

Professor: Pei-Chia Lan

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Time: Tuesday 2:20—5:20 pm

Classroom: Virtual, Google Meet link to be provided

Course Description

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 Objectives and Expectations

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.

The course will be conducted virtually via Google Meet. The weblink is provided at NTUCool (syllabus).

NTU students must register a g.ntu.edu.tw account (so you can enter the classroom without permission from the host). Students are required to attend all the classes and should turn on the screen when speaking in class. To facilitate online learning, students must take a quiz (5 multiple-choice questions) after class each week.

Students are expected to complete the required reading *before* classes so you could 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.

**For those who are interested in taking this course but did not successfully register, please do attend the first class. I will try to accommodate students' need in adding class.

***For visiting students abroad, personal interactions remain essential in this course. Students are thus required to participate in the virtual classroom synchronously.

Requirements & Evaluation

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 6 weeks, you must share one piece of news or information from 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 in class.
2. Take-home midterm exam (answered in English or Chinese) 50%
3. Group (4-5 person) essay (topic see below, English PPT presentation in class max 15min, written in English 1500-2000 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 1500-2000 words) 25%

Topics and Readings (those marked* are required for graduates and recommended for undergraduates)

Week 1 9/28 Introduction

I. Migration Process and Infrastructures

Week 2 10/5 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.

Recommended:

International Organization for Migration. 2019. *World Migration Report 2020*.

Available online: https://publications.iom.int/system/files/pdf/wmr_2020.pdf

Fontanari, Elena. 2019. *Lives in Transit: An Ethnographic Study of Refugees' Subjectivity across European Borders*. Routledge.

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

Week 3 10/12 Immigration Policies

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

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

Recommended:

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

[Country Briefing 2: find some info about migration policies in your country: what are the purposes and consequences of such policy?]

Week 4 10/19 Migration Infrastructure

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

*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*, online first.

Recommended:

Guevarra, Anna Romina. 2009. *Marketing Dreams, Manufacturing Heroes*. Rutgers University Press.

[Country Briefing 3: find some info about brokers or social networks that facilitate migration in your country: how do they facilitate or constrain people's mobility?]

Week 5 10/26 Gender and Migration

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

*Dreby, Joanna. 2006. "Honor and Virtue: Mexican Parenting in the Transnational Context." *Gender & Society* 20(1): 32-59.

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.

[Group discussion: Does gender matter in the experience of studying overseas?]

II. Multiple Streams of Migration

Week 6 11/2 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 4: Does business or skilled migration bring more benefits or harm to your country?]

Week 7 11/9 Guest Workers and 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

Silvey, Rachel, and Rhacel Parreñas. 2020. "Precarity Chains: Cycles of Domestic worker Migration from Southeast Asia to the Middle East." *Journal of Ethnic and Migration Studies* 46(16): 3457-3471.

[Watching Documentary]

Week 8 11/16 Cross-Border Marriage

Kim, Minjeon. 2013. Constructing Maternal Citizenship, Intersecting Ethnicity and Class: Filipina Marriage Migrants in South Korean Rural Areas. *Social Politics* 20(4): 455-481.

*Thai, Hung Cam. 2010. "Clashing Dreams in the Vietnamese Diaspora: Highly Educated Overseas Brides and Low-wage US Husbands." In *Cross-Border Marriages*, pp. 145-165. University of Pennsylvania Press.

Recommended:

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

[Watch Documentary]

Week 9 11/23 Sex Trafficking and Sexual Migration

Shih, Elena. 2016. "Not in my "Backyard Abolitionism" Vigilante Rescue against American Sex Trafficking." *Sociological Perspectives* 59(1): 66-90.

*Carrillo, Héctor. 2004. "Sexual Migration, Cross-cultural Sexual Encounters, and Sexual Health." *Sexuality Research & Social Policy* 1(3): 58-70.

Recommended:

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

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

[Group discussion: Debate about sex trafficking]

Week 10 11/30 Take-home midterm exam

III. Citizenship, Transnationalism, and Multiculturalism

Week 11 12/7 Citizenship

Joppke, Christian. 2017. "Citizenship in Immigration States." *The Oxford Handbook of Citizenship*, pp. 385-406. Oxford University Press.

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

Recommended:

Joppke, Christian. 1999. "How Immigration is Changing Citizenship: A Comparative View." *Ethnic and Racial Studies* 22(4): 629-652.

Friedman, Sara. 2010. "Marital Immigration and Graduated Citizenship: Post-Naturalization Restrictions on Mainland Chinese Spouses in Taiwan." *Pacific Affairs* 83(1): 73-93.

[Country Briefing 5: How can foreigners become naturalized in your country? What does this tell us about the citizenship regime there?]

Week 12 12/14 Transnationalism

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

*Levitt, Peggy, and Nina Glick Schiller. 2004. "Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society." *International Migration Review* 38(3): 1002-1039.

Recommended:

Portes, Alejandro, Luis E. Guarnizo, and Patricia Landolt. 1999. "The Study of Transnationalism: Pitfalls and Promise of an Emergent Research Field." *Ethnic and Racial Studies* 22(2): 217-237.

[Country Briefing 6: find some info about return migration or social remittance to (from) your country: what are the social impacts of out-migration?]

Week 13 12/21 Second-Generation

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

*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.

Recommended:

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

[Watch Documentary]

Week 14 12/28 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 15 1/4 Group Presentation (undergraduate only)

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.

Graduate students will write individual essays on the same topic. You will NOT present in class but serve as DISCUSSANTS for undergraduate presentation.

Written essays uploaded to NTU COOL by 11pm on 2022/1/11.