

SOCY S164, ER&M S305

Race, Ethnicity and Migration from Asian Perspectives

Meeting Information

Tuesdays and Thursdays, 9 AM to 12:15 PM

Location TBD

Instructor

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Office Hours: Tuesdays and Thursdays after class or by appointment via email.

Course Description

While most social scientists have come to embrace the terms race, ethnicity and migration as everyday concepts for their research, they also comprise some of the most contentious topics in contemporary society. Adding to their complexity is that these terms can take on very different meanings for individuals, organizations and governments from different social contexts. This seminar course offers a context-sensitive reflection on the concepts of race, ethnicity and migration by incorporating voices from migrant and minority groups within and from Asia. While the majority of material focuses on social issues in East Asia, the course will also devote considerable time on case studies from Southeast Asia and South Asia, as well as many transnational studies that span over national and regional boundaries. This course does not seek to provide a definitive answer on how we should understand race, ethnicity and migration. Instead, it is designed to help students understand that different historical and geographical contexts can give rise to different interpretations of the same concepts. The course format is a seminar, consisting primarily of in-class student discussions with brief lectures during each meeting.

Prerequisites

There are no prerequisites. This is an introductory survey on issues related to race, ethnicity and migration in Asian societies. The course welcomes students of all levels. While prior experience taking courses in sociology and related social sciences would be helpful, it is not required.

Course Requirements

1) Participation (15%)

- Success of this course is dependent on every student's active participation in class discussions.
- Students should read the assigned material before they come for each class and be ready to contribute

with their questions and observations.

- Attendance is mandatory and students are expected to be present for all scheduled meetings. There are no breaks and holidays. Lectures will not be recorded.

2) Reading Responses (30%)

- You are expected to submit a total of **ten** short reading responses (maximum 500 words) for the assigned reading material. You may choose any ten items on our syllabus, but you must submit **two responses every week**.
- The responses must be submitted by 10 PM of the day before the class in which we discuss the material.
- Refer to Reading Responses section at the end for the format of this assignment

3) Fieldwork Itinerary (25%)

- This assignment must be submitted by the **end of Week 3**
- Refer to the Fieldwork Itinerary section at the end of the syllabus for more details.

4) Research Paper (30%)

- You will conduct a personal research project. You may choose any topic – you can choose to develop one of the topics we discussed in class or choose a topic that we have not discussed. The only requirement is that it be related to race, ethnicity and/or migration in/from Asia.
- By the end of Week 2, you should submit a paragraph-long account of your research idea.
- The final assignment should be no more than 2500 words.
- You must cite at least 5 academic sources, not including class readings.
- Deadline: End of Week 5.

Statement on Academic Integrity

Plagiarism and academic dishonesty will not be tolerated. By enrolling in this course, you affirm that you will not plagiarize, use unauthorized materials or use ChatGPT and other AI composition software to satisfy Course Requirements. If you take any text or idea from somebody else, you must clearly cite the source material. If you have any questions about what does or does not constitute plagiarism, please ask the instructor before you submit the assignment in question. You may also consult the Writing Center Web site:

<http://ctl.yale.edu/writing/wr-instructor-resources/addressing-academic-integrity-and-plagiarism>.

Yale has strict policies regarding academic honesty, and any violation of these policies will be treated in accordance with university guidelines without exception. Please familiarize yourself with the university's policies on academic honesty:

<https://academiccontinuity.yale.edu/academic-integrity-honor-codes>

Course Schedule

Module 1: Basic Concepts in Race, Ethnicity and Migration

- Portes, Alejandro. 1997. "Immigration Theory for a New Century: Some Problems and Opportunities." *International Migration Review* 31(4): 799-825
- Brubaker, Rogers. 2002. "Ethnicity Without Groups." *European Journal of Sociology* 43(2): 163-89.
- Castles, Stephen. 2007. "Twenty-First-Century Migration as a Challenge to Sociology." *Journal of Ethnic and Migration Studies* 33(3): 351-71.

Module 2: Problematizing Basic Concepts

- Said, Edward W. 1984. "The Mind of Winter: Reflections on Life in Exile." *Harper's*, 1984 Sep 01, pp. 49-55.
- Sklair, Leslie. 2000. "The Transnational Capitalist Class and the Discourse of Globalisation." *Cambridge Review of International Affairs* 14(1): 67-85.
- Rae, James DeShaw and Xiaodan Wang. 2016. "Placing Race, Culture, and the State in Chinese National Identity: Han, Hua, or Zhongguo?". *Asian Politics & Policy* 8(3):474-93.
- Song, Changzoo. 2017. "Chinese Migrant Communities in South Korea: Old Huaqiao, Chaoxianzu and Xin Yimin." Pp. 127-45 in *Contemporary Chinese Diasporas*, edited by M. Zhou. Singapore: Palgrave Macmillan Singapore.

Module 3: War, Violence and Displacement

- Falzon, Mark-Anthony. 2003. "'Bombay, Our Cultural Heart': Rethinking the relation between homeland and diaspora." *Ethnic and Racial Studies* 26(4): 662-83.
- Kook, Kyunghee. 2018. "'I Want to Be Trafficked So I Can Migrate!': Cross-Border Movement of North Koreans into China through Brokerage and Smuggling Networks." *The ANNALS of the American Academy of Political and Social Science* 676(1):114-34.
- MacLean, Ken. 2019. "The Rohingya Crisis and the Practices of Erasure." *Journal of Genocide Research* 21(1) 83-95.
- Komisarchik, Mayya, Maya Sen and Yamil R. Velez. 2022. "The Political Consequences of Ethnically Targeted Incarceration: Evidence from Japanese American Internment During World War II." *The Journal of Politics* 84(3):1497-514.

Module 4: Home and Belonging:

- Constable, Nicole. 1999. "At Home but Not at Home: Filipina Narratives of Ambivalent Returns." *Cultural Anthropology* 14(2):203-28.
- Tong, Chee Kiong and Kwok Bun Chan. 2001. "Rethinking Assimilation and Ethnicity: The Chinese of Thailand." Pp. 9-40 in *Alternate Identities: The Chinese of Contemporary Thailand*, edited by C. K. Tong and K. B. Chan. Singapore: Brill.

Ryang, Sonia. 2009. "Between the Nations: Diaspora and Koreans in Japan." Pp. 1-20 in *Diaspora without Homeland: Being Korean in Japan*, edited by S. Ryang and J. Lie. Berkeley: University of California Press.

Module 5: Economies of Migration

Kapur, Devesh. 2001. "Diasporas and Technology Transfer." *Journal of Human Development* 2(2): 265-86.

Leung, Maggi W. H. 2001. "Get IT going: New ethnic Chinese business. The case of Taiwanese-owned computer rms in Hamburg." *Journal of Ethnic and Migration Studies* 27(2): 277-94.

Rahman, Md Mizanur and Lian Kwen Fee. 2009. "Gender and the Remittance Process." *Asian Population Studies* 5(2): 103-25.

Shin, HaeRan. 2017. "Joseonjok and their evolving roles as mediators in transnational enterprises in Qingdao, China." *Asian and Pacific Migration Journal* 26(1): 108-27.

Module 6: Citizenship and Governance

Ong, Aihwa. 1993. "On the Edge of Empires: Flexible Citizenship among Chinese in Diaspora." *positions: east asia cultures critique* 1(3):745-78.

Romina Guevarra, Anna. 2006. "Managing 'Vulnerabilities' and 'Empowering' Migrant Filipina Workers: The Philippines' Overseas Employment Program." *Social Identities* 12(5):523-41. doi: 10.1080/13504630600920118.

Liu, Hong and Els van Dongen. 2016. "China's Diaspora Policies as a New Mode of Transnational Governance." *Journal of Contemporary China* 25(102):805-21.

Module 7: Living With Differences

Goh, D.P.S. (2008), "From Colonial Pluralism to Postcolonial Multiculturalism: Race, State Formation and the Question of Cultural Diversity in Malaysia and Singapore." *Sociology Compass* 2: 232-252

Farrer, James. 2011. "Global Nightscapes in Shanghai as Ethnosexual Contact Zones." *Journal of Ethnic and Migration Studies* 37(5):747-64.

Wise, Amanda and Selvaraj Velayutham. 2014. "Conviviality in Everyday Multiculturalism: Some Brief Comparisons between Singapore and Sydney." *European Journal of Cultural Studies* 17(4):406-30.

Yun, Jiwon. 2023. "Singing, Moving and Laughing Together: Engaging the Senses for a Cosmopolitan Atmosphere." *Journal of Ethnic and Migration Studies* 49(11):2914-31.

Module 8: Family and Marriage

Buzzfeed India. February 2018. "[How To Cook Every Indian Dish Ever.](#)"

English Heritage. September 2017. "[How to Make Curry – The Victorian Way.](#)"

Japanology Plus. November 2019. "[Japanology Plus – Curry.](#)"

Srinivas, Tulasi. 2006. "'As Mother Made It': The Cosmopolitan Indian Family, 'Authentic' Food and the

- Construction of Cultural Utopia." *International Journal of Sociology of the Family* 32(2):191-221.
- Kim, Yulii and HaeRan Shin. 2018. "Governing through Mobilities and the Expansion of Spatial Capability of Vietnamese Marriage Migrant Activist Women in South Korea." *Singapore Journal of Tropical Geography* 39(3):364-81.
- Uekusa, Shinya and Sunhee Lee. 2020. "Strategic Invisibilization, Hypervisibility and Empowerment among Marriage-Migrant Women in Rural Japan." *Journal of Ethnic and Migration Studies* 46(13):2782-99.

Module 9: Return Migrants

- Athukorala, Premachandra. 1990. "International Contract Migration and the Reintegration of Return Migrants: The Experience of Sri Lanka." *International Migration Review* 24(2):323-46.
- Skrentny, John D., Stephanie Chan, Jon Fox and Denis Kim. 2007. "Defining Nations in Asia and Europe: A Comparative Analysis of Ethnic Return Migration Policy1." *International Migration Review* 41(4):793-825.
- Tsuda, Takeyuki (Gaku). 2022. "Racism without racial difference? Co-ethnic racism and national hierarchies among Nikkeijin ethnic return migrants in Japan." *Ethnic and Racial Studies* 45(4): 595-615

Module 10: New Challenges and Questions

- Roberts, Glenda S. 2017. "An Immigration Policy by Any Other Name: Semantics of Immigration to Japan." *Social Science Japan Journal* 21(1):89-102.
- Menon, Alka V. 2019. "Cultural Gatekeeping in Cosmetic Surgery: Transnational Beauty Ideals in Multicultural Malaysia." *Poetics* 75:101354.
- Sheikh, Farrah. 2021. "Recycling European Narratives in South Korea's 'Refugee Crisis': Islamophobia, #Metoo, and Yemeni Refugees on Jeju Island." *Asiascape: Digital Asia* 8(3):211-39.
- Liu, Jiaqi M. and Rui Jie Peng. 2023. "Mobility Repertoires: How Chinese Overseas Students Overcame Pandemic-Induced Immobility." *International Migration Review*. doi: 10.1177/01979183231170835.

Reading Responses

You will submit a total of **ten** reading responses in this course, **two** per each week. They must be submitted prior to the class in which the particular material is discussed.

Recognizing that different student have different levels of affinity with sociology and social science literature, I provide a more structured way of writing a response. The expectation is that following these steps will help you efficiently identify the main argument, evidence and contributions of each author.

Directions

- 1) Identify the title and the author of the text you are responding to.
- 2) Write a short section (no more than 5 lines) on research method.
- 3) Identify a keyword that you think is central to the text.
- 4) Define the keyword as the author uses it.
- 5) Write a paragraph on why you think this keyword is important to the author's argument.

A response should be **no more than 500 words long**. It must fit in a single letter-sized page.

Fieldwork Itinerary

For this assignment, you will propose an overseas summer fieldwork for a research project on a migrant community or an ethnic minority group of your choosing. The purpose of this assignment is to learn how fun yet difficult it is to create a practical plan for an overseas summer fieldwork. Writing a convincing and feasible fieldwork proposal is an important skill that real-world social scientists are expected to acquire as part of their training.

Directions:

1. Choose **one** migrant/ethnic minority group within/from Asia to be the focus of your fieldwork.
2. Pick a suitable city to serve as the base camp for your fieldwork. You **MAY NOT** pick a destination within the country of your origin.
3. Choose specific locations in and around this city that you would like to visit to study the people of your choice.
4. The duration of your travel should be around 1 month.
5. Your budget is 2000 USD, not including the air fare.

Format

The itinerary can be in any format, but must include the following (in no particular order):

- A historical account of the group you are studying.
- Reason for your choice of the base camp city.
- Fieldwork plans: description of fieldwork locations and research activities.
- Pre-Travel Preparation: visa, immunization, packing your backpack, languages, etc.
- Travel plans: transport, food and lodging.
- Total Budget
- Timeline

No more than 1500 words. Double-spaced, font size 12, Times New Roman or Arial.

You must also cite **at least 3 academic sources** from outside of the class reading.

Deadline: End of Week 3