

IMMIGRATION AND DEVELOPMENT IN ASIA

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Course Description:

Globalization has strongly influenced economic development in Asia. Most studies on globalization have focused on global trade, investment, and technology transfers but have ignored the transnational movement of people. In Asia, such transnational immigration is an inseparable part of globalization and has helped to generate extraordinary development successes in the region: South Korea's technology renaissance since 2001, China's manufacturing prowess, and India's remarkable software services industry.

This course systematically compares the roles of transnational immigrants in Asia. It begins with a general reading of diasporas and homeland development in the world. This part looks at empirical and conceptual questions that are being asked on this topic and examines some cases in other parts of the world. The second part consists of the bulk of this course. It examines and compares transnational immigrants in China, South Korea, and India. The third part of the course engages other types of transnational migration in Asia, including domestic help from Philippines and indentured labor from India. The course concludes with a synthesis of lessons and trends in transnational immigration and development in general.

Textbooks & Readings:

The course relies on three main books and selected journal articles. (Available for purchase at the B.U Barnes & Noble Bookstore)

Susan Eckstein (ed.). *How Immigrants Impact their Homelands*. Duke University Press, 2013. To purchase

Devesh Kapur (2010). *Diasporas, Development, and Democracy in India*. Princeton University Press. 2010. To purchase

Min Ye. *Diasporas and Foreign Direct Investment in China and India*. Cambridge University Press. (Under contract. Provided by the author.)

Articles & supplementary readings: to be supplied electronically.

Assignments:

There are three main assignments:

- (1) Participation: this course takes active learning as a central goal and expects the student to participate physically and intellectually for each class. If the student needs to miss classes, he/she needs to get a pre-approval with the instructor. If a student misses substantial classes (4 sessions), the instructor has the discretion to fail the student, or seriously downgrade the performance of the student, depending on the specific circumstances. Participation accounts for 20% of the final grade.
- (2) Research & writing & oral assignments: depending on the size of the class, the students are divided into three groups and asked to conduct collaborative research on a subject given. As a group, the students need to present their findings in class. Then, each student is asked to write an analysis of his or her findings, *independently*. The report is around 10 pages. The grade components for this assignment are: research & presentation (as a group), 25%, writing (as individual), 25%.
- (3) A final exam will be administered at the University designated time and place. 30% of the final grade.

In summary:

Participation: 20%
Research&presentation: 25%
Written Report: 25%
Final exam: 30%

Academic Honesty

Without exception, students are expected to adhere to the Boston University CAS Academic Code. Please read the Boston University Academic Conduct Code. Accordingly, all instances of academic dishonesty will be reported to the CAS Academic Conduct Committee. Please see <http://www.bu.edu/cas/students/undergrad-resources/code/>

Sessions' Schedule

(Subject to change)

Week 1: Diasporas as Transnational Actors

Readings: *provided electronically*

Charles Tarrow, "Rooted Cosmopolitans," Chapter 1, in Tarrow (2008).

Charles Tilly, "Trust Networks," article, *Social Process*, (2007)

Rubin Patterson, "Transnational Diasporas," article, *Social Process*, (2006)

Week 2: Diasporas as Development Agent

Readings:

Alejandra Portes (2013), "Theorizing diaspora and development."

Susan Eckstein, (2013), "immigrants and homeland development: introduction."

Eckstein, (2013), Chapters on Cuba & Mexico

Collect: student research groups and topics, from the choices below

Week 3: Diaspora Networks in China

Readings:

Min Ye, Chapters 1, 3, 5, 7

Possible topics for research assignment:

(1) China's diaspora policies—the returnee policies

(2) China's overseas population—places they go, professions, and particularly those in the U.S, possibly family background

(3) China's financial reform

(4) China's high-tech innovative policy

Collect: overview of research

Week 4: South Korea and Global Network

Readings: *will be provided electronically*

Haggard (1990), chapter on South Korea

Sebastian (2008), chapter on entrepreneurial state

E M Kim (2009), global networks and financial reform in Korea

Possible topics research:

- (1) Korean diasporas and returnee Koreans
- (2) Innovation in South Korea
- (3) Post-1997 liberalization in South Korea

Week 5: India and Non-resident Indians

Readings:

Devesh Kapur, 2010, Chapters 1-4.

Possible topics for research:

- (1) Indian diasporas and their background
- (2) Non-resident Indians in America
- (3) India's diaspora policies

Collect: preliminary findings from collaborative group research

Week 6: Other Cases of Immigration

Philippines' domestic help: Eckstein (2013), Chapter on Philippines

Indentured labor of India: *one supplementary reading*

Migrant Workers and China: *one supplementary article.*

Last class: oral presentation & writing assignment due

Final exam: TBA