



**FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE**

Proposal for a New Course

DO NOT TYPE IN THIS BOX

Bulletin # : _____

Academic Year : _____

1. **School/College** International & Public Affairs

Div./Dept. in Which Taught Politics and International Relations

2. INR 4 C 3
 Alpha 1st Last 3 "C"-lec-lab Cr. Hrs.
 Prefix Digit Digits "L"-Lab

CIP Code (Leave this blank): _____

3. **Grading Method (select one):** Graded Pass/Fail

4a. **Course Title** Gender and Migration

b. **Abbreviated course Title (for computer class schedules, transcripts)**

Gender and Migration

LIMITED TO 25 Characters (including spaces)

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics (not to exceed 200 characters including spaces)**

College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

This course examines how women and gendered minorities experience migration across the globe, focusing on migrant agency and the intersection between gender and other dimensions of inequality.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**

8. **Prerequisite(s):** _____

9. **Corequisite(s):** _____

10. **Objective(s) of Course:**

Students will assess how gender and other dimensions of inequality impact migration, historicize human agency, analyze migrants' experiences and develop critical knowledge of policy practices.

11. **Does this course duplicate/overlap other courses at FIU?** No Yes

If yes, please explain: To be cross-listed as WST 4XXX

12. **What other closely related department(s) have been consulted about this course?**

Center for Women's and Gender Studies

13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Todd Makse

02 / 12 / 2021

(Type name)

(Signature)

tmakse@fiu.edu

(305) 348-8451

(Email address)

(Phone Number)

Chairperson (Dept./Div.) Barry Levitt

02 / 16 / 2021

(Type name)

(Signature)

Chairperson (Curr. Comm.) Steven Heine

(Type name)

(Signature)

/ / 20

College/School Dean John Stack

(Type name)

(Signature)

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Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

COURSE JUSTIFICATION

The course WST 4XXX/INR 4XXX, provides a feminist perspective of migration studies, exploring how women and gendered minorities experience migratory movements across the globe. Exploring the intersectional interplay of gender with other dimensions of inequality is essential to better understand the precarity of migration and human agency within.

Gender and Migration will enhance students' understanding of the nuances of human mobility. Interlinked to the study of gender, sexuality, and race, this course will allow students to evaluate and engage with current debates and responses in the fields of international relations and human rights. As future scholars and professionals in education, criminal justice, humanitarian and social work, public policy, social psychology, and public health, among others, students will have a better grasp of the political, social, economic, and environmental dynamics that influence the gendered challenges and opportunities that voluntary and involuntary groups of migrants experience.

This course will be of interest to a wide range of disciplines at FIU, such as Political Science, International Relations, Global and Public Affairs, and Women's and Gender Studies. It provides a multidisciplinary approach to the topical subject of people's movements within and across sovereign borders, analyzing real-life experiences of migration.

Gender and Migration will bridge various disciplines by drawing upon feminist theories that highlight the lived experiences of different communities of migrants, systems of oppression, and contextual policy practices. This course fills a gap at FIU in Women's and Gender Studies as well as International Relations by providing a gendered perspective of the ever-present tension between identity politics, human mobility, security studies, and human rights.

Consequently, this course will be a Depth course for the B.A. and Undergraduate Certificate in International Relations. In addition, it will be an approved elective of the Undergraduate Certificate Program in Human Rights and Political Transitions, increasing students' exposure to relevant literature of human rights in migration studies and contextual practices in real-world situations.

The course is strategically positioned to enhance students' learning by increasing courses offered in the Department of Politics and International Relations. It provides an opportunity to learn global real-world phenomena and explore solutions on an interdisciplinary level, enhancing global learning education at FIU.

Prepared by Dr. Jessy Abouarab (jabouara@fiu.edu), FIU Center for Women's and Gender Studies.

COURSE PROPOSAL

Title: INR 4XXX GENDER & MIGRATION

Instructor:	Jessy Abouarab	Phone:	(305) 348-0519
Office:	DM Room# (216-B)	Fax:	(305) 348-0000
Office Hours:	TW: 1:00-3:00 pm	E-mail	jabouara@fiu.edu

COURSE DESCRIPTION

While everyone who crosses borders is a migrant, their movement and motives differ. Public policies, international governance, and treaties face increasing security as well as humanitarian complications when reacting to what is called today a protracted global “migration crisis.” This course is designed to enhance a student’s understanding of feminist migration studies, offering a critical view of how women and gendered minorities experience migratory movements across the globe. It leverages the migrant’s experience and explores the intersectional interplay of gender with other dimensions of inequality to better understand the precarity of migration and the agencies within. Understanding the nuances of human mobility reinforces a student’s awareness of the political, social, economic, and environmental challenges and opportunities that regular and irregular underrepresented groups of migrants experience.

No familiarity with the subject of migration is assumed or necessary. However, general knowledge of International Relations and Women’s and Gender Studies will certainly be useful to understand fully the ever-present tension between the various theories of migration and the gendered practices in real-world situations.

- This is a Global Learning discipline-specific course that counts towards the global learning graduation requirement.
- This course fulfills the depth requirement for the **B.A. in International Relations** as well as the **B.A. in Women’s and Gender Studies** and counts toward its respective **Undergraduate Certificate**.
- This course counts toward the requirement for **FIU’s Certificate in Human Rights and Political Transitions**.

Credit: 3

COURSE OBJECTIVE

This course is designed to enable students to:

- **Assess** how gender and other dimensions of inequality, such as race, class, religion, and sexuality impact migration flows, policies, perceptions, and lived experiences.
- **Historicize** human agency, gender dynamics, and their correlation to the promotion of migrant rights and gender equity.
- **Analyze** migrants' experiences and relevant case studies through a feminist lens, highlighting important contributions and theoretical exclusions in the literature on gender and migration.
- **Develop** critical knowledge of the ever-present tension in today's "Migration crisis" and the gendered practices in real-world situations.

STUDENT LEARNING OUTCOMES

Upon completing this course, students will be able to:

- **Understand** key concepts, definitions, and elements of Gender and Migration.
- **Examine** how gender as a system of relations affects types of migrants, migratory movements, and (dis)advantages in various settings; as well as how migration influences gender relations.
- **Analyze** how lived migrants' experiences are influenced by intersecting identities such as gender, race, class, religion, and sexuality, and more.
- **Evaluate** human agency and its correlation to the promotion of human rights, women's rights, migration laws, citizenship, and human security.
- **Demonstrate** the nuances of gendered migration and agency through active learning and community engagement.
- **Sharpen** their ability to engage in candid, respectful dialogue about the ways we conceptualize a 'new refugee crisis'.

GLOBAL LEARNING OUTCOMES

Students will be able to:

- **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural debates and responses in the field of global migration
- **Global Perspectives:** Students will be able to develop a multidisciplinary perspective of local, global, international, and intercultural migratory trends, causes, effects, challenges, and opportunities.
- **Global Engagement:** Students will be able to demonstrate a willingness to actively engage in local, global, international, and intercultural conversations about migration processes of women and gendered minorities' and their invisible agency across various fields, enhancing participatory research methods and transnational activities.

COURSE TEXTBOOKS

- Penttinen, Elina, and Anitta Kynsilehto (2017). *Gender and mobility: a critical introduction*. Rowman & Littlefield. **(Required)**
- Haddad, Emma. (2008). *The Refugee in International Society: Between Sovereigns*. Cambridge University Press. ISBN-10: 1139470000; ISBN-13: 9781139470001 **(Recommended)**
- Bonifacio, Glenda Tibe, ed (2012). *Feminism and migration: Cross-cultural engagements*. Vol. 1. Springer Science & Business Media. **(Recommended)**

CO-CURRICULAR ACTIVITIES

The course integrates co-curricular components to deepen the understanding of the way in which migration phenomena occur. It also reflects on the various ramifications on people's livelihoods and resilience, locally as well as globally. Classroom activities may include in-person as well as online interviews with NGOs and guest speakers from FIU and affected communities. When possible, guest presentations will be videotaped for future use.

SOCIAL JUSTICE STATEMENT

Florida International University is committed to social justice. The instructor concurs with that commitment and expects to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Florida International University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin Any student with a disability that anticipates needing any type of accommodation in order to participate in this class, please advise the instructor within the first week of class to make appropriate arrangements. Please contact [Disability Resource Center](#) (305) 348-3532 with any questions. Upon contact, they will review your request and contact me or other personnel to make arrangements for appropriate modification and/or assistance.

ACADEMIC DISHONESTY

Academic dishonesty (cheating, plagiarism, and any other misrepresentation of work) is a violation of FIU's Student Conduct and Honor Code. Violations may result in a grade of failing in the course. Please refer to FIU's at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/> It is your responsibility to familiarize yourself with what plagiarism entails. All materials used or paraphrased must be cited and credited. Cheating refers to both the giving and the receiving of unauthorized assistance in the taking of examinations or the creation of assigned and/or graded classwork. Students who assist other students in, or contribute to, acts of academic dishonesty are subject to the appropriate penalties. Any act of academic dishonesty will result in a course grade of F.

COURSE COMMUNICATION

This is a web-assisted course, which will utilize **Canvas**. Students will access Canvas by going to **<http://canvas.fiu.edu/>** and **login** in using their FIU credentials to access their weekly readings/assignments as well as be aware of their academic performance throughout the course. All students are required to check Canvas regularly. This will be our primary means of communication outside of the classroom. We will notify all the students of changes to the schedule and other issues via Canvas. All assignments must be submitted under the assignment box in Canvas.

COURSE ASSESSMENTS

- This is a writing and active learning-intensive course; each student is expected to submit their assignments on the outlined **due dates**, or it will be subject to deductions. Grades will also be based upon the quality and clarity of the content, discussion, and citation.
- **Attendance and active involvement (10 points)** in class discussions are essential to success in the course. This course heavily emphasizes student participation.
- **Quiz format (30 points)** will have a combination of short answer, multiple choices, and essay type questions, depending on the type of material covered in class.
- **Moving Story assignment (10 points)** will incorporate a feminist place-based writing and class discussion, connecting students with their interwoven heritage and other intersecting migrant communities. It will allow students to explore and reflect on who they are, where they come from, and the many visible/invisible stories of gendered mobility around them, appreciating the cross-cultural similarities and differences with other students' work. Students will write their own story, interview family members, friends, or community members, and record an audio voiceover, and add images and sound (including photos, family documents, home videos, original music, and an interactive map that traces their migration journey) to create a video about a Moving Story. All students will Share and Preserve a migration story by creating a digital story about their Moving Story.

Using this forum, Students will:

- **Learn** the many visible and invisible stories of migration around us.
- **Explore** the ways that stories of migration help us understand who we are.
- **Develop** different approaches to sharing stories of migration with mindfulness.
- **Discussion Board Participation (20 points)** will be required to get students engaged in bi-weekly online discussions on their **Study Group's Discussion Board**. The goal of this assignment is to encourage student interaction and class discussion on selected readings and allow the instructor to provide feedback on, as

well as improve students' analytical skills. Students are expected to comment on both weeks' topic questions and reply to **TWO** other students' discussions.

- **Research Project assignment (20 points)** will be the major capstone for this course and all students should plan ahead to spend significant time working on it. Students will be asked to provide a comparative analysis of the migratory mechanisms/trends within two different countries. Students are expected to analyze how the migratory experiences in each country affect and are affected by gender relations, either entrenching inequalities and traditional roles, or challenging and changing them.
- **Blog Posts (20 points)** will assist students in preparing for their final Research Project for this course. At the beginning of the semester, students will be assigned to a group based on a region/continent they have chosen to follow.

Each student will select one country within that region and submit five different blog posts. Students are required to contribute to all discussion assignments.

There will be a total of **Five student-led blogs** available on five different topics of gender and/or mobility.

Each blog will be submitted in the corresponding group assignment on Canvas. No make-ups or late submissions will be allowed (Unless you have valid documentation). Students need to reply to Two other Students' posts to get a full grade.

Guidelines & Rubrics will be provided to the students on Canvas so that they can get a sense of what an “A” discussion post looks like. The first discussion post for the course will be graded leniently in order to help the student get adjusted to what is expected of them with these postings. Their assignments require a detailed response that integrates their opinions AND the course readings/content. **Assignment posts MUST contain at least ONE citation to each question.** This citation will come from either our course readings and outside empirical and/or reputable news sources (**NOTE: Wikipedia is not considered a reputable source and will therefore not count as a citation**). Students will cite both within the text (author, year) and must also include the full reference at the bottom of the response. (**APA or MLA**)

GRADE DISTRIBUTION AND SCALE

The final grade for each student in this class will consist of the instructor's evaluation of the following components:

COURSE REQUIREMENTS	WEIGHT
Attendance / Participation	10%
Quizzes	30%
Moving Story Assignment	10%
Discussion Board	20%
Research Project	20%
Blog Posts	10%
Total	100%

Range	Letter Grade	Range	Letter Grade
A	95 or Above	A-	90-94
B+	87-89	B	83-86
B-	80-82	C+	77-79
C	70-76	D	60-69
F	59 or Less		

CLASSROOM EXPECTATIONS & ETIQUETTE

Class Participation: While in class, you are expected to be attentive, engaged, and prepared to thoughtfully listen, speak, and learn.

Deadlines: No make-ups or late submissions will be allowed (Unless you have valid documentation).

Civility and Respect: Because the subject matter often generates lively discussion, it is likely that people will sometimes express differing views and opinions. While it is not necessary to agree with the others' views, all class members must appreciate the importance of listening to and respecting differences of opinion.

Cell Phones: Please be courteous and silence your cell phones and any other electronic devices, they are disruptive to the learning process and everyone in the classroom. If your cell phone goes off, you may be asked to leave the class.

Laptop/tablets: Used for notetaking **ONLY**. Any use of the laptop for unrelated activities, such as surfing the web, playing games, or exchanging messages of any sort, is strictly forbidden and will result in the loss of the right to bring the laptop to class for the remainder of the course.

Accessibility: I am committed to a classroom where everyone has access to a positive learning experience. If you have a physical or learning disability, you need to register with the **Disability Resource Center (DRC)** for us to make the necessary accommodations to promote your success.

STUDENT SUPPORT SERVICES

Panthers Care encourages any student in need of personal or peer well-being assistance to reach out to Panthers Care for Counseling and Psychological Services (CAPS). CAPS' mission is to provide mental health services to all students in need, facilitating and enhancing their personal learning, emotional well-being, and academic skills development. Any FIU student threatened, affected, or witnessed actual violence is encouraged to seek CAPS's free and confidential counseling services that promote students' ability to live a full, rich life. Any student can seek same-day appointments by visiting the online self-help portal or setting up a time to talk by calling 305-348-2277.

Unit 1: Terminology, History, and Individuality	
Module 1	Gendered Mobility: A Critical Introduction
Module 2	Learning Gender: Identities and Intersectionality
Module 3	Intersectional Approaches to Human Mobility: Refugees, Migrants, Neither, or Both
Module 4	Global Mobility & Economy: Geographies of Power, Difference & Inequality
Unit 2: Structures of Privilege & Difference	
Module 5	Biopolitics, Citizenship & Exclusion: Interlocking Systems of Inequality
Module 6	The Gendered Language of Migration: <i>(Ir)regular Migrants, Refugees and Crises</i>
Module 7	Securitizing Migration & Controlling Mobility: Dynamics of Inclusion & Exclusion
Module 8	Policing Borders & Boundaries
Unit 3: Gendered Mobility, Rights & Violence	
Module 9	Human Rights & Women's Rights, Sexual Rights & Gender-Based Violence
Module 10	Global Governance of Migrants & Refugees: Humanitarianism & (In)formal Cosmopolitanism
Module 11	Queering Mobility Across Borders
Module 12	Abuse, Crime, & Mobility: Human Trafficking & Modern-Day Slavery
Unit 4: Margins & Borders, Challenges & Change	
Module 12	Re-Imagining Mobilities: Gendered Integration, Repatriation & Statelessness
Module 13	Environmental Challenges and Refugeeism
Module 14	Migrants' Invisibility & Resilience
Module 15	Networks of Human Mobility & Diaspora
Module 16	<i>Final Project Presentations</i>