consult the University Library's webpage *NoPlagiat*: <http://noplaiat.bibl.liu.se/default.en.asp>.