

Chinese in Diaspora

In a self-proclaimed “nation of immigrants” such as the United States, our narratives of migration, race, and ethnicity emphasize themes of acculturation and assimilation symbolized by the metaphor of the “melting pot.” In this class, we will explore experiences of migration, adaptation, and settlement from the perspective of an emigrant society--China--which has one of the longest and most diverse histories of sending merchants, workers, artisans, diplomats, missionaries, and so forth, overseas. Over the last millennia, Chinese have migrated around the world and made homes under a great range of adversity and opportunity, producing many fascinating stories of encounters with difference, adaptation, and the building of common ground. Drawing upon this rich set of narratives, we will consider some of the following topics: As ethnic Chinese have moved and settled in so many places among such diverse societies, what is Chinese about the Chinese diaspora? What kinds of skills and attributes have helped Chinese to become arguably one of the most successful migrant groups? What do Chinese share in common with other migrant groups? What are varieties of national policies toward multiculturalism, immigration, and citizenship? How do Chinese adapt their identities and cultures under different circumstances? What can Chinese experiences of migration contribute to contemporary debates and perceptions of migrants and different kinds of migration?

This course fulfills flag requirements for independent inquiry, global cultures, and writing.

Assignments and Grade Distribution:

20% Class participation and attendance

20% 4 page review of Wang This assignment will be peer reviewed and revised. The first draft is worth 15%, revisions alone are worth 5% each.

20% 4 page book review

3% Peer reviews and discussion of Wang reviews

30% 8-9 page research report

7% 10-minute presentation of research reports, May 7 and 9

Required Texts [available for purchase, on reserve or electronically at PCL]: Readings must be completed before the first class of each week assigned.

Madeline Hsu, *Dreaming of Gold, Dreaming of Home: Transnationalism and Migration Between the United States and Southern China, 1882-1943* (Stanford 2000)

Philip Kuhn, *Chinese Among Others: Migration in Modern Times* (Rowman and Littlefield, 2009).

Vivian Louie, *Compelled to Excel: Immigration, Education, and Opportunity among Chinese Americans* (Stanford 2004)

Chan, Shelly. *Diaspora's Homeland: Modern China in the Age of Global Migration* (Duke 2018)

JAG Roberts, *China to Chinatown: Chinese Food in the West* (Reaktion 2004) [UT Ebook]

Wang Gungwu, *The Chinese Overseas: From Earthbound China to the Quest for Autonomy* (Harvard 2000)

Course Schedule: (subject to change)

Week 1: Course Introduction and Main Themes: Migration and Identity

Week 2: Jan. 29 & 31: Between Diaspora and Ethnicity

Week 3: Feb. 5 & Feb. 7: Migration Concepts

Week 4: Feb. 12 & 14: Migration Flows: Southeast Asia and White Settler Frontiers

Week 5: Feb. 19 & 21: Racial Categories and Immigration Restriction

Week 6: Feb. 26 and 28: Living Transnationally

Week 7: March 5 & March 7: Living Transnationally Pt. II

Week 8: March 12 & 14: Chinese Diaspora (1)

SPRING BREAK March 16-24

Week 9: March 26 & 28: Chinese Diaspora (2)

Week 10: April 2 & 4: Research Reports

Week 11: April 9 & 11: Food and Identity

Week 12: April 16 & 18: Ethnic Food as Business and as Labor

Week 13 April 23 & 25: Questioning the Model Minority

Week 14 May 2 & 4: Race or Demography?

Week 15 May 7 & 11: Presentation of research projects

Some guidelines:

Grading: All final grades will be assigned on a plus/minus scale.

Writing Center: I strongly encourage you to use the University Writing Center [<http://uwc.utexas.edu/>], PCL Learning Commons, 471-6222: <http://uwc.fac.utexas.edu/>). The UWC offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with “problems.” Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant’s advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

Academic Honesty: It is your responsibility to be aware of what constitutes dishonesty. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. Plagiarism or any action that violates the letter and intent of the policy of academic integrity is explained fully [here](#). Any violation will be punished to the fullest extent possible, up to and including failing the course and suspension from UT.