COURSE OUTLINE:
HS2013 MIGRATION & MULTICULTURALISM
(AY 14/15, Semester 2)

Course Coordinator
Asst. Prof. Laavanya Kathiravelu

NOTICES
1. The course syllabus is a general plan for the course. Changes, announced to the class by the professor, may be necessary.
2. All readings are posted on NTULearn under “Content.”

Course description:
This course will give students a broad understanding of the central issues associated with migration and settlement, with a focus on south-south migrations to generate conversation with more commonly studied South to North movements of people, and to be more relevant to students in Singapore. The first half of the course will address various types of migration and key transnational framings of the movements of people across domestic and international boundaries. In the second half, the ways in which various states deal with the diversity of their temporary and more permanent immigrant populations will be explored. This is done using a case study approach that allows for a deeper understanding of each site. Finally, the course introduces some elements of everyday migrant life in order to provide a balance to highly state-centric readings of migration.
The course seeks to link issues of migration with understandings of contemporary diversity so that they can be examined as interrelated transnational phenomena. In these discussions, class and ethnicity emerge as key vectors of differentiation and analysis.

By the end of the course students should be able to
- Identify different forms of migration and mobility as well as speak about difficulties in distinguishing between these various modes.
- Describe with in-depth empirical knowledge the different systems states’ utilise in dealing with temporary and more permanent migrants and diverse ethnic populations. Students should be able to discuss the everyday implications of these policy initiatives for new migrant incorporation, as well as for older native populations.
- Describe migrants’ attempts to integrate and settle in their adopted country with particular attention to informal and everyday practices.

COURSE REQUIREMENTS
You should attend all classes, and complete all assignments by their due dates. This is a labour intensive class with a substantial reading component — you will have to be disciplined and organized throughout the semester. Please take close note of the requirements and deadlines listed below.

Readings and reading notes
You need to read others’ research in order to conceptualize your own. The readings assigned in this class are aimed at giving you a sense of how sociologists conduct research on migration using both qualitative and quantitative data, how they make connections between theory and data, and how they frame their findings to convince their readers.

Please make sure all readings are completed by class time. Each week, there is one set of required readings. There may also be recommended supplementary readings. We expect you to keep up with at least the required readings and to think critically and take detailed notes on them.

In reading and taking notes, ask yourself:
- What are the author’s main arguments? Do they challenge popularly held views about migration and migrants? Are there other ways to explain the phenomenon that is being described?
- What is the evidence she/he uses to make his/her main arguments?
- Are you convinced by the findings and why or why not?
- How does the reading understand and argue for migration as a sociological process?
- How does the information presented allow for governments to better manage migrant populations and migrant integration?
- How do the readings from different weeks inform and relate to one another?
CLASS POLICIES

Deadlines: Unless you have a legitimate and documented excuse, deadlines will not be extended and a late assignment will be penalized by half a letter grade per day that it is late. Assignments should have been started before the date of submission, so a MC for the date the assignment is due is not a valid excuse.

Missed classes: If you miss a class, it is your responsibility to obtain notes from a classmate. Copies or summaries of lecture notes will not be made available to students, and lectures will not be summarized during office hours.

Electronic devices: Please turn off and put away all electronic devices during class time. You may use your laptop for taking notes, but please do not use it for other purposes during class time.

Academic integrity: Academic dishonesty (e.g. cheating, plagiarism, fabrication) will result in a failing grade; students will also be referred to university authorities for disciplinary action. In addition, the department keeps records of these transgressions.

Plagiarism—the use of other people’s ideas as if they were your own—is a serious offence. If you are unclear about how to properly use or cite scholarly work, please consult us. There are also websites with useful information about what constitutes plagiarism, how to use sources appropriately, and how to evaluate your sources (particularly internet sources). See, for example, http://www.plagiarism.org/ as well as our divisional website (under Resources). Although we know that most of you will behave with integrity, we are requiring all students to submit their assignments through NTULearn’s Turnitin system.

Readings:
There is no textbook for this course. The readings, taken from the sociological literature, are available either as PDF files on NTULearn or through the NTU library.

STUDENT ASSESSMENT:

a. Final 2.5-hour written examination (50%) 5 May 2015 Afternoon (TBC)
b. Tutorial attendance & participation (10%)
c. Presentations & in class writing assignment (10%)
d. Written essay/assignment (30%) DUE 18 MARCH 2015 11:59PM
Course Schedule:

**Part 1: Models of migration & governance**

**Week 1: Introduction (14 January 2015)**

**No tutorials this week**

This week the topic of international migration is introduced to students through adopting a broader historical and theoretical perspective. Key theories of migration as well as their applicability will be addressed.

**Readings:**

**Week 2: Domestic/rural-urban migration (21 January 2015)**

How do rural migrants’ experiences in the city affect their aspirations and sense of identity as citizens? This week also explores how domestic migration is often the first step towards transnational movements for many migrants.

**Readings:**

**Tutorial exercise:** This week discussions should centre around what assumptions you have had about migration and human movement. How have these been destabilised by the discussions of and in relation to the readings of the past two weeks?
- Identify some of the reasons/explanations for both domestic and international migration.
- How have migration patterns changed over the past 100 years? Start thinking about this in relation to the migration histories and narratives of your own families.

Please also hand in your academic honesty forms this week.
Week 3: Irregular, forced migration and trafficking (28 January 2015)
This week will ask how irregular and forced migration is defined and explore the problems of demarcating boundaries between these different forms of mobility. When is labour migration considered debt bondage? How do we measure levels of coercion and interpret the complicity of the migrant in exploitative processes?
Readings:

Tutorial exercise: In discussing the readings for this week, think about the different stages of the migration journey for potential migrants, the information sources that may be available to them and the actual logistics of undertaking that journey.

Week 4: Labour Migration (4 February 2015)
This week tackles the topic of labour migration in understanding how people move to work, but are not only driven by economic reasons. Particular attention will be paid to the gendered aspects of this transnational phenomenon, and the implications of that for how labour migration is valued and governed, as well as for concepts such as the international care chain.
Readings:

Tutorial exercise: Take foreign domestic workers in Singapore as an example of highly gendered labour migration. What are some of the economic and non-economic reasons for their migration? How is this group treated and regulated in Singapore compared to other migrant workers – both low waged and highly skilled. Is migrating for better economic prospects always a good thing? Discuss both pros and cons.

Week 5: International governance of migration (11 February 2015)
This topic interrogates international organisations and the regulation of transnational migration. The lack of adequate controls and the inability to enforce standards by individual states are examined. It is then suggested that non-state actors are best placed to enact regulatory reform and advocate for a transnationalisation of rights.
Readings:

Tutorial exercise: Discuss the problems that an organization like the IOM (International Organisation for Migration) or different arms of the UN (United Nations) face in regulating international movements of people across nation-state boundaries. How can measures be better enforced and what role can non-state based NGOs play? How for example, can the situation of low wage migrants in Singapore be better regulated through pressure from the international community?

**Week 6: The political economy of migration (18 February 2015)**
This week will address issues like remittances and hometown development and NRI policy as part of the international political economy of migration. Following on from the previous week, this topic demonstrates the significance of highly unregulated migration for domestic economic growth.
Readings:

Tutorial exercise: Student presentations
In preparation for your mid-term assignment, identify a migrant within your family (from grandparents to siblings). Get in touch with them (or someone who remembers them well if they have passed away) and find out where they moved from and where they moved to. Ask them to draw a map of their movement(s), illustrating the journey if possible. If they do not live in Singapore, draw a map based on your conversation with them.

First find out (a) how old they were, (b) how they moved (train, bus, on foot, etc.), (c) what they carried with them, (d) who they traveled with (if anyone) and (e) how much the journey cost.

Explore -- What is their strongest memory of the journey? What were their first impressions of the new place they moved to? Did they ever return to their first home? What reaction did they have (if they did return)? (h) What primary emotion do they associate with this move (relief/nostalgia/loss/pleasure, etc.)?

Try and obtain at least one photograph of the person around the time of this migration. Alternatively, you could bring in an object/artefact that has been a part of their family’s migration journey in some way (eg. Piece of luggage, passport, ticket, jewellery etc). Analyze this photograph/object carefully, paying
particular attention to the background and context
(Studio/Clothes/Background/how did this object figure in the journey etc.)

You will make a 5-7 minute ORAL presentation based on this interview. You should use the feedback from your presentation to improve your mid-term assignment.

Part 2: Settlement, States and everyday life

Week 7: Multiculturalism and assimilation (25 February 2015)
This week, the UK and France are taken as examples of different models of immigrant incorporation. Popular issues of contention around the burqa and language proficiency will be discussed in relation to these countries. The disjunctures between political rhetoric and the actual treatment of foreigners will also be addressed.

Readings:

Tutorial exercise: student presentations (see description from previous week)

Recess/Break week

Week 8: Multiracialism in Singapore (11 March 2015)
Singapore’s extremely bifurcated migration regime will be the backdrop for this week’s discussions. Low waged migrants are conditionally welcomed, where they are needed but not wanted. On the other hand, the state encourages immigration to boost population and productivity. The implications of this will be examined in relation to an already established diverse diasporic citizenry.

Readings:

Tutorial exercise: What are the implications of the migration that has taken place in the past 10 years in Singapore? You can think about this is economic, social and cultural terms. How have your everyday experiences of the nation changed? Can we speak about racial ‘difference’ in the same ways that we previously have?
Suggest alternative conceptualisations to multiracialism as policy.

**Week 9: South Africa, the rainbow nation (18 March 2015)**
**Mid-term Assignment due – Submit through TURNITIN by 1159PM**

Taking post-apartheid South Africa as example, this week examines how recent regional migration to the country complicates already existing divisions between urban residents. The governance of a large irregular immigrant population is highlighted as raising particular problems.

Readings:

Tutorial exercise: How can we compare the experience of South Africa to Singapore – in terms of them both being post-colonial states that have inherited systems of racialised segregation. How are the challenges of a city different when faced with more irregular migration?

**Week 10: Racism and xenophobia (25 March 2015)**

This week’s topic will grapple with discrimination that migrants and minorities often face in host countries. The focus here will be on everyday practices of racism. It is suggested that racism and xenophobia have altered to a ‘new racism’ and are more based around ideas of culture, overlaying older stereotypes.

Readings:

Tutorial exercise: Talk about everyday experiences of racism that you have heard about or witnessed, especially directed at new migrants. How can we understand them as examples of ‘new racism’? What measures would you suggest to allow for the creation of a less xenophobic environment? How can we move towards a more tolerant and inclusive society? What are the benefits of this?

**Week 11: Migrant enclaves and ethnic economies, entrepreneurialism (1 April 2015)**

This week explores long-term networks, migrant ethnic enclaves and the entrepreneurialism of immigrant groups. These range for more formalised relationships of *guanxi* and clan to organic developments of particular urban zones and economic specialisations.
Readings:

Tutorial exercise: Discussion of readings and reflect on how specific neighbourhoods in Singapore facilitate the formation of migrant networks. What would be the consequences if these types of enclaves were broken up?

In preparation for next week’s field exercise, group yourselves into pairs and discuss how you are going to carry out the exercise. Choose a location to visit, a time that you will go and divide up tasks and roles.

**Week 12: Right to the city, collective organisation, informality (8 April 2015)**

*No lecture this week. Field exercise* (in your own time).

This week the focus is on informal migrant organisation. Here, discussions of how low wage migrants in particular engage in social and economic practices that enable their effective incorporation as urban residents will be examined. It carries on from the previous week’s topic in highlighting the agency of migrant groups.

Readings:

This week you are required (a) to photograph a space in Singapore where migrants gather and (b) to write a short (500 word) analysis of your photograph(s) explaining how migrant histories are made visible and any other details that you think are interesting or important. This assignment is to be done in pairs.

Photograph(s) should seek to make migration and multiculturalism “visible” by highlighting the journeys taken by migrants, their social or cultural histories, displacement and the logistics of migration, economies, or the emotions associated with migration.

Consider photographing typical foods, family photos, letters and postcards written by family and friends, clothing, internet centers, grocery shops, groups of migrants interacting, work places, religious centers, community centers, items used by migrants or that evoke home, including phone calling cards, CD and DVD rentals, air tickets, wall calendars, etc. Be creative!

Tutorial exercise:
*You will make a 5-7 minute ORAL presentation based on the photograph(s)*
Students should come to class with photos/vignettes and descriptions of what they have seen during their visits to migrant enclaves. They will be expected to have written a 500-word ethnography/reflection describing the activities and people they observed, as well as how they felt being within that space. These will be collected in class.

Week 13: Summary & Review (15 April 2015)
This week will undertake a review of the entire course and highlight significant themes for revision for the final exam.

Tutorial exercise: Questions and queries should be brought to class for discussion. It is important that this time is used effectively, so please come to class having already thought about your doubts and seeking clarification of concepts and ideas that you are unclear about. Subsequent email queries may not be entertained.

HS2013: Mid-term Assignment (AY 2014/2015 Sem 2)
DUE 18 MARCH 2015 (11:59 pm)
Submit through TURNITIN

There is one mid-term assignment that is worth 30% of your final grade and so requires a significant amount of effort. You are advised to start work on the assignment and plan your time early in the semester.

This assignment asks you to trace the history of migration and transnational movement in your family. And relate this to the discussions and issues around migration and multiculturalism that are discussed in this course.

- You are expected to conduct an in-depth interview with one member of your family who was a migrant to Singapore or who has knowledge of the migrant history of your family.
- This interview should be recorded (audio and/or video).
- In speaking to this member of your family, you should ask them to identify an object that dates back to moment of migration. Or an object that is indicative in some way of their migration journey. This can also be a photograph.
- Find out where they moved from and where they moved to. Ask them to draw a map of their movement(s), illustrating the journey if possible. If they do not live in Singapore, draw a map based on your conversation with them.
- Find out (a) how old they were, (b) how they moved (train, bus, on foot, etc.), (c) what they carried with them, (d) who they traveled with (if anyone) and (e) how much the journey cost.
- Explore: What is their strongest memory of the journey? What were their first impressions of the new place they moved to? Did they ever return to their first home? What reaction did they have (if they did return)? (h) What primary emotion do they associate with this move (relief/nostalgia/loss/pleasure, etc.)? What were some of the obstacles they faced in movement? Economic, objections from family?

Other possible interview questions will be discussed during tutorial sessions. The interview should be written up as an essay focusing on one or two themes characteristic of migration and/or multiculturalism that come up in the interview.

Maximum length for the essay is 2,000 words and may include images and/or multi-media. (This essay should also incorporate feedback and suggestions that were brought up in class discussion after presentations).

Assignment Cover Sheet

Academic Year and Semester: AY 2014/15, Sem 2
Course code and Title: HS2013 Migration & Multiculturalism
Course Coordinator’s Name: Asst. Prof. Laavanya Kathiravelu

Student’s Name(s) (official): __________________________________________

Academic Dishonesty

All members of the NTU community are responsible for upholding the values of academic integrity in all academic undertakings. Students should not plagiarise or pass off as their own, the writing or ideas of another, without acknowledging or crediting the source from which the ideas are taken. NTU takes a serious view of any
form of academic dishonesty. Plagiarism, cheating, and other forms of academic dishonesty are considered serious offences for which disciplinary penalties will be imposed.

**Declaration**

I have read and understood the NTU Academic Integrity Policy (available online at http://academicintegrity.ntu.edu.sg/policy/) and declare that all graded and nongraded assignments will be my/our group’s own work and will not involve plagiarism or collusion. The sources of other people’s work will be appropriately referenced. Quotation marks will be used around materials written verbatim from other sources; citations will clearly indicate paraphrasing of other sources. I will not submit any work for this course/module that is (in whole or part) graded work for another course/module.

**Student’s Signature:** ______________________ **Date:** ______________________

*No assignments will be marked until the student has submitted this form.*