

**The University of Wisconsin-Madison  
College of Letters and Science**

**ASIAN AMERICAN STUDIES/HISTORY 276  
Chinese Migrations since 1500  
Spring 2014**

**Professor Shelly Chan**

Lecture: T TH 1:00-2:15; Humanities 1217

Office Hours: W 1:30-3:30 & by appt.; Humanities 4120 (History)

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**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.

### **I. 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.

Reading: Edgar Wickberg, *The Chinese in Philippine Life* (Yale, 1965), 3-44; and Yong Chen, “Origins of Chinese Emigration to California,” in Kurashige and Murray eds, *Major Problems in Asian American History* (Houghton Mifflin, 2003) 47-54.

### **Week 3: February 4-6**

Colonial expansion in the Pacific and Caribbean; free and indentured migrants.

Reading: Ronald Takaki, "Gum Saan Haak: The Chinese in Nineteenth-Century America" in Takaki, *Strangers from a Different Shore* (Little, Brown & Co., 1989), 79-131; Evelyn Hu-Dehart, "Chinese Coolie Labour in Cuba in the Nineteenth Century: Free Labour or Neo-slavery?" *Slavery & Abolition* 14:1 (April 1993), 67-86.

### **Week 4: February 11-13**

Creation of the white working class and the Chinese "coolie"; Chinese exclusion and resistance.

Reading: Robert Lee, "The Coolie and the Making of the White Working Class," in Lee, *Orientalism* (Temple, 1992), 51-82; and Erika Lee, "The Chinese are Coming," in Lee, *At America's Gates* (North Carolina, 2003), 19-46.

## **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.

Reading: Sucheta Mazumdar, "What Happened to the Women?" in Hune and Nomura eds, *Asian/Pacific Islander American Women* (NYU, 2003), 58-74; Wang Gungwu, "The Origins of Hua-Ch'iao," in Wang, *Community and Nation* (Allen & Unwin, 1992), 1-10.

### **Week 6: February 25- 27**

Interwar period, WWII, and repeal of Chinese exclusion. Mid-term exam review.

Reading: Karen Leong, "The Racialized Image of Anna May Wong," in Kurashige and Murray eds, 206-214; and K. Scott Wong, "From Pariah to Paragon," in Chan and Hsu eds, *Chinese Americans and the Politics of Race and Culture* (Temple, 2008), 153-172.

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

Orientalism in popular culture. Film screening: *Hollywood Chinese* (dir. Arthur Dong, 2007).

### **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:

Returned Overseas Chinese in the People's Republic of China," *Pacific Affairs*, Vol. 62, No. 3 (Autumn 1989): 330-352.

**Week 10: April 1-3**

The 1965 immigration laws and civil rights in the U.S. "Model minority" and its discontents.

Reading: Robert Lee, "The Cold War Origins of the Model Minority" in Lee, 145-179; Ronald Takaki, "The Myth of the 'Model Minority,'" in Takaki, 474-484; Frank Wu, "The Model Minority: Asian American 'Success' as a Race Relation Failure," in Wu, *Yellow: Race in America Beyond Black and White* (Basic Books, 2002), 39-77.

**Week 11: April 8-10 (Assignment 2 due on April 8)**

Chinese food and restaurants; kungfu cinema and Bruce Lee.

Reading: Madeline Hsu, "From Chop Suey to Mandarin Cuisine," in Hsu and Chan eds, 173-193; and Vijay Prashad, "Kung Fusion," in Prashad, *Everybody Was Kung Fu Fighting* (Beacon 2001), 126-149.

**Week 12: April 15-17**

Generational conflict; queer identity. Film screening: *The Wedding Banquet* (dir. Ang Lee, 1993).

Reading: David L. Eng, "The Wedding Banquet: You're Not Invited and Some Other Ancillary Thoughts," *Artspiral 7* (fall 1993), 8-10; and Mark Chiang, "Coming Out into the Global System: Postmodern Patriarchies and Transnational Sexualities in *The Wedding Banquet*," in Eng and Hom eds, *Q & A: Queer in Asian America* (Temple, 1998), 374-395.

**IV. New Migration and Neoliberal Capitalism**

**Week 13: April 22-24**

Contemporary flows since 1980: "flexible citizens," "new migrants," and international students.

Reading: Aiwa Ong, "On the Edge of Empires: Flexible Citizenship among Chinese in Diaspora," *positions* 1:3 (Winter 1993), 745-778; and Vanessa Fong, "Choosing the Road Less Traveled: How and Why Chinese Citizens Decide to Study Abroad," in Fong, *Paradise Redefined* (Stanford, 2011), 67-94.

**Week 14: April 29-May 1**

Transnational experiences: adoptees and roots searchers.

Reading: Ann Anagnost, "Scenes of Misrecognition: Maternal Citizenship in the Age of Transnational Adoption," *positions* 8:2 (Fall 2000), 389-421; and Andrea Louie, "Searching for Roots in Contemporary China and Chinese America," in Chan and Hsu eds, 195-217.

**Week 15: May 6-8 (Optional research paper due on May 8)**

Course review and conclusion. **Final exam take places 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: