

**City University of Hong Kong
Course Syllabus**

**offered Department of of Asian and International Studies
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	Asian Migration and the Global Diasporas
Course Code:	AIS 3046
Course Duration:	One semester
Credit Units:	3
Level:	B3
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course aims to engage students in migration studies and various debates about migration. It examines the root causes and settlement patterns of migrants, and how migration has effected changes in the country of origin and settlement. Students will study migration theories, identify major Asian migrant groups and examine how these groups form part of the global diaspora communities and continue to maintain ties with the root countries. Students will write profiles on migrants and research reports on migration topics.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Examine different root causes – pushing and pulling factors – of migration.	20			
2.	Analyze migration issues with major migration theories and concepts.	20			
3.	Identify various Asian migrant groups, their settlement patterns and the various impacts migrants have brought to the countries of origin and settlement.	20			
4.	Explore migrants' continuous network to the homeland countries and the various socio-economic and cultural practices of the diasporic groups through transnational social space.	20			
5.	Demonstrate the ability to put data and analysis into organized writing	20			
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
CILO	Expository lectures	✓	✓	✓	✓			
CILO	Tutorial activities – group discussion, brainstorming activities	✓	✓	✓	✓			
CILO	Migrant profile – to write a short report on migrant stories	✓	✓			✓		
CILO	Team or individual project: student will identify migrant groups and migration topics that interest them and do research on the selected groups and topics. Students will apply concepts learned in class for analysis.	✓	✓	✓	✓	✓		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: ____%								
Tutorial activities	✓	✓	✓	✓			30%	
Migrant profile	✓	✓					20%	
Written report or paper	✓	✓	✓	✓	✓		50%	
Examination: ____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Tutorial activities	Understanding of course material and readings	Sophisticated understanding and effective use and explanation of migration concepts and issues	Good understanding and appropriate use and explanation of migration concepts and issues	Evidence of basic understanding of the course content	Little evidence of basic understanding of the course content	No evidence of understanding of course material
2. Migrant profile	Good writing and analysis of a migrant's story	Highly original content, good analysis, organized thoughts and good writing	Highly original content, and clear explanation of a migrant's experiences	A satisfactory essay showing some understanding of migrant experiences	Little evidence to show efforts in writing a good migrant profile	No evidence to show efforts in writing a good migrant profile
3. Written report or paper	Original content and good research material	Highly original content, appropriate use of concepts, and good arguments substantiated by evidence	Good research effort and application of learned concepts	A satisfactory attempt to conduct original research	Below-average research, writing, and presentation of material	Poor project with little understanding of learned material
...						

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Migration, transnationalism, transnational and trans-border migration, transnational social space, transnational identities, remittances, return migration, circular migration, marriage migration, labor migrants, refugees, global diaspora, diasporic nationalism, migration networks, citizenship

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Braziel, Jana Evans (2003) <i>Theorizing Diaspora: A Reader</i> , Malden, MA: Blackwell Pub.
2.	Castles, Stephen and Davidson, Alastair (2000) <i>Citizenship and Migration: Globalization and the Politics of Belonging</i> , Basingstoke, Macmillan.
3.	Castles, Stephen and Miller, M. (2003) <i>The Age of Migration: International Population Movements in the Modern World</i> , Basingstoke, Palgrave-Macmillan.
4.	Chan, Yuk Wah et al. (eds.) (2014, 2015) <i>The Age of Asian Migration: Continuity, Diversity, and Susceptibility</i> (Volume 1 & 2). Newcastle: Cambridge Scholars Publishing.
5.	Chan, Yuk Wah (ed) (2011) <i>The Chinese / Vietnamese Diaspora - Revisiting the Boat People</i> . London: Routledge.
6.	Cohen, Robin (1997) <i>Global Diasporas: An Introduction</i> , London: UCL Press Castles.
7.	Cohen, Robin (2006) <i>Migration and Its Enemies: Global Capital, Migrant Labour, and the Nation-state</i> , Aldershot, Hampshire, England; Burlington, VT: Ashgate.
8.	Constable, Nicole (ed.) (2005) <i>Cross-border Marriages: Gender and Mobility in Transnational Asia</i> , Philadelphia: University of Pennsylvania Press
9.	Faist, Thomas (2000) <i>The Volume and Dynamics of International Migration</i> , New York: Oxford University Press.
10.	Goulbourne, Harry (2010) <i>Transnational Families: Ethnicities, Identities and Social Capital</i> , London: Routledge.
11.	Hannerz, Ulf (1996) <i>Transnational Connections: Culture, People, Places</i> . New York: Routledge.
12.	Haug, Sonja (2008) "Migration Networks and Migration Decision Making", <i>Journal of Ethnicity and Migration Studies</i> , 34(4): 585-605.
13.	Kalir, Barak (2005) "The Development of a Migratory Disposition: Explaining a "New Emigration"", <i>International Migration</i> , 43(4): 167-194.
14.	Kearney, M. (1986) "From the invisible hand to visible feet: anthropological studies of

	migration and development”, <i>Annual Review of Anthropology</i> , 15: 331-61.
15.	Kivisto, Peter and Thomas Faist (2010) <i>Beyond a Border: The Causes and Consequences of Contemporary Immigration</i> , Los Angeles: Pine Forge Press.
16.	Martin, Philip (2009) “Recession and Migration: A New Era for Labour Migration?” <i>International Migration Review</i> , 43(3): 671-691.
17.	Mau, Steffen (2010) <i>Social Transnationalism: Lifeworlds Beyond the Nation-State</i> , New York: Routledge.
18.	Ong, Aihwa (2000) <i>Flexible Citizenship: The Cultural Logic of Transnationality</i> . Duke University Press: Durham.
19.	Østergaard-Nielsen, Eva (2003) <i>International Migration and Sending Countries: Perceptions, Policies, and Transnational Relations</i> , New York: Palgrave Macmillan.
20.	Portes, Alejandro (1997) ‘Immigration theory for a new century: Some problems and opportunities’, <i>The International Migration Review</i> , 31(4): 799-825.
21.	Portes, Alejandro and Josh DeWind (2007) <i>Rethinking Migration: New Theoretical and Empirical Perspectives</i> , New York: Berghahn Books.
22.	Sheffer, Gabriel (2003) <i>Diaspora Politics: At Home Abroad</i> , New York: Cambridge University Press.
23.	Thomas Faist, Eyüp Özveren (2004) <i>Transnational Social Spaces: Agents, Networks and Institutions</i> , Aldershot, UK: Ashgate.
24.	Vertovec, Steven (2009) <i>Transnationalism</i> , New York: Routledge.