



Politics and Global Studies

FACULTY OF POLITICAL SCIENCE
CHULALONGKORN UNIVERSITY

Syllabus

2410409 Urbanization and Migration

Second Semester/2564

Tu: 1:00 pm – 4:00 pm

Instructors

Course coordinator/ Main instructor

Jiraporn Laocharoenwong (she/her/hers)

Department of Sociology and Anthropology

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Classroom Platforms

Zoom Link:

<https://chula.zoom.us/j/98280308574?pwd=aTlmOGtybmlSUUF2ZHpvdWFXdT2RaQT09>

Meeting ID: 982 8030 8574

Password: 983866

My courseville

Course Description

Migration has a long historical connection with the city. In the past decades, globalization has volumized the people's movement, significantly contributing to rapid urbanization worldwide. Migrants bring cultural diversity and multiple identities into the city. The close connection between migration and the city demands a new approach for the simultaneous consideration of both issues. This course focuses on the migration-city nexus by stressing how migration shapes cities and how the city shapes the everyday lives of migrants. This course provides you with both

bottom-up and top-down perspectives on urbanization and migration drawing knowledge from various disciplines, including sociology, anthropology, international relations, and international development studies. You will explore the causes of the movement, regimes governing human mobility, and why migration matters for the city. At the same time, students will also engage with the literature on the history of urban migration and the everyday lives and experiences of migrants in the city.

Learning Outcomes

By the end of the course, students are able to:

- 1) understand concepts related to urbanization and migration and their connection
- 2) critically investigate the linkages between empirical evidence and abstract concepts on migration-city nexus
- 3) apply knowledge from the course to make sense of real-world events.

Discussion Etiquette

The classroom should be a **comfortable** and **inclusive** environment that encourages the participation of everyone. With this goal in mind, we can agree and disagree about ideas and theories. After all, that is the heart and soul of learning. However, we will not tolerate personal attacks, blatant sexist, classist, racist, homophobic, or antagonistic language in the classroom. Be active and challenging throughout the class to make us think, BUT do not insult each other!

You are expected to keep the following rules in mind each time we meet this semester:

- **Respect classmates, us (your professors), and yourself.** Avoid comments or language whose sole purpose is to provoke or disparage others. Do not use “insult words” of any kind!
- **Classrooms are a “correctness-free” space.** Everyone in the class is free to express opinions and ask questions without fear of criticism from classmates. You should feel comfortable to express your views, even if you think that none of your classmates will agree. If someone says something that you find offensive, react to the comment (not the person) by asking him/her first to clarify what he/she said. Pose counterarguments to challenge the assertion with respect or explain why the remark was offensive to you.
- **Be willing to listen to and reflect upon opinions you disagree.** Try to understand why someone believes in a certain way. Hold yourself open to the possibility that you might change your mind. Respect people even when you are sure they are wrong. Please keep an open mind to my comments and those of your peers.
- **Recognize diversity** as a contribution to the discussion. We all have a different personal history, and this varies by socioeconomic background, sexual orientation, gender, ethnicity, and ability/disability.
- **Pose questions** to your classmates. All of you are responsible for having good discussions. You need to engage your peers as much as possible.

- **Use your sociological imagination.** Remember that the materials we discuss in this course are not just about you but also about the different structures of society at multiple levels. Reassess your place in society. Contributions in discussions should help emphasize the connections between history, social structure, and personal biography.
- **Communicate with your professor** after class, during an appointment, in a written note, or over email when you feel uncomfortable or very strongly about an event or discussion relevant to the class.
- **Be engaged in discussions by preparing ahead and doing all classwork.** Class is much more fun when you come prepared and can contribute thoughtfully.
- **Be mindful of online learning dynamics.** Online teaching has caused tremendous concerns related to the classroom's engagement and privacy. Please discuss with us if you have any problems.

Materials

All readings are available electronically via Blackboard. We take this action to ease the financial burden of higher education that most students face.

Grading Components

Your total grade is determined based on the followings:

1)	Participation	10%
2)	Midterm Exam	20%
3)	Assignment	20%
4)	Final Project	50%
	• Report	40%
	• Final project Presentation	10%

Assessments

Participation (10%)

We do not take attendance. However, if you do not show up for any session, you will not have a participation grade. In the case of a medical emergency or sickness, please let me know as soon as possible.

Your regular and quality engagement is crucial for your learning and success in this class. You are required to demonstrate that you have been mindful of the course and readings. You can do this by engaging in class discussions and critically engaging with the materials in smaller group discussions.

Level of engagement (5%)

- Come prepared for class, having completed and critically reflected upon the readings, and bring needed materials to class;

- Offer ideas and/or ask questions more than once per section, but not dominate the discussion;
- Actively and respectfully listen when others talk;
- Attend a class on time, pay attention, stay on task, avoid behavior that disrupts the learning environment

Quality of contributions (5%)

- Raise thoughtful questions and make insightful comments that enhance discussion;
- Incorporate relevant concepts from readings and lecture in comments;
- Build on the ideas of others in the class;
- Expand the class' perspectives;
- Make appropriate critiques or challenges while respecting others' opinions, values, and identities—even if you disagree with them.

Midterm Exam (20%)

You will have 2 hours to complete a take-home exam consisting of 1 question. The exam is designed to test your understanding of the material from readings and discussion. Thus, you will not be expected to recite obscure facts but rather demonstrate your knowledge of how concepts and theories operate in the contexts of the reading and real-world scenarios. You are encouraged to form study groups to review the materials ahead of the exam. However, you are expected to work on the exam independently (as you would an in-class exam); your responses (ideas and the writing itself) should be solely your own. **Your answer may not exceed 2,000 words in total**

To grade your midterm exam, we focus on three major components:

- 1) Completeness (25%) (How complete are your answers given a set of questions?)
- 2) Analysis (50%) (Do you have any arguments? To what extent you have drawn from class materials to answer your questions?)
- 3) Writing (25%) (How is the overall writing of the answer? Is it cohesive and forceful in responding to questions?)

Assignment (20%)

*After reading and studying in the class, students choose and visit one neighborhood, conducting mini research by doing an observation and interview local people at least 2 of them. Explain why the neighborhood you choose relate to migration? What makes that neighborhood outstanding from other? Please reflect it with class material. **Length between 1500-2000 words including references Fonts Times New Roman, Calibri or Arial 12 and 1.15 space***

Final Project (50%)

The final project is a group activity in which we allow you to pursue your own investigation of the two topics related to migration and urbanization using Thailand as a case study. You can decide your own topic based on you have learned from learn. For each project, you will be working **in pair** to develop a final report which shall be **between 2,000 – 2,500 words**. This length does not include references and cover page. The report is 40% of your final grade. You are also required to perform an online presentation which will be 10% of your grade.

Guidelines for submitting the Final Report

Formatting:

- 1) 12-point font, Times New Roman, 1.5 spaced, 1-inch margins all around, Word document format (.doc or .docx)
- 2) Include all information in the front page
 - a. Student’s full names and student IDs
 - b. Course code (2410409: Urbanization and Migration)
 - c. Date of submission
 - d. Total word count— In-text citations do indeed count towards the word count.
- 3) You must cite your sources using American Psychological Association (APA) style **or** Chicago Manual Style 17th Edition
 style: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

Guidelines for oral presentation

There are no specific formats for oral presentation. You are required to manage the presentation within 10 to 15 minutes. It will be followed by a 5 to 10 minutes Q&A. Please refer to the presentation rubric for specific assessment.

Writing Resources

The Online Writing Lab of Purdue University provides excellent resources for your writing assignments, especially citation resources. You may visit the website at: https://owl.purdue.edu/owl/purdue_owl.html

Grading

We expect students to *earn* their grades. If you are having difficulty in this course, please see us sooner rather than later. The sooner you see us, the higher the chance that we can devise a plan to make things better. We are happy to work with you to devise a plan for improving your performance, answering questions about class assignments, and supporting you in other ways. **However, coming to see us does not guarantee that you will receive an A or even a B+. The grade you *earn* will depend not solely on your efforts but also your work and exam quality.**

The table below provides a general idea of what differentiates one letter grade from another.

Grading Scale		Criteria for Grading Work
80 – 100%	A	<i>Excellent.</i> Student exhibits very high quality, sophisticated analysis, and thorough understanding of class materials. Work goes well beyond the requirements and shows mastery of course materials and originality.
76 – 79.99%	B+	<i>Very good.</i> Student exhibits above-average quality, analysis, and understanding of class materials. Work not only meets the

		requirements, but also shows the proficiency of course materials, and some elements of originality.
70 – 75.99%	B	<i>Average/Satisfactory.</i> Student meets all requirements, correctly and satisfactorily. Work shows average quality, analysis, and understanding in most parts of the work, but may include minor errors or some irrelevant information.
66 – 69.99%	C+	<i>Below average/Unsatisfactory.</i> Student fulfills all or most requirements, in an unsatisfactory manner. Work has some errors that result in below- average quality, analysis, and understanding in several parts of the work.
60 – 65.99%	C	<i>Deficient.</i> Student fulfills some of the requirements or meets most requirements in a deficient manner. Work makes significant errors that result in deficient quality, analysis, and understanding in most parts of the work.
56 – 59.99%	D+	<i>Very deficient.</i> Student fulfills a few of the requirements or meets some requirements in a largely deficient manner. Work makes significant errors that result in severely deficient quality, analysis, and understanding in most parts of the work.
50 – 55.99%	D	<i>Extremely deficient.</i> The work is mostly incomplete, or there are very significant errors, which result in seriously deficient quality, analysis, and understanding throughout the work.
0 – 49.99%	F	<i>Fail.</i> The work is incomplete, and there are significant errors, which result in extremely seriously deficient quality, analysis, and understanding throughout the work.

Re-grading Policy

After receiving your assignment and other graded components, wait at least 24 hours before reaching out to us to let emotions cool down and give you time to:

- 1) Carefully review the assignment/exam instructions and re-read your submission
- 2) Carefully read the written comments on your assignment/exam.

After at least 24 hours have passed, and after you have done your due diligence by completing the steps above:

- 1) If you have clarification questions about concepts and/or want to discuss strategies for how to do better next time (but are not seeking a change to your grade), arrange an appointment to see me.
- 2) If you have clarification questions about the points you earned (but are not seeking a change to your grade), meet with us and come prepared with specific questions (not merely, “Why did I receive this grade?”—which is answered by our written comments).
- 3) If you wish for your assignment to be re-graded, you must make a strong case for why we should consider re-grading your assignment or exams. Please note that “I believe I deserve a higher grade” or “I worked hard on this” are not strong reasons why your assignment should be re-graded. For your case to be considered, you must point to specific questions or sections of the assignment in which you lost points and explain why those deductions were not warranted. **If we decide to re-grade your assignment, we will re-grade the *entire* assignment and may involve other faculty members, and your grade may go up or down.**

Late Papers

We do not accept late papers. This means that if you submit a paper to me after the stated deadline, you will receive a “zero” for the assignment. However, we do understand that sometimes there are extenuating circumstances. These are ground rules for “reasonable” exceptions for late work:

- 1) If you are aware that you may have difficulty meeting a deadline due to a particular issue like an illness, you must contact me at least 48 hours in advance so that we can decide upon an appropriate extension for one assignment.
- 2) In addition to communicating with me, you must submit any partially completed work in the state where the emergency arose as a sign of good faith

Plagiarism and Academic Misconduct

Please pay careful attention to this section!!! Often, students do not realize they are plagiarizing or engaging in misconduct. The expectation is that you have written all the work you submit in this course during this semester by yourself. You may not “recycle” a paper written for another course for credit in this course. If you wish to write an essay for this course related to work you have done previously, you must give me a copy of the previous work so that we may compare it with the work you do in this class. If you are doing a paper for another course related to your work in this course, you must provide full disclosure about the relation between the two documents.

If we suspect plagiarism or other misconduct, we will investigate and follow university procedures. If you are found to have committed academic dishonesty, you will be subjected to disciplinary measures stated in Article 14 of the Chulalongkorn University’s regulations and announcements.

Contacting Us

On a more mundane note, we also expect you to be attentive to the rules outlined both in this syllabus. In our experience as a professor, some of my colleagues require their students to complete a syllabus quiz. We do not! However, we expect that even after we have reviewed the syllabus as a group, you will read the syllabus more closely. **When in doubt about something, please refer first to the syllabus.** If you are confused, something is unclear, or we have made a mistake, please send an email or talk to us. Quote the section of the syllabus that you find confusing.

In the same way, please pay attention to email correspondence for this course. We will send reminder explanations, etc., via email. We hope that these will be helpful rather than a nuisance.

Please email us or talk to us after class to schedule an appointment. We are happy to speak to you about any sources of confusion, challenges you might be having, or delve deeper into some of the issues we will discuss in this course. A personal appointment is ideal for getting one-on-one attention and working out any problems you're having with the material from the texts or the discussion. We wish to meet each of you at least one time this semester to get to know you and learn about your difficulty.

Please avoid sending last-minute messages, as we may not be able to respond to them in time. Find a classmate to double-check assignments and deadlines to make sure you are on the same page.

Special Arrangements

If you require any special arrangements for assignments, testing, or other aspects of the course, please contact us **before the end of the second week of the semester.**

Other Resources

Health Service Center

The Health Service Center provide medical consultation and treatment for the University's faculty members, students and employees. Visit <http://www.cuhc.chula.ac.th/> for more details.

Location: Chamchuri 9 Building; Operation Hours: Mon-Fri 08.00 – 18.00

Student's Wellness Center

Chulalongkorn's Student Wellness provides mental health support for students and personnel. Counseling services are provided by professional psychologists and psychiatrists on a wide range of issues, including study-related problems, relationships, stress, anxiety and behavioral disorders. Please visit <http://wellness.chula.ac.th/> for more details.

Location: Chamchuri 9 Building; Operation Hours: Mon-Fri 08.00 – 18.00

Lastly, before emailing us about assignments, due dates, or other course materials and requirements, PLEASE CHECK YOUR SYLLABUS! We will not respond to questions that have been addressed in the class or the syllabus.

Course Schedule*

Date	Contents	Instructor
09.01.2024	Introduction Migration is global human movement	Jiraporn / Sirima
16.01.2024	Terms and definition of migration	Sirima
23.01.2024	Types of migration	Sirima
06.02.2024	Migration and Ethnicity	Jiraporn
09.02.2024	Migration and Transnationalism	Jiraporn
13.02.2024	City and Everyday lives of migrants	Jiraporn
20.02.2024	Border city, Camp and Migration	Jiraporn
27.02.2024	Group assignment and Reading week	No class
05.03.2024	Mid-term exam week	No class
12.03.2024	Patterns of People's Movement	Kaan
19.03.2024	Movement's Aftermaths	Kaan
26.03.2024	Urban refugee	Kaan
02.04.2024	Fieldtrip	Jiraporn
09.04.2024	Thai migrant workers in Japan*	Kanokwan Somsiriwarangkul
16.04.2024	Group presentation	Jiraporn
23.04.2024	Cross-cultural marriage and Migration*	Kanokwan Somsiriwarangkul

*This schedule is tentative. It is subject to change. If changes occur, you will be notified in class or via email.

How to Approach Readings

Completing the readings is crucial for your success in this class, but simply reading all of the words on the page will not guarantee that you understand the concepts, nor does it guarantee a particular grade in the course. Students tend to retain more information if they take notes on the readings (not just highlight/annotate them), especially when they summarize the author's argument in their own words.

To further aid in comprehension, critically reflect on the readings by asking questions, such as:

1. What is/are the main argument(s) of what I am reading? Try to summarize this in 2-4 sentences.
2. What evidence does the author give to support the argument?
3. Is it convincing, and why or why not?
4. How does what I am reading relate to my life, my community, or current events?

We will assume that you have read and critically reflected on the material before the respective session. We will clarify challenging aspects of readings, but we will not spend time summarizing basic arguments in the texts. Instead, we will engage the concepts and arguments presented in the readings in more profound ways, using them as building blocks for more advanced discussions about the material.

Assigned Readings

Session 1 – 9th January – Introduction/ Migration is global human movement

- *International Migration*. 2021. “Key Migration Terms.” Accessed on January 9, 2022. <https://www.iom.int/key-migration-terms>.

Session 2 – 16th January - Terms and definition of migration

- Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, and J. Edward Taylor. “Theories of International Migration: A Review and Appraisal.” *Population and Development Review* 19, no. 3 (1993): 431–66. <https://doi.org/10.2307/2938462>.
- Thongsawang, S. (2022). Legacy of Migration: The Muslim community in Bangkok. *Studies of Transition States and Societies*, 14 (1), 3-18

Session 3 – 23rd January - Types of migration

- Thongsawang, S. (2016). Mobile Technology in the Lives of Thai Immigrants in Germany. *ASEAS-Austrian Journal of South-East Asian Studies*, 9(2), 295-300.
- Myanmar workers' migration and transnational brokerage networks: https://www.youtube.com/watch?v=MpSe_5rsXY8&t=57s

Session 4 – 30th January – Migration and Ethnicity

- Van Roy, E. (2013) *Siamese Melting Pot: Ethnic Minorities in the Making of Bangkok*. Bangkok: Silkworm (Chapter 1)

Session 5 – 6th February - Migration and Transnationalism

- Ehrkamp, P. 2020. Geographies of migration III: Transit and transnationalism. *Progress in Human Geography*, 44(6), 1202-1211. <https://doi.org/10.1177/0309132519895317>
- Gordon, Matthew. 2011. *Ghetto at the End of the World: Chungking Mansion, Hong Kong*. Chicago: University of Chicago Press. [Chapter1]

Session 6 – 13th February – City and Everyday lives of migrants

- Najib, Kawta, and Peter Hopkins. 2019. “Veiled Muslim Women’s Strategies in Response to Islamophobia in Paris.” *Political Geography* 73: 103-111.
- Baey, G., & Yeoh, B. S. A. 2018. “The lottery of my life”: Migration trajectories and the production of precarity among Bangladeshi migrant workers in Singapore’s construction industry. *Asian and Pacific Migration Journal*, 27(3), 249-272. <https://doi.org/10.1177/0117196818780087>

Session 7 – 20th February – Border city, Camp and Migration

- Laocharoenwong, J. 2020. Re-imagining the refugee camp: Sovereignty and time-space formation along the Thailand-Burma borderland. PhD thesis. University of Amsterdam (Chapter 2,3,5)

Session 8 – 27th February – Group Assignment/Reading Week

- *Assignment: After reading and studying in the class, students choose and visit one neighborhood, conducting mini research by doing an observation and interview local people at least 2 of them. Explain why the neighborhood you choose relate to migration? What makes that neighborhood outstanding from other? Please reflect it with class material. Length between 3-5 pages including references Fonts Times New Roman, Calibri or Arial 12 and 1.15 space*

Session 9 – Mid-term exam

Session 10 – 12th March - Patterns of People’s Movement

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Session 11 – 19th March – Movement’s Aftermaths

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Session 12 – 26th March – Urban Refugees

- Tuitjer, Leonie, and Quentin Batréau. 2019. “Urban Refugees in a ‘Non-Convention’ City: Assembling Agency in Bangkok, Thailand.” *City* 23(1): 1-16.

Session 13 – 2nd April – Fieldtrip

- No readings

Session 14 – 9th April s – Thai migrant workers in Japan

- *Tentative*

Session 15 – 16th April – Cross-cultural marriage and Migration

- *Tentative*

Session 15 – 23th April – Group presentation