

Borderless Migration?

(HA 3018) Semester 1, AY14/15

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Seminar: Tuesdays, 9.30 – 12.30
Location: HSS-B1-07
Office hours: Tuesdays, 12.30 – 13.15

Course description and objectives

This course will introduce students to the politics of migration regulation in a globalised era. Migration is a central theme in contemporary international relations and public policy. The explosion in the movement of people in recent decades has transformed what were conventionally sending countries into receiving states. While many people will continue to cross national and regional borders at unprecedented speed, governments around the world and their citizens are still adjusting to these very rapid changes and learning how to address their effects through public policy. By focusing on the political, economic, social and security determinants of refugee and migration flows, students in this course will analyse the causes and consequences of modern population movement. The course is structured according to different migrant groups and students will learn about how and why certain groups are ‘included’ while others are ‘excluded’ from entry and access to citizenship.

Course overview

Sessions	Dates	Themes
1	12 August 2014	Introduction: what is migration?
2	19 August 2014	The ‘best-and-brightest’: talents welcome!
3	26 August 2014	Access to citizenship: becoming a member
4	2 September 2014	Human trafficking: the gender dimension
5	9 September 2014	Film: <i>Half the Sky</i>
6	16 September 2014	Human trafficking: beyond the sex trade
7	23 September 2014	Prosecuting human trafficking (debate)
<i>Recess</i>	<i>30 September 2014</i>	<i>Please enjoy the week!</i>
8	7 October 2014	‘Illegal’, ‘undocumented’ or ‘irregular’?
9	14 October 2014	Film: <i>The Other Side of Immigration</i> (debate)
10	21 October 2014	Asylum seekers and refugees
11	28 October 2014	Film: <i>Well-Founded Fear</i> (debate)
12	4 November 2014	Ageing population, migration and ‘care chain’
13	11 November 2014	Film: <i>Ilo Ilo</i>

Pre-requisites

Students are required to have completed HA 1001 (Introduction to International Relations), HA 1002 (Introduction to Political Theory) prior to taking this course.

Learning outcomes

This course is for students who want to acquire:

1. the capacity to describe and explain the political, economic and social functions of borders in a globalised world;
2. the basic ability to describe and explain how states regulate migrants' access to citizenship (i.e. 'membership in the society');
3. general knowledge about the role of security in migration regulation;
4. general knowledge of competing sets of political, economic and social demands states must satisfy in regulating migration;
5. knowledge about how different categories of migrants are politically, economically and socially constructed;
6. the ability to use their analytical skills to synthesise the above knowledge and articulate them in a cogent and accessible way, both orally and in writing.

Course structure and expectations

This course consists of 13 seminars. Office hours are available for this course by appointment only. Appointments can be made by emailing me or telling me in person before 12.00 on Tuesdays. For students with queries needing any elaboration, I prefer addressing them in person during office hours. I expect students to have consulted this syllabus prior to asking for any clarification. Students are expected to follow the discussions without slides, which will be posted, if available, on the Blackboard (ntulearn.ntu.edu.sg) after the seminar. I regularly use the Blackboard to communicate important information concerning this course. Students are advised to check their NTU emails and access the Blackboard for this course regularly, meaning at least five days a week during the semester. Students with documented disability, please inform me immediately.

In addition, the following applies:

- Students must be on time for all seminars. I may ask students who are tardy to leave and their participation grade may be marked down accordingly.
- Any disruptive behaviour during the seminars will not be tolerated. This includes texting, active chatting or any behaviour irrelevant to the discussions. I will ask disruptive students to leave and their participation grade will be marked down accordingly.
- Non-presenters are expected to give positive criticisms on all presentations/discussions.
- NTU's Policy on Student Code of Conduct will be actively upheld. Students are reminded to review these following guidelines:
<http://teamsites.ntu.edu.sg/sao/StudentsPolicies/Shared%20Documents/Student%20Code%20of%20Conduct.pdf>
How to cite sources: <http://www.lib.berkeley.edu/instruct/guides/citations.html>
- **Sign and return the 'Declaration on Academic Honesty' to me as soon as possible; no participation credit will be given until this is returned.**

Assessment

There will be no final exam for this course. Students are assessed according to the following five components; I will mark each component independently:

- **Participation (30%)**

Active participation is the key to learning in this course and it is evaluated in several ways:

- Seminar contributions (e.g. answering questions the instructor and other students raise; sharing perspectives based on the readings or experiences with others; giving input and feedback during discussions). I will distribute my guidelines for ‘Grading participation’ on the first day of the course;
- Seminar attendance (taken during the first ten minutes of the class); and the
- Learning journal.

The learning journal is a dedicated notebook that students will bring to every class. I will give every student a learning journal on the first day of the course. All entries must be ½ A4 page and students must be ready to share their writing with peers, who will then comment on these thoughts in the notebook.

Students will follow one of two approaches to the learning journal: (1) write one originally conceived and concisely deliberated thought that engages with the assigned weekly readings, or (2) respond to a specific question I will give to reflect on what has been learned through particular class activities or discussions.

I will collect and check the learning journal intermittently, which will be returned to students with my comments. Please feel encouraged to write reflexively and openly. There is nothing to be gained by holding back thoughts or abstaining from committing ideas to paper.

- **Presentation of weekly readings (15%)**

Students will be responsible for providing a short 5-minutes oral presentation without slides and ½ A4 page typed synopsis (single space, Times New Roman 12) summarising the weekly required readings. The written synopsis will be distributed in class, so please bring enough copies for everyone. Each student will be responsible for two of the required readings, which will be allocated in week 3 for weeks 4 onwards. The designated student will raise questions based on the readings during seminar discussions (please think in terms of ‘arguments for’ and ‘arguments against’, and also why it is challenging to strike the balance between these two positions). This presentation will prepare students for the open debates throughout the course.

- **Quizzes (12%)**

I will give three quizzes throughout the semester based on the required readings. Students will not be informed in advance when the quizzes will take place. These quizzes will be given at the start of the class and there will be no ‘make-up’ quizzes. The quizzes will be 5 multiple-choice questions and one short answer (no more than ½ A4 page).

- **Open debates (13%)**

Three open debates will be organised throughout the semester. Students will receive instructions for the open debates during class and will be given ample time to prepare. Students will be assigned to one of three groups – ‘for’, ‘against’, and ‘judge’ – to debate the three proposals. All students will have equal opportunity to be in the ‘judge’ group.

- **Migration profile: ‘Who is a talent?’ (30%)**

Each student will conduct ten interviews with Singaporeans of different age groups concerning their perspectives of ‘who is a talent?’. Detailed instructions will be given in week 3, and we will discuss the possibilities of working in groups, in pairs, or alone in week 1.

Seminar themes and readings

Students are expected to be aware of current world news in addition to the course readings. I encourage students to regularly read *The Economist* as a source of journalism. The reading list is divided into ‘required readings’, which all students are expected to have read prior to the weekly seminar, and ‘further readings’, which are recommended for those interested in the topic. I will not use a textbook for this course. All readings for this course are at libraries throughout NTU or accessible via the ‘full-text’ option or are made available on the Blackboard at ntulearn.ntu.edu.sg (e). Please consider assembling the readings in advance to facilitate preparation throughout the semester.

Seminar 1: Introduction: what is migration? (12 Aug 2014)

This session introduces the course, its aims and objectives, the key themes and questions we will be considering for the subsequent twelve sessions. Students will be informed about the course expectations and learning outcomes.

Required readings: none!

Recommended readings:

- **Gallya Lahav and Anthony M Messina** (2006) Chapters 1 and 2 in *The Migration Reader: Exploring Politics and Policies* (edited by Anthony M Messina and Gallya Lahav), Boulder: Lynne Rienner Publishers, pp. 1-13
 - **Kenneth John Button and Henry Vega** (2008) ‘The effects of air transportation on the movement of labor’, *GeoJournal* 71: 67-81
 - **Kalid Koser** (2007) *International Migration: A Very Short Introduction*, Oxford: Oxford University Press
 - **Diane Stone** (2008) ‘Global Public Policy, Transnational Policy Communities, and Their Networks’, *Policy Studies Journal* 36(1): 19-38
 - **Veronique Pin-Fat** (2014) ‘How do we begin to think about the world?’ in Jenny Edkins and Maja Zehfuss (eds.) *Global Politics: A new introduction* (2nd edition), pp. 20-38
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Seminar 2: The ‘best-and-brightest’: talents welcome! (19 Aug 2014)

The global race for talent is on, and Singapore is no stranger to this contest. In this lesson, students will learn about the challenges in defining ‘talent’ (e.g. ‘Super talent’, ‘talent’, ‘highly-qualified’ vs. ‘highly-skilled’), the factors contributing to the variety of ‘highly-skilled’ immigration policies, and how to analyse the relative openness of Singapore’s ‘talent’ migration regime in comparison to the one in Germany.

Required readings:

- **Ayelet Shachar and Ran Hirschl** (2013) ‘Recruiting “Super Talent”: The New World of Selective Migration Regimes’, *Indiana Journal of Global Legal Studies* 20(1): 71-107 (e)
- **Lucie Cerna** (2014) ‘Attracting High-Skilled Immigrants: Policies in Comparative Perspective’, *International Migration* 52(3): 69-84 (e)
- **Lucie Cerna and Meng-Hsuan Chou** (2014) ‘Tilting the Talent Balance: from Europe to Asia – Germany and Singapore in Comparison’, in *Migration of skilled labour from*

Asia to Germany and Europe (Axel Kreienbrink, ed.), Nürenberg: Bundesamt für Migration und Flüchtlinge, pp. 124-151 (e)

Further readings:

- **Andrés Solimano** (2008, Ed.) *The International Mobility of Talent: Types, Causes, and Development Impact*, Oxford: Oxford University Press (BUSL HD5855.I61)
 - **Lucie Cerna and Meng-Hsuan Chou** (2014) 'The regional dimension in the global competition for talent: Lessons from framing the European Scientific Visa and Blue Card', *Journal of European Public Policy* 21(1): 76-95 ('full-text')
 - **Christiane Kuptsch and Pang Eng Fong** (2006) *Competing for Global Talent*, Geneva: ILO, especially chapter 1 (e)
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Seminar 3: Access to citizenship: becoming a member (26 Aug 2014)

The notion of citizenship has changed in the contemporary era of population movement. What was once perceived as having access to 'full membership' in a nation-state, contemporary citizenship has now acquired several dimensions, ranging from multi-level to judicial, social and political. How do we begin to define and conceptualise citizenship? Which migrants are allowed access and which ones are denied? Could citizenship be virtually constructed? Is assimilation a useful concept or are we now all living in multicultural societies? **Students will receive their reading assignments and instructions for the 'migration profile' during this session.**

Required readings:

- **Chrystia Freeland** (2011) 'Global Seagulls and the New Reality of Immigration', *New York Times*, 6 October 2011 (e)
- **Irene Bloemraad, Anna Korteweg, and Gökçe Yurdakul** (2008) 'Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State', *Annual Review of Sociology* 34: 153-179 (e)
- **Willem Maas** (2013) 'Varieties of Multilevel Citizenship', Chapter 1 in *Multilevel Citizenship* (edited by Willem Maas), Philadelphia: University of Pennsylvania Press, pp. 1-21 (e)

Further readings:

- **Dorothy J Solinger** (1999) 'Citizenship Issues in China's Internal Migration: Comparisons with Germany and Japan', *Political Science Quarterly* 114(3): 455-478 (e)
 - **Richard Falk** (2000) 'The Decline of Citizenship in an Era of Globalization', *Citizenship Studies* 4(1): 5-17 (e)
 - **Christian Joppke** (1999) 'How immigration is changing citizenship: a comparative view', *Ethnic and Racial Studies* 22(4): 629-652 (e)
 - **Yasemin Soysal** (1994) *Limits to Citizenship*, Chicago: University of Chicago Press
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Seminar 4: Human trafficking: the gender dimension (2 Sept 2014)

Human trafficking is behind the creation of modern slavery and this week we will focus on its effects, especially on the lives of women and children around the world. What are the factors that make women and children, especially from minority groups, particularly vulner-

able to human trafficking? What are the implications of this development? We will discuss the factors that have contributed to Southeast Asia becoming the ‘hub of human trafficking’.

Required readings:

- **Louise Shelley** (2010) ‘The Diverse Consequences of Human Trafficking’ in *Human Trafficking: A Global Perspective*, Cambridge: Cambridge University Press, pp. 59-80 (book accessible through HSS) (e)
- **Louise Shelley** (2010) ‘Asian Trafficking’ in *Human Trafficking: A Global Perspective*, Cambridge: Cambridge University Press, pp. 141-173 (book accessible through HSS) (e)
- **Kevin Bales** (2012) ‘Because she looked like a child’ in *Disposable People: New Slavery in the Global Economy*, Berkeley: University of California Press (first edition at the HSS Library HS867.B184)

Further readings:

- **Sallie Yea** (2012) “‘Shades of grey’: spaces in and beyond trafficking for Thai Women involved in commercial sexual exploitation in Sydney and Singapore’, *Gender, Place and Culture* 19(1): 42-60 (e)
- **Claudia Aradau** (2004) ‘The Perverse Politics of Four-Letter Words: Risk and Pity in the Securitisation of Human Trafficking’, *Millennium – Journal of International Studies* 33(2): 251-277
- **Rutvica Andrijasevic** (2007) ‘Beautiful Dead Bodies: Gender, Migration and Representation in Anti-Trafficking Campaigns’, *Feminist Review* 86: 24-44
- **Nazli Avdan** (2012) ‘Human trafficking and migration control policy: vicious or virtuous cycle?’, *Journal of Public Policy* 32(3): 171-205

Seminar 5: Film – *Half the Sky* (9 Sept 2014)

We will watch the documentary *Half the Sky: Turning Oppression into Opportunities for Women Worldwide*.

Seminar 6: Human trafficking: beyond the sex trade (16 Sept 2014)

Human trafficking is a complex phenomenon – it involves internal trafficking, where national borders are not crossed, as well as trafficking beyond the country and region. This week we will focus on trafficking for purposes other than sexual exploitation and the challenges associated with studying and fighting human trafficking. Is there a group of persons most affected by the trade and trafficking of people? How can we begin to protect the most vulnerable? Why is it so difficult to debate the state of human trafficking or effectively implement anti-trafficking policies? How can we address domestic slavery?

Required readings:

- **Kevin Bales and Ron Soodalter** (2010) ‘House Slaves’, chapter 2, in *The Slave Next Door: Human Trafficking and Slavery in America Today*, Berkeley: University of California Press, pp. 18-42, (HSS Library HQ314.B184)
- **Kristof Van Impe** (2000) ‘People for Sale: The Need for a Multidisciplinary Approach towards Human Trafficking’, *International Migration* 38(3): 113-191 (e)

- **Guri Tyldum and Annette Brunovskis** (2005) ‘Describing the Unobserved: Methodological Challenges in Empirical Studies on Human Trafficking’, *International Migration* 43(1-2): 17-34

Further readings:

- **IOM** (2011) *Trafficking of Fishermen in Thailand*, International Organization for Migration, pp. 1-91 (e)
- **David Feingold** (2005) ‘Think Again: Human Trafficking’, *Foreign Policy*, available at: www.foreignpolicy.com/articles/2005/08/30/think_again_human_trafficking?page=full

Seminar 7: Prosecuting human trafficking (23 Sept 2014) – debate

Prosecuting human traffickers is difficult as it often involves multiple jurisdictions even when victims are willing to confront traffickers. This week we will discuss some of these legal challenges by focussing on the *Daewoosa* case and the sex tourism phenomenon. Current legislation has often been seen as ineffective towards fighting human trafficking, what alternative policy suggestions are there? Taking into consideration the readings and discussions from weeks 4, 5 and 6, what can policymakers and average citizens do to fight against human trafficking and the modern slavery phenomenon?

Required readings:

- **United States v. Kil Soo Lee brief** (the *Daewoosa* case) (e)
Summary: http://www.justice.gov/opa/pr/2003/February/03_crt_108.htm
Discussed in chapter 5 of Bales and Soodalter (2010) *The Slave Next Door*, pp. 131-132
- **Daniel Edelson** (2001) ‘The Prosecution of Persons Who Sexually Exploit Children in Countries Other Than Their Own: A Model for Amending Existing Legislation’, *Fordham International Law Journal* 25(2): 483-540 (e)

Further readings:

- **Jayashri Srikantiah** (2007) ‘Perfect Victims and Real Survivors: The Iconic Victim in Domestic Human Trafficking Law’, *Boston University Law Review* 87: 157-211 (e)
- **Margaret A Healy** (1995) ‘Prosecuting Child Sex Tourists at Home: Do Laws in Sweden, Australia, and the United States Safeguard the Rights of Children as Mandated by International Law?’, *Fordham International Law Journal* 18: 1852-1923 (e)

Seminar 8: ‘Illegal’, ‘undocumented’ or ‘irregular’? (7 Oct 2014)

‘Illegal’, ‘undocumented’ or ‘irregular’ migrants are often the subjects of sensational reporting, but who are they? Are they usually the poorest of immigrant communities from developing countries or are they far more established and well-connected? In this lesson, we will discuss this diverse group of migrants to identify changes in recent population, their strategies for survival and how states develop new policies to control or manage their movement.

Required readings:

- **Kathrine M Donato and Amada Armenta** (2011) ‘What We Know About Unauthorized Migration’, *Annual Review of Sociology* 37: 529-543 (e)

- **Godfried Engbersen and Dennis Broeders** (2009) ‘The State versus the Alien: Immigration Control and Strategies of Irregular Immigrants’, *West European Politics* 32(5): 867-885 (e)
- **Joseph H Carens** (2008) ‘The Rights of Irregular Migrants’, *Ethics and International Affairs* 22(2): 163-186 (e)

Further readings:

- **Nicholas P De Genova** (2002) ‘Migrant “Illegality” and Deportability in Everyday Life’, *Annual Review of Anthropology* 31: 419-447
- **Patrick Radden Keefe** (2009) ‘Snakeheads and Smuggling: The Dynamics of Illegal Chinese Immigration’, *World Policy Journal* Spring: 33-44

Seminar 9: Film – *The Other Side of Immigration* (14 Oct 2014) – debate

We will watch the documentary *The Other Side of Immigration* and have a debate about the pros and cons of immigration.

Seminar 10: Asylum seekers and refugees (21 Oct 2014)

The right to seek asylum in contemporary politics and public policy is a post-WWII concept. In this lesson, we will learn about the origin of ‘asylum-seeking’ and how states in the West and the East have interpreted their international obligations to protect those who claimed to have been persecuted.

Required readings:

- **Alexander Betts** (2009) *Forced Migration and Global Politics*, Oxford: Wiley & Sons, Chapter 1, pp. 1-17 (e)
- **Nicholas Van Hear** (2011) ‘Forcing the Issue: Migration Crises and the Uneasy Dialogue between Refugee Research and Policy’, *Journal of Refugee Studies* 25(1): 1-24 (e)
- **Glen Peterson** (2012) ‘The Uneven Development of the International Refugee Regime in Postwar Asia: Evidence from China, Hong Kong and Indonesia’, *Journal of Refugee Studies* 25(3): 326-343 (e)

Further readings:

- **Khalid Koser** (2001) ‘New Approaches to Asylum?’, *International Migration* 39(6): 85-101
- **Liza Schuster** (2005) ‘A Sledgehammer to Crack a Nut: Deportation, Detention and Dispersal in Europe’, *Social Policy & Administration* 39(6): 606-621
- **Elizabeth Holzer** (2012) ‘A Case Study of Political Failure in a Refugee Camp’, *Journal of Refugee Studies* 25(2): 257-281
- **Jieun Lee** (2013) ‘A Pressing Need for the Reform of Interpreting Service in Asylum Settings: A Case Study of Asylum Appeal Hearings in South Korea’, *Journal of Refugee Studies* 27(1): 62-81
- **Samuel Cheung** (2011) ‘Migration Control and the Solutions Impasse in South and Southeast Asia: Implications from the Rohingya Experience’, *Journal of Refugee Studies* 25(1): 50-70

Seminar 11: *Film – Well-Founded Fear* (28 Oct 2014) – debate

We will watch the documentary *Well-Founded Fear* and have a debate about the pros and cons of the current asylum systems.

Seminar 12: Ageing population, migration and ‘care chain’ (4 Nov 2014)

Ageing population is no longer a policy problem for the West, it has also arrived in the East – in countries such as Singapore and China. This lesson highlights the multiple challenges associated with an ageing population and focus on how migration has been used to address some of these issues. Specifically, we will discuss the notion of ‘care chain’ and the societal and cultural implications of its global emergence. What is the Singaporean government’s policy solution for the challenges associated with an ageing population? What alternative policy solutions do you envision and what are the reforms essential to make this happen?

Required readings:

- **‘A Sustainable Population for a Dynamic Singapore, Population White Paper’** (2013), read Chapters 1, 4 and pp. 26-28 (e)
- **Arlie Hochschild** (2001) ‘The Nanny Chain’, *The American Prospect*, accessible here: <http://prospect.org/article/nanny-chain>
- **Ragnhild Sollund** (2010) ‘Regarding Au Pairs in the Norwegian Welfare State’, *European Journal of Women’s Studies* 17(2): 143-160 (e)

Further readings:

- **Anne P Glass, Yuan Gao and Jing Luo** (2013) ‘China: Facing a long-term care challenge on an unprecedented scale’, *Global Public Health: An International Journal for Research, Policy and Practice* 8(6): 725-738
- **Wolfgang Lutz, Warren Sanderson and Sergei Scherbov** (2008) ‘The coming acceleration of global population ageing’, *Nature* 451: 716-719
- **Majella Kilkey** (2010) ‘Men and Domestic Labor: A Missing Link in the Global Care Chain’, *Men and Masculinities* 13(1): 126-149
- **Nicola Piper** (2006) ‘Gendering the Politics of Migration’, *International Migration Review* 40(1): 133-164
- **Rhacel Salazar Parrenas** (ed., 2001) *Servants of Globalization: Women, Migration, and Domestic Work*, Stanford: Stanford University Press
- **Pierrette Hondagneu-Sotelo** (2007) *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*, Berkeley: University of California Press
- **Charito Basa, Wendy Harcourt and Angela Zarro** (2011) ‘Remittance and transnational families in Italy and The Philippines: breaking the global care chain’, *Gender & Development* 19(1): 11-22

Seminar 13: *Film: Ilo Ilo* (11 Nov 2014)

We will watch the movie *Ilo Ilo* and wrap up what we have learned in this course.
