

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

**ASIAN AMERICAN STUDIES/EAST ASIAN STUDIES/HISTORY 276
Chinese Migrations since 1500
Spring 2017**

Course Instructor: Professor Shelly Chan

Lecture: MW 2:30-3:45 Humanities 1641
Office Hours: M 4-5 & by appt. Humanities 4120 (History)
Contact: shelly.chan@wisc.edu 608.263.1837 mailbox 4015

Teaching Assistant: Mr. Yaowen Dong

Sections: T 12:05-12:55 Humanities 2121
T 9:55-10:45 Humanities 2121
T 11:00-11:50 Humanities 2121
Office Hours: T 3:30-5:30 & by appt. Humanities 4266 (History)
Contact: dong8@wisc.edu 608.890.3305 mailbox 4060

INTRODUCTION

This course explores the rich and dynamic history of Chinese global migrations and their impact on societies in the U.S., China, and parts of the world. 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 this campus-wide mandate, this course helps students develop in these ways:

- Understand how Chinese migrant and ethnic experiences across the U.S. and parts of the world have evolved, and
- Think with knowledge, awareness, and empathy how “race” and “ethnicity” have been created and recreated in historical and cross-cultural contexts.

READINGS

All weekly readings are available for download at the Learn@UW course site, except **David Scott Fitzgerald** and **David Cook-Martín**, *Culling the Masses: The Democratic Origins*

of Racist Immigration Policy in the Americas (Harvard University Press, 2014). We will discuss this award-winning book in entirety. It is available for purchase at the University Bookstore and also for short-term loans at College Library reserves.

REQUIREMENTS

Attendance and Participation		20%
Assignment 1 (five pages)	due February 15	20%
Assignment 2 (five pages)	due March 15	20%
Take-Home Examination	due April 12	20%
Assignment 3 (three pages)	due May 3	20%

Students must complete ALL of the above requirements to pass this course. A two-percent extra assignment may be offered later in the semester. Stay tuned.

Attendance and Participation: Let this be absolutely clear—every student is expected to show up and contribute to classroom activities. We keep records of everyone’s attendance and quality and quantity of contributions to both lecture and section discussions (watch for the sign-in sheet). For sickness and other emergencies, students may miss up to three classes and one section meeting before seeing an adverse effect on this grade but are still responsible for any material or announcement missed. Find a classmate who may share notes with you. Always communicate with me in advance any accommodation you might need, including religious observances, university-related travel, important life events, and disability.

Before coming to each section meeting, complete the week’s assigned readings, bring them and any reading notes with you, and be prepared to share your thoughts and learn from each other. Mr. Dong has full authority to give quizzes or assign any work during sections.

Please do not use your cell phone or laptop for purposes unrelated to class any time during lecture and section. Teaching and learning are both hard work; I appreciate your awareness and cooperation.

Assignments: You will write two five-page papers of 1000 to 1250 words about the Chinese Exclusion Act and “model minority” debates. Prompts will be distributed and your papers must draw on both lectures and assigned readings. No additional research is necessary.

Take-home Examination: The exam consists of 2-3 essays based on lectures, assigned readings, and films. It is accumulative.

All late papers and exams should be emailed to Mr. Dong and will be docked for 10% per 24 hours. See the back pages for statements on academic integrity and resources.

How to address me: Professor Chan.

SCHEDULE

Week 1: January 18

Course introduction; migration in world history and patterns of Chinese migration.

Read over this syllabus carefully and understand all the expectations.

Week 2: January 23-25

Early Chinese migrations to Southeast Asia; European expansion to the Indian Ocean in the 1500s; Chinese middleman and creolized settlements.

Reading: Wang Gungwu, "Merchants without Empire: The Hokkien Sojourning Communities" In *The Rise of Merchant Empires: Long Distance Trade in the Early Modern World, 1350-1750*, James D. Tracy ed. (Cambridge, 1990), 400-421; Edgar Wickberg, *The Chinese in Philippine Life* (Yale, 1965), 3-44.

I. Empires, Nations, and Markets

Week 3: January 30—February 1

First wave of global migration, 1840-1940; indentured and free Chinese migrants to the Americas.

Reading: 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; and "Coolies, Shopkeepers, Pioneers: The Chinese of Mexico and Peru, 1849-1930" *Amerasia* 15:2 (1989): 91-116.

Week 4: February 6-8

Assignment 1 distributed on Feb. 6

U.S. expansion to the Pacific and Chinese migration to California; creation of the white working class and the Chinese "coolie"; Chinese exclusion and resistance.

Reading: Yong Chen, "Origins of Chinese Emigration to California," in *Major Problems in Asian American History*, Kurashige and Murray eds. (Houghton Mifflin, 2003), 47-54; Robert Lee, "The Coolie and the Making of the White Working Class," in *Orientalism* (Temple, 1992), 51-82; and Erika Lee, "The Chinese are Coming" in *At America's Gates* (North Carolina, 2003), 19-46.

II. Homelands and Hostlands

Week 5: February 13-15

****Assignment 1 due in class on Feb. 15****

Impact of mass emigration on China; "huaqiao" ("the overseas Chinese"), "qiaoxiang" ("overseas Chinese hometowns"), and the nation; women and transnational families.

Reading: Philip Kuhn, "Revolution and 'National Salvation'" in *Chinese Among Others: Emigration in Modern Times* (Rowan & Littlefield 2008), 239-282.

Week 6: February 20-22

Chinese Americans in the interwar period and WWII; Orientalism, eugenics, and racism. Film screening: *Hollywood Chinese* (dir. Arthur Dong, 2007).

Reading: FitzGerald and Cook-Martín, "Introduction" in *Culling the Masses*, 1-46.

III. Citizenship and Belonging

Week 7: February 27—March 1

Second wave of global migration from 1950; decolonization and anti-Communist movements in Southeast Asia; socialist constructions and returnees in Communist China.

Reading: FitzGerald and Cook-Martín, "The Organizational Landscape" in *Culling the Masses*, 48-81; Glen Peterson, "Patriots, refugees, tycoons and students: 'Returning' to China in the 1950s" in *Overseas Chinese in the People's Republic of China* (Routledge, 2009), 102-137.

Week 8: March 6-8 *Assignment 2 distributed on Mar. 6*

The Cold War and the 1965 immigration law in the U.S.; "model minority" debates.

Reading: Robert Lee, "The Cold War Origins of the Model Minority" in Lee, 145-179; 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 9: March 13-15 ****Assignment 2 due in class on Mar. 15****

Postwar immigrant and interracial culture; transnational kungfu cinema and Bruce Lee.

Reading: Vijay Prashad, "Kung Fusion," in Prashad, *Everybody Was Kung Fu Fighting* (Beacon 2001), 126-149; Jennifer 8. Lee, *The Fortune Cookie Chronicles: Adventures in the World of Chinese Food* (Twelve, 2008), selections.

Spring Break: March 20-24. No Class.

IV. Migration in the Contemporary World

Week 10: March 27-29

Chinese emigration since 1980: "flexible citizens," "new migrants," and students.

Reading: Aiwa Ong, "On the Edge of Empires: Flexible Citizenship among Chinese in Diaspora," *positions* 1:3 (Winter 1993), 745-778; 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 11: April 3-5

Transnational adoption and roots searching.

Reading: Toby Alice Volkman, “Embodying Chinese Culture: Transnational Adoption in North America.” *Social Text* 74, Vol. 21, No. 1 (Spring 2003): 29-55; Andrea Louie, “Searching for Roots in Contemporary China and Chinese America,” in Chan and Hsu eds, 195-217.

Week 12: April 10-12 *Take-home Exam Week, due on April 12*****

Week 13: April 17-19

Immigration history and debates in the U.S. and world. Discuss FitzGerald and Cook-Martín, *Culling the Masses*, 82-216.

Week 14: April 24-26 *Assignment 3 distributed on April 26*

Discuss FitzGerald and Cook-Martín, *Culling the Masses*, 217-348.

Week 15: May 1-3 *Assignment 3 due on May 3*****

Course Conclusion.

POLICIES AND RESOURCES

Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great State University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth may be found.

--The University of Wisconsin Board of Regents, September 18, 1894.

Academic freedom and integrity are central to the truth-finding mission of the University of Wisconsin-Madison, therefore we support all free and respectful expressions and do not tolerate plagiarism, cheating, and hate of any kind. Share the ideas you have and also remember your duty to acknowledge and consider those of others. We pledge to do our best to help you engage in “continual and fearless sifting and winnowing,” whether it is to discover, improve, or experiment. Please do not be afraid to ask us any questions.

Read the **Statement on Academic Integrity** from the Dean of Students Office: <http://www.students.wisc.edu/doso/students/>

Chicago Manual of Style is the recommended citation style for this course: http://www.chicagomanualofstyle.org/tools_citationguide.html

Recently opened, **The History Lab** is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts—the History Lab staff is here to help you sharpen your skills and become a more successful writer. For a one-on-one consultation: <http://go.wisc.edu/hlab>

Browse around **The Writing Center** and learn how to write well and avoid plagiarism: <http://www.writing.wisc.edu/Handbook/index.html>

Additional References: *The Chicago Manual of Style*. 16th ed. Chicago: The University of Chicago Press, 2010. Strunk, William, Jr., and E.B. White. *The Elements of Style*, 4th ed., Boston: Allyn and Bacon, 2000.

Written permissions are required for **in-class photography and recording**. To be considered, email a request to us specifying that any photograph and voice or video recording is for personal study use and will not be shared.

General announcements are made in lectures and occasionally via email. Be sure to check your wisc account at least once a day. Lecture powerpoints, assignments, and handouts are posted on **Learn@UW**. If you would like to ask a quick question by email, we will respond fairly quickly during a regular workday. You are always welcome to visit office hours or set up an appointment to discuss any class material that interests or challenges you.

If you think you might need **letters of recommendation** in the future, please keep a copy of all your graded assignments introduce yourselves to us early, so that we may get to know you and have something specific to write about.

GRADING SCALE

A	93-100%	Exceptional
AB	88-92%	Strong
B	83-87%	Good
BC	78-82%	Fair
C	70-77%	Satisfactory
D	60-69%	Mostly Satisfactory
F	0-59%	Fail

****Continued enrollment binds you to this document. Welcome to Hist/Asian Am/EA 276!**