
Professor: Pei-Chia Lan 藍佩嘉

Email: pclan@ntu.edu.tw

Time: Monday 2:20—5:20 pm

Classroom: Sociology 103

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 focuses on inter-Asian migration empirically but expands to broader theoretical issues and global patterns. It 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, 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 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 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 must attend all the classes and complete the required reading *before* classes 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.

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 or ChatGPT. You may use AI tools to assist with writing and research, but you must acknowledge how you have used them in your submission. Be aware that AI-generated content may include inaccurate or fabricated sources. You are responsible for verifying all information and ensuring the integrity and originality of your work. Plagiarism in this class is unacceptable.

Accidental or willful use of someone else's words, ideas, or data without proper citation, as well as AI-generated content without revision and acknowledgement, will be penalized by failing the grade and reported to the administration.

For undergraduates:

1. Class attendance, participation & unscheduled in-class quizzes (multiple-choice questions based on readings), 10%
2. Three short essays (800-1000 words in English) based on the four documentaries (choose three out of four) and assigned readings (grading will be based on whether you finish and refer to the readings), 45%
3. In-class, closed-book final exam (you may answer in English or Chinese), 30%
4. Group (6-8 persons) oral presentation, 15%

We will divide the class into groups, and you will be assigned to one of the migrant communities in Northern Taiwan (details to be announced in class). Please spend some hours visiting this place and talking to migrants whom you encounter about their living experiences in Taiwan. You will make a PPT with photos taken on site to introduce the community to your classmates.

For graduate students:

1. Class participation and discussion, including unscheduled in-class quizzes 25%

2. Weekly reflexive memos (written in English 700-800 words) 50%

Please briefly summarize the reading, provide your assessment and questions, and identify potential directions of research.

3. Final essay (choose your own topic, 3000-4000 words in English) 25%

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

Week 1 9/1 Introduction

Recommended:

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

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

International Organization for Migration. 2024. *World Migration Report 2024*.

Available online: <https://worldmigrationreport.iom.int/msite/wmr-2024-interactive/>

I. Migration Process and Infrastructures

Week 2 9/8 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.

*Jørgen Carling & Kerilyn Schewel. 2018. "Revisiting Aspiration and Ability in International Migration." *Journal of Ethnic and Migration Studies* 44(6): 945-963

Week 3 9/15 Immigration Policies

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

*Chung, Erin Aeran, Darcie Draudt & Yunchen Tian. 2023. "The Developmental Migration State." *Journal of Ethnic and Migration Studies* 50(3): 637-656.

Recommended:

Oishi, Nana. 2005. *Women in Motion: Globalization, State Policies, and Labor*

Migration in Asia. Stanford University Press.

Week 4 9/22 Migration Infrastructure & Space

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

Yeoh, Brenda SA, and Theodora Lam. 2022. "Managing the Non-integration of Transient Migrant Workers: Urban Strategies of Enclavisation and Enclosure in Singapore." *Urban Studies* 59(16): 3292-3311.

Recommended:

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

Week 5 9/29 National holiday

Week 6 10/6 National holiday

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

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

Undergraduate essay- submit to NTUcool before the class by 10/13

Q: Please analyze the roles played by different actors in the documentary, and discuss how these actors enable and/or constrain the cross-border experiences of migrants. Your response must engage with Xiang and Lingquist's (2014) theoretical discussion on "migration infrastructure."

Week 7 10/13 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.

*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.

II. Multiple Streams of Migration

Week 8 10/20 Global Care Chain

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

*Lan, Pei-Chia. 2022. "Contested Skills and Constrained Mobility: Migrant Carework Skill Regimes in Taiwan and Japan." *Comparative Migration Studies* 10: 37.

Recommended:

Paul, Anju Mary. 2011. "Stepwise International Migration: A Multistage Migration Pattern for the Aspiring migrant." *American Journal of Sociology* 116 (6): 1842-86.

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

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

Undergraduate essay - submit to NTUcool before the class by 11/3

Q: Analyze this documentary to illustrate the class and gender dynamics in the "global care chain" based on the literature of Parreña(2000) and Pierrette Hondagneu-Sotelo (2003). a) identify specific scenes in the documentary to analyze how intimacy and inequality coexist in the yaya's relationship with the employer's family. What tensions arise when domestic workers are treated "like family" but remain structurally subordinate? b) Use examples from the documentary to discuss how gendered family obligations in the Philippines shape the yaya's migration, and how separation reshapes the meaning of "motherhood" across borders.

Week 9 10/27 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.

Week 10 11/3 Cross-Border Marriage

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

*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.

Recommended:

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

[Documentary 3 "The Good Daughter (阿紫)" (part of 83 min) by Wu Yu-Yin (2019)]

Undergraduate essay - submit to NTUcool before the class by 11/17

Q: Kim (2013) developed the concept of ethnicized maternal citizenship to describe that migrant wives in South Korea are only conditionally accepted as long as they fulfill maternal and familial roles. Identify some moments in the documentary to illustrate how the Vietnamese spouse, Azhe, was incorporated into her Taiwanese family. Then, discuss how state policies may reinforce a sense of conditional belonging for marriage migrants, or challenge the conditions to empower them.

Week 11 11/10 Group presentation and Lifestyle Migration

Group oral presentation, 10 min each group (time control will be strictly enforced)
Please refer to Yeoh and Lam's (2022) article (week 4) and what we have learned in this class to explore the spatial formations, such as ethnic enclaves or immigrant neighborhoods, and social communities of migrants in Taiwan.

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.

III. Citizenship, Transnationalism, and Multiculturalism

Week 12 11/17 Citizenship

Bloemraad, Irene, and Alicia Sheares. 2017. "Understanding Membership in a World of Global Migration:(How) does Citizenship Matter?" *International Migration Review* 51(4): 823-867.

*Menjívar, Cecilia. 2006. "Liminal Legality: Salvadoran and Guatemalan immigrants' Lives in the United States," *American Journal of Sociology* 111(4): 999–1037.

Recommended:

Nawyn, Stephanie J. 2011. "'I Have so Many Successful Stories': Framing Social Citizenship for Refugees." *Citizenship Studies* 15 (6–7): 679–93.

Week 13 11/24 Second-Generation

Lan, Pei-Chia. 2024. "Contesting Boundaries and Navigating Identities: Second-Generation Adult Children from Cross-border Marriages in Taiwan" *International Migration Review*, online first.

*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:

Kwon, Hyeyoung. 2022. "Inclusion Work: Children of Immigrants Claiming Membership in Everyday Life." *American Journal of Sociology* 127 (6): 1818-1859.

[Documentary 4: "My New Home Part II: Teens Adapting to New Life in the UK" (46min) by Real Families]

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

Undergraduate essay- submit to NTUcool before the class by 12/8

Q: Please apply the identity management strategies discussed by Lan (2024) to analyze the experiences of the teenage immigrants in the documentary. You should

specify which identity strategy corresponds to particular teenagers, explain why they are inclined to adopt such a strategy, and compare how the situation faced by the second generation in the UK is similar to and different from their counterparts in Taiwan.

Week 14 12/1 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 12/8 Transnationalism & Transnational Families

Shih, Kristy Y. 2016. "Transnational Families." *Encyclopedia of Family Studies*: 1-7.

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

Recommended:

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

Week 16 12/15 Final exam week

Undergraduate: In-class, closed-book final exam (short-answer and essay questions)
Graduate students: write an individual essay on the self-chosen topic and upload it to NTU COOL by 11:59 pm on 2025/12/22.