

ON THE MOVE: WORKERS IN A GLOBAL WORLD

TERM WINTER 2019

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12:00-1:00pm

LECTURE: Monday 9:30-11:30, Wednesday 10:30-11:30/ LRW 1057

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OFFICE HOURS: Wednesday

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Course Description

This course takes a critical lens to examine the changing relationship between work and migration. Because work and migration are both separate and intersecting fields, we will draw from literature centrally situated within (1) work and employment (2) and migration scholarship, and (3) link these fields at important intersections. This course provides students with an opportunity to examine the transformative impact that global (labour) market restructuring is having on work and migration dynamics. Accordingly, we will address a number of themes over the duration of the course including: how social location impacts work and mobility options; the role of cultural forces in stimulating mobility and shaping work; and resistance to downward pressures on work and employment conditions. Students will gain knowledge of key theoretical debates and, through exposure to empirical cases, become well equipped to describe how social, political, and economic forces are reshaping work and migration at different scales, within locally situated, historical, and global contexts.

A central objective of this course is to provide students insight into how various micro and macro processes are organizing social patterns of privilege and inequality. A number of methods will be employed to facilitate this exposure through course readings, class lectures, films, and guest speakers. As a learning strategy students are also encouraged to situate their own lives and experiences within the material covered, as an entry point for interrogating changing dynamics to work and migration.

Course Learning Objectives

- Be able to explain what globalization is, and central ironies underlying mobility and immobility for socially located individuals
- Explain some key debates in citizenship (namely around membership and belonging) and how citizenship is rationed at work and the broader society
- Through exposure to theoretical and empirical studies, be able to reflect on how local and global processes are shaping one's lived experiences of work and (im)mobility
- Be able to apply class learning to reflect on "real-life" instances related to migration and work, such as in the news, in films, etc.
- Be equipped to discuss what's at stake for people and work in an increasingly (im)mobile world

Required Materials and Texts

- All required materials are available on Avenue to Learn.

Course Evaluation Breakdown

- Attendance and Participation - 10%, Ongoing
- Midterm, 20%, February 13

- Critical Film Review (1 of 2), 10%, February 6
- Critical Film Review (2 of 2), 10%, March 27
- Group Presentation, 20%, (TBD. February 27, March 6, March 13 OR March 20)
- Final Exam, 30%, During Scheduled Exam Period

Note: Detailed instructions for each assignment and marking criterion can be found on Avenue to LEARN.

Weekly Course Schedule and Required Readings

Week 1

January 7 & 9 - Introduction: The Changing Nature of Mobility and Work

Readings:

1. Munck, Ronaldo (2008). "Globalisation, Governance and Migration: An Introduction." *Third World Quarterly* 29, no. 7: 1227-1246.

Week 2

January 14 & 16 - On Membership and Belonging: Citizenship in an Age of Migration

Readings:

1. Bloemraad, Irene, Anna Korteweg and Gokce Yurdakul (2008). "Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State." *Annual Review of Sociology*, 34, pp. 153-179.
2. Keung, Nicholas (2018). "Number of women coming to Canada to give birth far greater than previously estimated, study shows." *Toronto Star*.
3. Liew, Jamie (2018). "The elimination of birthright citizenship doesn't preserve or protect the integrity of citizenship. It is a dividing tool that fuels discrimination". *Policy Options*.

Week 3

January 21 & 23 - On 'Illegality': Undocumented Migrants and Irregular Flows

Readings:

1. Khosravi, Shahram (2007). "The 'Illegal' Traveler: An Autoethnography of Borders". *Social Anthropology*, 15(3), pp. 321-334.
2. Van Houtum and Van Naerssen (2001). "Bordering, Ordering and Othering." *Tijdschrift voor Economische en Sociale Geografie*, 93(2), pp. 125-136.
3. Harrison, Jill and Sarah Lloyd (2012). "Illegality at Work: Deportability and the Productive New Era of Immigrant Enforcement." *Antipode*, 44(2), pp. 365-385.

Week 4

January 28 & 30 - 'Controlling' Migration: Nation-States, Passports and Border Controls

Readings:

1. Torpey, John (1998). "Coming and Going: On the State Monopolization of the Legitimate 'Means of Movement.'" *Sociological Theory*, 16 (3), pp. 239-259.
2. Salter, Mark (2004). "Passports, Mobility and Security: How Smart Can the Border Be?" *International Studies Perspective*, 5, pp. 71-91.

Week 5

February 4 & 6 - Footloose Capital & Workers in the Global Economy

Readings:

1. Agnew, John (2001). "The New Global Economy: Time-Space Compression, Geopolitics, and Global Uneven Development." *Journal of World Systems Research*, 2(2): 133-154. (Monday)
2. Collins, Jane (2003). "Tracing the Threads of a Global Industry." *Threads: Gender, Labor and Power in the Global Apparel Industry*. Chicago: University of Chicago Press. (Monday)
3. Shome, Raka (2006). "Thinking Through the Diaspora: Call Centers, India, and a New Politics of Hybridity." *International Journal of Cultural Studies*, 9(1), pp. 105-124.

Week 6

February 11 & 13 - Elite Migrants and Flexible Citizenship

Readings:

1. Waters, Johanna (2003). "Flexible Citizens? Transnationalism and Citizenship Amongst Economic Immigrants in Vancouver." *The Canadian Geographer*, 47(3), pp. 219-234.

Note: February 13 Midterm

Week 7

Reading Break - No Assigned Readings

Week 8

February 25 & 27 - Intimate Migrations: On Love, Mobility and Regulation

Readings:

1. Constable, Nicole (2009). "The Commodification of Intimacy: Marriage, Sex, and Reproductive Labor." *Annual Review of Anthropology*, 38, pp. 49-64. (Mon)
2. D'Aoust, Anne-Marie (2013). "In the Name of Love: Marriage Migration, Governmentality, and Technologies of Love." *International Political Sociology*, 7(3), pp. 258-274. (Mon)
3. Cabezas, Amalia (2004). "Between Love and Money: Sex, Tourism, and Citizenship in Cuba and the Dominican Republic." *SIGNS*, 29(4), pp. 987-1015. (Wed)

Wednesday: Student Presentations.

Week 9

March 4 & 6 - Migration and Home

Readings:

1. Ralph, David and Lynn Staeheli (2011). "Home and Migration: Mobilities, Belongings and Identities." *Geography Compass*, 5(7), pp. 517-530.
2. Magdalena (2007). "Mobile Locations: Construction of Home in a Group of Mobile Transnational Professionals." *Global Networks*, 7(1), pp. 69-86.

3. Waitt, Gordon and Andrew Gorman-Murray (2011). "It's About Time you Came Out": Sexualities, Mobility and Home." *Antipode*, 43(4), pp. 1380-1403.

Wednesday: Student Presentations

Week 10

March 11 & 13 - State Brokering of Labour Migrants

Readings:

1. Rodriguez, Robyn Magalit (2010). "Introduction", "A Global Enterprise of Labor: Mobilizing Migrants for Export" and "Able Minds, Able hands: Marketing Philippine Workers" in *Migrants for Export: How the Philippine State Brokers Labor to the World*. Minneapolis: University of Minnesota Press. Pp. ix-xxv, 19-74.

Wednesday: Student Presentations

Week 11

March 18 & 20 - Migrant Workers in Canada

Readings:

1. Preibisch, Kerry (2010). "Pick-Your-Own-Labor: Migrant Workers and Flexibility in Canadian Agriculture." *International Migration Review*, 44(2), pp. 404-441.

Wednesday: Student Presentations

Week 12

March 25 & 27 - Migration and (Involuntary) Transnational Families

Readings:

1. Parrenas, Rhacel Salazar. (2001). "Mothering from a Distance: Emotions, Gender, and Intergenerational Relations in Filipino Transnational Families." *Feminist Studies*, 27(2), pp. 361-390.
2. Pribilsky, Jason (2004). "'Aprendemos a Convivir': Conjugal Relations, Co- Parenting, and Family Life Among Ecuadorian Transnational Migrants in New York City and the Ecuadorian Andes." *Global Networks*, 4(3), pp. 313-334.

3. Cardoso et. al. (2016). "Deporting Fathers: Involuntary Transnational Families and Intent to Remigrate among Salvadoran Deportees." *International Migration Review*, 50(1), pp. 197-230.

Week 13

April 1 & 3 - Resisting Migrant Exclusion at Work and Beyond

Readings:

1. Anderson, Bridget, Nandita Sharma and Cynthia Wright (2011). "Why No Borders?" *Refuge: Canada's Journal on Refugees*, 26(2), pp. 5-18.
2. Choudry, Aziz and Mark Thomas (2013). "Labour Struggles for Workplace Justice: Migrant and Immigrant Worker Organizing in Canada." *Journal of Industrial Relations*, 55(2): 212-226.

Week 14

April 8 - (Review Class for Final)

Readings:

No assigned readings. Overview for final exam.

Course Policies

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A

MARK	GRADE
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Assignments should be submitted at the **beginning of class** on the due date (unless specified otherwise). Please **DO NOT SUBMIT ASSIGNMENTS UNDER MY DOOR / EMAIL THEM TO ME** (unless granted prior written approval); I will not accept them through these methods. Extensions will be considered only under exceptional circumstances. Requests for extensions must be made prior to the due date, should be submitted in writing along with any relevant documentation (e.g. note from doctor). Otherwise, **late assignments come with a 5% penalty per day, including weekends.**

Absences, Missed Work, Illness

To succeed in this course, commitment and sustained engagement is required. This includes regular attendance and active participation in class activities. It is assumed you have done the readings prior to class, taken notes / formulated questions on the assigned readings, and arrived prepared for group discussion. While I understand not everyone is comfortable addressing an audience, the ability to speak in public is an important and transferable skill. Accordingly, you are encouraged to challenge yourself and treat this course as an opportunity to hone this practice.

Attendance and active participation in class (as evidenced by active listening, participating in class discussions and the quality of in-class assignments, etc.) constitute 20%

of your final mark. Accordingly, it is important that you come prepared to demonstrate your participation. To this end, you should prepare notes and questions on the readings and bring them to class for discussion. You may be called upon to share your thoughts / insights. Close readings and thoughtful questions in particular will be rewarded. Avoid skimming the readings for basic content. Instead, consider the readings in depth and in relation to your own scholarship.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go www.mcmaster.ca/academicintegrity.

Academic Dishonesty:

<http://www.mcmaster.ca/academicintegrity/students/index.html>

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Department/University Policies:

Labour Studies staff does not date-stamp assignments, nor do they monitor the submission or return of student papers. All papers should be submitted/returned in-class, in tutorials or during Professor/TA office hours. Instructors who utilize Avenue to Learn will provide instructions on that preference.

Absence Reporting: <http://www.mcmaster.ca/msaf/>

On-line self-reporting tool - illness lasting less than 3 days. Can only be used once per term. Instructors are not allowed to accept medical notes! These must be submitted to your Faculty office. In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. Please also communicate with the course instructor.

Code of Conduct: <http://studentaffairs.mcmaster.ca>

“McMaster University is a community dedicated to furthering learning, intellectual inquiry, the dissemination of knowledge and personal and professional development. Membership in this community implies acceptance of the principle of mutual respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study work and live within it.”

Computer Use:

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

Course Modifications:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and Avenue to Learn (if used by instructor) *regularly during the term* to note any changes.

Email Communication Policy of the Faculty of Social Sciences:

All e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university

from a McMaster account. If an instructor/TA receives a communication from an alternate address, the instructor may not reply at his or her discretion. **Please always include student name, ID, course # and TA name in messages.**

Evaluations (Online):

[A link in Lime Survey will provided by Sharon near the end of the term.](#)

These help faculty and the School of Labour Studies to meet our goal of continually improving teaching effectiveness. All students in the course are invited and encouraged to complete the evaluation.

Student Accessibility Services: <http://sas.mcmaster.ca/>

Location: MUSC - B107 Contact: 905-525-9140 x 28652

NOTE: Disclosure of disability-related information is personal and confidential.

Student Accessibility Services offers various supports for students with disabilities. We work with full time and part time students. SAS provides or assists students with their academic and disability-related needs, including: Learning Strategies, Assistive Technologies, Test & Exam Administration, Note-Taking Programs, and Classroom Accommodations. *Please inform the instructor if there are disability needs that are not being met.

McMaster University Policy on Academic Accommodation

Please find the McMaster University policy on academic accommodation of Students with Disabilities & McMaster University Anti-Discrimination Policy at the following link:

- <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

Student Success Centre:

Email Address: <http://studentsuccess.mcmaster.ca/>

Location: GH-110 Contact: 905-525-9140 x 24254

Some services include: student orientation, academic skills, volunteerism, educational planning, employment and career transition. Writing Support: <http://student-success.mcmaster.ca/students/academic-skills/writing-support-services.html>

Student Wellness Centre:

Email Address: <http://wellness.mcmaster.ca/>

Location: MUSC-B101 Contact: 905-525-9140 x 27700

Provides services in: Personal and Psychological Counselling, Mental Health Support, Medical and Health Services