

Chinese Migrations In the Modern World 1500s-2000s

SOC 280D – Fall 2015

Tuesday/Thursday 11:40 am -1:05 pm, UU102

Professor: Ana Maria Candela (acandela@binghamton.edu)

Drop-In Hours: Tuesday 1:30-3:30 pm or by appointment

Course Description

This course uses a world-historical approach to examine overseas Chinese migrations from the sixteenth century to the present. It examines the role of Chinese migrations in the making of the modern world economy and the contributions of overseas Chinese to the development of capitalism in the following aspects: the East-West economic integration in the early-modern era, China's modern transformation after the Opium War (1839-1842), the making of national economies in Eastern Asia, the Americas and other parts of the world from the mid-nineteenth to early twentieth century, as well as the postwar economic miracles in the Pacific Rim, including the so-called "Rise of China." By examining the changing formations of Chinese migrants in world history during the past five hundred years, the course examines the expansion and fragmentation of Chinese communities across the world as a world-making process and explores the following central questions:

1. **What is the role of Chinese migrants in different parts of the world in the development of modern world capitalism?** What role do Chinese merchants and laborers play in the construction of imperial, colonial, regional, national and global economies across the world?
2. **How are Chinese migrants, as diasporic subjects, contradictory subjects who are integral to the processes of modern world-making but also repeatedly seen as threats and outsiders to those same processes.** Does the constitution of this "Chinese problem" in different parts of the world relate to the construction of an ethnic division of labor and racial hierarchy within distinct societies and at a global scale? How do processes of racial formation involving overseas Chinese across the world reflect the formation of these divisions of labor? Do these racial formations and racial divisions of labor manifest differently along gender, class and generational lines?
3. **In what ways are Chinese communities "network societies?"** In what ways are connections to native places in China critical to Chinese migrant communities? How do overseas Chinese organize their economic and social relations using native place networks? How do those networks transform as Chinese migrants take root in different parts of the world? How do those networks transform with the development of capitalism, modern nation-states and neoliberal globalization?
4. **What is the role of overseas Chinese in the making of a modern China and Chinese Nationalism?** Do Chinese migrants help to produce a "state effect" and a "national effect" that shapes China's transition from empire to modern nation state and later from socialism to state capitalism within neoliberal globalization? What is the role of overseas Chinese in shaping the Chinese revolution and Chinese nationalism? How are they contradictory subjects for these processes?
5. **To what extent can "overseas Chinese" or "Chinese overseas" be viewed as an analytically distinct category in our examination of ethnic Chinese communities in various political jurisdictions?** To what extent should Chinese ethnic identities outside China be disentangled from identities originating from within China? How does Chineseness fragment across space and time?

General Education Requirements

This course satisfies the following general education requirements

- **G requirement - Global Interdependencies:** Students in G courses will demonstrate knowledge of how two or more distinctive world regions have influenced and interacted with one another and how such interactions have been informed by their respective cultures or civilizations.
- **N requirement - Social Sciences:** Students in N courses will demonstrate Page 3
 1. Knowledge of major concepts, models, and issues (and their interrelationships) of at least one of the social sciences: anthropology, economics, geography, history, political science, or sociology.
 2. An understanding of the methods used by social scientists to explore social phenomena, including, when appropriate to the discipline, observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and analysis by mathematics or other interpretive frameworks.
- **W requirement – Harpur College Writing**

Learning Objectives

- The ability to communicate effectively in writing that is coherent, well developed and expressive of concepts, ideas, and themes derived from historical sociological thinking.
- The ability to improve writing in both form and content over time.
- Knowledge of major concepts and issues (and their interrelationships) associated with the historical and sociological study of Chinese migrations.
- The ability to critically read texts and analyze them for core concepts and ideas and the ability to use those new ideas and concepts to think critically about other texts and course content as the student moves forward in the course.

Credit Hours Course Expectation

Following Binghamton University standards, this course is a **4-credit course**, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. This includes things like: completing assigned readings, preparing written assignments, completing group projects and other tasks that must be completed to earn credit in the course.

Course Requirements

We will meet twice a week for a combination of lectures, discussion, and viewing of visual texts (slides, films, etc.). Course requirements include:

Attendance. Attendance is mandatory. **You are allowed 3 absences** during the course. This includes absences for illness and other reasons. Please use them wisely. I don't need to see doctor's notes. Every

absence after the first 3 will result in a reduction of one-third of a letter grade off of your final grade for the course per day missed. If you develop a severe medical condition during the semester, one that requires hospitalization and/or sustained medical care, please chat with me about it as soon as possible.

Mindful Reading: Complete the daily assigned readings before each class session and come prepared to share your questions, opinions and observations. We will spend time in class discussing the readings and relating them to the content covered in lectures. We will cover material in class that enhances but does not duplicate the course reading. *All readings for the course will be posted to the “Reserves” section of Blackboard.*

Respectful Interactions: Our campus and class is made up of a wide variety of students from different racial, ethnic, gender, class and other backgrounds. We must all be mindful to interact with one another in a respectful manner that is free of macro and micro-aggressions that exacerbate the power inequalities that exist in our society. If you experience anything of this sort in class, please come see me so that we can discuss it and how to address it. For those of us that are situated in more privileged social positions, I ask you to be aware and attentive to the ways in which you can help make the classroom more hospitable and equitable for others who do not have the same social privileges and comforts. This involves things like making a concerted effort not to dominate the conversation by making time to allow others who don't normally speak to speak before you. Some other tips can be found [here](#).

Technology Ban: There is a no technology policy in place during lecture. Please bring hard copies of the assigned reading materials to class with you. Please turn off your cell phones during the course. Please take notes by hand. If you are curious about why, please read [this](#) and [this](#). Violators will be asked to leave the class. Non-traditional students with children, sick or elderly family members they are responsible for should see me at the beginning of class for exceptions.

Digital Communication: Allow 24-hours before expecting a response from me to your emails, 48-hours during weekends.

Writing: Each student must complete all of the short essay and final writing assignments in order to pass the course. Written assignments are due at the beginning of class on the assigned due date. Late papers are subject to a 5-point late penalty per day.

Assignments:

- **Daily Free-Write (10%).** These are informal warm-up 5-minute writing exercises you will engage in at the beginning of class every day. I will prompt you with a question (or choice of two) related to a central concept or issue raised by the assigned readings for the day. This is an informal practice used to develop a connection between thinking, reading and writing and a way to warm-up for discussion. These are not graded in order to remove the pressure often associated with writing. By coming in and doing the free-writes, you get credit for them. They must be completed during the first five-minutes of class and cannot be made up later.
- **Discussion (20%).** Participation in class discussion of the readings is mandatory. Your grade will be based not on the quantity of times you talk and the length of time that you speak, but on your ability to raise questions or observations of substance related to the readings in ways that connect the readings to the lecture content for the day and the broader course themes. Talking for the sake of talking doesn't count.
- **Short Essays (50%).** You will write six short (2-3pp) analytical essays during the semester. Each one will be assigned after we complete a major section of the course, as outlined in the “Reading

Schedule” section of the syllabus. I will pose a couple of questions related to major concepts and themes we have learned about for you to choose from. You will be required to draw on lecture notes and the assigned readings to answer one of the questions. You will have a week to complete the writing assignment. These are formal writing assignments, which means they must be well structured and grammatically correct. I will throw out the essay with the lowest grade at the end of the semester, but only if you complete all six of them.

- **Final Project (20%).** You will partner up with another student in the course to produce a final project related to one of the five central questions outlined in the course syllabus. The final project will be due during finals week. A detailed assignment will be handed out and discussed during the first week of October.

Grade Distribution

Free Writings	10% (Daily)
Reading Discussion	20% (Daily)
Short Essays (6)	50% (Due: Sep 7, Oct 1, Oct 22, Nov 5, Nov 12, Dec 10)
Final Project	20% (Due: Dec 17, 5pm)

Grading Scale

A	93-100%	Exceptional; exceeding all requirements
A-/B+	88-92%	Strong; competently meeting all requirements, exceeding most of them
B	83-87%	Good; competently meeting all requirements
C+/B-	78-82%	Fair; meeting all requirements, competently meeting most of them
C-/C	70-77%	Satisfactory; meeting all requirements
D	60-69%	Somewhat Satisfactory, meeting some requirements
F	0-59%	Fail; barely to not meeting any course requirements

Graduate Students

This course can be taken as an independent graduate study with the instructor’s approval. Graduate students will work with the professor to develop a distinct set of graduate requirements that aligns with their programs of study and research interests.

Resources

- **Writing Center:** A significant portion of your grade in this course depends on writing. Most people, however, feel quite challenged by the process of writing. The [BU Writing Center](#) has resources and tutors that can help you improve your writing skills. You should [make appointments](#) with the writing tutors well in advance of the assignment due dates as they often book up very quickly, particularly during midterms and finals.
- **Academic Honesty:** Sociologists draw upon the writings and thinking of others all of the time. To use other people’s writing without giving them credit and citing sources, however, is *plagiarism* and *constitutes a violation of academic honesty that can result in expulsion from the university*. Such violations in this course will be handled in accordance with BU’s academic honesty violation procedures. For further information on what constitutes plagiarism and how to avoid it by citing

properly, see the [BU Library Guide on Academic Honesty and Plagiarism](#), which includes tutorials on how to avoid plagiarism and how to practice proper citation.

- **Disability Accommodations:** If you qualify for classroom accommodation because of a disability, please get an *Accommodation Authorization* from [Services for Students with Disabilities \(SSD\)](#) and submit it to me in person outside of class (e.g., before or after class or during my office hours) *within the first three weeks of the quarter*. Contact SSC by phone at 607-777-2686 (Voice, TTY) or email them atssd@binghamton.edu for more information.
- **International Student Resources:** International students face particular challenges in learning how to adapt to life in the U.S., in adjusting to the culture of learning and the classroom experience in a U.S. university, and in juggling classroom learning alongside of developing advanced English language skills. One of the critical resources available to international students is the free **ESL (English as a Second Language) tutors** available through [University Tutoring Services](#). These tutors can help you as you learn how to read, write, and speak in English at more advanced levels. You can find and schedule appointments with ESL tutors through [TutorTrac](#).

Readings Schedule

I: Introduction

Sept 1 – Course introduction

Sept 3 – Translocal China and the Social Structure of Chinese Migrant Communities

- Fei Xiaotong, “Special Characteristics of Rural Society” and “Chaguxeju: Differential Mode of Association” (20)
- William Skinner, “The Social Structure of Chinese History” (21)

II: Maritime China

Sept 8 – Maritime China: Periphery as Center

- Carolyn Cartier, “The Maritime Frontier Mercantile Region” (33)
- Wang Gungwu, “Maritime China in Transition” (13)

Sept 10 – Chinese Migrants, the Nanyang World-Economy and East Asian Tribute-Trade

- Matsuda, “Straits, Sultans and Treasure Fleets” (12)
- Yokkaichi Yashuhiro, “Chinese and Muslim Diasporas and the Indian Ocean Trade Network Under Mongol Hegemony” (30)

III: 1500-1800 – Maritime China & Early Colonial Empires

Sept 15: Chinese Middlemen and Creolized Societies: Manila, Malacca, Batavia

- Edgar Wickberg, “The Philippine Chinese Before 1850,” (40)

Sept 17: Silver Tides & Maritime China's Transition from Eastern Asia to the World

- Essay #1 Due
- Wang Gungwu, "Maritime China in Transition" (13)
- Lin Man-houng, "The Shift from East Asia to the World: The Role of Maritime Silver in China's Economy in the Seventeenth to Late Eighteenth Centuries" (20)
- R. Bin Wong, "Relationships Between the Political Economies of Maritime and Agrarian China, 1750-1850" (15)

Sept 22: "Chinos" & the trans-Pacific

- Tatiana Seijas, "The Portuguese Slave Trade to Spanish Manila" (10)
- Edward Slack Jr., "Sinifying New Spain: Cathay's Influence on Colonial Mexico via the *Nao de China*" (20)
- Francisca Sanchez Ortiz, "Asian Contributions to Chicano/Latino Folklore" (6)

Sept 24: Chinese Commercial Expansion & Free Trade in the Nanyang

- Anthony Reid, "Chinese on the Mining Frontier in Southeast Asia" (15)
- Carl A. Trocki, "Opium as a Commodity in the Chinese Nanyang Trade" (20)

IV: 1840-1930 – Era of Mass Migrations

Sept 29: Mass Migrations – Free Migrants

- Yong Chen, "Origins of Chinese Emigration to California" (7)
- Ronald Takaki, "Gam Saan Haak: The Chinese in Nineteenth-Century America" (50)

Oct 1: Mass Migrations – (Unfree) Coolies

- ESSAY #2 DUE
- Adam McKeown, "The Social Life of Chinese Labor" (21)
- Lisa Yun, "The Petitions" (selection)
- Kathleen Lopez, "Freedom Fighters" (27)

Oct 6: Overseas Chinese in the Colonial Borderlands

- Eric Tagliacozzo, "Border-line Legal" (15)
- Eric Tagliacozzo, "Kettle on a Slow Boil" (30)

Oct 8: Exclusions (part 1): North America – Yellow Peril, Border Control & Labor's Wages of Whiteness

- Robert Lee, "The Coolie and the Making of the White Working Class" (31)
- Erika Lee, "The Chinese Are Coming" (36)

Oct 13: Reconfigured Circuits & New Modes of Governance: Consolidated Benevolent Associations & Qing Legations

- Roberto Chao Romero, "Transnational Journeys: Transnational Contract Labor Recruitment, Smuggling and Familial Chain Migration" (35)
- Yucheng Qin, "Superseding the Six Companies: The Qing Legation, 1878-1890" (20)

Oct 15: Exclusions (part 2): Latin America – Yellow Peril Between Nation, Revolution and Empire

- Kathleen Lopez, "Freedom Fighters" (27)
- Jason Oliver Chang, "Racial Alterity in the Mestizo Nation" (28)

V: Nationalism and Native Place Ties Between Revolution and War

Oct 20: OC and the Chinese Revolution

- Rebecca Karl, “Deterritorializing Politics: The Pacific and Hawaii as Chinese National Space” (30)
- Prasenjit Duara, “Nationalists Among Transnationals: Overseas Chinese and the Idea of China” (23)
- Zou Rong, “Revolutionary Army” (9)

Oct. 22: Transnational Families

- ESSAY #3 DUE
- Madeline Hsu, “Surviving the Gold Mountain Dream: Taishanese American Families” (34)
- Sucheta Mazumdar, “What Happened to the Women?” (16)

Oct 27: OC & Native Place Development

- Madeline Hsu, “Heroic Returns: The Railroad Empire of Chen Yixi, 1904-1939” (20)
- Huei-Ying Kuo, “Native-Place Ties in Transnational Networks: Overseas Chinese Nationalism in Fujian’s Development” (18)

Oct 29: Wartime Solidarities and Ruptures (1920s-1940s)

- Shen Huifen, “The Impact of the Pacific War” (22)
- Kathleen Lopez, “Chinese and *Cubanidad*,” (31)

VI: Overseas Chinese Between Decolonization & Cold War Politics

Nov 3: The “Chinese Problem” and Anti-Colonial Struggles

- Matthew Jones, “A ‘Segregated’ Asia: Race, the Bandung Conference and Pan-Asianist Fears in American Thought and Policy, 1954-1955” (27)
- Carl Trocki, “The Politics of Independence” (30)

Nov 5: Refugees Into Model Minorities & Remigrations

- ESSAY #4 DUE
- Kathleen Lopez, “Revolution and Remigration” (15)
- Robert G. Lee, “The Cold War Construction of the Model Minority Myth” (15)
- Madeline Hsu, “The Disappearance of America’s Cold War Chinese Refugees, 1948-1966” (23)

VII: Overseas Chinese & Globalization

Nov 10: Overseas Chinese and the Rise of Capitalism in East Asia

- Edmund Terrence Gomez, “The Rise and Fall of Capital: Corporate Malaysia in Historical Perspective” (35)
- Lynn Pan, “Hong Kong” (18)

Nov 12: Overseas Chinese and China’s Economic Reforms

- ESSAY # 5 DUE
- You-Tien Hsing, “Building *Guanxi* Across the Taiwan Straits: Taiwanese Capital and Local Chinese Bureaucrats” (22)
- Liu Hong, “Old Linkages, New Networks: The Globalization of Overseas Chinese Voluntary Associations and Its Implications” (27)

Nov 17: New Migrations

- Aiwa Ong, “On the Edge of Empires: Flexible Citizenship Among Chinese in Diaspora” (33)
- Tu Huyhn, Jung Park Yoon and Anna Ying Chen, “Faces of China: New Chinese Migrants in South Africa” (20)

Nov 19: Chinese Students Abroad

- Aiwa Ong, “Higher Learning in Global Space” (17)
- David Zweig and Stanley Rosen, “How China Trained a New Generation Abroad” (5)
- Vanessa Fong, “Choosing the Road Less Traveled: How and Why Chinese Citizens Decide to Study Abroad” (27)

Nov 24: No Class

Nov 26: No Class - Thanksgiving

Dec 1: Overseas Chinese and “China’s Rise”

- William Callahan, “Beyond Cosmopolitanism and Nationalism: Diasporic Chinese and Neo-Nationalism in China and Thailand” (36)
- Barabantseva, “Trans-nationalising Chineseness: Overseas Chinese Policies of the PRC’s Central Government” (21)

Dec 3: Native Place Returns

- Ana Maria Candela, “Qiaoxiang on the Silk Road: Cultural Imaginaries as Structures of Feeling in the Making of a Global China” (27)
- Andrea Louie, “Searching for Roots in Contemporary China and Chinese America” (22)

Dec 8: Course Conclusion & Review

Dec 10: Course Review

- ESSAY #6 DUE

Dec 17: Final Projects Due (5pm)