The history of China is inseparable from the history of the Chinese communities overseas; neither can be understood outside of the context of the history of the world. Territorial and economic expansion, along with the movement of people and ideas, shaped the history of China and of Chinese migration over the course of the past millennium. These processes accelerated as the world became increasingly connected and globalized towards the end of the nineteenth century. Besides examining the turning points of this process, we will focus on the Chinese state’s policy regarding migration and its relationship with the Chinese living overseas. How did this shape the identities of the Chinese overseas? Do the Chinese living overseas see themselves as Chinese or as American, Malaysian, African? What does it mean, to the Chinese living in different parts of the world and at different historical moments, to be Chinese? What kinds of political and everyday life choices does this identity inform? In addition to thinking about these questions, we will also learn how to read primary and secondary sources critically as historians.

Course Requirements and Assessment
1. Participation, 20%. Based on attendance, participation, and individual or group presentations.
2. Two short papers, 10% each.
3. Midterm exam, 30%.
4. Final paper, 30%.

Attendance and participation
Seminar discussions are integral to this course. We will usually talk about the readings assigned each week and will sometimes discuss upcoming exams or essay assignments. You should always come to class prepared to discuss the readings listed for that class. The lectures will provide Chinese and global contexts for the readings, which will mostly focus on the Chinese overseas.

Absences or late assignments will only be excused in the event of documented illness. Any work submitted for credit that includes the words or ideas of anyone else must fully and accurately identify your source in a complete citation. If you are confused about this, please read the UO plagiarism policy: http://libweb.uoregon.edu/guides/plagiarism/students/
Assignments:
Two short papers, 10% each.
1. A two-page paper (double-spaced, Times New Roman, 12-point) in response to the assigned readings. Choose two readings from the weeks 3 and 4 and compare the lives of two Chinese people living in two parts of the world. What historical factors shaped their choices? How was their engagement in their host countries different and similar? The paper is due on Thursday of the week 4, January 30, before the class.

2. A five-page paper (double-spaced, Times New Roman, 12-point), in response to two readings from week 9. You should answer the question of what it meant for those Chinese migrants to be Chinese. How did that inform their political and everyday life choices? The paper is due on Thursday of the week 9, March 6, before the class.

Final research paper (30%).
An approximately ten to fifteen page paper (double-spaced, Times New Roman, 12-point, due on March 17 under my office door) that should explore the connections of Chinese communities to the history of China, their host country, and global historical processes. You should find one primary source that illustrates these connections, read what has been written about these specific group of people (living in this country, or migrating from the same place in China) by scholars. Write a paper about how this primary source helps us understand better, i.e. confirms, refutes, or amends, existing understanding of these processes. In other words, compare what you learn about the factors which shaped the lives of Chinese migrant in that historical and geographical context from this primary source with what you learn from reading other scholars.

*Graduate students*:
Additional assignments will be posted on Blackboard.

Required texts are available for purchase at the bookstore:

Other texts:
Will be provided by the instructor (on Blackboard) and/or will be placed on reserve in the library.
Class Schedule

Week 1  Chinese migration: Approaches today, early history

January 7:  Introduction to the course. Keywords and concepts

Reading in Class:  Amy Wu, “Attitude of overseas Chinese students is an inspiration,” South China Morning post, September 24, 2013

January 9:  Tang cosmopolitanism. Chinese Southeast and Central Asia in Song and Yuan


Week 2  Ming and Qing: the land and the sea

January 14: Tributary politics: Zheng He and Muslim traders


January 16: Global 17th century

Readings: Kuhn, ch.1, Brook’s Vermeer’s Hat, ch. 6

Week 3  European empires, Chinese empire

January 21: Merchant empires

Readings: Kuhn, ch. 2 and Letters from Chinese Merchants to Batavia, 1803 in Hellwig, Tagliacozzo Indoensia Reader, Duke UP,2009 or The Voyage of Abdullah, selections about Chinese communities

January 23: New ideas, new products
Kuhn, ch. 3
Wang Dahai, The Chinaman Abroad: or, an account of the Malayan Archipelago, 1849. (selections)
or
“Chinese collies to Sumatra,” William Pickering in Indonesia Reader

Additional Readings:
Excerpts from Captain William Layman's "Hints for the Cultivation of Trinidad" (1802) in The Chinese in the West Indies, 1806-1995: A Documentary History (UP of West Indies, 2000)
Cecil Clementi, Chinese in British Guiana, 1915, chapter on notable families

Week 4 Chinese communities in the world: Migration route, part I

January 28: Southeast Asia

Readings: Kuhn, ch.4
Felix Chia, Babas (Heinenmann Asia, 1994) (selections)

Additional Readings: The archives of tong koan of Batavia, Malay minutes, translation, 1909
Fernando and David Bubeck Chinese traders in the villages, in Indonesia Reader.

January 30: The US and Americas

*Assignment Due: Short paper

Readings: Sui Sin Far, Mrs. Spring Fragrance and Other Writings 1995, chose one story
Kuhn ch.5

Additional Readings:

Week 5 Chinese communities in the world: Migration route, part II

February 4: Africa

February 6: Midterm in class

Week 6 Globalization of the 19th century: the origins of Chinese nationalism and migration

February 11: Anti-Chinese discrimination in European colonies and Americas and the crisis of late Qing

Readings: Kuhn, ch 6, pp. 239-265.

February 13: Migrant networks, Chinese empire


Week 7 Nationalism as (anti)imperialism

February 18: Nationalism as regionalism: Pan-Asianism

Readings: Sun Yat-sen, Pan-Asianism, 1924

February 20: Nationalism as colonization: Nanking state and overseas Chinese

British Colonial Office Records, selections

Week 8 Interwar moment: revolution and expansion

February 25: Nationalism in translocal networks

February 27: Internationalism: Chinese migrants as communists

Kuhn pp. 265-282

Week 9: The War: China in Southeast Asia

Mach 4 Chinese as liberators

Readings: Agnes Khoo, Life as the river flows: Women in the Malayan anti-colonial struggle (Petaling Jaya: Strategic Information Research Development , 2004 (selections)

Additional Readings:
Kuhn ch. 6

March 6 Chinese as communists, Chinese as capitalists

*Assignment Due: Short paper

Film: “I love Malaya” (selections)


Additional Readings:
Leo Suryadinata, “The Chinese minority in Indonesia” in Indonesia Reader.
Han Suyin And the rain my drink, 1956

Week 10 Where is Motherland?

March 11: Assimilation


Additional Readings:
Kuhn ch. 7

**March 13: Cosmopolitanism and globalisation**

*Readings*: Kuhn ch.8

***YOUR FINAL PAPER IS DUE ON MARCH 17, IN PLACE OF A FINAL EXAM. MAKE SURE YOU READ AND UNDERSTAND THE ASSIGNMENT ON BLACKBOARD IN ADVANCE OF THE DEADLINE.***