Course Description:

This course will offer a broad introduction to Chinese diaspora and Chinese communities worldwide. There is much that we can learn from the diverse experiences of Chinese migration and settlement in different parts of the world throughout the migration history. In this course we will explore the origins, trends, and experiences of Chinese international migration. Instead of treating each overseas Chinese community as an independent unit of analysis, we will comprehensively investigate how these communities are embedded in historical, social, political and economic contexts both locally and transnationally. In the meantime, this course will inspire students to think critically about cultural diversity among Chinese communities and reflect what means Chinese-ness. This is an anthropological course, while our readings will be both ethnographic and interdisciplinary.

Learning Outcomes:

- To become familiar with the history of Chinese diaspora and Chinese immigrant lives in different parts of the world
- To understand the dynamics of Chinese international migration in the complex economic, social and political contexts
- To gain appreciation for cultural diversity among Chinese communities worldwide
- To reflect what means Chinese-ness and Chinese ethnicity
- To acquire analytical tools to think critically about social inclusion and exclusion, localization and transnationalism through the study of Chinese international migration

Medium of Instruction:
Lecture and Tutorial: In English

Assessment:

1. Participation (20%)

Students are expected to attend all the classes and tutorials regularly and timely. The absence without a valid excuse (in the form of written documentation) is not permitted. Late arrival or early departure without permission is considered a half absence.

Students are expected to read the assigned readings for the week prior to attending class and contribute to all class discussions by asking/answering questions, analyzing key issues, constructively debating topics, taking part in class activities, etc. Questions and unsure ideas are very welcome, as they show engagement with the material.
2. Presentation and Leading Discussion (10%)

Students will be responsible for giving one topical 10-minute presentation. The presenters are expected not to present a summary of the readings, but to bring in personal stories, interviews and researches you have conducted, and/or other printed or online materials on subject, such as newspaper cuttings, video clips, etc, to enrich the presentation. After the presentation, and discussion.

The presenters are also expected to lead tutorial discussion after the presentation. They can freely prepare 3-4 questions about the weekly readings, the lecture, and/or the presentation. The idea is to stimulate students to actively interrogate particular issues that are of interest for the presenter and other students.

3. Mid-term paper (30%)

Students will have 14 days to complete mid-term paper. The themes and requirements will be given out by the class of Week 8 (March 1). This essay will be due on March 15. Students are expected to integrate class readings to formulate their own analysis and arguments. Students are encouraged to use other sources of information as well. Penalties will be imposed on unapproved late submissions. Each essay should be 2000-2500 words in English or 3300-4200 characters in Chinese, double-spaced. All submitted works need to be properly cited following department style.

3. Final paper/project (40%)

The requirement for the final paper/project will be given at the last class (April 19). Students will have 14 days to complete this assignment, which will be due on May 3. Penalties will be imposed on unapproved late submissions. Each essay should be 2500-3000 words in English or 4200-5000 characters in Chinese, double-spaced. All the submitted works need to be properly cited following department style.

Plagiarism

Students are required by university policy to submit all the papers to VeriGuide (the Chinese University Plagiarism Identification Engine System). A signed declaration should be submitted to the instructor.

Please check the website http://www.cuhk.edu.hk/policy/academichonesty/ for more information on how to submit papers through VeriGuide.

Readings marked with a * are required readings.

Course Schedule

Week 01 (Jan 11): Introduction: Conceptualizing Chinese International Migration (No tutorial)

* Brettel, Caroline (2016): “Perspectives on Migration Theory – Anthropology”, in


**Week 02 (Jan 18): History and New Trends of Chinese International Migration**


**Week 03 (Jan 25): Emigration and Motivations**


**Week 04 (Feb 1): Niches and Livelihood**


Week 05 (Feb 8): Family and Gender


Week 06 (Feb 15): No class, Chinese New Year

Week 07 (Feb 22): Religion and Morality


Week 08 (Mar 1): Cultural Reproduction and Localization

**Week 09 (Mar 8): Ethnic Interactions in Local Contexts**
* Hsu, Madeline (2015): “The Best Type of Chinese”, in The Good Immigrants: How the Yellow Peril Became the Model Minority, Ch.6, pp. 130-165.

**Week 10 (Mar 15): Overseas Chinese Communities and Transnational Networks**
Song, Changzoo (2017): “Chinese Migrant Communities in South Korea: Old Huaqiao, Chaoxianzu and Xin Yimin”, in Contemporary Chinese Diasporas,
Week 11 (Mar 22): Migration, Homelands, and Qiaoxiang Heritage


Week 12 (Mar 29): Ethnicity and Chinese-ness

Week 13 (April 5) No class, Ching Ming Festival

Week 14 (April 12): Migration and Transnationalism


**Week 15 (April 19): Conclusion: Overseas Chinese and The Rise of China**


Some Audiovisual materials:
- 『尋找他鄉的故事』 (1998-2004), by HK ATV
- “The Search for General Tso” (2014), by Ian Cheney