Boston College SC53003—International Studies Senior Seminar  
Fall 2013 Globalization and International Migration  
Wednesday 3:00pm - 5:20pm  
Location: Gasson 208

Professor: Kimberly Kay Hoang  
Office: 406 McGuinn Hall  
Email: Kimberly.hoang@bc.edu  
Office Hours: Sign up online at [http://www.wejoinin.com/sheets/dlmht]

Course Description

Over the past two decades the concept of “globalization” has taken academia by storm. The movement of people, capital, and cultures across borders has profoundly reshaped local structures transforming the everyday lives of people in every corner of the globe. In this course we will explore several factors that shape a global world including the role of nation states, economic capital, and laws that permit or inhibit the movement of people across borders. This course will address several questions. What role do nation states play in the movement of people and capital around the world? What explains why some people migrate across international borders? We will then consider the question: What happens to immigrants upon migration? How do host societies receive them? How do they incorporate and integrate into their host societies? This course will also closely examine gendered patterns of migration in the 20th century and examine female migrants whose work plays a vital role in the contemporary global economy. We will analyze the growing feminized service economies of maids, nannies, and service workers who play a vital role shaping the political economy. Racialized and classed relations figure prominently into patterns of globalization, which uniquely shape changing dynamics of globalization and international migration.

This is a demanding, but rewarding, class. I expect you do the readings every week, participate in on-line discussions on the Bb-vista space, participate in class, do all of the assignments and devote a considerable time and energy to this course. In return, I will share my passion for globalization and international studies to help you gain a deeper understanding of globalization and its consequences.

By the end of this course, I want you to have:

1) a solid understanding of the basic patterns, structures, & academic debates around globalization, gender and migration
2) hands-on experience gathering, organizing, and analyzing empirical data on migration

Disability Policy:
If you are a student with a documented disability seeking reasonable accommodations in this course, please contact Kathy Duggan, (617) 552-8093, at the Connors Family Learning Center regarding learning disabilities, or Paulette Durrett, (617) 552-3470, in the Disability Services Office regarding all other types of disabilities.
Technology Policy:
This is a discussion-based class. Laptops, smart phones or cellular phones of any kind, ipad’s, and other technological devices are **not permitted** for use outside of class purposes. Penalties for violations, including personal texting, web browsing (phone or computer), and ringing phone are listed below:

**First Violation:** (ringing cell phone, on computer, etc.)—Dismissed from class for the day

**Second Violation:** dismissed from the course

### Course Requirements

Your final grade will be based on the following components listed below. Your course grade will also take into consideration such elements as effort, improvement over time, and quality of participation

**Turning in Assignments:** All assignments must be turned in on the course’s Bb vista-space site. Students are responsible for checking that their assignments have been posted correctly. If Bb Vista-space is down, the assignment must be e-mailed to me by the deadline and then posted subsequently when Bb Vista-space is back up. Late submissions will be penalized one full grade per day late.

1. **Class attendance, participation, and collaboration:** 10%
   Attendance is required. I realize that life happens and you need to take care of things outside of class. Therefore, you are allowed **one** unexcused absence, after that your final grade will be lowered by 2.5% for each day missed. Students are expected to come to class having completed **all** of the reading assigned for that day and be prepared to engage in discussion. I will periodically call on you randomly to engage in discussions.

2. **PowerPoint Presentation in class based on course readings:** 15%
   Students are expected to give a one 20-minute PowerPoint presentation in class. There will be a signup sheet for topics and dates. The presentation is expected to address a specific topic that we will be discussing in course that day. A PowerPoint presentation checklist will be handed out that details what should be in the PowerPoint presentation and the expected formatting. You will be graded both on the slides you present as well as your presentation in front of the class.

3. **Bb-Vista Space Responses to the Course Readings and Outside Lecture Attendance:** 15%
   **Long Postings**
   Students will rotate in writing **200 word summaries/comments** on the readings, to be posted on the course’s OWL-Space discussion board. These will be due by **6:00 pm** two days before the class in which the reading will be discussed. (Sign up sheets will be distributed.)
Short Postings
Students not posting a long entry for a particular reading are expected to post a short (100+ words) response to the long commentary. These responses/questions must be posted by **6:00 pm on the day before** the reading are discussed in class. All entries are required to be done individually, and each should be accompanied with a proposed question for class discussion. Students may miss up to **three** of the short responses without penalty. Late or unthoughtful postings will also be penalized.

News Postings
Each student is expected to post links to **two news stories from the New York Times** that are relevant to the class material. Visit: nytimes.com/passes for free access. **The first must be posted in September, the second in October.** Include a brief response to the story in your posting. (Students should be reading from respected news sources throughout the semester.) Be creative and show how you’re using what you learn in class to look at the world in a new way. Students are also expected to read the postings of other students and occasionally respond to them.

Outside Lecture: Extra Credit Seminar by Karen Ho on **Monday Sept 23, 2013** and write a one paragraph reflection

Posting Grade Guide

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<tr>
<th>Postings</th>
<th>Number Required</th>
<th>Points</th>
<th>Number of Permitted Misses</th>
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<tbody>
<tr>
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<td>0</td>
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<tr>
<td>Short Postings</td>
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<td>10 each (90 total)</td>
<td>2</td>
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<tr>
<td>News Events</td>
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<tr>
<td>Outside Lecture</td>
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<td>20 extra credit</td>
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<td><strong>Total</strong></td>
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Mid-semester assignment [Attached at the end of the syllabus]: 25%
To help you better understand issues of gender and migration, you will be asked to conduct an oral history of someone who immigrated to the United States before 2006 from anywhere in the world. This person may be a relative, an acquaintance, or a stranger. You will need to construct a well-conceived interview guide that must be handed in **before** you do the interview. This is worth 5% of your grade and must be cleared by the instructor **due at the start of class on Wednesday October 2, 2012**. You will then conduct and transcribe the interview. After you have conducted the interview you will also examine statistical data and research reports that situate your interviewee in the wider context of their migration. You will then write a research paper that provides me with background and context to your interviewee’s story of migration and pick a major theme (migration, integration, or membership) to discuss in your paper. The final paper should be a 4-5 pages double-spaced, 12-pt font in Times New Roman, with one-inch margins (no longer or shorter), you must also include the proper citations and references. See the end of the syllabus for further details. This is **DUE at the start of class Wednesday October 16, 2012**.
5. Final Project- a case study of the relationship between globalization, gender, and international migration anywhere in the world: 35% In order for you to engage with issues related to gender and globalization. You will need to pick a political issue or organization that is relevant for studying race, class, or gender relations and focus on how the concepts of the course apply to your chosen case. Your case must deal with issues outside of the United States and I strongly suggest you pick a country in the developing world. You may choose an American organization or social movement as long as it has a transnational focus. This assignment is very broad in order to allow you to pick topic that interests you. It could be a social movement, an organization, a particular economic nice (like service work or care work), or a campaign for policy change (legalizing prostitution, stop sex trafficking, increasing women’s representation in economic or political processes). This paper has to be done in stages, each of which carries points towards the final grade, and it has to make real, appropriate use of at least THREE of the book or articles of the assigned reading list as well as at least SIX outside sources. See the end of the syllabus for further details. You must submit a hardcopy in my box located in the CSWGS department as well as an electronic version on OWL-space. Please see the end of the syllabus for further details. This is DUE Wednesday December 11 by 3:00 pm EST.

GRADING AND PLAGIARIZING

Grading Scale:

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<tr>
<th>Score Range</th>
<th>Grade</th>
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<td>90-93</td>
<td>A-</td>
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* A note about grades. I do not grade on a curve nor do I believe in grade inflation. As such, students overall grades will reflect the quality of their work, improvement overtime, and ability to turn assignments in on time. Late assignments are automatically given a ZERO (unless there is an emergency), which will detrimentally affect your grades.

Grade Disputes: I will honor all requests for grade changes that are submitted to me in writing. Please know that a request for a grade change can result in a higher or lower grade.

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<th>Required Texts</th>
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**I: The Rise of Globalization**

**Wednesday, September 4 – Overview**

**Wed, September 11— Historical Overview**


- Preface and Chapter 1, pp. 1-44
- Chapter 2 and 3, pp. 45-95
- Chapter 4, pp. 96-123

**Wed, September 18— Financial Institutions and Financial Markets**


* David Harvey Video

**Wed, September 25— Development Banks**


* Movie *Inside Job with Matt Damon* along with in-class questions
II. Global Capital and Feminized Economies

Wed, October 2—The Impact of Economic Globalization on Gender Relations


III. Theorizing Migration

Wed, October 9—Why Do People Migrate? Economics and Social Networks


Discuss Mid-term Assignment [Issues of Recruitment, Constructing an Interview Guide, Situating your case]

Wed, October 16—Why Do People Migrate? Law and the State


Congressional Budget Office. 2006. Immigration Policy in the United States. Washington, DC

**Wed, October 23—Borders, Human Capital, Human Rights, and Public Good**


FILM: Documentary Well Founded Fear provides a behind-the-scenes view of how the federal bureaucracy decided which political refugees receive political asylum and which to not.

### III. Immigration and Immigrant Incorporation

**Wed, October 30—Theories of Assimilation and Integration**


**Wed, November 6—Segmented Assimilation Challenges to Segmented Assimilation**


**MID-TERM ASSIGNMENT DUE**
V. Relations in the New Global Economy

**Wed, November 13— Racialized and Classed Relations in the New Global Economy**  


VI. Feminized Global Economies

**Wed, November 20— Service Work**  

**Wed, November 27— Care Work and Sex Work**  


**Wed, December 4— : Garment Work**  

VIDEO: Behind the Labels
VII. New Perspectives on the Global Economic Order

Wed, December 11—Debunking First and Third World Binaries


Last day of class discussion of Final Projects
The purpose of this assignment is to have you reflect on the concepts and theories by in class and link them to a real person’s life experience. I want you to take the conceptual frameworks that we learned in class and think about how they fit or do not fit in practice.

**Step One: Prepare an interview guide**— this must be cleared with the instructor in person either in class over during office hours. I WILL NOT read emails. Your interview will be semi-structured, that is, you will have a guided questionnaire but the interview itself does not have to follow a strict structure. It should sound more like a conversation with you prompting your interviewee. You should encourage your respondent to talk about his or her experiences. Ask for stories and probe for examples and anecdotes. When your respondents give you yes/no responses prove for more detail.

Decide on one or two major themes to explore in your interview based on the readings for class. For example you might want to look at issues of:

- **Migration**- the actual process of migration (how did they migrate, where did they migrate from, what is the story of their journey, were there brokers involved, etc.). Ask about the “push” factors that let to migration and the “pull” factors that made the U.S. a desirable destination. Ask about their social ties and networks that helped with the migration process. Ask about how their story of migration was similar to or different from other members within the family.

- **Integration**- explore your interviewee’s experiences settling into the United States, finding employment, transitioning to a set of new work norms and rules, learning English, dealing with various institutions (schools, health care organizations, legal structures, religious organizations, etc.)

- **Assimilation**- think about your respondents process of assimilation. Did they become a U.S. citizen? Do they follow straight-line pathways of assimilation or a different path? Did they enter the “primary” labor market, the “secondary” labor market or end up in an ethnic enclave? If they are adults with young children ask about their children’s experiences. Do their children fit into models of segmented assimilation? If you are interviewing someone who was educated in the U.S. you might ask similar questions. Ask about their experiences with racism, prejudice etc. Ask about their relationship to their home countries (do they travel back, remit money, etc.)?

**Step Two- Conduct the Oral Interview**
You need to find someone who migrated to the US before 2006 from Asia. Once you have found someone who has agreed to let you interview them, use your interview guide to conduct an interview for 45-90 minutes. This person may be a relative, an acquaintance or a stranger. However, the person MUST be at least 18 years old. They must be someone who was not born in the United States and who immigrated to the U.S. before 2006 at 13 years of age or older. You must also read Rice University’s ethical
standards of informed consent and follow those guidelines. Request permission to record the interview and explain that the interview is confidential.

**Step Three- Transcribe (and translate into English, if necessary) the entire interview.**
Type up a written transcript of the entire interview that you conducted. Include half sentences, pauses, the questions you asked, and all parts of the respondents answer. WARNING: It takes 3-5 hours to type up one hour of audio recording. Do not wait to type up the transcript at the last minute.

**Step Four- Collect background information.**
Look at data from places like the World Back and the Migration Policy Institute to provide me with background information that situates your interviewee in the larger context of migration.
- What is the total number of foreign-born of your immigrant group today? What is their size compared to other groups?
- What are the predominant means of entry (migration as family sponsored immigrants, employment, temporary workers, refugees, and or extra legal)?
- What are the top three states of residence? Speculate on why these states?
- Think about when your group first began arriving in significant numbers? Did they arrive in waves? If so which wave did your interviewee fit under?
- Investigate 2-3 demographic or socio-economic characteristics of the group (gender, educational attainment, income, occupation, etc).

**Step Five- Thematic Memo**
Construct a 4-5 page thematic memo that provides background to your respondent’s story of migration, takes one theory or idea from the class readings, and reflects on how well this matches the experiences of your respondent. Provide quotes as evidence to illustrate how the academic theory was right or wrong and if possible provide suggestions for an alternative framework.

Grading: You will be graded for each of the five steps described above. Hand in the interview questionnaire, your transcript of the interview, and well as your memo. I will grade you on how well you gathered the information based on how pleasant the interview was for your respondent as well as the thoughtfulness of your reflections. In your thematic memo, you must use at least two different sources of statistical data and provide me with the proper referencing. Give some thought to how credible your numbers are.
The purpose of this assignment is to allow you to think about the relationship between gender, migration, and globalization. While your mid-term assignment allowed you to explore domestic issues of migration here in the U.S., this assignment examines issues outside of the U.S. This is a broad assignment. I want you to think about your topic and pick something that you are interested in, passionate about, or one that you find intellectually stimulating.

You need to pick a political issue or an organization that is relevant for studying gender relations and focus on analyzing how the concepts in the course apply to your case. You may either write a paper or a research proposal. Pick an organization that is American, European, or non-Western; however, it must be comparative in focus. That is the organization must have a transnational relationship with another country in the “developing” world. This is an open assignment and broadly construed so that you may find something that sparks your interest. However a few examples might be a social movement, an organization, a particular economic area (like a service economy in different parts of the world, nannies, sex workers etc.) or a campaign (for policy change like legalizing prostitution, stopping sex trafficking, or increasing the number of women in political office or corporate organizations). You need to think through the contradictions and complications with organizations that have a transnational focus.

**Step One-**
Pick a topic and find one book or three academic articles that deal directly with the issue. Write a short (1 page) review that summarizes what you now know about the topic and ends with question that you want to do some more research to answer.

**Step Two-**
Do a search in the library and on the web for additional information on your topic and put together a one-page bibliography that includes at least 5 possible scholarly sources (to use in addition to class readings).

**Step Three-**
Write a 500 word thematic statement that describes your current take on the topic, what has changed in your thinking about it as you have been reading, and what you want the thesis/argument of your paper to be. Include the revised bibliography you have to put together and are using, and make sure your project has some argument to make about the case.

**Step Four-**
The final paper must be 10-12 pages double spaced pages 2500+ words. The final paper will be judged on thoughtful use of concepts from the course, which show that you understand and can apply them, as well as the quality of outside research done on the particular case you have chosen to look at in more detail. You are expected to quote
appropriately with the relevant footnotes or in-text citations to prove to me that you have done extra research.

**Grading**- 30% of your grade is based on the first three steps of this assignment. Late final papers will only be accepted by prior arrangement and with a grade penalty.