

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Bachelor of Social Sciences (Honours) in Policy Science and Management
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Labour and Migration in a Globalized World
<b>Course Code</b>	: POS2012
<b>Department</b>	: Asian and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 2

### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes. In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

The regulation of labour immigration and the rights of migrant workers are among the most controversial policy issues around the world. In public and media debates, migrants can be development 'heroes' for their countries of origin, 'villains' that threaten the jobs and welfare of workers in host countries, and/or 'victims' of exploitation by people traffickers, recruiters and employers.

This course analyses some of the most controversial public policy issues of the 21st century: how to regulate international labour migration and the rights of migrant workers. Integrating economics, politics and ethics, the course comprehensively discusses the determinants, impacts and regulation of labour immigration and emigration around the world, with a particular focus on case studies in Asia.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Understand current theoretical underpinnings and debates on global labor and migration;
- CILO<sub>2</sub> Critically examine types of globalized human flows and their causes, motivations, nature, issues and debates in discourses concerning migration, national belonging, identity politics, and national sovereignty;
- CILO<sub>3</sub> Demonstrate understanding of the intricacies of contemporary migration and labour issues and policy-making; and
- CILO<sub>4</sub> Evaluate the impact of labour migration and its impact to the world.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<i>Theoretical discussion on global migration phenomenon and labour migration</i>	<i>CILO<sub>1,2</sub></i>	Lecture and tutorial discussion; essay writing
<i>Case studies on current migration flow</i>	<i>CILO<sub>2,4</sub></i>	Lecture and talks, inclass group presentation
<i>Policy-making and global labour migration</i>	<i>CILO<sub>3,4</sub></i>	Lecture and tutorial discussion, analysis paper, individual essay

## 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) <b>Class Discussion and Participation:</b> Students lead class discussion and active participation	20%	<i>CILO<sub>1-4</sub></i>
(b) <b>Individual Analysis Paper:</b> 1 case study analysis (2,000 words) of a student chose labor migration issues in Asia. The paper must be both analytical and reflective in terms of the policy problems generated by migrant labor	50%	<i>CILO<sub>1-4</sub></i>
(c) <b>Individual Essay:</b> 1 short essay (1,000 words) set by instructor.	30%	<i>CILO<sub>1-4</sub></i>

## 5. Required Text(s)

Ed. Panizzon, M., Zürcher, G and Fornalé, E. (2015). The Palgrave handbook of international migration.

## 6. Recommended Readings

- Ahmad, A.N. (2008). Dead men working: Time and space in London's ('illegal') migrant economy. *Work, Employment and Society*, 22(2), 301-318.
- Andrijasevic, R. (2007). Beautiful dead bodies: Gender, migration and representation in antitrafficking campaigns. *Feminist Review*, 86(1), 24-44.
- Bernstein, E., & Shih, E. (2014). The erotics of authenticity: Sex trafficking and "reality tourism" in Thailand. *Social Politics: International Studies in Gender, State & borders: Deaths at the global frontier*. Oxon: Routledge. [Chap. 5]
- Cheng, S. (2011). The paradox of vernacularization: Women's human rights and the gendering of nationhood. *Anthropological Quarterly*, 84(2), 475-505.
- Constable, N. (2014) *Born out of place: migrant mothers and the politics of international labor*. Berkeley; Los Angeles; London: University of California Press.
- Hoang, K. K. (2014). Flirting with capital: Negotiating perceptions of pan-Asian ascendancy and Western decline in global sex work. *Social Problems*, 61(4), 507-529.
- Mathews, Gordon (2011). *Ghetto at the center of the world: Chung King Mansion, Hong Kong*. London: University of Chicago Press.
- Mostafanezhad, M. (2013). 'Getting in touch with your Inner Angelina': Celebrity humanitarianism and the cultural politics of gendered generosity in volunteer tourism. *Third World Quarterly*, 34(3), 485-499.
- Ngai, P., & Koo, A. (2015). A "world-class" (Labor) camp/us: Foxconn and China's new generation of labor migrants. *Positions*, 23(3), 411-435.
- Pande, A. (2012). From "balcony talk" and "practical prayers" to illegal collectives: Migrant domestic workers and meso-level resistances in Lebanon. *Gender & Society*, 26(3), 382-405.
- Pickering, S., & Ham, J. (2013). Hot pants at the border: Sorting sex work from trafficking. *British Journal of Criminology*, 54(1), 2-19.
- Pollock, J. (2010). The migrant worker, the refugee, and the trafficked person: What's in a label? *Alliance News*, 33(July), 19-22.
- Sanchez, G. (2014). Gendering smuggling: Women and the facilitation of extralegal border crossings. In G. Sanchez, *Human smuggling and border crossings* (pp. 89-106).
- Showler, P. (2007). Bridging the grand canyon: Deciding refugee claims. *Queen's Society*, 21(3), 430-460.
- Stumpf, Juliet P., *The Crimmigration Crisis: Immigrants, Crime, and Sovereign Power* (2006). *American University Law Review*, Vol. 56, p. 367, 2006; Lewis & Clark Law School Legal Studies Research Paper No. 2007-2. Available at SSRN: <https://ssrn.com/abstract=935547>
- Vecchio, F. (2015). Establishing life at the destination. *Asylum-seeking and the global city*. Oxon: Routledge. [Chap. 4]

## 7. Related Web Resources

<http://www.oecd.org/migration/>

## 8. Related Journals

*Development Issues*

*Journal of International Migration Studies*

*Journal of Ethnic and Migration Studies*  
*Journal of Refugee Studies*  
*Journal of International Migration and Integration*  
*Asian and Pacific Migration Journal*

**9. Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

**10. Others**

Nil.