

Global Asian Studies 290: Special Topics in Asian American Studies: The Chinese Diaspora  
(42781)

3 Credit Hours

Spring 2020

TuTh 12:30-1:45 PM, Behavioral Sciences Building 215

Instructor: Fredy González, [fgonzale@uic.edu](mailto:fgonzale@uic.edu)

Office Hours: TuTh 11:30-12:30 PM, 1009 UH

Interested in minoring in GLAS? Please see this webpage <https://glas.uic.edu/academics/minor-requirements/> and get in touch with Professor Anna Guevarra, [guevarra@uic.edu](mailto:guevarra@uic.edu).

Professor Guevarra is hosting a weekly “Chai Guevarra” hour, Wednesday 4-5, UH 1050. Come chill, study, and have a break with a warm cup of tea, some sweets, and the company of a beautiful community.

### Web Page or Blackboard

[uic.blackboard.com](http://uic.blackboard.com)

#### Course Description, Goals, and Objectives

This course examines the history of the Chinese diaspora from 1800 to the present. In exploring the histories of the Chinese in Southeast Asia, North and South America, it engages with the concepts of diaspora and transnationalism to understand global connections between migrants and their homelands. Moreover, the course will think about the history of migration and its ties to international developments, particularly the decline and rise of China.

### COURSE MATERIALS

#### Required Texts

There are no required textbooks. All articles listed below are required readings unless otherwise noted and on the blackboard page, [uic.blackboard.com](http://uic.blackboard.com).

#### Recommended (Optional) Texts or Other Materials

Philip Kuhn, *Chinese among Others: Emigration in Modern Times*: A chronological survey of Chinese migration from the mid-1600s to the present. Helpful if you're feeling lost or overwhelmed, or have missed class, otherwise not required.

## **COURSE POLICIES**

### **Attendance Policy**

I will take attendance at the beginning of each class period. If students are unable to attend class, I encourage them to get in touch with me, make up the notes from other students, and come back to class as soon as they are able. However, I will not “excuse” absences or otherwise provide points for missing class, after the first two. There are a few reasons for this. The first is mathematical: missing one or a couple of classes has an infinitesimal effect on final grades, and only really matter in the aggregate (e.g. a student misses half the semester). The second is that I’m not able to adjudicate who can/cannot come to class for any particular reason, and doing so is an improper use of our time and unfair to other students. The third is that, no matter the reason, if you miss class, generally little learning is taking place. Thus, it’s most important to encourage you to come back as soon as you can.

In addition to coming to class, I expect students to be prepared and active in class, having done the reading and able to speak on course material, and be fully present (i.e. not distracted on laptops and computers). Both attendance and participation factor into the attendance and participation grade: you don’t just get points for showing up.

### **Policy for Missed or Late Work**

All students will be able to use one seven-day extension for any assignment. Otherwise, no extensions will be given. Assignments that are not visible (i.e. wrong or corrupted file, blank document) are considered not turned in and thus late – it is the student’s responsibility to make sure assignments are visible. Late assignments will be penalized 6.6% per twenty-four hours they are late.

### **Electronic Communication**

I will try to respond to email within 24 to 48 hours but am not likely to respond during the evenings or on the weekend. If two days have passed and you haven’t received a response, please follow up.

### **Academic Integrity Policy**

As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:

<https://dos.uic.edu/wp-content/uploads/sites/262/2018/10/DOS-Student-Disciplinary-Policy-2018-2019-FINAL.pdf>

## **RELIGIOUS HOLIDAYS**

Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is

observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure. <https://oae.uic.edu/religious-calendar/>

### **ACADEMIC DEADLINES**

As they apply to 15-week terms or summer sessions, see [https://registrar.uic.edu/registration/policies\\_procedures.html](https://registrar.uic.edu/registration/policies_procedures.html)

### **DISABILITY ACCOMMODATION**

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, but must be registered with the Disability Resource Center (DRC). You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following: <http://drc.uic.edu/guide-to-accommodations>.

### **COURSE REQUIREMENTS, METHODS OF EVALUATION, & GRADING POLICIES**

The final grade will depend upon attendance and participation (15%), reading presentations (10%), and three papers (25% each, 75% total).

Participation: Attendance is required for every class. The first two absences are excused – after that, they will start to negatively affect the participation grade. In addition, students are asked to prepare the readings in advance and actively participate in discussions – the participation grade will be more weighted towards participation than attendance. If students are shy or otherwise unwilling to participate in class, they may email summaries of the reading to count towards their participation grade. If you miss a class, be sure to ask a classmate for the notes. (Because of the structure of the class, taking notes on all readings is a really good idea.)

Reading Presentations: These are five-minute presentations on the major points of the reading (particularly the **argument**, or the main takeaway point from the reading) and perhaps one to two questions for discussion. Then, what sections of the reading jumped out at you and why? A good option would be to compare it to past readings (“how does the argument of this reading compare to the argument of the last one?”), or to major themes of the course (diaspora, transnationalism, racialization and racism, gender and family, etc.), or to compare it to your personal story, or to ask for reactions (“does this part of the argument make sense, and is it supported by the evidence?”). Avoid asking yes/no or factual questions. You will be asked to do three over the course of the semester. Feel free to come to **office hours** if you want to go over your presentation before class. If you miss your assigned day, you will receive no points for that presentation and will not be able to make up this part of the grade.

Papers: three five- to seven-page essays will ask that you answer a question using evidence from the readings and lectures. Two questions will be distributed one week before the deadline; you are only required to write on one question per essay. This is not a research class – the expectation is that you do not do outside research for this class, nor that you incorporate any outside research in your paper. There are no other exams for the course.

All written assignments must be double-spaced, written in 12-point font, with one-inch margins. Please don't change the spacing or margins on your essay.

### **Midterm Grades**

In an effort to provide students with feedback and support, and in keeping with university and/or program policies, faculty should report midterm grades. You may wish to provide in writing an explanation of what the student's midterm grade implies for his/her overall success in the class and include an invitation to consult with you or a TA concerning the grade. You can refer the student to the following website and to other support units (see below):

[http://tigger.uic.edu/depts/oaadvising/student\\_midterm.html](http://tigger.uic.edu/depts/oaadvising/student_midterm.html)

**Final Exams: There is no final exam for this course.**

### **GRIEVANCE PROCEDURES**

UIC is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity involving students and employees. Freedom from discrimination is a foundation for all decision making at UIC. Students are encouraged to study the University's "[Nondiscrimination Statement](#)". Students are also urged to read the document "[Public Formal Grievance Procedures](#)". Information on these policies and procedures is available on the University web pages of the Office of Access and Equity: <http://oae.uic.edu/>.

### Further Resources

Chinese Railroad Workers in North America Project: Further Resources

<https://web.stanford.edu/group/chineserailroad/cgi-bin/website/resources/>

Chinese Immigrants in Cuba: Documents from the James and Ana Melikian Collection

<https://repository.asu.edu/collections/170>

Chinese-Australian Historical Images in Australia

<http://www.chia.chinesemuseum.com.au/>

Papers of José María Arana

<http://content.library.arizona.edu/digital/collection/arana/search>

Week 1: Conceptual Foundations: Diaspora and Transnationalism	
1/14	Introduction
1/16	Adam McKeown, "Conceptualizing Chinese Diasporas" (focus on 306-313, 317-326, skim the rest); Madeline Hsu, "Decoupling Peripheries from the Center: the Dangers of Diaspora in Chinese Migration Studies" (focus on 207-212)  Ien Ang, "Beyond Chinese Groupism: Chinese Australians between Assimilation, Multiculturalism and Diaspora"
Week 2: Conditions in Southern China and the Push to the Sea	
1/21	Lucille Chia, "The Butcher, the Baker, and the Carpenter: Chinese Sojourners in the Spanish Philippines and Their Impact on Southern Fujian (Sixteenth-Eighteenth Centuries)"
1/23	Kasian Tejapira, "Pigtail: A Pre-History of Chineseness in Siam"
Week 3: Southeast Asia	
1/28	Mary Somers Heidhues, "1740 and the Chinese Massacre in Batavia: Some German Eyewitness Accounts"
1/29	J.D. Vaughan, <i>The Manners and Customs of the Chinese of the Straits Settlements</i> , 3-35 (to "Domestic Habits")
Week 4: Chinese and European Imperialism in Southeast Asia	
2/4	J.D. Vaughan, <i>The Manners and Customs of the Chinese of the Straits Settlements</i> , 35-84
2/6	Shelly Chan, "Confucius from Afar"
Week 5: European Imperialism and the Coolie Trade	
2/11	Kathleen López, Chinese Cubans, "Coolies"
2/13	Shelly Chan, "A Great Convergence"
Week 6: Chinese Migration to the United States and Canada	
2/18	Yong Chen, "The Internal Origins of Chinese Emigration to California Reconsidered"
2/20	William Wei, "Exotic Oasis in the Queen City of the West"
Week 7: Chinese Migration to Latin America and the Caribbean	
2/25	Kathleen López, Chinese Cubans, "Families and Communities"
2/27	Julia María Schiavone Camacho, "Creating Chinese-Mexican Ties and Families in Sonora, 1910s-Early 1930s"  (Optional) Ana María Candela, "Picturing the World: Snapshots of a Translocal Cantonese Peruvian Ecumene, Circa 1924" <a href="http://www.anacandela.com/album-exhibit.html">http://www.anacandela.com/album-exhibit.html</a>
Week 8: The Anti-Chinese Movement in the United States and Beyond	
3/3	William Wei, "The Denver Race Riot and Its Aftermath"
3/5	Huping Ling, "Locating Chinatown, 1870s-1910s"  (Optional) The No Place Project, <a href="https://www.noplaceproject.com/">https://www.noplaceproject.com/</a>
Week 9: Antiracism	
3/10	K. Scott Wong, "Cultural Defenders and Brokers: Chinese Responses to the Anti-Chinese Movement"

3/12	Timothy J. Stanley, “The 1922-1923 Students’ Strike”
Week 10: Transnationalism	
3/17	Huping Ling, “Operating Transnational Businesses, 1880s-1930s”
3/19	Elizabeth Sinn, “Returning Bones”
Week 11: Family and Gender	
3/31	Huping Ling, “Living Transnational Lives, 1880s – 1930s”  <i>Unbound Voices</i> , selections
4/2	Shelly Chan, “The Women Who Stayed Behind”
Week 12: Ethnicity and the Second Generation	
4/7	Isabelle Lausent-Herrera, “Tusans (tusheng) and the Changing Chinese Community in Peru”
4/9	Gloria Chun, “‘Go West... To China’: Chinese American Identity in the 1930s”
Week 13: Long-Distance Nationalism and the Republic of China	
4/14	Renqiu Yu, “Exercise Your Sacred Rights”
4/16	Fredy González, “We Won’t Be Bullied Anymore”
Week 14: The People’s Republic of China and the Cold War	
4/21	Taomo Zhou, “The Communal Battle between the Red and the Blue”
4/23	Shelly Chan, “Homecomings”
Week 15: “New” Chinese Migration and the Rise of China	
4/28	Screening of <i>The Farewell</i>  (Optional) Sinica Podcast: Searching for Roots in China, <a href="https://supchina.com/podcast/searching-for-roots-in-china/">https://supchina.com/podcast/searching-for-roots-in-china/</a>
4/30	Yoon Jung Park, “Chinese Migration in Africa”; Yoon Jung Park, “White, Honorary White, or Non-White: Apartheid-Era Constructions of Chinese”

## UIC RESOURCES

If you find yourself having difficulty with the course material or any other difficulties in your student life, don’t hesitate to ask for help! Come to me, or if it is about an issue beyond this class, please contact your college advisors, or get help from any number of other support services on campus. You can get a referral to the right place, or help on the spot, from concerned advisor in the Undergraduate Success Center (USC) at [usc@uic.edu](mailto:usc@uic.edu).

See also:

**The Writing Center**, located in Grant Hall 105, offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance or additional instruction on any aspects of writing in any class. Tutors are prepared to spend fifty minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. For an appointment, call the Writing Center at (312) 413-2206, or stop by room 105 of Grant Hall. Visit the Writing Center website at [www.uic.edu/depts/engl/writing](http://www.uic.edu/depts/engl/writing) for more information.

## **The UIC Library**

The library is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at <http://library.uic.edu/>. To find research materials in specific subject areas view the Research Guides at <http://researchguides.uic.edu/>.

## **Public Computer Labs**

**These labs are available throughout campus where you may write and/or print out your work. For a list of labs and the hours they're open, go to [www.accc.uic.edu/pclabs](http://www.accc.uic.edu/pclabs). NOTE: Do not wait until the last minute to print out papers. Sometimes labs have long lines of students waiting for access.**

**The Academic Center for Excellence** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Phone: (312) 413-0031.

**Counseling Services** are available for all UIC students. You may seek free and confidential services from the Counseling Center [www.counseling.uic.edu](http://www.counseling.uic.edu). The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535.

## **Campus Advocacy Network**

Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy contact UIC's Campus Advocacy Network at 312-413-1025 or visit <http://can.uic.edu/>. To make a report to UIC's Title IX office, contact Rebecca Gordon, EdD at [TitleIX@uic.edu](mailto:TitleIX@uic.edu) or (312) 996-5657.

## **CAMPUS SECURITY**

As a UIC student, you've chosen to live in one of the nation's largest cities. But, as at any university, crime is a reality. At UIC, we are strongly committed to our public safety programs,

and we encourage students to be proactive in learning what programs and services are available in case of an emergency. You are DISCOURAGED from staying in university buildings alone, including lab rooms, after hours and are ENCOURAGED to use the POLICE/STUDENT patrol escort if you are uncomfortable traveling anywhere on campus. You may request an escort to accompany you to your campus destination on foot by calling 312-996-2830, and between 11:00 pm and 7:00 am you can dial the Red Car service (312-996-6800) if you are alone and need to leave the building. Through Red Car, the university has established a safe evening transportation service for university employees, students, visitors, and other authorized individuals. The car travels between university facilities within the following general boundaries: Clinton Street on the east; Western Avenue on the west; Jackson Boulevard on the north; and, 16th on the south. This service is available only to individuals possessing a valid UIC i-card. The i-card is required to ensure the safety of the driver and other passengers. Consult the following for more information: <http://www.uic.edu/uic/studentlife/campus/safety.shtml>

Also you can subscribe your cell phone to receive text message alerts. An immediate SMS text alert will be sent in case of a serious crime in progress, a weather emergency, or other urgent situation. (<http://sms.accc.uic.edu>). Finally, by dialing 5-5555 from a campus phone, you can summon Police or Fire for any on-campus emergency. You may also set up the complete number, 1-312-355-5555, on speed-dial on your cell phone. For more information contact:

<http://www.uic.edu/uic/studentlife/campus/emergency-information.shtml>

### **Emergency Response Recommendations**

The emergency response guide can be found at the following website:

[https://www.ready.uic.edu/emergency\\_guide](https://www.ready.uic.edu/emergency_guide) It is encouraged that you to review this website and guide as well as the campus building floor plans website within the first 10 days of class. <https://fimweb.fim.uic.edu/Home.aspx>.