

Immigration and Citizenship in Asia

Fall 2015, Asian Studies 150, Special Topic, Section 002
Instructor: Keiko Yamanaka, Ph.D., <yamanaka@berkeley.edu>
Time and Location: TuTh 11-12:30, 229 Dwinelle
Office and Office Hours: 130 Stephens Hall, W 11-12 the noon.

1. Course Description:

Transnational migration has become a major economic, social and political issue in East Asia today. For a handful of developed countries, such as Japan, South Korea and Singapore, immigrant workers from their neighboring, but less developed, countries provide a valuable source of labor in the industries shunned by local workers. For the latter, including the Philippines, Indonesia and China among many others, employment abroad not only brings large revenues that would otherwise be unavailable, but also lowers political tension caused by high unemployment rates. Transnational migration therefore meets national interests of both labor- sending and -receiving countries. In reality, migration is a complex and continuing phenomenon that engenders dynamic responses from, and interactions among, people of diverse cultures and social institutions of varying interests, within and across national borders.

A central issue of transnational migration is citizenship of migrants in both ends of migration—the rights that protect them from exploitation and human rights violation. The concept of democratic citizenship also guarantees a citizen the social rights to basic welfare, family life, and cultural identity. In the Asian context, however, because of an emphasis on economic development, both migrant sending and receiving states pay little attention to the rights of transnational migrants. Despite limited protection, large numbers of migrants leave their home countries and remain, usually as temporary workers, in their destinations. As a result, in Asia as well as many other regions, patterns of migration have become increasingly complex while their consequences significantly affect the social fabric of both ends of migration.

Such changes are most evident in Japan and South Korea, the two East Asian labor- receiving countries, where nationalism to preserve “ethnic homogeneity” is tenacious despite their extremely low fertility and therefore rapidly aging labor force that threatens the economic vitality. Today, in these and other Asian countries, the media, scholars and policymakers hotly debate “multiculturalism” and “social incorporation” of foreign migrants. Similarly in China, since the incipient turn to the global market economy, growing inequality between rural and urban regions has unleashed huge internal labor migration, posing unprecedented social and political challenges. By focusing on citizenship as a key concept, this course will investigate the politics and sociology of transnational migration in selected principal sending and receiving countries of Asia.

2. Teaching Methods and Schedule

We will begin the course with an examination of general theories on transnational migration and citizenship using the main textbook, *The Age of Migration* by Castles, de Haas and Miller (Part 1). Then, we will move on to specific Asian sub-regions and countries for analysis. First, an understanding of transnational migration requires a study of the state and market mechanisms of sending workers abroad. For this, we will look at the Philippines and Indonesia, Asia’s two major labor-exporting countries (Part 2). The main tool of analyzing political institutions of “shipping” migrants abroad is reading, presenting and writing from the materials of a case study in the Philippines, here, *Migrants for Export* by Rodrigues.

This will be followed by studies on Asia’s two recent countries of immigration—Japan and South Korea—and their distinct immigration policies and patterns, and debates about growing multiculturalism (Part 3). For grasping the major issues at stake there, we will read the case study, *Immigration and Citizenship in Japan*, by Chung. The book explores Japan’s enigmatic relationships with ethnic Koreans whose colonial citizenship was denied since 1952. Lastly, we will examine China’s internal migration, especially the impact of *hukou* (registered residence) on the rights and identity of rural migrants toiling in

the big coastal cities (Part 4). In order to comprehend this unique citizenship in China, we will focus on young female migrants laboring in the manufacturing industries, documented by Ngai in her ethnography, *Made in China*. The course will end with students' presentations of their research papers (Part 5).

3. Learning Goals

By the end of this course, students are expected to learn:

- (1) theories of transnational migration,
- (2) emigration/immigration policies and civil society activism, and
- (3) specific examples of migrant populations and their life circumstances in Southeast and East Asia.

They will also become familiar with:

- (4) migrants' adaptation to the new countries and reactions of the host state and public.

The students will also acquire from this course:

- (5) valuable personal skills through class discussion, public presentation, intensive writing, and independent research, in addition to leadership and collaboration in-group activities.

4. Readings

Course Reader: Available at CopyCentral on Bancroft.

1 Text Book:

- Castles, Stephen, Hein de Haas and Mark J. Miller. 2014. *The Age of Migration: International Population Movements in the Modern Worlds*, Fifth Edition. New York: Guilford.

3 Case Study Books:

- Case Study 1: Rodriguez, Robyn. 2010. *Migrants for Export: How the Philippine Brokers Labor to the World*. Minneapolis: University of Minnesota Press.
- Case Study 2: Chung, Erin Aeran. 2010. *Immigration and citizenship in Japan*. New York: Cambridge University Press.
- Case Study 3: Ngai, Pun. 2005. *Made in China: Women Factory Workers in a Global Workplace*. Durham: Duke University Press.

The books listed above are available at Eastwind Books of Berkeley, 2066 University Avenue, and on reserve at Reference Counter of the East Asian Studies Library.

5. Bases for Evaluation:

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| (1) Classroom Participation, including: | 10% (Graded) |
| • A one-page statement, "Immigration, Citizenship and I" (No Grade) | |
| • Presentation of one reading assignment (No Grade) | |
| (2) Weekly Reading Report | 10% (Graded) |
| (3) Response Paper for each of three case studies (20% each), including: | 60% (Graded) |
| • Participation in team presentation of one of the case studies (No Grade) | |
| (4) Research Paper as the Final Exam, including: | 20% (Graded) |
| • Participation in group presentation of the Research Paper (No Grade) | |

Total 100%

IN ORDER TO COMPLETE THE COURSE, EACH STUDENT MUST COMPLETE ALL OF THE COURSE REQUIREMENTS LISTED ABOVE, AND EXPLAINED BELOW.

(This means that if you miss one component listed above, you will not complete the course.)

(1) Classroom Participation, including: 10% (Graded)

- One Page Statement of "Immigration, Citizenship and I" (No Grade): Write one page (double-spaced) to explain your personal experience about immigration and citizenship, and your thoughts on the course subject. This is for Professor to get to know you at the personal level.
- Presentation of One Reading Assignment (No Grade): Every week, usually on Thursday, one or two students will present one of the two articles in the Course Reader assigned to each week (for the reading schedule, see below). Presentation is limited to: 10 Powerpoint slides and 20 minutes including discussion. Instructions and sign-up sheet will be available during the first week of the semester.
- Attendance Policy: You will be excused for two absences.

(2) Weekly Reading Report 10% (Graded)

You are required to read all articles of the Course Reader and all chapters of *The Age of Migration*. To keep up your reading every week, you write a one-paragraph summary per article or chapter, and submit it the next Tuesday. The article summary will not be graded, but their submissions will be subject to grading. This assignment starts from Week 1.

(3) Response Paper for each of three case studies (20% each), including: 60% (Graded)

- Team Presentation of One Case Study (No Grade):
Each student will be a member of a team of classmates that will lead class discussions on topics and issues presented in one of the three case studies (see above). All students are required to read the three case studies and participate in discussions. Instructions and sign-up sheet for Team Presentation will be available in class.
- Response Papers (Graded):
After the team presentation of each of the three case studies, student writes Response Paper to the book in up to 3 to 5 pages. Instructions will be provided in class. A Response Paper is equivalent to a mid-term exam.

(4) Research Paper as the Final Exam, including: 20% (Graded)

- Research Paper (Graded): You will write a Research Paper on topics of your choice, in up to 8 to 10 pages. This will substitute the Final Exam for the course. Detailed instructions will be given later in class. In the beginning of the semester, Professor will meet each student for 15 minutes to discuss his/her research interests and topics. The sign-up sheet for interview will be available later in class.
- Group Presentation of Research Paper (No Grade): At the end of the semester, every student will write Abstract of the Research Paper and make a brief presentation of the Research Paper in a group that shares similar interests and topics.

6. The Use of Electronic Devices in Class

The use of any electronic devices, including a personal computer (PC) and cellphone, to tap on social media in classroom, is strictly prohibited. If you use a PC to take notes from the lecture, you need to inform Professor in the beginning of the semester.

7. Text-Editing of Response Papers and Research Paper

If you are not confident in writing a formal paper, such as a Response Paper and the final Research Paper, in English, you may seek text-editing assistance from the Student Learning Center or your friends. If you do this, you need to consult and inform Professor in the beginning of the semester.

8. Academic Misconduct including Plagiarism

"All forms of academic misconduct including but not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty (102.01)" will be subject to discipline according to the university's Policies Applying to Campus Activities, Organizations and Students (PACAOS): see 100.00 POLICY ON STUDENT CONDUCT AND DISCIPLINE, 102.00 Grounds for Discipline.

9. Course Schedule Overview:

PART 1 Introduction and Theory

Th 8/27 Introduction
Week 1, Tu 9/1, Th 9/3 Immigration and Citizenship: Theory
Week 2, Tu 9/8, Th 9/10 Immigration and Citizenship in Asia

- A one-page statement, "Immigration, Citizenship and I," due Th 9/10

PART 2 Southeast Asia as Immigrant Sending Countries

Week 3, Tu 9/15, Th 9/17 The Philippines
Week 4, Tu 9/22, Th 9/24 Indonesia
Week 5, Tu 9/29, Th 10/1 Case Study 1: *Migrants for Export*
Week 6, Tu 10/6, Th 10/8 Case Study 1, continued

PART 3 East Asia as Immigrant Receiving Countries

Week 7, Tu 10/13, Th 10/15 Japan

- First Response Paper due Th 10/15

Week 8, Tu 10/20, Th 10/22 South Korea
Week 9, Tu 10/27, Th 10/29 Case Study 2: *Immigration and Citizenship in Japan*
Week 10, Tu 11/3, Th 11/5 Case Study 2, continued

PART 4 Internal Migration in China

Week 11, Tu 11/10, Th 11/12 Rural to Urban Migration

- Second Response Paper due Th 11/12

Week 12, Tu 11/17, Th 11/19 Case Study 3: *Made in China*
Week 13, Tu 11/24, Th 11/26 (No class, Thanksgiving) Case Study 3, continued

PART 5 Research Presentations

Week 14, Tu 12/1, Th 12/3 Research Presentations

- Third Response Paper due Tu 12/1
- Research Paper due in class on Th 12/3

Week 15, Tu 12/8, Th 12/10 (Reading/Review/Recitation Week) No Class

10. Lecture and Reading Schedule:

- All articles, including AOM chapters, are subject to Weekly Reading Report requirement.
- # marks an item for presentation.

PART 1 INTRODUCTION AND THEORY Introduction

Th 8/27 Castles, Stephen, Hein de Haas and Mark J. Miller, *The Age of Migration* (hereafter AOM)
AOM, Ch. 1, "Introduction."

Week 1 Immigration and Citizenship: Theory

Tu 9/1, Th 9/3

AOM, Ch. 2, "Theories of Migration."

Yamanaka, Keiko et al., "Conclusion." In David W. Haines, Keiko Yamanaka, and Shinji Yamashita (eds.), *Wind Over Water: Migration in an East Asian Context*. New York: Berghahn Books.

Week 2 Immigration and Citizenship in Asia

Tu 9/8, Th 9/10

AOM, Ch. 3, "How Migration Transforms Societies."

Class Presentation

#1, Blackburn, Susan. 1999. "Women and Citizenship in Indonesia," *Australian Journal of Political Science*, Vol. 34, No. 2: 189-204.

#2, Seol, Dong-Hoon and John Skrentny. 2009. "Why Is There So Little Migrant Settlement in East Asia?" *International Migration Review*, 43 (3): 578-620.

- A one-page statement, "Immigration, Citizenship and I," due on Th 9/10

PART 2 SOUTHEAST ASIA AS IMMIGRANT SENDING COUNTRIES

Week 3 The Philippines

Tu 9/15, Th 9/17

AOM, Ch. 4, "International Migration before 1945."

#3, McKay, Steven. 2007. "Filipino Sea Men: Identity and Masculinity in a Global Labor Niche." In Rhacel S. Parreñas and Lok C. D. Siu (eds.), *Asian Diasporas: New Formations, New Conceptions*. Stanford: Stanford University Press.

#4, Parreñas, Rhacel Salazar. 2008. "Breaking the Code: Women, Labor Migration, and the 1987 Family Code of the Republic of the Philippines." In Kathy E. Ferguson and Monique Mironesco (eds.), *Gender and Globalization in Asia and the Pacific*. Honolulu: University of Hawai'i Press.

Week 4 Indonesia

Tu 9/22, Th 9/24

AOM, Ch. 5, "Migration in Europe since 1945."

#5, Piper, Nicola. 2008. "Feminisation of Migration and the Social Dimensions of Development: the Asian Case," *Third World Quarterly*, Vol. 29, No. 7: 1287-1303.

#6, Lindquist, John. 2010. "Labour Recruitment, Circuits of Capital and Gendered Mobility: Reconceptualizing the Indonesian Migration Industry." *Pacific Affairs*, 83 (1): 115-132.

Week 5 Case Study 1: *Migrants for Export*

Tu 9/29, Th 10/1

AOM, Ch. 6, "Migration in the Americas." Team Presentations

Week 6 Case Study 1, *Migrants for Export*, continued

Tu 10/6, Th 10/8

AOM, Ch. 7, "Migration in the Asia-Pacific Region."

Team Presentations

PART 3 EAST ASIA AS IMMIGRANT RECEIVING COUNTRIES

Week 7 Japan Tu 10/13, Th 10/15

AOM, Ch. 8, "Migration in Africa and the Middle East."

#7, Tsuda, Tekeyuki "Gaku." 2008. "Crossing Ethnic Boundaries: Japanese Brazilian Migrants and the Ethnic Challenge of Japan's Newest Immigrant Minority." In Nelson Graburn, John Ertl, and R. Kenji Tierney (eds.), *Multiculturalism in the New Japan: Crossing the Boundaries Within*. New York: Berghahn Books.

#8, Yamanaka, Keiko. 2014. "Diverging Paths, Converging Ends: Japan's and Korea's Low-Skilled Immigration Policies, 1990-2010." In John Lie (ed.), *Multiethnic Korea? Multiculturalism, Migration, and Peoplehood Diversity in Contemporary South Korea*, Berkeley: Institute of East Asian Studies, University of California.

- First Response Paper due Th 10/15

Week 8 South Korea

Tu 10/20, Th 10/22

AOM, Ch. 9, "Migration, Security and the Debate on Climate Change."

#9, Lim, Timothy. 2010. "Rethinking Belongingness in Korea: Transnational Migration, 'Migrant Marriages' and the Politics of Multiculturalism." *Pacific Affairs*, 83 (1): 51-71.

#10, Seol, Dong-Hoon and John Skrentny. 2009. "Ethnic Return Migration and Hierarchical Nationhood." *Ethnicities*, 9 (2): 147-174.

Week 9 Case Study 2: *Immigration and Citizenship in Japan*

Tu 10/27, Th 10/29

Ch. 10, "The State and International Migration: The Quest for Control."

Team Presentations

Week 10 Case Study 2, *Immigration and Citizenship in Japan*, continued

Tu 11/3, Th 11/5

Ch. 11, "Migrants and Minorities in the Labour Force."

Team Presentations

PART 4 INTERNAL MIGRATION IN CHINA

Week 11 Rural to Urban Migration

Tu 11/10, Th 11/12

AOM Ch. 12, "New Ethnic Minorities and Society."

#11, Han, Dong. 2010. "Policing and Racialization of Rural Migrant Workers in Chinese Cities," *Ethnic and Racial Studies*, Vol. 33, No. 4: 593-610.

#12, Wu, Jieh-Min. 2010. "Rural Migrant Workers and China's Differential Citizenship: A Comparative Institutional Analysis." In Martin King Whyte (ed.), *One Country, Two Societies: Rural-Urban Inequality in Contemporary China*. Cambridge: Harvard University Press.

- Second Response Paper due Th 11/12

Week 12 Case Study 3: *Made in China*

Tu 11/17, Th 11/19

AOM, Ch. 13, "Immigrants and Politics."

Team Presentations

Week 13 Case Study 3, *Made in China*, continued

Tu 11/24, Th 11/26 (No class, Holiday, Thanksgiving)

AOM, Ch. 14, "Conclusion: Migration in the Twenty-First Century."

Team Presentations

PART 5 RESEARCH PRESENTATIONS

Week 14 Research Presentations

Tu 12/1, Th 12/3

Research Presentations

- Third Response Paper due Tu 12/1
- Research Paper due in class on Th 12/3

Week 15 Research Presentations

Tu 12/8, Th 12/10 (Reading/Review/Recitation Week) No Class

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