

**ASIAN MIGRATIONS AND DIASPORAS
EAST388
FALL 2024**

Course schedule: Monday, 8:35 am to 11:25 am

Course delivery: In-person, LEA 110

Professor: Maria Cecilia Hwang, Assistant Professor

Department of East Asian Studies/Institute for Gender, Sexuality and Feminist Studies

E-mail: maria.hwang@mcgill.ca. Please allow up to 48 hours, excluding weekends and public holidays, to receive a response. I do not respond to nor track emails about non-medical-related absences.

Office hours: Tuesdays, 2:30 pm to 4:30 pm, Room 303, 3487 Peel Street. Students must reserve their spot through [this link](#) prior to meeting with the professor.

COURSE DESCRIPTION

The dominant literature in migration studies argues that international migration is a liberating experience of gender and sexuality. This assumption is based primarily on the experiences of migrants in the United States, particularly on studies of migrants from Mexico and the Dominican Republic. This class will explore the applicability of this dominant assumption on Asian migrations, which constitute a significant volume of contemporary international migration. We will ask: How do gender and sexuality shape processes of migration? We will examine the constitution of gender and sexuality in Asian migrations, analyze the ways that society disciplines migrants through the control of their gender and sexuality, and identify the ways migrants utilize gender and sexuality to navigate the various structural inequalities they confront in the process of migration.

COURSE OBJECTIVES AND LEARNING OUTCOMES

- Students will gain a deeper understanding of the complex socioeconomic and geopolitical contexts of contemporary Asian migrations.
- The assigned texts will introduce students to key concepts and interdisciplinary approaches in the study of gender, sexuality, and migration.
- The assignments for the class will enable students to (1) enhance their critical reading and writing skills, (2) develop communication skills through class discussions, and (3) develop analytical skills.

ATTENDANCE POLICY:

Attendance in this class is mandatory as it is fundamental to succeeding in this class. Students are expected to read the required texts before class and contribute to in-class discussions and activities. Debates are encouraged, but discriminatory language will not be tolerated.

Attendance will be taken beginning Week 3. More than TWO absences, excluding documented medical-related absence, will result in a 1% reduction from the final grade for every missed

course meeting. As noted above, please do not email the professor about non-medical-related absences as they will not be tracked.

ASSESSMENT

Reading Responses (30%): Students must write TWO critical reading responses to the assigned texts. They can be on any two weeks during the semester, but you must submit at least one by week 7. A critical reading essay should be between 700-1000 words. It must be an analytical response to the assigned materials. If you have selected a week with an assigned film, you must include the film in your discussion.

Your reading response must:

- Summarize, in your own words, the main arguments advanced by each of the required texts;
- Discuss how the texts relate to each other. For example, you may discuss overlapping themes and compare/contrast their research methods and arguments.
- Link the assigned texts to related historical and contemporary examples in or beyond the geographical region of Asia. You must cite your source in your discussion.

Due: Before class, on myCourses. For example, if you are responding to the assigned texts for Week 3, you must submit your reading response by **September 12 at 8:35 am.**

The grading rubric is available on myCourses.

In-class exam (30%): This written, in-class exam will cover topics discussed from Weeks 1 to 7. This exam aims to assess each student's ability to define and discuss key concepts and their significance. This is a closed book and closed note exam. More detailed instructions are provided on myCourses.

Final assessment (40%): The final assessment for this course is a take-home essay exam based on materials covered during the entire semester. Students will be provided essay questions to answer. More detailed instructions are provided on myCourses.

Exams will be graded according to the standard grading scale below.

Late exams will be graded based on the late submissions policy below.

Due on myCourses on **Thursday, December 11, 11:59pm.**

GRADING

| Grades | Grade Points | Numerical Scale of Grades |
|--------|--------------|---------------------------|
| A | 4.0 | 85 – 100% |
| A- | 3.7 | 80 – 84% |
| B+ | 3.3 | 75 – 79% |
| B | 3.0 | 70 – 74% |

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| B- | 2.7 | 65 – 69% |
| C+ | 2.3 | 60 – 64% |
| C | 2.0 | 55 – 59% |
| D | 1.0 | 50 – 54% |
| F (Fail) | 0 | 0 – 49% |

EXPECTATIONS AND POLICIES

Required Materials: All readings are available on myCourses as PDFs or through links provided in the syllabus. As we will devote substantial time discussing texts in detail, students are required to bring to class an electronic or a hard copy of the assigned readings.

Content warning: Please be aware that some of the course contents may be disturbing. These contents have been included in the course because they directly relate to the learning outcomes. Please contact me if you have specific concerns about this.

Late submissions: Unless other arrangements have been made in advance or in cases of documented medical reason, an assignment turned in after the deadline will be marked down 2 points per day for a maximum of 7 seven days, after which it will receive zero credit. Arrangements must be made at least 72 hours before the deadline.

Electronic devices: The use of laptops and personal devices is allowed in the classroom. However, no audio or video recording by students is permitted.

Inclusive learning environment: As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or [Student Accessibility and Achievement](#).

Wellness: Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; [wellness resources](#) are available on campus, off campus, and online.

Workload management skills: If you are feeling overwhelmed by your academic work and/or would like to further develop your time and workload management skills, don't hesitate to seek support from [Student Services](#).

Language of submission: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives. (Approved by Senate on 21 January 2009)

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue. (Énoncé approuvé par le Sénat le 21 janvier 2009)

Academic integrity: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences

under the Code of Student Conduct and Disciplinary Procedures” (see [McGill’s guide to academic honesty for more information](#)). (Approved by Senate on 29 January 2003)

L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l’étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l’honnêteté académique de McGill](#)).

Copyright material: Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures.

Artificial intelligence tools: While the use of artificial intelligence tools is strongly discouraged, students may use them as learning aids. For example, students may use generative IA tools to overcome writer’s block and as spell and grammar checker. Students are ultimately accountable for the work they submit. Those who choose to use generative AI tools in completing assignments must document their use in an appendix for each assignment. The appendix should identify the AI tools, how they were used, and how the results from the AI tools were incorporated into the submitted work. Contents produced by artificial intelligence tools must be cited according to the [citation guidelines](#) provided by McGill Library.

Reread and reassessment: Requests for reread and reassessment of written assignments and exams must be made within 10 days after the return of graded materials and submitted according to the [Reread Policy of the Department of East Asian Studies](#).

Extraordinary circumstances: In the event of extraordinary circumstances beyond the control of McGill University, assessment tasks in a course are subject to change, provided students are sent adequate and timely communications regarding the change.

COURSE SCHEDULE (Tentative)

Week 1 –
August 29

Course Introduction – No Readings

Week 2 –
September 5

Theoretical Approaches and Frameworks

Parreñas, Rhacel Salazar and Maria Cecilia Hwang. 2024.

“Transnational Feminism and the Sociology of Gender.”

American Journal of Sociology 129(3): 939-947.

Sassen, Saskia. 2003. “Global Cities and Survival Circuits.” In *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*, 1st ed, pp 254–74. New York: Metropolitan Books.

Week 3 –
September 12

Labor Migration and the Care Economy

Parreñas, Rhacel Salazar. 2015. *Servants of Globalization: Migration and Domestic Work, Second Edition*. Stanford: Stanford University Press. ([Chapters 1, 2 & 5](#))

Week 4 –
September 19

Marriage Migration

Bélanger, Danièle. 2016. “Beyond the Brokers: Local Marriage Migration Industries of Rural Vietnam.” *positions: east asia cultures critique* 24(1): 71-96.

Yeoh, Brenda S., Heng Leng Chee, and Grace Baey. 2017. “Managing risk, making a match: brokers and the management of mobility in international marriage.” *Mobilities* 12(2): 227-242.

Yi, Sohoon. 2024. “Legitimate Transaction? Regulating Commercial International Marriage Brokers in South Korea.” *American Behavioral Scientist*, online first.

Week 5 –
September 26

Sex Work Migration and the Sex Economy

Chin, Christine. 2013. [*Cosmopolitan Sex Workers: Women and Migration in a Global City*](#). Oxford: Oxford University Press. (Chapters 1, 4 and 6).

Week 6 –
October 3

Queer Migrations

Han, C. Winter. 2015. [*Geisha of a Different Kind: Race and Sexuality in Gaysian America*](#). New York: NYU Press. (Introduction, Chapters 3 and 5.)

Week 7 –
October 11

Citizenship

Friedman, Sara. 2017. “Stranger Anxiety: Failed Legal Equivalences and the Challenges of Intimate Recognition in Taiwan.” *Public Culture* 29(3): 433-455.

Jones, Chelle. 2023. “Jigsaw Migration: How Mixed Citizenship LGBTQ Families (Re)Assemble their Fragmented Citizenship.” *International Migration Review*, online first.

Parreñas, Rhacel. 2011. [*Illicit Flirtations: Labor, Migration, and Sex Trafficking in Tokyo*](#). Stanford, California: Stanford University Press. ([Chapter 6](#))

Fall Reading Break: October 15 to October 18
No Meeting on October 17

Week 8 –
October 24

First half of course meeting: **In-class Exam**

Second half of course meeting: **Lecture on Migrant Families**

No assigned readings.

Week 9 –
October 31

Migrant Families, part 2

Parreñas, Rhacel Salazar. *Servants of Globalization*. ([Chapters 3 & 4](#))

Film: *Last Train Home* (dir. Lixin Fan) – film screening TBD.

Week 10 –
November 7

Men, Masculinity, and Migration

Friedman, Sara. 2017. “Men who ‘Marry Out’: Unsettling Masculinity, Kinship, and Nation through Migration Across the Taiwan Strait.” *Gender, Place & Culture* 24(9): 1243-1262.

McKay, Steve. 2007. “Filipino Sea Men: Constructing Masculinities in an Ethnic Labour Niche,” *Journal of Ethnic and Migration Studies* 33(4): 617-633.

Parreñas, *Servants of Globalization*, [Chapter 6](#)

Week 11 –
November 14

Migration Governance: Human Trafficking

Kim, Jane. 2010. “Trafficked: Domestic Violence, Exploitation in Marriage, and the Foreign-Bride Industry.” *Virginia Journal of International Law* 51(2): 443-506.

Bélangier, Danièle. 2014. “Labor Migration and Trafficking Among Vietnamese Migrants in Asia.” *The Annals of the American Academy of Political and Social Science* 653(1): 87-106.

Parreñas, Rhacel Salazar. 2006. “Trafficked - Filipino Hostesses in Tokyo’s Nightlife Industry Symposium: Sex for Sale.” *Yale Journal of Law and Feminism* 18 (1): 145–80.

Week 12 –
November 21

Migration Governance: Borders

Hwang, Maria Cecilia. 2018. “Gendered Border Regimes and Displacements: The Case of Filipina Sex Workers in Asia.” *Signs: Journal of Women in Culture and Society* 43 (3): 515–37.

Shih, Elena. 2021. “The Trafficking Deportation Pipeline: Asian Body Work and the Auxiliary Policing of Racialized Poverty.” *Feminist Formations* 33 (1): 56–73.

Silvey, Rachel. 2007. “Unequal Borders: Indonesian Transnational Migrants at Immigration Control,” *Geopolitics* 12(2): 265-279.

Week 13 –
November 28

Diasporic Returns

Constable, Nicole. 1999. “At Home but Not at Home: Filipina Narratives of Ambivalent Returns.” *Cultural Anthropology* 14(2):203–28.

Liao, Karen Anne S. 2020. "Operation 'Bring Them Home': Learning from the Large-Scale Repatriation of Overseas Filipino Workers in Times of Crisis." *Asian Population Studies* 16(3):310–30.
Parreñas, *Servants of Globalization*, [Chapter 7](#).

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