Soc190.7 The Politics of South Asian Migration to the Global North
Meeting Time: Tuesdays, 12:00-2:00. 205 Dwinelle

Instructor
Dr. Parul Baxi
Office hours: Tuesdays, 3:00 - 5:00 pm.
Location: Caffé Strada. 2300 College Ave, Berkeley, CA 94704.
Appointment Sign in: https://www.wejoinin.com/sheets/lbvef
Email: pbaxi@berkeley.edu.

Course Overview

In the last few decades, international migrations have transformed the world economy and in many countries, fierce debates are ongoing over immigration. Underlying these debates are questions on citizenship, borders, equality, rights, inclusion, legality, and justice. This seminar engages with these questions by focusing on migration from South Asia, especially, India, Pakistan, Bangladesh, Nepal, and Sri Lanka. Historical forces of colonialism have shaped migrations from Asia to the US, Europe, the Caribbean, and Africa since the early 19th century, but major waves of South Asian immigrants to the US began after the passage of the Immigration and Nationality Act of 1965. Today, South Asians are among the fastest-growing minority groups in the United States.

Public narratives tend towards binary depictions of South Asian immigrants as either “model minorities” in some contexts or dangerous outsiders in others. In this seminar, we dissect these binaries and examine the peculiarities of South Asian immigrant experience in the context of global capitalism. Substantive thematic areas of focus include labor markets, gender, assimilation and identity, transnationalism and citizenship, and the politics of border control.

The seminar is divided into three sections. The first offers an understanding of the global history of South Asian migration and focuses on South Asian immigrants’ experiences in the US and Europe. The second investigates South Asian immigrants’ influence on US politics and economy. The third traces the intersections between migration, development, and transnationalism, and examines transnational migrant organizations and activism. In the end, we discuss the phenomenon of return migration with immigrants leaving the US to pursue lives in native lands. The course draws upon theoretical and empirical works at the intersections of migration, globalization, citizenship, and South Asian diaspora studies that illustrate how the politics of migration transforms host and sending societies.

Readings

All readings required for the seminar are uploaded online on the bCourses site. If you would like to dive deeper into the themes we cover, I recommend the following books.


Course Design
The course is focused on an often-eclipsed area in immigration studies that involve South Asian migration histories, experiences, and politics. As a seminar, the course is designed differently from a traditional lecture course. While at times, I will offer a mini lecture to clarify important concepts or to contextualize the readings within broader academic debates, the majority of our time in weekly meetings will be spent in discussions and in interactive activities. Our goals are to analyze the readings critically, draw connections between existing scholarship and identify gaps, and generate new research questions. The aim is to ensure that you leave this seminar with a firm grasp on the key issues and debates in the area of South Asian immigration.

Assignments and Grades

Attendance and Class participation (15%) + Discussion leaders (10%). 125 points.
We meet for two hours each week and cover a substantial amount of material. Our discussions build upon materials covered and each week we draw on connections between past and present readings. Attendance is therefore crucial. You are allowed one excused absence. But for each additional absence your attendance and participation grade will decrease by a full letter grade. You are responsible for notifying me in advance, if you have any challenging situations that affect your attendance. If you need to miss a class for medical reasons, please provide a doctor’s note.
To obtain full credit you must actively participate in class discussions. Participation means more than just being present in class. It implies actively taking part in seminar discussions, raising questions, making comments, and is an important component in seminars. Each one of us brings a multitude of opinions and perspectives, and sharing these creates a richer classroom environment. We may not always agree in our interpretations of the material. However, consensus is not the goal of the course and an open discussion facilitates learning.

Discussion Leaders
Each week, two students will set the stage for our discussion by presenting their comments and questions on the week’s reading(s). [Each of you will get a chance to lead discussion once]. Your presentations must be no more than 10-15 minutes. Do not summarize the readings. Instead focus on what you found important about them, including highlighting connections or contradictions found across the readings as a whole.
Your presentations must have two components:
a) Identified themes of interests
b) Questions for discussion
You may approach these presentations with creativity and innovation (consider using examples from the news and current events as a lens to critically engage with the materials).
- Provide the class with a one-page handout or present a power point. If you are using power point, limit your presentation to 4 slides.
- You must email me an outline of your presentation before 5 pm on Monday, the day before our scheduled class meeting.

Discussion Etiquette:
Discussions on immigration often tend to invoke strong opinions. Please be courteous and respectful of one another. I expect everyone to let others talk, listen carefully, think seriously about new or challenging ideas, and respond constructively. Listen before speaking; do not interrupt each other [I will call out interruptions]. Even when you strongly disagree with someone, be mindful of the fact that our identities, social location, and life experiences shape our responses. Disrespectful comments aimed at a particular racial, ethnic, gender, class, religious, political, or sexual orientation group will not be tolerated. Our goal is to create an inclusive learning space.

Weekly reading responses (30%). Total 10. 150 points.
Each week on Tuesday evenings you will receive a short prompt that will guide your readings for the following week, and help you prepare for the next seminar. Starting Week 2, you must submit a reading
response (1 page, double -spaced) on the assigned readings for the week. Responses are due Monday, by 5 pm online on the course site. Responses must engage with the themes of the readings (rather than pick some specific detail alone to question) and should demonstrate thoughtful and critical engagement with the materials. We will collectively engage with these responses during our seminar and they will serve as a resource for your final papers. Responses will be graded on full credit, partial credit and no credit basis. I will offer written feedback on alternative weeks. You may skip one week without penalty. In the week that you are serving as a discussion leader, you are not required to submit a reading response. Instead you must submit your presentation outline via email to me before 5 pm on Monday.

Final Research paper (45%). 225 points.
The topic of the research paper can be chosen from any of the themes we cover in this course regarding South Asian immigration including, history of South Asian immigrations, labor migrations, assimilation and identity, citizenship and race, gender, economic incorporation, political incorporation, transnationalism and development, and south Asian immigrant politics and activism. If you would like to choose a topic that we have not covered, let me know. You may draw from required resources listed on the syllabus but I encourage you to find additional academic sources (books, book chapters, journal articles) on your topic. You must use references from at least five external academic sources for your final papers.
The research paper project is divided into the following phases. I will provide detailed guidelines for each stage.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Weightage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic and Research question</td>
<td>5%</td>
</tr>
<tr>
<td>Draft paper</td>
<td>10%</td>
</tr>
<tr>
<td>Paper workshop and panel presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Final paper</td>
<td>25%</td>
</tr>
</tbody>
</table>

Overall Course Grade Design- 500 points
The table below summarizes the overall grading design for the course.

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Weightage (%)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>25%</td>
<td>125</td>
</tr>
<tr>
<td>Attendance In-class participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leading Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly Reading Responses</td>
<td>30%</td>
<td>150</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>45%</td>
<td>225</td>
</tr>
<tr>
<td>Topic Statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper workshop and panel presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

**Important Deadlines**
- February 11 Tuesday: Research Topic statement due
- April 14 Tuesday: Draft due
- April 28 Tuesday: Paper Workshop and Panel Presentation
- May 11 Tuesday: Research Paper Due

**Class Policies**
E-mail: Please put “Soc 190” in the subject lines of all emails. This will enable a timely response. In general, I will respond to your emails within 24 hours. E-mail is best used to communicate in brief if you require clarification in a few lines. For time-sensitive issues, please e-mail me as early as possible. For discussions and detailed explanations on the course material, visit me during office hours, or ask questions during class or group discussions. If you ask me a question that is answered on the syllabus, I will direct you back to the syllabus.

Office hours
Visit often during office hours. You can sign up for appointments at the following link. https://www.wejoinin.com/sheets/lbvef. If office hour timings clash with your class schedules, and you need to meet with me, let me know in advance [at least a few days] and I will do my best to schedule an appointment with you at another time on a Tuesday. If you are facing a difficult personal situation let me know as soon as possible. Do not wait until the last minute. I recommend you visit office hours at least once during this semester to introduce yourself. If you are hesitant speaking out in class and would like to discuss strategies for active participation, please visit.

Personal Pronouns: Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Late Papers: Assignments submitted late will be docked 5 points each day. Exceptions to this rule will be made only for documented emergencies or for pre-planned, excused absences for school-related travel or religious observance. Please contact the instructor as soon as possible and submit the appropriate documentation in advance or alongside the late assignment. (Letters from medical professionals must be written on an official letterhead).

Special Accommodations: if you have a documented need for DSP accommodations I will be glad to make the necessary arrangements for you.

Academic Integrity: All students are expected to complete their own work in this course. Cheating or plagiarism will not be tolerated. Students are expected to comply with the rules of conduct and behavior set forth by the University of California, Berkeley: https://sa.berkeley.edu/code-of-conduct. Any act of plagiarism will lead to disciplinary action.

On-Campus Help with Writing: The Student Learning Center (SLC) provides writing specialists and tutors with whom students can work on an individual basis for assistance with writing assignments. For more information visit https://slc.berkeley.edu/writing

Grading: If you would like to discuss a grade you receive on an assignment, please approach me only after 48 hours have passed since you have received your assignment back. You must approach me no sooner than that, and no later than 1 week after it has been returned to you. If you would like to contest a grade you must make this request in writing explaining why you believe you deserve a better grade. Your letter must provide evidence of factual error or must explain with evidence why you feel the grader has overlooked a detail in your paper.

Classroom Etiquette

Professionalism: Each one of us brings varying perspectives in the classroom and often we may not agree with each other. We will agree to disagree respectfully. We must respect each other’s beliefs and points of
view in the classroom and during the discussion. Intolerance, prejudice, or derogatory comments will not be tolerated.

*Technology:* Laptops/tablets must be used only for taking notes and during class time you must not be connected to the Internet. If I find that laptops are being used for any other purpose, I will ask you to surrender them at the desk till the end of class. Please turn off cell phones or place them on vibration or silent mode. I have the same policies for cell phones as for laptops. If used inappropriately, I will hold them for you till the end of class.

*Arrivals/Departures:* In general, if you are later than 20 minutes to a seminar, you will get a 0 for participation that day. If you need to leave early or are going to arrive late, please inform me in advance.

**Calendar of Readings**

All required readings are posted online. Optional readings are listed as additional resources for those of you with interest in particular topic areas and are not required. Changes, if any, to this reading schedule will be made in advance. Be sure to regularly check for announcements on bourses and your email.

I

**Week 1. January 21. Introductions & Setting the Theoretical Agenda**


**Week 2. January 28. South Asian Migration Pre-1965**


**Optional Reading**


**Week 3. February 4. South Asian Migration Post-1965**


**Optional Readings**


Week 4. Feb 11: South Asian Immigrants in the US Racial formation

***Research Topic due

Optional Readings


Optional Readings

Week 6. Feb 25. Race, Labor, and South Asian Immigration Post 9/11

Optional Readings

Week 7. March 3. Modes of Incorporation. South Asian Immigrants and legal status

Optional Reading

Week 8. March 10. Gender and Class in South Asian Immigration

Optional Readings

Week 9. March 17. Economic Incorporation: South Asian Immigrant Entrepreneurs

Optional Readings

Week 10. March 24. Spring Break

Week 11. March 31. South Asian Immigrants, Politics and Activism

Optional Readings

III

Week 12. April 7. Transnationalism, Development and Remittances

Optional Readings
https://www.migrationpolicy.org/research/what-do-we-know-about-skilled-migration-and-development

Week 13. April 14. Transnationalism II. Social Remittances

***Research Paper Drafts Due

Optional Reading


Optional Readings

Alberts, Heike C., and Helen D. Hazen. “There are always two voices…International Students' Intentions to Stay in the United States or Return to their Home Countries.” *International Migration* 43(3): 131-154.


**Week 15. April 28.**

***Paper Workshop and Panel Presentations***

Reading/Review/Recitation Week, Monday, May 4- Friday, May 8.

*** Final Research Papers due on May 11 by 2 pm.***