INTRODUCTION
This course explores the rich and dynamic history of Chinese migrations to the U.S. and world, as well as the impact on China, from 1500 to the present. Topics of discussion include trade, labor, family, popular culture, war, and globalization.

OBJECTIVES
Instruction is designed to fulfill the University Ethnic Studies Requirement. Excerpted from Faculty Document 1736: Undergraduate Ethnic Studies General Education Requirement:

The University of Wisconsin-Madison is committed to fostering an understanding and appreciation of diversity, in the belief that doing so will:

--Better prepare students for life and careers in an increasingly multicultural U.S. environment,
--Add breadth and depth to the University curriculum, and
--Improve the campus climate.

To achieve the campus-wide mandate, this course helps students in these ways:

--Discern the differences and connections of social experiences across the U.S. and beyond, past and present, and
--think with reason, knowledge and empathy how systems of power have operated and evolved.

GRADE DISTRIBUTION
Attendance and Participation 10%
Reading Discussion 10%
Assignment 1 (2 pages) due February 18 10%
Assignment 2 (3-4 pages) due April 8 20%
Midterm Examination March 4 20%
Final Examination* May 15, 12:25-2:25 PM 30%
Attendance and Participation: Students may miss up to three classes before seeing an adverse effect on their grades. Sickness and rare emergencies can be excused with an email sent to me before class time. Always communicate in advance any accommodation you might need. All students are evaluated on both the quality and quantity of contributions to class. If you must use your cell phone or laptop for purposes unrelated to class, please do so outside the classroom.

Reading Discussion: Sign up to lead a 30- to 40-minute discussion with 3-4 other students on the weekly assigned reading. The work must demonstrate insight and coordination, offering a clear summary of the important points of each text and a short list of questions to provoke class discussion. Try reading the texts against “common sense” or popular stereotypes. Draw connections with different readings, class materials, or current events. Discussion questions should not only aim for factual information, but invite a lively and careful examination of the arguments presented. All readings are available at the Learn@UW course site.

Assignments: Analyze two sets of primary source documents related to the Chinese Exclusion Act (week 4) and “model minority” debates (week 10) by drawing on assigned readings and lectures. Further instructions will be provided. Visit the UW Writing Center at Helen C. White Hall or its website for helpful tips and resources: http://writing.wisc.edu/Handbook/index.html No late papers.

Midterm Examination: Consists of identification and essay questions about lectures and readings up to February 27. Details TBA.

Final Examination: Covers all lectures and readings in the semester with a focus on the second half. Study questions will be provided. Details TBA.

*You may elect to write a research paper of 7-8 pages in lieu of the final examination. A topic consultation with me, followed by an outline and a bibliography of at least five sources, is required for pre-approval by April 15. Paper topics must explicitly address course themes. Final paper is due at the beginning of the last class on May 8.

**SCHEDULE**

**Week 1: January 21-23**
Course introduction: read the syllabus carefully, find two class buddies, and sign up to lead reading discussion. Background: south China, maritime trade, and emigration.

**1. Western Expansion, Local Inflections**

**Week 2: January 28-30**
Early movements, 1500-1800: Chinese middleman and creolized societies in Southeast Asia; first wave of global migration, 1840-1940.

**Week 3: February 4-6**
Colonial expansion in the Pacific and Caribbean; free and indentured migrants.


**Week 4: February 11-13**
Creation of the white working class and the Chinese “coolie”; Chinese exclusion and resistance.


**II. Homeland and Hostland**
**Week 5: February 18-20 (Assignment 1 due on February 18)**
Women and transnational families; “huaqiao” (overseas Chinese) and modern China.


**Week 6: February 25-27**
Interwar period, WWII, and repeal of Chinese exclusion. Mid-term exam review.


**Week 7: March 4-6 (Midterm Exam on March 4)**

**Week 8: March 11-13**
Film discussion. No Class on March 13. Professor away at UChicago.

**Spring Break: March 17-21. No Class.**

**III. Assimilation or Diversity?**
**Week 9: March 25-27**
Second wave of global migration from 1950: decolonization, the Cold War, and refugees.

Reading: Glen Peterson, “To be or Not to be a Refugee: The International Politics of the Hong Kong Refugee Crisis, 1949-55,” *The Journal of Imperial and Commonwealth History* Vol. 36, no. 2 (June 2008): 171-195; and Michael Godley, “The Sojourners:

**Week 10: April 1-3**
The 1965 immigration laws and civil rights in the U.S. “Model minority” and its discontents.


**Week 11: April 8-10 (Assignment 2 due on April 8)**
Chinese food and restaurants; kungfu cinema and Bruce Lee.


**Week 12: April 15-17**


**IV. New Migration and Neoliberal Capitalism**

**Week 13: April 22-24**


**Week 14: April 29-May 1**
Transnational experiences: adoptees and roots searchers.


**Week 15: May 6-8 (Optional research paper due on May 8)**
Course review and conclusion. **Final exam take place at 12:25-2:25 pm on May 15.**
RULES AND POLICIES
Professional Conduct: Treat your classmates and professor with respect and courtesy in all in-person and email communications. Please address me by my professional title, i.e. Professor, not Miss. Come to every class fully prepared to contribute. No late assignments are accepted.

Commitment to Growth and Inclusion: Strive to improve your work and be each other’s partners in so doing. Understand not only why others hold different opinions than yours, but also why you react to them in a certain way. Feel free to discuss with me any concerns that you find in the course or any accommodation that you might need.

Academic Integrity: Submit original work with complete citation. Plagiarism and cheating are serious offences and will be reported without any exception.

GRADING SCALE
A  93-100%  Exceptional; exceeding all course requirements.
AB  88-92%  Strong; exceeding most course requirements.
B  83-87%  Good; competently meeting all course requirements.
BC  78-82%  Fair; competently meeting most course requirements.
C  70-77%  Satisfactory; meeting all course requirements.
D  60-69%  Mostly Satisfactory; meeting some course requirements.
F  0-59%  Fail; barely meeting any course requirements.

YOUR CLASS BUDDIES

Name:
Email or Phone:
Other Information:

Name:
Email or Phone:
Other Information: