HH3009 Comparative History of Global Migrations
[Seminars: 39 hours; Pre-requisites: None; Academic Unit: 3.0]

Learning Objective
1. To introduce key processes and forces underlying migration in world history
2. To enhance students’ understanding of different migrations in different periods of global history.
3. To demonstrate how the changing global economy and the rise of the modern nation-state and world-system had impacted on the mobility of people.
4. To highlight how global migrations today are a transmutation of older processes, and how the expansion in people movement has raised important issues about ideas of nation, citizenship, and community in the world today.
5. To allow students to document migrant stories through group oral history/documentation projects

Content

This course shall examine the global history of migration from a comparative perspective. It shall explore major approaches to the study of migration, and provide a survey of different types of migration in the *longue durée*. It shall compare different diasporas and examine changing institutional and structural contexts governing migration, especially with the rise of the modern nation-state and the international state system. It shall examine different states and regions, and examine the impact of migration on society, politics, and the economies in different parts of the world.

Course Outline (Subject to Change)

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<th>Topic</th>
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<td>Migration in World History: An Overview of Approaches</td>
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<td>African &amp; Mediterranean Migrations</td>
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<td>3</td>
<td>Asian Migrations: China, India, and the Indian Ocean/Islamic World</td>
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<td>6</td>
<td>Mobility, space/place, and identities</td>
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<td>Food, Music, and Film</td>
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<td>10</td>
<td>Empires, borders, and migrations</td>
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<td>Immigration and the making of the post-1945 world (Europe &amp; America)</td>
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Learning Outcome
Students will be able to gain a more comparative perspective on the topic of migration, and have the opportunity to understanding different diasporic migrations and their histories. They will gain a better understanding of the long-term history of migration, its dynamics and forces over time, and how modern states, borders, and regimes have re-shaped the movement of people. They will also understand how more recent processes of globalization have created new potential for movement and re-shaped the modern nation-states and international order in different parts of the world. They will also have a chance to document migration stories, and to connect personal narratives to broader global forces.

Student Assessment
Students will be assessed by 100% Continuous Assessment.

a. Class Participation (10%)
Students will be graded on participation in general discussions in class.

b. Seminar Presentations/Discussions (20%)
The seminar presentations shall be based on readings assigned for each week. They will be evaluated in terms of organization, content, style, and fluency. Depending on the size of the class, presentations will be done by individuals or groups with the marks assigned accordingly.

c. Group Documentation Project / Presentation (35%)
The Group Documentation Project will be based on three components: the proposal (5%), the documentation portfolio (20%), and presentation (10%). The aim of the project is for the group to document a migrant or diasporic community, either through the life stories of migrants in Singapore, objects associated with the community, or places, events, and buildings. The emphasis will be on the heritage component and on documentation. It shall focus on collecting oral histories (through videorecordings) and collecting various primary materials (such as photographs, letters etc). The students will be divided into groups to undertake these projects and presentations.

d. Individual Final Paper (35%)
Each student shall also complete a final paper of at least 3500 words. The final paper assignment shall constitute of an annotated bibliography (10%) and a final paper (25%). The annotated bibliography shall consist of an introduction and a list of primary and secondary sources with annotations. The final paper has to contain a stipulated number of primary sources.

Textbooks/References


