

Department of Anthropology, The Chinese University of Hong Kong 香港中文大學人類學系

Term 2, Academic Year 2020-21 二零二零至二一學年度 春季學期

ANTH 3430 Cultures of Chinese Overseas 海外華人文化

Lecture: Monday 9:30-11:15 (Venue: TBA)

Tutorial: Monday 12:30-13:15 (Venue: TBA)

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### Course Description

This course will introduce students to the study of Chinese communities outside China. Ethnic Chinese communities worldwide may be considered as comprising an ethnological field. Due to the sharing of aspects of Chinese civilization, Chinese everywhere share some cultural similarities. However, the need to adapt to different ecological, political and sociocultural environments calls for adaptation and transformation. Thus, the diversified Chinese communities worldwide are ideal for comparative study, especially on a number of anthropological/sociological themes such as cultural continuity and transformation, cultural and ethnic identities, ethnic relations, social organization, and so on. This course examines the ways of life of Chinese around the world from sociocultural and historical perspectives.

The course is structured in two parts. *Part I Approaching Chinese Overseas* attempts to explore the historical trajectories and key concepts and frameworks for studying Chinese overseas, as a subject of inquiry and as a discipline. We begin with an overview on the histories of Chinese migration outside China in a synchronized approach, followed by explorations on the debates of labelling Chinese migrants and their flows (e.g., *Huaqiao*, diasporas, overseas Chinese, Chinese overseas etc.). Next, we will explore some key concepts and frameworks that are widely employed and debated in the studies of Chinese overseas, including (but not limited to) assimilation, localization, articulation, cultural reproduction, ethnogenesis, ethnological field, and ethnic and cultural identity. Discussions are organized under the overarching theme (and debate) of 'Chineseness,' aiming to respond to the discourse on Chinese overseas as a subject and field for comparative studies in anthropology.

*Part II Anthropological Perspectives on Chinese Migrations* connects sociocultural phenomena relating to the way of life of Chinese overseas to themes and ideas in anthropological analyses, especially on migration and diaspora. Apart from canonical topics in anthropological study, such as economic life, politics, religion, social organization etc., we will mingle the life of Chinese overseas with some of the contemporary trends in anthropology and sociology such as capitalism, transnationalism, border, space and place. Students will learn the ways the studies of Chinese overseas (and in a broader sense migration and diaspora) make contributions to anthropology and sociology both in theoretical and ethnographic terms.

Class activities include a ninety-minute lecture and one forty-five-minute tutorial per week. Both lecture and tutorials will be conducted in English. Students will read mostly primary texts selected from ethnographic monographs, journal articles and chapters in edited volumes. Prior knowledge to anthropology and/or Chinese languages is not required but would be an advantage. Anthropology Major students can enroll in this course to fulfill one of the ethnographic course requirements prescribed in the study scheme.

### Learning Outcomes

After completing this course, students will:

1. Become familiar with Chinese migration and the lives of Chinese across the world;
2. Gain an appreciation of the cultural diversity among Chinese in different parts of the world;
3. Understand the nature of transnational networks among Chinese overseas;
4. Be able to rethink and challenge the meanings and beings of "Chinese" in the global context;
5. Be aware to not essentialize identities and respect diverse and multiple ethnicities.

### Course Requirements

1. Class Participation 20%
2. Response Paper 20% (due before the class of the chosen weekly topic; 1,000 words)
3. In-class Quiz 10% (19<sup>th</sup> April)
4. Take-home Final Exam 50% (due 26<sup>th</sup> April; 2,500 words)

## Weekly Topics and Schedule

Week 1	11 <sup>th</sup> Jan	Course Introduction (No tutorials)
	<b>PART I</b>	<b>APPROACHING CHINESE OVERSEAS</b>
Week 2	18 <sup>th</sup> Jan	Synchronizing Chinese Migration: Debates on Labeling
Week 3	25 <sup>th</sup> Jan	Debating Chineseness (I): Localization and Ethnic Identification
Week 4	1 <sup>st</sup> Feb	Debating Chineseness (II): Cultural Reproduction
	<b>PART II</b>	<b>ANTHROPOLOGICAL PERSPECTIVES ON CHINESE MIGRATIONS</b>
Week 5	8 <sup>th</sup> Feb	Rituals and Religious Life
	15 <sup>th</sup> Feb	<i>Holiday: Chinese New Year</i> (No class; no tutorials)
Week 6	22 <sup>nd</sup> Feb	Ethnic Enclaves and Settlements
Week 7	1 <sup>st</sup> Mar	Political Life and Ethnic Relations
Week 8	8 <sup>th</sup> Mar	Economic Life and the Ways to Survive
Week 9	15 <sup>th</sup> Mar	Social Organization and Communal Life
Week 10	22 <sup>nd</sup> Mar	Family, Transnationalism and Global Citizenships
	29 <sup>th</sup> Mar	<i>Reading Week</i> (No class; no tutorials)
	5 <sup>th</sup> Apr	<i>Public Holiday - The day following Ching Ming</i> (No class; no tutorials)
Week 11	12 <sup>th</sup> Apr	Border Crossing: Yunnanese Chinese “Overland” (Take-home final handed out)
Week 12	19 <sup>th</sup> Apr	Re-, Return Migrations, and Homelands (Quiz; no tutorials)

## Readings

This course does not adopt any single textbooks or companions as required text. Readings are selected from a wide range of ethnographic monographs, chapters in edited volumes and journal articles of anthropology as well as researches in other cognate disciplines. In some of the weeks, documentaries or other visual materials maybe assigned as required course materials to help students to gain a better picture of the respective topics we discuss. Students are strongly recommended to finish the assigned readings *before* class meetings.

Students may find the following texts and companions on Chinese overseas studies to be useful:

Tan, C.-B. 2004. *Chinese Overseas: Comparative Cultural Issues*. Hong Kong: Hong Kong University Press. [e-book]

(中譯: 段穎、巫達譯, 2012。《遷徙、家鄉與認同: 文化比較視野下的海外華人研究》。北京: 商務印書館。)

Tan, C.-B. 2013. *Routledge Handbook of the Chinese Diaspora*. Oxford, U.K.: Routledge. [e-book]

Suryadinata, L. 2011. *Migration, Indigenization and Interaction: Chinese Overseas and Globalization*. Singapore: World Scientific Publishing. [e-book]

李恩涵, 2003。《東南亞華人史》。台北: 五南圖書出版公司。

Students may also refer to the following periodicals for up-to-date research and debates on Chinese overseas and other relevant issues on migration and diaspora:

*Journal of Chinese Overseas*

*Asian Ethnicity*

*Diaspora*

*Ethnic and Racial Studies*

*Journal of Ethnic and Migration Studies*

華人研究國際學報 (*The International Journal of Diasporic Chinese Studies*)

## Notes on Course Assessments

Course assessment is comprised of four components: *class participation* (20%), *ONE response paper* (20%), *an in-class quiz* (10%) and *a take-home examination* (50%). **Class participation** is a continual evaluation on your performance in tutorials. Tutorial attendance is mandatory, but students will not earn much credibly by just showing up to the classroom. Instead, students need to prepare for tutorials in advance by doing the readings, preparing questions and notes. Students may take this opportunity to raise questions on what they do not understand in both the assigned readings and lecture, and get clarifications through discussing with classmates and the tutor. (Mutual help is a key to success in university education!) Class participations will be evaluated in terms of how active students engage and make contributions during tutorial discussions.

**The response paper** should discuss the assigned readings for one of the weekly topics between Week 2 and Week 12 of the student's own choice. Rather than merely giving summaries of the readings on the chosen weekly topic, in the response paper students should tell the reader what arguments the scholars have made in their works (note the difference between argument *vs.* opinion) and how they support their arguments, i.e., what examples/evidences they used. Also, students should let the reader know how you think about the readings, e.g., what insights/inspirations they got, what interested/bothered them in the materials, what follow-up questions they have about the readings etc. Students may give some constructive comments on the assigned readings when concluding their paper. But students should not let their own comments occupy majority of your paper. The paper is due *before* the beginning of the class of the chosen weekly topic. E.g., if students wish to write the response paper for Week 4, they need to turn in the **hardcopy** (with the VeriGuide receipt signed and attached) before the Week 4. Write no more than 1,000 words.

**The in-class quiz** will be held on the last class meeting, i.e., 19<sup>th</sup> April. The quiz will check on students' reading progress using multiple-choice questions and/or true/false questions. The course final assessment will be a **take-home examination**. Students will be asked to answer ONE question from the list, which will be handed out on the second-last meeting, i.e., 12<sup>th</sup> April. Mingling the answer carefully with the course readings. Students may wish to consult readings beyond the required reading list when completing the take-home examination. Students are encouraged to talk to the teacher before writing their paper. Students should use *in-text citation* (*vs.* footnote format) and provide **a list of reference** at the end of their paper (this will not count toward the word limit). Write no more than 2,500 words. The take-home exam is due on 26<sup>th</sup> April, 11:59pm. Submit the paper together with the VeriGuide receipt to Blackboard.

All written assignments should follow the format of double-lined spacing with font size 12.

Please turn in all the written assignments on time unless endorsement is obtained from teacher in prior. Endorsement is granted to specific circumstances, e.g., medical needs (with medical proof) and bereavements. Otherwise, a sub-grade per day will be penalized, i.e., A→A- for one day late, and A→B+ for two days late. Late submission after three days or more will not be accepted, i.e., the latest date for turning in the final take-home exam is 29<sup>th</sup> April.

Grade	Overall course
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

### Notes on Academic Honesty and Copyright

It is CUHK's policy to require all written assignments be submitted to VeriGuide ([https://academic.veriguide.org/academic/login\\_CUHK.jsp](https://academic.veriguide.org/academic/login_CUHK.jsp)). An assignment without a signed declaration from VeriGuide will not be graded.

The University adopts a policy of zero tolerance on plagiarism. Using someone else's ideas or words, including materials available on the Internet, without citing the source is plagiarism. Students must cite any sources they used. Please familiarize yourself with the CUHK academic honesty policy at [http://www.cuhk.edu.hk/policy/academic\\_honesty/](http://www.cuhk.edu.hk/policy/academic_honesty/), and follow the Anthropology Department citation style at <http://www.arts.cuhk.edu.hk/~ant/links/department-thesis-style/>.

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