

ANT 3930/ANG5931 Special Topics: Asian Migration and Globalization

Instructor: Moodjalin “Mood” Sudcharoen (pronunciation: *soot-jah-rern*)

Email: m.sudcharoen@ufl.edu

Office: Turlington B133

Office hours: Tuesday 1-2:30 and Thursday 2-3:30 *Set up a meeting time in advance on Calendly:* <https://calendly.com/m-sudcharoen/office-hours-2024-2025>

Date, time, and location:

- W 11:45-12:35 (TUR 2303)
- F 11:45-1:40 (CSE A101)

Course description:

In this course, we consider Asia as important points of origin, transit, and destination for migrants and travelers. We particularly attend to anthropological studies that investigate transnational mobilities, practices of migration control, as well as emerging forms of political identities and social relationships in Asian states and Asian diasporas.

Throughout the course, we explore anthropological frameworks and methodologies for studying and thinking about migration and globalization. We begin by discussing certain conceptual problems, such as globalization, transnational migration, citizenship, bureaucracy, and illegalization. Our analytic attention then directs towards everyday experiences and social interactions in various migration contexts. Through a close engagement with literatures in anthropology and migration studies, we also examine how contemporary nation-states are challenged by the dual demand of national particularity and transnationalism. Such processes, in turn, result in the rearrangement and reaffirmation of social hierarchies and differentiation.

In addition to academic texts, we also examine other genres of writing, films, as well as historical and contemporary issues related to Asian migration in both US and non-US contexts. We critically discuss potentials and pitfalls as analysts and authors try to capture the dynamics of Asian migration and mobility.

Course objectives:

At the end of this course, students will be able to:

- Identify, summarize, and explain anthropological concepts and cross-disciplinary approaches that are used in the study of migration and globalization. **Assessment:** discussion leading and participation, reading responses, final project.
- Explain the ways in which global, national, and local forces have reshaped migrants' everyday experiences and restructure social hierarchies and differentiation in

different Asian communities. **Assessment:** discussion leading and participation, reading responses, final project.

- Evaluate arguments, ideas, and information presented in academic texts, popular press articles, and documentaries. **Assessment:** discussion leading and participation, reading responses.
- Participate effectively in academic discussions, showing ability to express, listen, and adapt ideas and messages based on others' perspectives. **Assessment:** discussion leading and participation.
- Identify, explain, and analyze significant historical events and contemporary issues that have impacted Asian communities in the United States and elsewhere. **Assessment:** class presentation on Asian American history, final project.
- Integrate different sources and types of knowledge into holistic perspectives on historical and contemporary phenomena related to migration and globalization in Asian contexts. **Assessment:** Final project.

Course activities and requirements:

- 1) **Attendance and participation (15%):** Students are expected to regularly attend class, closely engage with class readings, and actively participate in discussions and activities. 5% will be docked from the attendance and participation grade for each absence or tardiness with inexcusable reasons and prior notice.
- 2) **Reading responses (20%):** Each student is required to submit **7 reading responses** over the course of the semester. Each response will have approximately 450-600 words. It is due by 11:59 pm on Thursday of each week. Students need to engage with the substantive **academic** text(s) of the week. **Each response needs to engage with at least one reading material that is marked with a star (*) (see "Course Schedule" below). I will not accept a response that only addresses short opinion articles that are supplementary readings.** The response should be grounded in a closed reading of the assigned material, raise analytical or methodological concerns, and/or refer to particular concepts or passages in the text.

Note for graduate students: You must submit **8 reading responses**. If multiple texts and/or recommended readings are assigned for the week, you are highly encouraged to address them in your response.

Since there are a lot of opportunities for you to fulfil this requirement, **late response papers will not be accepted under any circumstances**. All responses are submitted on Canvas under "Assignments."

Here are some tips for writing a good response:

- What does the author argue? What framework or understanding of language/communication does the text advance?
- How does this particular text contrast or complement other readings we have discussed in class?
- What part of the text is interesting and compelling, or difficult and puzzling to you?
- In what ways do you find the theory/framework proposed by the author useful for understanding your own linguistic and sociocultural environments?
- Do you have critiques on the theoretical framing and methodological approaches of the reading? What ways could they be questioned, furthered, or extended? What could the text address more fully?

3) Presentation on Asian American history (15%): This assignment could be an individual assignment or pair work, depending on the number of students. Student will be assigned an important historical event or policy that has impacts on Asian American communities in the US. You will then research about the event or policy and **give a brief presentation (5-7 minutes) to class**. The presentation date and topic will be randomly assigned after the add/drop period. Within a week after the class presentation, you will also **submit a short summary of the assigned event or policy in Canvas**. The written summary should be no longer than one page, single-spaced.

4) Discussion leading (20%): This assignment could be individual or small group work (2-3 people), depending on the number of students. Each student will serve as a discussion leader for one class session. You will be randomly assigned the reading(s) and date on which you lead the discussion. The discussion leader should prepare a 6-8-minute presentation based on the assigned reading(s). The presentation should not simply offer a summary of each reading but also set the initial agenda for the discussion by offering critical questions and by drawing connections across texts. The goal of this assignment is to help us start a conversation and to ensure that everyone has opportunities to talk in class. I do not expect you to cover all key arguments or give a lecture on the assigned topic.

Discussion leaders may prepare a (simple) PowerPoint presentation with key quotes, questions, or brief talking points to help everyone in class follow your presentation more easily. You may also bring in contemporary issues, videos, and photographs relevant to the readings to stimulate class discussions. (These are optional; Good discussion questions should be your priority.)

Note for graduate students: Each graduate student will lead discussions **twice**.

5) Final project (30%): Students relate class concepts and materials to any specific contemporary or historical issues related to Asian migration contexts. You may analyze current news items, online debates, popular media or found object from

your immediate surroundings, using concepts and methodologies proposed by at least one class reading, plus two outside sources. Alternatively, you project can draw upon three (or more) class readings with no outside sources. You can also examine your personal environment, the campus and surrounding Gainesville/Florida communities for inspiration for this assignment. The final project may take a variety of forms. You may write a 5–7-page, double-spaced essay, or you may use any online platform for combining text and other media which you are comfortable (e.g., blogging, YouTubing, podcasting). You also have options to work on your own or work collaboratively with other students (no more than three people per group). **Students must submit a 1-2 paragraph proposal/outline for this final project by Week 10 for the instructor's feedback. Please submit your proposal/outline by email.**

Note for graduate students: You have two options for the final project:

- **Research paper** (10-15 pages) on any topic of choice, but you need to engage with at least 3 class readings and 3 outside sources.
- **Annotated bibliography** which summarizes and discusses at least 6 peer-reviewed materials that are not assigned in this class.
- **You also need to email the instructor a proposal/outline/reading list by Week 10.**

Grading:

Attendance and participation	15%
Reading responses	20%
Presentation Asian American history	15%
Discussion leading	20%
Final project	30%
Total	100%

The following scale will be used for grades on all assignments and exams: 94-100=A; 90-93=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 67-69=D+; 63-66=D; 60-62=D-; below 60=E (failing).

Requirements for grading are consistent with the university policy:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course schedule:

Readings marked with a star () = key academic reading(s) for the week
All required readings are available in Canvas. No required textbooks.*

Week	Readings	Assignments and Activities
1	Introduction	
F 8/23	Course structure and requirements. Getting to know each other.	
2	Anthropological perspectives on migration and globalization	
W 8/28	<p>*Schiller, Nina Glick, Linda Basch, and Cristina Szanton Blanc. 1995. "From immigrant to transmigrant: Theorizing transnational migration." <i>Anthropological quarterly</i> 68(1): 48-59.</p> <p>DeWolf, Christopher. 2014. "In Hong Kong, Just Who Is an Expat, Anyway?" https://www.wsj.com/articles/BL-272B-222</p> <p>Mawuna Remarque Koutonin. 2015. "Why are white people expats when the rest of us are immigrants?" https://www.theguardian.com/global-development-professionals-network/2015/mar/13/white-people-expats-immigrants-migration</p>	
F 8/30	<p>*Appadurai, Arjun. 1990. "Disjuncture and Difference in the Global Cultural Economy." <i>Theory, culture & Society</i> 7: 295-310.</p> <p>[recommended] Brettel, Caroline. 2022. "Chapter 5: Theorizing Migration in Anthropology." <i>Migration Theory: Talking Across Disciplines</i>, edited by Caroline Brettel and Hollifield, James, pp. 194-231. 4th edition. New York: Routledge.</p>	
3	Citizenship and national belonging	
W 9/4	<p>"The Naturalization Interview and Test" https://www.uscis.gov/citizenship/learn-about-citizenship/the-naturalization-interview-and-test</p> <p>"New US Citizens" https://www.uscis.gov/citizenship-resource-center/new-us-citizens</p>	Explore USCIS webpages before class.
F 9/6	*Coutin, Susan Bibler. 2009. "Cultural Logics of Belonging and Movement: Transnationalism, Naturalization, and US Immigration Policies." In <i>The Anthropology of the State: A Reader</i> , edited by Aradhana Sharma and Akhil Gupta, pp.310-336. Blackwell Publishing.	

	[recommended] Ong, Aihwa. 1996. "Cultural citizenship as subject-making: immigrants negotiate racial and cultural boundaries in the United States (and Comments and Reply)." <i>Current Anthropology</i> 37 (5): 737-762.	
4	Bureaucracy and paperwork	
W 9/11	Asylum form and applications (Canvas).	Review asylum form and applications before class.
F 9/13	*Wang, Horng-luen. 2004. "Regulating Transnational Flows of People: An Institutional Analysis of Passports and Visas as a Regime of Mobility." <i>Identities: Global Studies in Culture and Power</i> 11(3): 351-376. "The Henley Passport Index" https://www.henleyglobal.com/passport-index/ranking [recommended] Van Houtum, Henk and Annelies van Uden. 2021. "The birth of the paper prison. The global inequality trap of visa borders." <i>EPC: Politics and Space</i> , pp.20-27.	Explore the website "The Henley Passport Index."
5	Illegality and deportation	
W 9/18	The Green Card Game (CATO Institute) https://www.thegreencardgame.com/factor/welcome	Play the Green Card Game at least once or twice before class.
F 9/20	*De Genova, Nicholas P. 2005. "The Legal Production of Mexican / Migrant 'Illegality.'" In <i>Working the Boundaries: race, space, and "Illegality" in Mexican Chicago</i> , 213-249. Durham, NC: Duke University Press. "The Overlooked Undocumented Immigrants: From India, China, and Brazil." https://www.nytimes.com/2019/12/01/us/undocumented-visa-overstays.html [recommended] Gruss, Inga. 2007. "The Emergence of the Temporary Migrant: Bureaucracies, Legality and Myanmar Migrants in Thailand." <i>SOJOURN: Journal of Social Issues in Southeast Asia</i> 32 (1): 1-35.	<i>Watch in class:</i> Video, "41-year-old Adoptee Deported After 37 Years in the U.S. (HBO)"
6	Asian Americans: Biographies and histories	
W 9/25	Venugopal, Arun. "The Making of a Model Minority." <i>The Atlantic</i> . January/February 2021. P.22-25.	

	Liao, Jenny. 2021. “Forgetting my First Language.” The New Yorker.	
F 9/27	*Zia, Helen. 2000. Asian American Dreams: The Emergence of an American People. (Chapter 1 “From Nothing, a Consciousness” pp.3-20 and Chapter 2 “Surrogate Slaves to American Dreamers” pp.21-54). New York: Farrar, Straus and Giroux.	
7	Asian Americans: Stereotypes and Identity	
W 10/2	*Reyes, Angela. 2004. “Asian American Stereotypes as Circulating Resources.” Pragmatics 14(2/3): 173-192.	
F 10/4	Class cancelled.	<i>Extra credit opportunity:</i> Watch and write a response (450-500 words) to the documentary, “The Donut King” (2020), 1hr 30 minutes, available on Course Reserves.
8	Asian Americans: Media and representation	
W 10/9	“The History of Asian Representation in Film.” Vice News. https://www.youtube.com/watch?v=k5KwDTXWgSA [recommended] Said, Edward. “Orientalism.”	Bring a photo or media artifact that demonstrates how Asians or Asian Americans are portrayed and/or stereotyped.
F 10/11	*Lieu, Nhi T. 2011. “Pageantry and Nostalgia: Beauty Contests and the Gendered Homeland.” In The American Dream in Vietnamese, pp.59-77. Minneapolis; London: University of Minnesota Press.	
9	Labor brokers and recruitment	
W 10/16	*Lindquist J. 2010. “Labour Recruitment, Circuits of Capital and Gendered Mobility: Reconceptualizing the Indonesian Migration Industry.” <i>Pacific Affairs</i> 83(1): 115–132.	

F 10/18	Holiday- Homecoming	
10	Home and heart	
W 10/23	*Bhattacharjee, Anannya. 2009. "The Public/Private Mirage: Mapping Homes and Undomesticating Violence Work in the South Asian Immigrant Community." In <i>The Anthropology of the State: A Reader</i> , pp.337-355.	
F10/25	Film screening and discussion. No required readings.	<i>Watch in class:</i> Heartbound: A Different Kind of Love Story (2018), 91 minutes. Submit a proposal/outline for your final project. Email it directly to the instructor.
11	Love and intimacy	
W 10/30	Daniel Goleman. 1992. "After Kinship and Marriage, Anthropology Discovers Love." NY Times. https://www.nytimes.com/1992/11/24/science/after-kinship-and-marriage-anthropology-discovers-love.html Metro. <i>White Travel Writers, Please Stop Saying You Fell in Love With a Country Full of Brown People.</i> https://blog.lareviewofbooks.org/essays/white-travel-writers-please-stop-saying-fell-love-country-full-brown-people/	
F 11/1	*Cheng, Sealing. 2013. In <i>On the Move for Love Migrant Entertainers and the U.S. Military in South Korea</i> . Pennsylvania: University of Pennsylvania Press. Chapter 4 "The Club Regime and Club-Girl Power" (pp.102-130; skim 117-130) and "Love 'between My Heart and My Head" (pp.131-160); Introduction (pp.1-5).	
12	Adoption and child circulation	
W 11/6	*Mayers, Leifa. 2016. "The 'Orphan' Child: Politics of Vulnerability and Circuits of Precarity." <i>Feminist Formations</i> 28:1: 60-85	
F 11/8	Film screening and discussion. No required readings.	<i>Watch in class:</i> "Daughter from

		Danang” (2002), 1 hour 23 minutes OR “First Person Plural” (2000), 60 minutes.
13	Family, kinship, and transnational marriages	
W 11/13	McGranahan, Carole. 2015. “What is a family? Refugee DNA and the possible truths of kinship.” <i>Somatosphere</i> . http://somatosphere.net/2015/what-is-a-family-refugee-dna-and-the-possible-truths-of-kinship.html/	
F 11/15	*Freeman, Caren. 2011. Making and Faking Kinship: Marriage and Labor Migration between China and South Korea. Ithaca and London: Cornell University Press. (Chapter 1 Chonsonjok Maidens and Farmer Bachelors pp.31-68 and selections of Chapter 2 Brides and Brokers under Suspicion read “Runaway Brides” pp.83-93 and “Deceitful Grooms” pp.93-99)	
14	Intergenerational relationships	
W 11/20	*Sun, Ken Chih-Yan. 2021. Time and Migration: How Long-Term Taiwanese Migrants Negotiate Later Life. Ithaca and London: Cornell University Press. Chapter 2 “Reconfiguring Intergenerational Reciprocity,” pp.48-78.	
F 11/22	Class cancelled	
	11/25-11/29 Thanksgiving break	
15	Lunch box moment	
W 12/4	*Karrebaek, Martha Sif. 2012. “What’s in Your Lunch Box Today”: Health, Respectability, and Ethnicity in the Primary Classroom. <i>Journal of Linguistic Anthropology</i> 22(1): 1-22. Voices: “Lunch box moment.” NBC. https://www.youtube.com/watch?v=_9lzv7BnKPE	
	12/5-12/6 Reading days	
	Final project due Monday 12/9	

Other course policies

Attendance and late work

Attendance and full participation in the course are expected because I believe it will lead to your success in the class. Absences from class, as well as late submissions, will

negatively impact your grade, unless you have an excusable reason covered by university attendance and make-up policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Absences for reasons of religious holiday, illness, and official university business are excused; however, proper notification should still be provided.

Students unable to complete assignments due to documented, excused reasons must provide documentation to the instructor no less than 48 hours before the due date. We must then agree on an alternative due date. **Verification for excused absences due to illness must be received within 24 hours after the coursework due date.** Late submissions will be accepted with a 10% penalty within 24 hours of the original due date. After 24 hours, they will not be accepted.

Communication

Please direct general questions about course requirements, assignments, activities, etc. to the student Q&A discussion board under “Discussion” on Canvas. You can also contact me via email. *However, please check if your question has already been addressed on one of the course’s Canvas question board.*

If contacted, I will attempt to respond to messages within 48 hours of receiving them. I do not normally check the inbox over the weekend. I cannot address *same-day* requests for deadline extensions, so please be in touch in as much advance as possible if you need an assignment extension.

Office hours

My office hours are listed on the first page of the course syllabus. If you cannot make the regular times, I will try our best to accommodate your request. Please note that I cannot arrange meetings with you on the weekends or outside normal business hours.

Please make an appointment with me before coming to office hours. Please choose a time and date in advance via Calendly.

Classroom etiquette

- Please raise your hand when you want to speak. Don’t interrupt or talk over your fellow students.
- Keep the usage of electronic devices to a minimum. It is understandable that on some days you need to use laptops or tablets in order to access electronic copies of class readings. In this case, please turn WiFi off, unless we are doing specific activities that require it.
- Except for family emergencies, unusual circumstances, or specific class activities, cell phones should be silenced and put away.

Academic integrity

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> If you have any questions or concerns, please consult with me.

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. For more information, please see: <https://sccr.dso.ufl.edu/policies/codechanges/>

Course evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

I also welcome your feedback at any point during the semester. If there is something that can be done to help you and your peers learn more effectively, please attend office hours or make an appointment to share your suggestions.

Diversity and inclusivity

I strive to create an accessible classroom environment for all students, regardless of your lived experiences and identities (including race, gender, class, sexuality, religion, linguistic background, ability, etc.). To help accomplish this:

- Please let me know if you have preferences for **a name and a set of pronouns** you want to use in class (that differ from those appearing in your official records). Feel free to correct me if I pronounce your name inaccurately.

- **Students with disabilities requesting accommodations** should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Please also discuss with me how I should plan classroom activities, the use of media, and other aspects of the course in order to accommodate you.
- **Students with disabilities have an equal right to use and benefit from resources at the George A. Smathers Libraries**, including (but not limited to) Course Reserves materials. To ensure this right, students with disabilities:
 - o Have the responsibility to identify themselves as needing appropriate, reasonable accommodations for their disabilities
 - o Have the responsibility for making their needs known in a timely manner
 - o Have the same obligation as any library user to comply with library policies and procedures

The George A. Smathers Libraries Course Reserves Unit will work with patrons needing assistance or accommodations to access course reserves materials. Please contact the Course Reserves Unit at [352-273-2520](tel:352-273-2520), or email at eres@uflib.ufl.edu for information or assistance.

- **Please utilize university resources.** The University of Florida offers a number of valuable resources to support student learning and wellness:
 - o For help with general study skills and tutoring, check out the [Teaching Center](#).
 - o For help brainstorming, formatting, and writing papers, contact the [Writing Studio](#).
 - o For e-learning technical support, call (352) 392-4357 or email helpdesk@ufl.edu.
 - o For help using the libraries or finding resources, [Ask a Librarian](#).
 - o For career assistance and counseling services, visit the Career Connections Center (352-392-1601 | CareerCenterMarketing@ufsa.ufl.edu).
 - o For mental health support, contact the Counseling and Wellness Center at (352) 392-1575.
 - o If you or someone you know is in distress, contact U Matter, We Care at (352) 392-1575 or umatter@ufl.edu.
- Students are encouraged to employ critical thinking and to rely on data and

verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

- ***Please do not hesitate to talk with me*** about your discomfort and insecurity that stem from your specific experience in class. I will find ways to improve the classroom environment.

Inclusive of all above, **communication is key**. If for whatever reason attending classes or submitting assignments on time is not possible, please let me know and we will figure out how to make this work. Transparent communication between faculty and students is necessary to succeed in any college course. Communicate with me so that we can best support you.