

Course Introduction

Globalization has increased not only the flows of capital and commodities but also the movement of labor, culture and social relations. This course starts with questions regarding migration process and infrastructure: Why do people migrate across international borders? How do receiving and sending states promote and control migration inflows and outflows? How do brokers and other intermediaries enable and constrain people's movements? How does gender shape the motivation and trajectory of migration? The second part of the course delves into mobility patterns and identity politics in different migration pathways, including business, skilled, labor, marriage, sexual, and lifestyle migration. The final part of the course examines the broader issues of membership, belonging, and citizenship: What are the consequences of migration with the growth of transnational links? How do migrants maintain long-distance intimacy with their families back home? How are immigrants and their children integrated (or not) into their adoptive countries? What kinds of issues and challenges do we face regarding immigrant incorporation and multicultural recognition?

Course Goals

This is an advanced undergraduate- and graduate-level (MA) course. It will introduce the key concepts, research findings, and policy debates in the field of international migration. Students will develop a set of knowledge and skills critical to understanding the global world and the local society. Students will also learn to evaluate evidence and analysis, reflect on values and policies, and engage with different viewpoints and perspectives.

Students are required to attend all the classes and should complete the required reading before classes in order to engage in discussion and better understand the lectures. Students are also expected to participate actively and meaningfully in the course, including speaking during discussions and listening to other people with respect and open-mindedness.

*All students must fill out a Google survey to provide information and sign up for country briefing after the first class (undergraduate students are encouraged to pair in a group). Those who did not fill out the survey cannot take the class even if he or she has enrolled in the NTU system.

Course Requirements

Students should complete the individual and group assignments on time and submit them to NTU COOL. You must check your English spelling and grammar by using applications such as Grammarly. Plagiarism in this class is unacceptable. Accidental or willful use of someone else's words, ideas, or data without proper citation will be penalized by failing the grade and reported to the administration.

For undergraduates:

1. Class participation, including weekly quiz and country briefing 25%
Country briefing: we will assign you one sending or receiving country. For 5 weeks, you must share one piece of news or information about this country concerning the topic of the week and upload it to NTU COOL. You should also prepare to answer the questions (submission of writing is not required) and we will discuss them in class.
2. Take-home midterm exam (answered in English or Chinese) 50%
3. Group (3-4 person) essay (topic see below, written in English 2000-2500 words) 25%

For graduate students

1. Class participation, including weekly quiz and country briefing 25%
2. Weekly memos (written in English 800-1000 words) 50%
Please briefly summarize the reading, provide your assessment and questions, and identify potential directions of research.
3. Final Essay (topic see below, written in English 2000-2500 words) 25%

Schedule

Week 1 9/4 Introduction

Recommended:

International Organization for Migration. 2019. World Migration Report 2020.
Available online: https://publications.iom.int/system/files/pdf/wmr_2020.pdf

I. Migration Process and Infrastructures

Week 2 9/11 Why do People Move across Borders?

Massey, Douglas et al. 1993. "Theories of International Migration: A Review and Appraisal." *Population and Development Review* 19(3): 431-466.

*Carling, Jorgen. 2002. "Migration in the Age of Involuntary Immobility:

Theoretical Reflections and Cape Verdean Experiences.”; *Journal of Ethnic and Migration Studies* 28(1): 5-42.

[Country Briefing 1: find some basic statistics of out-migration or immigration in your country and make a graphics-based PPT: where are they from/going? demographic distribution (education, gender, etc.)?]

Week 3 9/18 Immigration Policies

Chung, Erin Aeran. 2020. *Immigrant Incorporation in East Asian Democracies*. Cambridge University Press, Ch. 3.

*Rodriguez, Robyn M. 2002. “Migrant Heroes: Nationalism, Citizenship and the Politics of Filipino Migrant Labor.”; *Citizenship Studies* 6(3): 341-356.

Recommended:

Oishi, Nana. 2005. *Women in Motion: Globalization, State Policies, and Labor Migration in Asia*. Stanford University Press.

[Watching Documentary 1: “Border Business: Inside Immigration” (38min) by CBS News]

<https://www.youtube.com/watch?v=bu4UFWFL88Y>

Week 4 9/25 Migration Infrastructure

Xiang, Biao, and Johan Lindquist. 2014. “Migration Infrastructure.”; *International Migration Review* 48(1): 122-148.

Migration Review 48(1): 122-148.

Liu-Farrer, Gracia, and An Huy Tran. 2019. “Bridging the Institutional Gaps: International Education as a Migration Industry.” *International Migration* 57(3): 235-249.

*Chang, Andy Scott. 2021. “Selling a Resume and Buying a Job: Stratification of Gender and Occupation by States and Brokers in International Migration from Indonesia.” *Social Problems* 68(4): 903-924.

Week 5 10/2 Gender and Migration

Hondagneu-Sotelo, Pierrette. 2003. “Gender and Immigration: A Retrospective and Introduction.” *Gender and US Immigration: Contemporary Trends*. University of California Press.

Broughton, Chad. 2008. “Migration as Engendered Practice: Mexican Men, Masculinity, and Northward Migration.” *Gender & Society* 22(5): 568-589.

*Chuang, Julia. 2016. “Factory Girls After the Factory: Female Return Migrations in Rural China.” *Gender & Society* 30 (3), 467–489.

Recommended:

George, Sheba. 2000. "Dirty Nurses' and 'Men Who Play': Gender and Class in Transnational Migration." Pp. 144-174 in *Global Ethnography*, edited by Michael Burawoy. Berkeley: University of California Press.

[Country Briefing 2: Imagine you are a commercial broker, when a male and female foreigner approaches you for seeking emigration to your country (if major receiving one) or leaving your country (if major sending one), what are the possible venues you would advise? Why?]

II. Multiple Streams of Migration

Week 6 10/9 National holiday

Week 7 10/16 Business and Skilled Migration

Lan, Pei-Chia. 2011. "White Privilege, Language Capital and Cultural Ghettoisation:

Western High-Skilled Migrants in Taiwan." *Journal of Ethnic and Migration Studies* 37(10): 1669-1693.

*Tseng, Yen-Fen. 2021. "Becoming Global Talent? Taiwanese White-collar Migrants

in Japan." *Journal of Ethnic and Migration Studies* 47(10): 2288-2304.

Recommended:

Liu-Farrer, G., B. S. Yeoh, and M. Baas. 2021. "Social Construction of Skill: An Analytical Approach Toward the Question of Skill in Cross-border Labour Mobilities." *Journal of Ethnic and Migration Studies* 47 (10): 2237–2251.

[Country Briefing 3: What are the investment migration policies in your country like? What does the local society respond to them?]

Week 8 10/23 Global Care Chain

Parreñas, Rhacel Salazar. 2000. "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor." *Gender & Society* 14(4): 560-580.

*Paul, Anju Mary. 2011. "Stepwise International Migration: A Multistage Migration

Pattern for the Aspiring migrant." *American Journal of Sociology* 116 (6): 1842-86.

Recommended

Pei-Chia Lan. 2016. "Deferential Surrogates and Professional Others: Recruitment and Training of Migrant Care Workers in Taiwan and Japan." *Positions: Asia Critique*

24(1): 253-279.

[Watch Documentary 2 “Yaya: Sacrifice of Domestic Workers” (31min) by Justin Cheung]

<https://www.youtube.com/watch?v=R8E2fPPs-No>

Week 9 10/30 Cross-Border Marriage

Chen, Mei-Hua, and Hong-zen Wang. 2021. “Flexible Intimacies in the Global Intimate Economy: Evidence from Taiwan’s Cross-Border Marriages.” *Feminist Studies* 47(2): 258-275.

*Friedman, Sara. 2017. “Men who ‘Marry Out’: Unsettling Masculinity, Kinship, and Nation through Migration across the Taiwan Strait.” *Gender, Place & Culture* 24(9): 1243-1262.

Recommended:

Constable, Nicole (ed.). 2005. *Crossing-Border Marriages: Gender and Mobility in Transnational Asia*. Philadelphia: University of Pennsylvania.

[Watch Documentary 3: “Online Brides” (41 min) by Lisa Ling, Oprah Winfrey Network]

<https://www.youtube.com/watch?v=w1hcd8LGyIE>

Week 10 11/6 Sexual and Lifestyle Migration

Benson, Michaela, and Karen O’Reilly. 2009. “Migration and the Search for a Better

Way of Life: a Critical Exploration of Lifestyle Migration.” *The Sociological Review* 57(4): 608-625.

*Manalansan, Martin. 2006. “Queer Intersections: Sexuality and Gender in Migration Studies.” *International Migration Review* 40 (1): 224-249.

Recommended:

Carrillo, Héctor. 2018. *Pathways of Desire: The Sexual Migration of Mexican Gay men*. University of Chicago Press.

[Watch documentary 4: “Trans Migrants Seeking Asylum in America” (22min) by VICE Impact]

<https://www.youtube.com/watch?v=u80RZbU77-M>

Week 11 11/13 Take-home midterm exam

III. Citizenship, Transnationalism, and Multiculturalism

Week 12 11/20 Citizenship

Kim, Minjeon. 2013. "Citizenship Project for Marriage Migrants in South Korea: Intersecting Motherhood with Ethnicity and Class." *Social Politics* 20(4): 455-481.

Rozakou, Katerina. 2012. The Biopolitics of Hospitality in Greece: Humanitarianism and the Management of Refugees. *American Ethnologist* 39(3): 562-577.

Recommended:

Ong, Aihwa. 1995. "Making the Biopolitical Subject: Cambodian Immigrants, Refugee Medicine and Cultural Citizenship in California." *Social Science & Medicine* 40(9): 1243-1257.

[Country Briefing 4: How can foreigners become naturalized in your country? What does this tell us about the citizenship regime there?]

[Term paper topics to be suggested after this class]

Week 13 11/27 Transnationalism

Levitt, Peggy. 1998. "Social Remittances: Migration Driven Local-Level Forms of Cultural Diffusion." *International Migration Review* 32(4): 0926-0948.

*Levitt, Peggy and Deepak Lamba-Neives. 2011. "Social Remittances Revisited." *Journal of Ethnic and Migration Studies*, 37(1):1-22.

Recommended:

[Watch Documentary 5: "My New Home Part II: Teens Adapting to New Life in the UK" (46min) by Real Families]

<https://www.youtube.com/watch?v=BdsiR9F0gtQ>

Week 14 12/4 Second-Generation

Portes, Alejandro and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and Its Variants." *Annals of the American Academy of Political and Social Science* 530:74-96.

*Pyke, Karen, and Tran Dang. 2003. "FOB" and "Whitewashed": Identity and Internalized Racism among Second Generation Asian Americans." *Qualitative Sociology* 26(2): 147-172.

Recommended:

Lee, Jennifer, and Min Zhou. 2015. *The Asian American Achievement Paradox*. Russell Sage Foundation.

[Country Briefing 5: What are the major challenges the children of immigrants are facing in your country? Share a story or news.]

Week 15 12/11 Multiculturalism

Okin, Susan. 1999. "Is Multiculturalism Bad for Women?" In *Is Multiculturalism Bad for Women?* edited by Joshua Cohen, Matthew Howard, Martha C. Nussbaum, pp. 8-24. New Jersey: Princeton University Press.

Scott, Joan W. 2005. "Symptomatic Politics—The Banning of Islamic Head Scarves in French Public Schools." *French Politics, Culture & Society* 23(3): 106-127.

Recommended:

Mepschen, Paul, Jan Willem Duyvendak, and Evelien H. Tonkens. 2010.

"Sexual Politics, Orientalism and Multicultural Citizenship in the Netherlands." *Sociology* 44(5): 962-979.

Korteweg, Anna, and Gökçe Yurdakul. 2009. "Islam, Gender, and Immigrant Integration: Boundary Drawing in Discourses on Honour Killing in the Netherlands and Germany." *Ethnic and Racial Studies* 32 (2): 218-238.

Week 16 12/18 final paper (undergraduate groups & graduate individuals)

Please choose a dispute/event related to citizenship or multiculturalism (in Taiwan or elsewhere) or you can also choose two to compare. Based on relevant news reports and media feeds, please apply the concepts we learned in class to analyze 1) different opinions and issues involved in the debates, 2) what contexts shape these perspectives, 3) what you agree and disagree (2000-2500 words in English). You will be asked to make a short oral presentation (10min) on 12/11.

Graduate students will write individual essays on the same topic.

No class meeting on the final week. You get extra points for attending Transnational Social Protections workshop on 12/18-19, especially Peggy Levitt's keynote speech

Written essays uploaded to NTU COOL by 11pm on 2022/12/25.