

Department of Anthropology, The Chinese University of Hong Kong

香港中文大學人類學系

Term 2, Academic Year 2021/22 二零二一至二二學年度 春季學期

ANTH 5480 Cultures of Chinese Overseas 海外華人文化



Walkers in Yaowarat (Chinatown), Bangkok. (Photo: Siu-hei Lai)

Lecture: Tuesday 14:30-16:15 (Venue: NAH 213)

Tutorial: Tuesday 16:30-17:15

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## Course Description

This course will introduce students to the study of Chinese communities outside China. 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 that can be considered as comprising an ethnological field are ideal for comparative study in anthropology, especially on a number of 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* explores the histories and key concepts and frameworks for studying Chinese overseas, as a subject of inquiry and as a discipline. We begin with an overview of the histories of Chinese emigration from China in a synchronized approach, followed by explorations of the debates of labelling Chinese migrants and migrations (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 of 'Chineseness'.

*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 migration and diaspora. Apart from canonical topics in anthropological study, such as economic life, politics, religion, social organization etc., we will mingle the stories of Chinese overseas with some of the contemporary trends in anthropology and sociology such as capitalism, transnationalism, border(land), space and place etc. 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.

## 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<sup>^</sup>

- |                         |   |
|-------------------------|---|
| 1. Class Participation  | 20%   |
| 2. Book Review          | 30% (softcopy due 4 <sup>th</sup> March; 1,500 words) |
| 3. In-class Quiz        | 10% (19 <sup>th</sup> April)                          |
| 4. Take-home Final Exam | 40% (softcopy due 2 <sup>nd</sup> May; 3,500 words)   |

<sup>^</sup>Arrangements are subject to change in view of the pandemic.

## Weekly Topics and Schedule

Week 1	11 <sup>th</sup> Jan	Course Introduction (No tutorial)
		<b>PART I 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
	1 <sup>st</sup> Feb	<i>Holiday: Chinese New Year</i> (No class; no tutorial)
Week 4	8 <sup>th</sup> Feb	Debating Chineseness (II): Cultural Reproduction
		<b>PART II ANTHROPOLOGICAL PERSPECTIVES ON CHINESE MIGRATIONS</b>
Week 5	15 <sup>th</sup> Feb	Ethnic Enclaves and Urban Space/Place
Week 6	22 <sup>nd</sup> Feb	Rituals and Religious Life
Week 7	1 <sup>st</sup> Mar	<b>BA Mid-term Test</b> ( <b>Book Review for MA students; No class and tutorial</b> )
Week 8	8 <sup>th</sup> Mar	Political Life and Ethnic Relations
Week 9	15 <sup>th</sup> Mar	Economic Life and Ethnic Capitalism
Week 10	22 <sup>nd</sup> Mar	Social Organization and Communal Life
Week 11	29 <sup>th</sup> Mar	Transnationalism and Flexible Citizenships
	5 <sup>th</sup> Apr	<i>Holiday: The day following Ching Ming &amp; Reading Week</i> (No class; no tutorial)
Week 12	12 <sup>th</sup> Apr	Border Crossing: Yunnanese Chinese “Overland” (Take-home final handed out)
Week 13	19 <sup>th</sup> Apr	Re-, Return Migrations, and Homelands (Quiz; no tutorial)

## Readings

This course does not adopt any single textbook or companion 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 expected to finish the assigned readings before class meetings. Students may find the following texts and companions of Chinese overseas studies to be useful:

- Tan, C.-B. 2004. *Chinese Overseas: Comparative Cultural Issues*. Hong Kong: Hong Kong University Press.  
(中譯：陳志明，2012。《遷徙、家鄉與認同：文化比較視野下的海外華人研究》(段穎、巫達譯)。北京：商務印書館。)
- Tan, C.-B. 2013. *Routledge Handbook of the Chinese Diaspora*. Oxford, U.K.: Routledge.
- Suryadinata, L. 2011. *Migration, Indigenization and Interaction: Chinese Overseas and Globalization*. Singapore: World Scientific Publishing.
- Kuhn, P. A. 2008. *Chinese Among Others: Emigration in Modern Times*. Singapore: NUS Press.  
(中譯：孔復禮，2019。《華人在他鄉：中華近現代海外移民史》(李明歡譯)。台北：台灣商務。)
- 張瓊惠、梁一萍 編，2018。《移動之民：海外華人研究的新視野》(第二版)。臺北：國立臺灣師範大學出版中心。

Students may also refer to the following periodicals for up-to-date research on Chinese overseas and other relevant issues of 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%), *a book review* (30%), *an in-class quiz* (10%) and *a take-home examination* (40%). **Class participation** is a continual evaluation of students' performance in tutorials. Tutorial attendance is mandatory, but students will not earn much credit 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 discussion 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 book review** should discuss a monograph selected from the list of ethnographies (it will be provided later). Rather than merely giving summaries, **in the book review students should tell the reader what arguments being made in the ethnography (note the difference between argument vs. opinion) and what examples/evidence being used in supporting the arguments.** Also, students should let the reader know how they think about the book, e.g., what insights/inspirations they get, what interested/bothered them in the materials, what follow-up questions they have etc. Students may give some constructive comments on the book when concluding their paper. But students should not let their own comments occupy majority of the paper. The review is due 4<sup>th</sup> March, 11:59pm. Turn in the paper with the signed VeriGuide receipt to Blackboard. Write no more than 1,500 words.

**The in-class quiz** will be held on the last class meeting, i.e., 19<sup>th</sup> April. The quiz will check students' reading progress using multiple-choice questions and/or true/false questions. The final course assessment will be a **take-home examination**. The question paper will be handed out on the second-last class meeting, i.e., 12<sup>th</sup> April. **Mingle 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 references* at the end of their paper (this will not count toward the word limit). Write no more than 3,500 words. The take-home exam is due 2<sup>nd</sup> May, 11:59pm. Submit the paper together with the signed VeriGuide receipt to Blackboard.

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

**Policy for late submission:** Please turn in all the written assignments on time unless permission is obtained from teacher in prior. Permission might be 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 to A- for one day late, and A to B+ for two days late. Late submission over three days will not be accepted, e.g., the latest date for turning in the final take-home exam is 5<sup>th</sup> May.

## Grade Descriptors<sup>±</sup>

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.

<sup>±</sup> Detailed descriptors can be found at <http://www.cuhk.edu.hk/policy/assessment/SOLO-descriptors.pdf>.

### **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/academichonesty/>, and follow the Anthropology Department citation style at <https://www.arts.cuhk.edu.hk/~ant/links/department-thesis-style/>.

The copyright of the teaching materials, including reading lists, lecture notes, assignments and examination questions etc., produced by teacher(s) of the Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the teacher(s) from the Learning Management Systems, e.g., Blackboard adopted by CUHK for their own educational use, but shall not distribute/share/copy the materials to a third-party without seeking prior permission from the teacher(s) concerned.

**ANTH 5480 Cultures of Chinese Overseas (MA)**  
**Term 2, Academic Year 2021/22**      **List of Required Readings**

**Week 1**      **11<sup>th</sup> Jan**      **Course Introduction**

*Recommended readings:*

Tu, W.-m., 1991. Cultural China: The Periphery as the Center. *Daedalus*, 120(2), pp. 1-32.

Wang, G., 1993. Greater China and the Chinese Overseas. *The China Quarterly*, Volume 136, pp. 926-948.

PART I APPROACHING CHINESE OVERSEAS

**Week 2**      **18<sup>th</sup> Jan**      **Synchronizing Chinese Migration: Debates on Labeling**

Tan, C.-B., 2013. Introduction. In: C.-B. Tan, ed. *Routledge Handbook of the Chinese Diaspora*. Oxford: Routledge, pp. 1-12.

Mackie, J., 1996. Introduction. In: A. Reid, ed. *Sojourners and Settlers: Histories of Southeast Asia and the Chinese*. St Leonards, Australia: Allen & Unwin, pp. xii-xxx.

**Labelling Chinese migrations:**

Wang, G., 1981. *Community and Nation: Essays on Southeast Asia and the Chinese*. Singapore: Heinemann Educational Books (Asia) Ltd. [Read "A Note on the Origins of Hua-Ch'iao", pp. 118-127] [A revised Chinese version can see: 王賡武, 2005。 <“華僑”一詞起源詮釋>。載：《移民與興起的中國》。新加坡：八方文化。]

Clifford, J., 1994. Diasporas. *Cultural Anthropology*, 9(3), pp. 302-338. [skim] [Chinese trans.: 詹姆斯·克里弗德, 2019。 <離散>。載：《路徑：20世紀晚期的旅行與翻譯》。台北：桂冠。]

**Week 3**      **25<sup>th</sup> Jan**      **Debating Chineseness (I): Localization and Ethnic Identification**

Tan, C.-B., 2004. *Chinese Overseas: Comparative Cultural Issues*. Hong Kong: Hong Kong University Press. [Read Ch. 2, pp. 31-68]

Ang, I., 1993. To Be or Not to Be Chinese: Diaspora, Culture and Postmodern Ethnicity. *Southeast Asian Journal of Social Science*, 21(1), pp. 1-17.

**The concept of ethnic boundary:**

Barth, F., 1969. Introduction. In: F. Barth, ed. *Ethnic Groups and Boundaries: The Social Organization of Culture Difference*. Boston: Little, Brown & Co., pp. 9-38. [skim]

**Debates on Chinese assimilation in Thailand:**

Skinner, G. W., 1957. Chinese assimilation and Thai Politics. *Journal of Asian Studies*, 16(2), pp. 237-250.

Kasian Tejapira, 1992. Pigtail: A Pre-History of Chineseness in Siam. *Sojourn: Journal of Social Issues in Southeast Asia*, 7(1), pp. 95-112.

**Week 4**      **8<sup>th</sup> Feb**      **Debating Chineseness (II): Cultural Reproduction**

Tan, C.-B., 2004. *Chinese Overseas: Comparative Cultural Issues*. Hong Kong: Hong Kong University Press. [Read Ch. 3, pp. 69-90]

Hall, S., 1999. Cultural Identity and Diaspora. In: S. Vertovec & R. Cohen, eds. *Migration, Diasporas and Transnationalism*. Cheltenham, UK: Edward Elgar Publishing Ltd, pp. 222-237.

**Chinese cultural reproduction / transformation in Thailand:**

**EITHER**

Ladda Prasopsombat, 2018. Teochew Opera: The Formation And Reviving Chinese Identity Under The Network of Thailand Chinese Community in The Aspect of Economic and Cultural Relations. *Panyapiwat Journal*, 10(2), pp. 315-328.

**OR**

Huang, S.-m., 2010. *Reproducing Chinese Culture in Diaspora: Sustainable Agriculture and Petrified Culture in Northern Thailand*. Lanham, MD: Lexington Books. [Read Ch. 4, pp. 57-92] [Chinese translation: 黃樹民, 2021。《借土養命：從雲南到金三角，從毒品到永續農業，一個泰北華人社區的民族誌》。臺北：春山出版。閱讀 <第三章 文化再造的日常機制：教育、親屬與日常生活儀式>。]

**Undoing Chineseness:**

Chun, A., 1996. Fuck Chineseness: On the Ambiguities of Ethnicity as Culture as Identity. *Boundary 2*, 23(2), pp. 111-138. [Chinese trans.: 陳奕麟, 1999。解構中國性：論族群意識作為文化作為認同之曖昧不明。載：《台灣社會研究季刊》第 33 期，頁 103 - 131。]

PART II ANTHROPOLOGICAL PERSPECTIVES ON CHINESE MIGRATIONS

**Week 5 15<sup>th</sup> Feb Ethnic Enclaves and Urban Space/Place**

Anderson, K. J. et al., 2019. *Chinatown Unbound: Trans-Asian Urbanism in the Age of China*. London: Rowman & Littlefield. [Read Ch. 2, pp. 19-37]

Barabantseva, E., 2016. Seeing beyond an 'ethnic enclave': the time/space of Manchester Chinatown. *Identities*, 23(1), pp. 99-115.

Napong Tao Rugkhapan, 2020. Reseeing Chinatown cartographic response and neighborhood reinvention. *Urban Geography*, 41(4), pp. 573-606.

**Some theorizations of space and place:**

Casey, E., 1996. How to Get From Space to Place in a Fairly Short Stretch of Time. In: S. Feld & K. H. Basso, eds. *Senses of Place*. Santa Fe, NM: School of American Research Press, pp. 13-52. [skim]

**Week 6 22<sup>nd</sup> Feb Rituals and Religious Life**

Guest, K. J., 2003. *God in Chinatown: Religion and Survival in New York's Evolving Immigrant Community*. New York and London: New York University Press. [Read Chs. 5 & 7, pp. 120-146, 195-208]

Hew, W. W., 2018. *Chinese Ways of Being Muslim: Negotiating Ethnicity and Religiosity in Indonesia*. Copenhagen, Denmark: NIAS Press. [Read Ch. 6, pp. 192-226]

**Religious syncretism of Chinese in Southeast Asia:**

**EITHER**

DeBernardi, J., 2001. The Localization of Christianity among Chinese in Singapore and Malaysia. In: M. J. Armstrong, R. W. Armstrong & K. Mulliner, eds. *Chinese Populations in Contemporary Southeast Asian Societies: Regional Interdependence and International Influence*. London: Curzon, pp. 171-208.

**OR**

Dy, A. & Ang See, T., 2015. Syncretism as Religious Identity: Chinese Religious Culture in the Philippines. In: C.-B. Tan, ed. *After Migration and Religious Affiliation: Religions, Chinese Identities and Transnational Networks*. Singapore: World Scientific Publication, pp. 103-145.

**Week 7 1<sup>st</sup> Mar BA Mid-term Test**

No class and tutorial for MA students. Work on the book review.

**Week 8 8<sup>th</sup> Mar Political Life and Ethnic Relations**

Tong, B., 2003. *The Chinese Americans*. Revised ed. Boulder, CO: University Press of Colorado. [Read Ch. 6, pp. 165-200]

Wasana Wongsurawat, 2008. Contending for a Claim on Civilization: The Sino-Siamese Struggle to Control Overseas Chinese Education in Siam. *Journal of Chinese Overseas*, 4(2), pp. 161-182.

Melvin, J., 2013. Why Not Genocide? Anti-Chinese Violence in Aceh, 1965–1966. *Journal of Current Southeast Asian Affairs*, 32(3), pp. 63-91.

**Chinese in Indonesia after the 1998 riot:**

**EITHER**

Tsai, Y.-L., 2011. Spaces of Exclusion, Walls of Intimacy: Rethinking “Chinese Exclusivity” in Indonesia. *Indonesia*, Volume 92, pp. 125-155.

**OR**

Kusno, A., 2003. Remembering/Forgetting the May Riots: Architecture, Violence, and the Making of “Chinese” Cultures in Post-1998 Jakarta. *Public Culture*, 15(1), pp. 149-178.

**Week 9 15<sup>th</sup> Mar Economic Life and Ethnic Capitalism**

Chen, Y., 2014. *Chop Suey, USA: The Story of Chinese Food in America*. New York: Columbia University Press. [Read Ch. 3, pp. 44-70]

Niti Pawakapan, 2003. No Longer Migrants: Southern New Zealand Chinese in the Twentieth Century. In: M. W. Charney, B. S. A. Yeoh & C. K. Tong, eds. *Chinese Migrants Abroad: Cultural, Educational, and Social Dimensions of the Chinese Diaspora*. Singapore: Singapore University Press and World Scientific Publishing, pp. 204-228.

Smart, J., 2003. Ethnic Entrepreneurship, Transmigration, and Social Integration: An Ethnographic Study of Chinese Restaurant Owners in Rural Alberta. *Urban Anthropology and Studies of Cultural Systems and World Economic Development*, 32(3-4), pp. 311-342.

**On ethnic capital:**

Zhou, M. & Lin, M., 2005. Community Transformation and the Formation of Ethnic Capital: Immigrant Chinese Communities in the United States. *Journal of Chinese Overseas*, 1(2), pp. 260-284.

**Week 10      22<sup>nd</sup> Mar      Social Organization and Communal Life**

- Kuah-Pearce, K. E. & Hu-Dehart, E., 2006. Introduction. In: K. E. Kuah-Pearce & E. Hu-Dehart, eds. *Voluntary Organizations in the Chinese Diaspora*. Hong Kong: Hong Kong University Press, pp. 1-27.
- Mak, L.-F., 1975. The Kongsis And The Triad. *Southeast Asian Journal of Social Science*, 3(2), pp. 47-58.
- Formoso, B., 1996. Chinese Temples and Philanthropic Associations in Thailand. *Journal of Southeast Asian studies*, 27(2), pp. 245-260.
- Moore, F., 2021. *Global Taiwanese: Asian Skilled Labour Migrants in a Changing World*. Toronto: University of Toronto Press. [Read Ch. 8, pp. 96-113]

**Week 11      29<sup>th</sup> Mar      Transnationalism and Flexible Citizenships**

- Ong, A., 1999. *Flexible Citizenship: The Cultural Logics of Transnationality*. Durham, NC: Duke University Press. [Read Ch. 4, pp. 110-136]
- On recent Chinese outmigration and the quest of multiple citizenships:**
- Fong, V. L., 2011. *Paradise Redefined: Transnational Chinese Students and the Quest for Flexible Citizenship in the Developed World*. Palo Alto, CA: Stanford University Press. [Read Ch. 3, pp. 67-94]
- Kim, J., 2019. 'Ethnic capital' and 'flexible citizenship' in unfavourable legal contexts: stepwise migration of the Korean Chinese within and beyond northeast Asia. *Journal of Ethnic and Migration Studies*, 45(6), pp. 939-957.
- The concept of transnationalism:**
- Schiller, N. G., Basch, L. & Blanc-Szanton, C., 1992. Transnationalism: A New Analytical Framework for Understanding Migration. In: N. G. Schiller, L. Basch & C. Blanc-Szanton, eds. *Towards A Transnational Perspective on Migration : Race, Class, Ethnicity, and Nationalism Reconsidered*. New York: New York Academy of Sciences, pp. 1-24.

**Week 12      12<sup>th</sup> Apr      Border Crossing: Yunnanese Chinese “Overland”**

- Duan, Y., 2008. Kuomintang Soldiers and Their Descendants in Northern Thailand: An Ethnographic Study. *Journal of Chinese Overseas*, 4(2), pp. 238-257.
- Chang, W.-C., 2014. *Beyond Borders: Stories of Yunnanese Chinese Migrants of Burma*. Ithaca, NY: Cornell University Press. [Read Chs. 3 & 7, pp. 80-113, 207-236]
- Lee, K. C., 2017. Political Economy of Guanxi: Thai Yunnanese Transnational Entrepreneurs in Chiang Mai City. In: Yos Santasombat, ed. *Chinese Capitalism in Southeast Asia: Cultures and Practices*. Singapore: Springer, pp. 155-179.
- Theories of borderland and the concept of Zomia:**
- Scott, J. C., 2009. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven: Yale University Press. [Read Ch. 1, pp. 1-39] [Chinese trans.: 詹姆斯·斯科特, 2018。《不受統治的藝術》。台北: 五南。閱讀<山區、低地與國家: 贊米亞簡介>]

**Week 13      19<sup>th</sup> Apr      Re-, Return Migrations, and Homelands**

- Wang, G. & Wang, M., 2020. *Home is Where We Are*. Singapore: NUS Press. [Read pp. 1-2, 267-274] [Chinese trans.: 王廣武、林娉婷, 2020。《心安即是家》。香港: 中文大學出版社。閱讀<家園何處>、<總結>、<心安即是家>]
- Siu, L., 2004. Migration Stories: Serial Migration and the Production of Home and Identity in Transnationalism. In: A. Wilson, ed. *The Chinese in the Caribbean*. Princeton, NJ: Markus Wiener Publishers, pp. 159-190.
- Chan, Y. W., 2018. Vietnam is My Country Land, China is My Hometown”: Chinese Communities in Transition in the South of Vietnam. *Asian Ethnicity*, 19(2), pp. 163-179.
- Case study of ancestral village (qiaoxiang):**
- Kuah-Pearce, K. E., 2000. *Rebuilding the Ancestral Village: Singaporeans in China*. Aldershot, U.K.: Ashgate Publishing. [Read Ch. 5, pp. 101-130] [Chinese trans.: 柯群英, 2013。《重建祖鄉: 新加坡華人在中國》。香港: 香港大學出版社。閱讀<第五章>]