

559050109syllabus revision

**IP559 POPULATION/MIGRATION IN NORTHEAST ASIA
SPRING SEMESTER 2005
DRAFT SYLLABUS JANUARY 9, 2005
(Submit revisions through February 15)**

Semester and Year: Spring 2005

**Course code number and course name: IP559, Population/migration in Northeast Asia
4 UNITS**

**Time: 4:00-5:50 PM, Tuesday and Thursday, beginning January 25, 2005.
Morse Building Room B107.**

**Instructor: Maurice D. Van Arsdol, Jr.
Adjunct Professor
Graduate School of International Policy Studies
Monterey Institute of International Studies
425 Van Buren Street, Monterey, CA 93940, USA**

Credits: 4

Office location: McCone Building 2nd Floor Cubicle M240E

**Office hours: Tuesday 3:00-3:50 PM, Thursday 3:00-3:50PM, Friday 2:00-4:00PM by
appointment.
Phone: (831) 647-0603 (residence) 9:00 a.m.–9:00 p.m.
Fax: (831) 647-0572 (residence).
E-mail: don.van.arsdol@miis.edu**

Prerequisites: None

Course Description

This is a new course developed with a grant from the Freeman Foundation in support of the Center for East Asian Studies project “Northeast Asia Academic Collaboration at the Monterey Institute.” Modifications will be made in the syllabus assignments, references, and links to reflect student interests.

Northeast Asia (NEA) is an area of great economic and political promise that has experienced state-to-state conflicts, nationalist clashes, and “conflicts of civilizations.” NEA nations (China, Japan, North Korea, South Korea, Mongolia, and the Russian Federation) contain more than one-fourth of the earth’s population. One twentieth of the earth’s population lives within the region itself (Helongjian, Liaoning, and Jilin Provinces of

China, the Russian Far East, and the entirety of the other nations). NEA populations are transitioning from high to low birth and death rates, from population homogeneity to diversity, aging rapidly, urbanizing, and engaged in unsettling cross-border population flows. AIDS epidemics in China and Russia, ethnic conflicts, and refugee incidents and other migration issues further challenge regional stability. This course summarizes NEA population history, the current NEA population situation, and how to use population information to enhance stability in NEA. Students will develop a policy memorandum to respond to a current NEA population issue. There are no prerequisites for this course.

Course Objective

The objective is to provide a working knowledge of how to use population based ideas, information, methods and planning to solve practical problems of human and national security in NEA. No previous training in population studies or knowledge of NEA is necessary for participation in this course.

Course topics are as follows: (1) Introduction; (2) Our backgrounds and interests, (3) Traditional population and security perspectives (national security and national interests) and new perspectives (human security and quality of life); (4) Population transitions in NEA (fertility, mortality, aging, urbanization and the development of trans-border urban systems, diversity, migration and mobility); (5) Sources and types of population information relevant to NEA; (6) How to tap and analyze population information relevant to NEA; (7) The “peopling” of NEA, including movements of peoples to and from, and within NEA; (8) Comparisons of population characteristics of NEA nations; (9) key NEA population issues, including (a) population, environment, cultural, and economic links between NEA and other regions, (b) migration (internal and international migration, cross border flows, refugee and asylum issues), (c) population aging, (d) AIDS, SARS and other communicable diseases, (e) ethnic differences, (f) the depopulation of the Russian Far East (g) famine, conflict, and potential refugee migration on the Korea Peninsula, and (h) lateral movement of the Chinese population to the North, West, and South, and (10) How to resolve population and migration problems in NEA.

Instructional Methodology

Students will learn by producing and presenting a population policy memorandum applicable to a practical population problem in NEA. The development of this memorandum will consist of completing three brief assignments. Students will (1) prepare a proposal for the memorandum and a list of data resources, (2) prepare the memorandum, and (3) present an oral report of the memorandum.

This syllabus is primarily a device to help you to focus your interests. Regular class attendance is important. Some class members have a good deal of knowledge relevant to this course. Much of the course learning involves students learning from each other, from exchanges of ideas and information inside and outside of class. **It is important that you use the class conference IP559-SP05 to share your views and important course relevant information with your classmates.** Be brief, non-political (always present alternative points of view), avoid viruses by using original files, do not overload the conference, and obtain classmates permission before sharing their ideas and communications with others.

Please read assignments carefully. It is your responsibility to arrange for consultations with the instructor regarding your choice of a population topic and specific sources of information concerning that topic. If you have questions or desire a consultation, telephone the instructor at home or send a fax or e-mail.

Assignments will include (1) a population policy memorandum proposal and list of data resources, (2) a population policy memo oral report, (3) a population policy memo written report, and (4) leading discussions of reading assignments. When you lead discussions of reading assignments you will be expected to (1) briefly summarize the reading, (2) prepare questions for discussion, (3) moderate the discussion, and (4) and summarize the discussion.

Assignment 3, the Population Policy Memorandum, will be written as though it were to be presented to a client or to a public audience. Use the American Psychological Association, Publication Manual, for format, including tables and figures (show sources). All assignments are to be typed, with double spaced text. At least one grade on Assignments 3 will be given for the accuracy, relevance and format of the tables and figures. Part one will define the problem addressed in the memo, and will be taken largely from Assignment 1. Part two will briefly outline one or more policy alternatives, each of which at least partially solve the policy problem. Part three will select the policy alternative(s) from Part 2 as a policy recommendation, justify this recommendation, and recommend how the policy might be implemented. **Give full coverage to opposing viewpoints regarding the population and human security policy problem that you have selected, and identify and specify your biases.**

The Assignment 3 format approximates what professional policy analysts do in government or consulting activities. Endnotes and bibliography do not count against a suggested limit of 12 double-spaced pages that may include additional pages of tables and figures. If you have trouble fitting your work into this format, you may also submit a separate appendix containing back-up data and other information.

Each participant will present her/his policy memorandum proposal to the class seminar as part of Assignment 1. The policy memorandum will be presented to the class as Assignment 2. Assignment 2 is an opportunity to demonstrate professional presentation skills, and it will be evaluated as such. You may wish to use a PowerPoint presentation, if you have received appropriate training. Make certain that you practice your presentation.

Examples of population trends, events, and lack of policies in NEA that may be the focus of policy memoranda follow, largely taken from articles by Akaha, pp 1-3; and Scalapino, pp. 6-13, Human Flows across National Borders in Northeast Asia, (see Core Reading List p. 6.), Maurice D. Van Arsdol, Jr., et al., "Population Trends and Migration Patterns in Northeast Asia," January 22 reading assignment), and Tsuneo Akaha, Cross Border Human Flows in Northeast Asia," Migration Information Source, October 1, 2004, <http://www.migrationinformation.org/feature/display.cfm?ID=257>

Please review these examples and post-additional topics that we might consider on the class conference. I will try to accommodate your requests.

1. National Problems

- a. China-rural population growth; rural and urban population unemployment and underemployment; increasing numbers of HIV/AIDS victims; population aging; the breakdown of internal migration controls and massive rural-urban migration; intraregional and interregional migration; increasing regional diversity; ethnic conflicts (including separatist conflicts sometimes defined as “terrorism”); lateral population pressures and sometimes unwanted clandestine migration to Japan, South Korea, Mongolia and Russia, and countries further abroad. Situations of the overseas Chinese.
- b. Hong Kong S.A.R, Macao S.A.R., and Taiwan (R.O.C.) - failures of economies to continue to thrive; and lack of assimilation of new migrants.
- c. Japan - population aging; shrinking labor force; social security system stresses; failure to utilize fully human resources; temporary migrants; Japanese resistance to immigration (and asylum seekers and refugees); lack of assimilation of migrants; concerns over new Russian cross border traffic to Japan; lack of assimilation of Japanese Koreans: unsolved questions of national identity; and increased international tensions resulting from economic problems exacerbated by lack of integration of population and economic policies; growing Chinese labor migration to Japan; discriminatory labor practices by some Japanese employers and potentially serious implications for Japanese-Chinese relations; mixed reactions of local populations of Niigata and Hokkaido toward the growing presence of Russian migrants, more crime involving Russians, and cultural frictions between Russians and segments of the host communities; the sovereignty dispute over the Northern Territories/Southern Kuril Islands with Russia; and situations of the overseas Japanese.
- d. North Korea - famine induced increasing morbidity and mortality; failure of children to thrive; potential state failure; North Korean migration to China, the plight of clandestine migrants and asylum seekers in China and South Korea; potential conflict with South Korea, Japan and the United States; potential mass movements of refugees into China, South Korea and the Russian Far East; and the artificial separation of populations of the Korean Peninsula into North and South Korea. Situation of persons of Korean ethnicity living outside of Northeast Asia.
- e. South Korea - potential conflict with North Korea; potential refugee migration from North Korea; irregular labor migration; problems of temporary migrants; tensions with labor supplying countries; and the artificial separation of populations of the Korean Peninsula into North and South Korea. Situation of persons of Korean ethnicity living outside of Northeast Asia.
- f. Mongolia - concerns over cross border population flows from China and Russia, including acute sensitivity toward Chinese migrants and the serious plight of Russian migrants in Mongolia.
- g. Russian Federation - morbidity and mortality crises, increasing numbers of HIV/AIDS victims; depopulation of the Russian Far East; rivalry with China for resources in Central Asia; lack of supportive infrastructures in the cold climate of the RFE perceived failures to

January 9, 2005

attract sufficient ethnic Russian populations to stabilize the RFE ethnic Russian population; need for workers and negative responses to Chinese cross-border flows into the RFE and the remainder of Russia, ethnic conflicts (including separatist conflicts defined as “terrorism.”

2. Regional problems
 - a. Increasing intra (within) region migration, and lack of coordination of population, migration, and economic policies among NEA countries.
 - b. Conflicting definitions of nationality and citizenship within NEA (i.e. ethnic Koreans from China, the former Soviet republics, and North Korea, and status of North Koreans in other NEA countries, and resulting legal complications).
 - c. Disparate and sometimes-conflicting approaches between the central, regional, and local governments toward migration issues in each country.
 - d. Lack of participation of groups from civil society and organizations in the dampening of tension and conflicts involving foreign communities in each NEA country.
 - e. The growing divergence of views between Moscow and the Russian Far East regarding the Chinese migrant population in Russia and increasing fear of Chinese migrants among the local Russian populations.
 - f. Below replacement fertility in Japan and in urban sectors of China, South Korea, Macao, Hong Kong, and Taiwan, that is leading to economic and social problems throughout the region.
 - g. The development of trans-border cities and trans-border urban systems in NEA, the unresolved questions these developments pose for national sovereignty, economic development and human security.
3. Interregional problems
 - a. Population components of potential “conflicts of (Northeast Asian) civilizations” and nations and with other civilizations and nations.
 - b. Globalization of NEA migration-interregional migration to and from Northeast Asia and situations of Northeast Asian populations now living outside of Northeast Asia region.

Assessment

Assignments, and contribution to the class will contribute to the course grade as follows:

Assignment 1	Population policy memorandum proposal and list of data resources	20%
Assignment 2	Population policy memorandum oral report	20%
Assignment 3	Population policy memorandum written report	40%

Assignment 4	Contribution to class including presentations of reading assignments and draft policy memo proposal	20%
		100%

Each aspect of Assignments 1-3 will be graded A to F. Grades for each assignment and the final grade will be based on the following point formula: A+ = 97-100, A = 93-96, A- = 90-92, B+ = 87-89, B=83-86, B- =80-82, C+ = 77-79, C = 73-76, C=70-72, F=0-69.

If you receive a grade of B- or less on Assignments 1, 2, or 3, you are expected to revise and resubmit the assignment until you get at least a B. If you receive a B on any assignment, a B+, or A-, and wish to get a higher grade, you may submit the assignment a second time. If you complete all the assignments and earn at least a B on them, you will get at least a B for the course. If you do not complete all the work, a grade of B- or lower may be given. Please note that it is your responsibility to complete all work on time. Standards for a mark of B are that the analysis should be correct and the presentation, including tables, figures and discussion, is of high quality.

Core Reading list (See Course Outline beginning page 7 for specific assignments.)

East-West Center, The Future Population of Asia, East-West Center, Honolulu, Hawaii, 2002
(Complementary copy available from instructor)

Haupt, Arthur and Thomas T. Kane. Population Reference Bureau's Population Handbook, 4th International Edition, Population Reference Bureau, Inc., Washington, D.C., 1998 **Download from Population Reference Bureau website, <http://www.prb.org>**

Tsuneo Akaha and Anna Vassilieva, eds., Crossing National Borders: International Migration Issues in Northeast Asia, United Nations University Press, forthcoming 2005 **(Available from instructor)**

Tsuneo Akaha, ed., Cross-border Human Flows in Northeast Asia: A Human Security Perspective, October 7, 2003, The Center for East Asian Studies, Monterey Institute of International Studies the United Nations University, Tokyo Japan, <http://www.miis.edu/rcenters-ceas-pub.html>

Tsuneo Akaha, ed. with the assistance of Anna Vassilieva and Shizu Naruse, Seminar: Human Flows Across National Borders in Northeast Asia, November 20-21, 2002, Seminar Proceedings, United Nations University, Tokyo, Japan, The Center for East Asian Studies, Monterey Institute of International Studies, Monterey, CA, 2003, <http://www.miis.edu/rcenters-ceas-pub.html>

Akaha, Tsuneo, ed., International Seminar, Human Flows Across National Borders in Northeast Asia, Proceedings, Monterey, California, November 2-3, 2001, The Center for East Asian Studies, Monterey Institute of International Studies, Monterey, California, <http://www.miis.edu/rcenters-ceas-pub.html>.

Required and recommended reading will be placed on reserve in the MIIS library under the instructor's name. (Unless otherwise noted, journal articles will be found in the periodicals section of the library.) The instructor will provide further optional reading lists where appropriate, and will assist students in locating references for their class projected,

Course Outline

Tue, Jan 25

Course introduction

Our backgrounds and interest regarding NEA

Traditional population and security perspectives (national security and national interests, and new perspectives (non-traditional or human security) and quality of life

REQUIRED READING: (1) Tsuneo Akaha, "Non Traditional Cooperation for Regionalism in Northeast Asia," talk at Waseda University, Tokyo, November 27, 2003 (Reserve); (2) Nana Poku and David T. Graham, "Redefining Security for a New Millennium," Population Movements and National Security, pp. 1-14 (Reserve). (3) Robert A. Scalapino, "Northeast Asia Today-An Overview, Akaha, ed., Human Flows Across National Borders in Northeast Asia, Sseminar Proceedings, United Nations University, Tokyo, Japan, November 20-21, 2002, <http://www.miis.edu/rcenters-ceas-pub.html>

Th, Jan 27

Traditional and new population and security perspectives (continued)

Discussion of policy memorandum topics

REQUIRED READING: (1) Maurice D. Van Arsdol, Jr., Brian Etkin, Stephen Lum, Brian Etkin, and Glenn Guarin, Chapter 1, "Population trends and Migration Patterns in Northeast Asia," Crossing National Borders.

(Summary of the current status of Northeast Asia population, Reserve); (2) Tsuneo Akaha, "Cross-Border Human Flows in Northeast Asia," Migration Information Source, October 2004, <http://www.migrationinformation.org/Feature/display.cfm?id=257>.

9

Tue, Feb 1

Traditional and new population and security perspectives (continued)

Discussion of policy memorandum topics

REQUIRED READING: Myron Weiner and Michael S. Teitelbaum, (1) "Foreword, (2) "Preface" and (3) "Introduction," pp. iv-xii, (4) Chapter 1, "Global Demographic Trends and their Security Implications," pp. 2-9; (5) Chapter 2, "Political Demography: A Deficit of Attention," pp. 10-22.

Political
Oxford,

Demography, Demographic Engineering, Bergham Books, New York, 2001 (Reserve).

RECOMMENDED READING: (1)Richard Cincotta, Robert Engleman and Daniel Anastasion, The Security Demographic, Population and Civil Conflict after Cold War, Population Action International, Washington D.C., 2003 (Reserve).

Th, Feb 3

Population transitions

Discussion of population memorandum topics

REQUIRED READING: (1) Kingsley Davis, "The Theory of Change and Response in Modern Demographic History, Population Index, Vol.29, Issue 4

(October 1963), pp. 345-356 (Reserve); (2) Jacques Vallin, "The End of the Demographic Transition: Relief or Concern," Population and Development Review, 28(1):105-120, March 2002.

Tue, Feb. 8

Population transitions in NEA-fertility, mortality, aging, urbanization and diversity, migration

REQUIRED READING: (1) Maurice D. Van Arsdol, Jr., "Demographic Changes in Northeast Asia and their Implications for Regional Stability," Tsuneo Akaha, ed., Politics and Economics in Northeast Asia; Nationalism and Regionalism in Contention, 1999, pp. 277-314 (Reserve); (2) Andrew Mason,

"Introduction," Andrew Mason, "Population Policies and Programs in East Asia, Andrew Mason, ed., East-West Center Occasional Papers, Population and Health Series, No. 123, July 2001, pp.5-22.

RECOMMENDED READING: (1) National Intelligence Council, National Foreign Intelligence Board of the Director of Central Intelligence, US Central Intelligence Agency, Global Trends 2015: A Dialogue About the Future with Nongovernmental Experts, NIC 2000-02, December 2000, (focus on sections that relate to NEA and your class topic (Reserve and CIA website); (2) US Central Intelligence Agency, Long-Term Demographic Trends: Reshaping the Global Landscape, July 2001(focus on sections that relate to NEA and to your class topic (CIA website).

Th, Feb 10

Population transitions in Northeast Asia

REQUIRED READING: (1) Sang-Chuel Choe, "The evolving urban system in North-East Asia," "Introduction," Fu-chen Lo and Yue-man Yeung, eds., Emerging World Cities in Pacific Asia, Produced in Association with the Chinese University of Hong Kong," United Nations University Press, Tokyo, New York, London, 1996, pp. 498-519 (Reserve); (2) Yue-man Yeung and Fu-chen Lo, "Global restructuring and emerging urban corridors in Pacific Asia," Emerging World Cities in Pacific Asia, pp. 17-47 (Reserve).

Tue, Feb 15

How to tap and analyze population information relating to NEA

REQUIRED READING: (1) Haupt and Kane, Population Handbook: 4th International Edition, pp. 69-80; 1-24; (2) Handouts provided by instructor.

Th, Feb 17

How to tap and analyze population information relating to NEA

REQUIRED READING: (1) Haupt and Kane, Population Handbook: 4th International Edition, pp. 33-52; (2) Handouts provided by the instructor.

Tue, Feb 22

The peopling of Northeast Asia

REQUIRED READING: (1) Leszek Buszynski, "Historical Perspectives of Relations within Northeast Asia," Akaha, ed., Politics and Economics in Northeast Asia, pp. 3-30 (Reserve); (2) Fu-chen Lo and Ye-man Yeung, "Introduction," Emerging World Cities in Pacific Asia, pp. 1-16 (Reserve).

RECOMMENDED READING: (1) Richard Hellie, "Migration in Early Modern Russia, 1480's-1780's;" David Eltis, ed., pp. 292-324; Coerced and

Free Migration: Global Perspectives, Stanford University Press, Stanford, CA, 2002, pp. 292-324 (Reserve); (2) David Moon, "Peasant Migration, the Abolition of Serfdom, and the Internal Passport System in the Russian Empire, 1800-1914;" David Eltis, ed., Coerced and Free Migration; Global Perspectives, Stanford University Press, Stanford, CA, 2002, pp. 324-361 (Reserve).

Assignment 1 due

Th, Feb 24

The peopling of Northeast Asia

REQUIRED READING: (1) Judith Bannister, "Impacts of Migration to China's Border Regions, pp. 256-304, and (2) Myron Weiner and Sharon Stanton Russell, "Introduction," pp. 14-15, Myron Weiner and Sharon Stanton Russell, eds., Demography and National Security, Bergham Books, 2001 (Reserve).

Assignment 1 presentations

Tue, Mar 1

The peopling of Northeast Asia.

REQUIRED READING: Terry Martin "Stalinist Forced Migration Policies: Patterns, Causes, and Consequences," Weiner and Russell, eds., Demography and National Security, pp. 305-339 (Reserve).

Assignment 1 presentations

Th, Mar 3

The peopling of Northeast Asia (conclusion)

REQUIRED READING: Fionna Hill and Clifford Gaddy, Chapter 5 Siberia-Plenty of Room for Errors, The Siberian Curse: How Communist Planners Left Russia Out in the Cold, Brookings Institution, pp.72-101 (Reserve).

National comparisons (introduction)

REQUIRED READING: Nicholas Eberstadt, "Power and Population in Asia," Policy Review, February-March 2004, No. 23, pp. 3-27.

Tue., Mar 8

National comparisons (fertility and family planning, marriage and family life)

REQUIRED READING: (1) East-West Center, The Future of Population in Asia, "Introduction and Overview," pp. 1-14; (2) "Fertility and Family Planning," pp. 18-28; (2) "Tradition and Change in Marriage and Family Life," pp. 29-40 (Focus on NEA).

Th., Mar 10

National comparisons (fertility and family planning, marriage and family life [continued])

REQUIRED READING: (1) Susan Greenlaugh, "Science, Modernity, and the Making of China's One-Child Policy," Population and Development Review, 29 (2): 163-196 (June 2003), (2) Edwin A. Winckler, "Chinese Reproductive Policy at the Turn of the Century: Dynamic Stability,

Population and Development Review, 28 (3): 379-418 (September 2002).

Tue, Mar 15

Spring break

Th, Mar 17

Spring break

January 9, 2005

Tue, Mar 22

National Comparisons (fertility and family planning, marriage and family life [conclusions])**REQUIRED READING:** (1) Shunichi Inoue, "Population Policies and Programs in Japan," Andrew Mason, ed., Population Policies and Programs in East Asia, pp.23-38 (Reserve); (2) Tai-Hwan Kwon, "The NationalFamily
Mason,
(3)
Mason,Planning Program and Fertility Transition in South Korea," Andrew ed., Population Policies and Programs in East Asia, pp. 65-33 (Reserve).Paul C. Liu, "Population Policies and Programs in Taiwan," Andrew ed., Population Policies and Programs in East Asia, pp. 65-88 (Reserve)**Recommended Reading:** (1) Haito Wang, Maurice D.Van Arsdol, Jr., David M. Heer and Yuhai Wang, "Socio-economic determinants of fertility in rural China," *ibid.*, 1387-1404; (2) Zeng Yi, "Dilemmas of family size norms in China," *ibid.*, pp. 1405-1418, International Union for the Scientific Study of Population, International Population Conference, Beijing, 1997, Vol. 3 (Reserve).

Th., Mar 24

National comparisons (mortality, life expectancy, the changing status of women, changing youth populations, and HIV/AIDS)the
Beijing
of
pp.
"HIV/AIDS" in**REQUIRED READING:** (1) Vladimir M. Shkolnikov, "Unfavorable Mortality Trends Challenge the East of Europe," International Union for Scientific Study of Population International Population Conference,1997, Vol. 2, pp. 475-479 (Reserve); (2) East-West Center, The Future Population in Asia, "The Changing Status of Women in Asian Societies, 41-56; (3) "Asia's Changing Youth Population," pp. 57-68, Asia, pp. 69-82.**RECOMMENDED READING:** (1) J. R. Wilmoth, "Is the Pace of the Japanese Mortality Decline Converging Toward International Trends?" Population and Development Review, 24, 593-600 (September 1998)Assignment 1 presentations; (2) Julie DaVanza, ed., Russia's Demographic Crisis, Rand Center for Russian and Eurasian Studies, Santa Monica, CA, Reserve).

1996

Th, Mar 31

National comparisons (aging, population and economic development, and population, resources and environment)**REQUIRED READING:** (1) East-West Center, The Future of Population in Asia, "Asia's Aging Population, pp. 83-96; (Focus on NEA); (2) East-West Center, The Future of Population in Asia, "Population Change and Economic Development: Success Stories from Asia," pp. 97-110; and Population, Natural Resources, and Environment," pp. 111-121; (3) Gerhard Heilig, Anthropogenic Factors in Land Use Change in China," Population and Development Review, 23 (1) 139-168 (March 1997).**RECOMMENDED READING:** Naohiro Agawa and Robert D. Retherford, "Shifting Costs of Caring for the Elderly Back to Families in Japan: Will It Work?" Population and Development Review 23 (1): 59-94 (March 1997).

Tue, Apr 5

National comparisons (population and economic development and population, resources, and environment)**REQUIRED READING:** Fiona Hill and Clifford Gaddy, The Siberian Curse: How Communist Planners Left Russia Out in the Cold, (1) Chapter 1

“The Great Errors” pp. 1-7; (2) Chapter 2 “Size Matters” pp. 7-25; (3) Chapter 3 “The Cost of the Cold” pp. 26-56; (4) Chapter 8 “Can Russia Shrink?” (5) Chapter 9 “Russia of the Mind” pp. 169-195 (Reserve).

Th, Apr 7

Key issues, migration and cross border flows, general

REQUIRED READING: (1) Robert A. Scalapino, “Preface,” Tsuneo Akaha Akaha and Vassilieva, eds., Crossing National Borders: International Migration Issues in Northeast Asia, (1) Tsuneo Akaha, “Introduction,” Tsuneo Akaha and Anna Vassilieva, eds., ibid., ; (2) Maurice D. Van Arsdol, Jr., Tsuneo Akaha, Brian Etkin, Stephen Lum, and Glenn Guarin, Chapter 1, “Population Trends and Migration Patterns in Northeast Asia,” ibid. (Review). (3) Nicola Piper, “Bridging Gender, Migration and Governance, Theoretical Possibilities in the Asian Context,” Asia and Pacific Migration Journal, Vol. 12, No. 1-2, 2003, pp. 21-49 (Reserve).

RECOMMENDED READING: (1) Graeme Hugo, “The Demographic Underpinnings of Current and Future International Migration in Asia,” Asia and Pacific Migration Journal, Vol. 7, No. 1, 1998, pp. 1-25 (Reserve); (2) Keiko Yamanaka, “An Introductory Overview,” Asia and Pacific Migration Journal, Vol. 12, No. 1-2, 2003, pp. 1-19 (Reserve);

Tue, Apr 12

Migration - China

REQUIRED READING: (1) Zat Liang, “The Age of Migration in China,” Population and Development Review, 27(3):499-524 (September 2001); (2) Hue Wenruo, “Chinese International Migration Policy,” Asian and Pacific Migration Journal, 10:3-4, 2001, pp. 485-503 (Reserve).

RECOMMENDED READING: Lynn Pan, Sons of the Yellow Emperor: A History of the Chinese Diaspora, Kodansha International, New York, Tokyo, London, 1994 (Reserve).

Tue. Apr 14

Migration - Japan

REQUIRED READING: (1) Demetrious G. Papademetrios and Kimberly A. Hamilton, Reinventing Japan: Immigration’s Role in Shaping Japan’s Future, International Migration Series No. 10, Carnegie Endowment for International Peace, Washington, D.C., 75 pp. (Reserve); (2) Tsuneo Akaha and Anna Vassilieva, “The Russian Presence in Contemporary Japan; Case Studies in Hokkaido and Niigata,” Tsuneo Akaha and Anna Vassilieva, Crossing National Borders: International Migration in Northeast Asia; (3) Mika Mervio, “Koreans in Japan and Shimane,” ibid.; (4) Daojiong Zha, “Chinese Migrants in Contemporary Japan,” ibid..

RECOMMENDED READING: (1) Hiroshi Komai, “Immigrants in Japan,” Asian and Pacific Migration Journal, Vol. 9, No. 3, 2000, pp. 311-325 (Reserve); (2) Sally Cameron, “Trafficking of Filipino Women to Japan: A Case study of Human Security Violation in Japan,” Cross-border Human Flows in Northeast Asia: A Human Security Perspective, October 7, 2003, <http://miis.edu/rcenters-pub.html>.

Tue., Apr 19

Migration - North and South Korea

REQUIRED READING: (1) Shin-wha Lee, “The Realities of South-Korea’s Migration Policies,” Tsuneo Akaha and Anna Vassilieva: Crossing National

Borders: International Migration in Northeast Asia; (2) Hazel Smith, "North Koreans in China: Defining the Problem and Offering Some Solutions," ibid.
RECOMMENDED READING: (1) Jeanyoung Lee, "Ethnic Korean Migration in Northeast Asia," Tsuneo Akaha, ed., International Seminar: Human Flows Across National Borders in Northeast Asia: November 21-22, 2002 Seminar Proceedings, United Nations University, Tokyo Japan 2002, <http://miis.edu/rcenters-pub.html>; (3) Jeanyoung Lee, "The Korean Chinese (*Chosonjok*) in the Russian Far East: A Research Update," ibid.; (2) Jeanyoung Lee, "The Korean-Chinese Presence in Ussurisk and Vladivostok: A Preliminary Analysis of Surveys," Cross-border Human Flows in Northeast Asia: A Human Security Perspective, October 7, 2003, <http://miis.edu/rcenters-pub.html>; (3) Jin Ho Choi, "International Migration, Human Resource Development and Migration Policy in Korea," Asian and Pacific Migration Journal, Vol. 10, No. 3-4, 2001(Reserve);

Th., Apr 21

Migration - Mongolia

REQUIRED READING: Tsedendamba Batbayar, "Foreign Migration Issues in Mongolia," Tsuneo Akaha and Anna Vassilieva, eds., Crossing National Borders: International Migration in Northeast Asia.

Migration - Russia

REQUIRED READING: Vilya Gelbras, "Chinese Migration to the Russian Far East: A View from Moscow," Tsuneo Akaha, ed., Human Flows Across National Borders in Northeast Asia: Seminar Proceedings, United Nations Tokyo, Japan, November 20-21, 2003, <http://miis.edu/rcenters-pub.html>.

Tue, Apr. 26

Migration-Russia

REQUIRED READING: (1) Victor Larin, "Chinese in the Russian Far East: Regional Views," Tsuneo Akaha and Anna Vassilieva, eds., Crossing National Borders: International Migration in Northeast Asia; (2) Elizabeth Wishnick, "Migration and Economic Security: Chinese Labor Migrants in the Russian Far East," ibid.

RECOMMENDED READING: (1) Viacheslav Karlusov, "Chinese Presence in the Russian Far East: An Economist's Perspective." Akaha, ed., Human Flows Across National Borders in Northeast Asia, November 21-22, 2002: Seminar Proceedings, 2002, pp. 44-55; <http://miis.edu/rcenters-pub.html>;

(2) Ekaterina Motrich, "Reaction of the Population of the Russian Far East to the Presence of Chinese People," ibid.

Th., Apr 28	Review of key issues AIDS and other communicable diseases Population aging Ethnic differences Depopulation of the Russian Far East Famine, conflict, and potential refugee migration on the Korean Peninsula Lateral movement of the Han Chinese Assignment 3 preliminary draft (optional)
Tue, May 3	Student presentations of Assignment 2
Th, May 5	Student presentations of Assignment 2
Tue, May 10	Student presentations of Assignment 2
Th, May 12	Course debriefing Assignment 3 due

**ASSIGNMENT 1: POLICY MEMORANDUM
PROPOSAL AND LIST OF DATA RESOURCES
DUE TUESDAY, FEBRUARY 22, 2004**

Provide a brief description of (1) your client, (2) the population policy problem, (2) the relevant population (4) two or three possible solutions, and (4), a bibliography. Provide a title that covers (1)-(3) above in 15 words or less.

The assignment has four purposes: (1) to define your policy problem, (2) to help you define your chosen country, area, political unit or social category for Assignments 2–3; (3) to get to know the available data resources; and (4) to familiarize you with the location of the data you

January 9, 2005

will need in order to do the assignments. Please consult the instructor during the course of this assignment. The proposal will be from five to six pages long and will include a research question, current information available, research issues, an outline of your paper, and a bibliography..

Make a list of available sources of data on your topic. You may compile this list by using some of the following information sources:

- A. Periodicals. Check population entries in ULRICHS PERIODICALS DIRECTORY at MIIS library reference desk. Following are some suggestions:

Population Index Online

Population and Development Review (MIIS)

International Migration (MIIS)

International Migration Review (MIIS)

Population

Demography

Population Studies

Population Today

Population Ecology (Japan)

Population Research and Policy Review

Migration World Online

Migration News Online

Migration in the CIS (International Organization for Migration)

Genus (Italian)

Asian Pacific Migration Journal

Asian Migrant Online

Asian Migration News Online

Georgetown Immigration Law Review

International Journal of population Geography

Popline Online

Journal of Population Studies (Taiwan)

Asian Migration News Online

- B. Websites.

IUSSP (International Union for the Scientific Study of Population, includes links to other sites

US Census Bureau

United Nations Population Division, includes links to other sites

United Nations Fund for Population Activities, includes links to other sites

China Population Information Center

International Organization for Migration

Also check United Nations sources on MIIS library reserve for this class : (1) Global Population Database, 1999, (2) World Population Monitoring 1999: Population Growth, Structure, and Distribution, (3) World Population Monitoring 2000: Population, Gender, and Development, (4) World Population Monitoring 2001: Population, Environment, and Development, and (5) World

January 9, 2005

Population Prospects, The 2000 Revision, Vol. 1, Comprehensive Tables., (6) World Population Monitoring 1997: Issues of International Migration and Development: Selected Aspects. The aforementioned items describe fertility, mortality, population characteristics distribution, and migration data and policies for each member country to the United Nations.

List what you find in each entry pertaining to topic, author, title, date, and a few words on the type of data in the publication (plus anything else you'd like to note for your own future use). Be sure to note where each document is located.

It is important to note that as you go through the "treasure hunt" you will redefine your population definition and population policy to a manageable project. Please check with the instructor regarding how to obtain items that are important that you cannot get.

PLEASE POST ON CLASS CONFERENCE INFORMATION REGARDING NEW SOURCES THAT YOU THINK ARE IMPORTANT FOR OUR CLASS

ASSIGNMENT 2 POPULATION POLICY MEMORANDUM ORAL REPORT
DUE MAY 3, 5, 10, AND 12, AND ASSIGNMENT 3 POPULATION POLICY
MEMORANDUM WRITTEN REPORT DUE MAY 12

This assignment will be written as a three-part memo addressed to a specific policy maker/policy organization. Part one will define the problem addressed in the memo, and will be taken largely from Assignments 1 and 2. Part two will briefly outline two or three policy alternatives, each of which will at least partially solve the problem, and will be based largely on Assignment 3. Part three will select one of the policy alternatives from Part 2 as a policy recommendation, justify the recommendation, and recommend how the policy might be implemented.

Restate your population policy problem in from one to three sentences, for yourself. Pretend that you are writing the paper for a real policy-related purpose. Before you begin the paper, write a brief (no more than one page) description for yourself of the audience(s) and purpose(s) of the paper. Ask and answer the following questions: Who will read the paper? Describe each of the people or types of people who will be the audience of the paper. How much time do they have to spend reading it? How interested are they likely to be? How much do they really know about population? Describe the purposes of the paper. What is the official reason, if any, why the paper is being written? What are your own objectives—to persuade someone to fund something? To educate someone in preparation for a later program proposal? To persuade someone to terminate an ineffective program? It is always important to have, for yourself, a clear understanding of both the official purpose of the paper and your own objectives in writing it.

In writing your report, consider the effect of changing appropriate variables (fertility, mortality, migration, refugees, employment, ethnicity, marriage, school enrollment, etc.) related to your population policy problem assignment.

The paper itself should have the following components:

- **Lead with a one-page title page, which specifies title, and client, and includes an executive summary.**
- **Part one will be an introductory section in which you state the social, health, economic, environmental, or other human security problems that the policy will address, lists the “questions” that need to be answered with data before the policy and programs can be chosen, and specifies criteria for choosing between policy alternatives.**
- **Part two will briefly outline two or three realistic policy alternatives, each of which partially solves the problem.** Specify your criteria (social, moral, economic, environmental, religious) for choosing between the alternatives. Present and discuss the statistics—population, social, economic security, etc.—and other information (for example, from interviews conducted during a needs assessment or from other studies that answers or partially answers the questions. Use proper formats for tables,

figures, and references to sources. Show that the data are relevant to the problem. Be sure you mention policy benefits and costs.

Since you may not have available to you some of the information that you would need to do the paper in a “real” situation, you may use the following procedure: Guess at or make up the information that is available elsewhere but not here and either underline it, put it in italics, or put asterisks beside it to indicate that it is fictitious. It is more important to me that you think about what data are needed than that you have them all.

- **For part 3 recommend the policy alternative that you expect would be most “cost-effective” in terms of the criteria for selecting an alternative, justifying your recommendations in terms of the data presented, and specify how the recommendation can be implemented..**
- **Write a one paragraph “Afterward” discussing what data that are not collected currently would be needed to do a more thorough cost-effectiveness policy analysis on this topic.**
- **Organize the paper carefully and write concisely. Try to stay close to 10 pages in length, excluding tables and figures, and references.**

Oral Presentation. Present the problem, the questions, and the highlights of your findings to the class. Discuss your recommendations for policy and programs. Note that your “talking paper” will be a summary of the written paper, but in a different style. **DO NOT READ YOUR POLICY MEMO TO THE CLASS.**

Use visual displays. You may use PowerPoint, overhead projector or a “flip chart.” You may wish to use color to make the displays more interesting. Key your presentations to the visual displays. There should be displays up at all times during your talk, and the talk should be related to the displays. (Hint: You may write the talking paper, then make the displays.) There will be time for a review of your work by a class discussion, class discussion and questions.

Suggestion:

1. Whenever you begin a paper of this sort, before you start looking for data, think the issue through for yourself, write the outline of the paper, the questions you need to answer before choosing policy and programs, and the alternative policies and programs that you will consider.
2. Then read several “review” articles or chapters (see instructor) to make sure you have not overlooked any ideas, and to look for evidence from past experience and research as to what policies and programs might work best. Always read whatever recent authoritative pieces you can obtain.
3. Use only short tables. Try to use figures as much as possible. You will have to prepare tables of data from which to make the figures, but these tables usually should be put in any appendix, rather than in the text. Each time you present a table or figure, be sure to discuss it in the narrative.

