



Sheridan Unit Outline

Bachelor of Arts

CHINESE DIASPORA IN MODERN WORLD HISTORY

(Also offered in Diploma of Arts)

Unit Code	HT207	AQF Level	7
Unit weighting	Unit credit points: 3	Total course credit points: 72	
Core or elective unit	Core		
Pre-requisite or co-requisite	Two (2) Level-100 History or Sociology units		
Delivery mode	Face to face on site	Full time or part time	
Location	<i>Sheridan Institute of Higher Education</i> 18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000		
Student Workload	<i>Timetabled: 36 hours (3 hours per week over 12 teaching weeks)</i> <i>Personal Study: 132 hours (9 hours per week over 12 teaching weeks + 12 hours per week over 2 non-teaching weeks)</i> <i>Total workload: 168 hours (12 hours per week over 14 weeks)</i> <i>Additional English language support if needed: Minimum 30 hours (3 hours per week over 10 teaching weeks)</i>		
Prescribed Textbook(s)	Kuhn, P. A. (2009). <i>Chinese among others: emigration in modern times</i> . Rowman & Littlefield Publishers. (2018 translated version available) Unit reader		
Other resource requirements	Access to the Learning Management System Canvas canvas.sheridan.edu.au ; Unit reader		
Work-integrated learning activity	Not applicable		
Timetabled day and time		Room	
Unit Coordinator	Leei Wong	Phone:	6222-4222
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Course Coordinator	Mathilda Joubert	Phone:	6222-4222
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Unit Description

Welcome to Chinese Diaspora in Modern World History. This interdisciplinary unit examines the effects of Chinese overseas migration (from the 16th Century) on modern world history, as well as the new wave of Chinese immigrants in the globalising world and its implications. Through exploring the theories of migration and economic sociology, students are challenged to think carefully about the words 'diaspora' and 'migration' in the context of the historical period, such as:

- How do these terms 'diaspora' and 'migration' apply to the periods under investigation?
- Why Chinese migration happens/ happened during this period, and how this period differs/differed from other periods up to this point in Chinese diaspora history.
- Are there relevant historical events that were occurring contemporaneously, and how do these events impact the globalising world.
- Are Chinese ethnic identities outside China be disentangled from identities originating from within China?

CHINESE DIASPORA IN MODERN WORLD HISTORY Learning Outcomes

Upon successful completion of this unit, you will be able to:

- A. Differentiate between the major streams of historiography in the study of the Chinese diaspora.
- B. Analyse the reasons for mass migration from a historical viewpoint.
- C. Synthesise the impact of mass migration from a global perspective based on historical analysis.
- D. Deliver an oral presentation with clarity and persuasiveness.
- E. Construct a logical, well-researched and persuasive piece of academic writing.

Assessment Schedule

Assessment Type	Value	Due Date	Learning Outcomes (LOs) Assessed	Graduate Attributes (GAs) Addressed
1.Weekly discussion based on readings	30%	Week 2-10	A,B,C	2,3,4,5
2. Literature review	20%	Week 6	A,B,C, E	2,3,4,5
3.Essay	30%	Week 12	A,B,C, E	2,3,4,5
3.Oral Presentation	20%	Week 10	A,B,C,D	3,4,5

Weekly discussion based on Readings

Students build meaning and understanding together through enquiry and participation in class as a way to deepen the understanding of a topic. Students are to practise critical thinking capabilities to evaluate the literature. Also, it enables students to share their own different experiences and perspectives on the topics discussed.

Students are to complete all prescribed readings prior to class, and be ready to discuss core concepts and ideas arising from readings, and share resources that are of interest to them.

Each week, specific material (chapter readings, articles, websites) is assigned to be read. Based on these materials, discussion questions will be posted in Canvas, for students to generate thoughtful discussion of the reading material and assist each other in the learning process. Insight from other sources can also greatly enhance the forums.

- Each student is expected to participate in every discussion forum.
- Posts should be approximately 250 words in length each week.

Weekly discussion based on Readings Rubric (AQF Level 7)					
Criteria /Grade	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	Fail (0-49%)
Critical analysis of the Issues (30%)	Demonstrates a pronounced ability to analyse all of the issues	Demonstrates a pronounced ability to analyse most of the issues	Demonstrates ability to analyse many of the issues	Demonstrates engagement with some issues	No analysis or engagement of the issues
Engagement with Scholarship (40%)	Demonstrates pronounced ability to critically evaluate and empathetically assess a range of scholarly viewpoints	Demonstrates ability to critically evaluate a range of scholarly viewpoints	Exhibits engagement with a range of scholarly viewpoints	Evidences engagement with a range of scholarly viewpoints	No evidence of engagement with scholarly viewpoints
Contribution to the Learning Community (20%)	Demonstrates pronounced ability to engage with topic, dialogue with classmates and lead forum discussions	Demonstrates ability to engage with topic, dialogue with classmates and lead forum discussions	Engages with the topic and dialogue with classmates; occasionally attempts to lead discussion	Perfunctory engagement with the topic; limited to no evidence of ability to lead discussions	No engagement with the topic; no evidence of ability to lead discussions
Civility (10%)	Always civil, and consistently offers positive and constructive feedback	Always civil and often offers positive and constructive feedback	Always civil	Sometimes makes uncivil comments	Habitually uncivil

Literature review

Prepare a 2000-word essay based on one of the topics discussed in class.

Literature Review Rubric					
Category/ Grade	High Distinction (80+)	Distinction (70-79)	Credit (60-69)	Pass (50-59)	Fail (<50)
Marks/5	<i>Excellent</i>	<i>Strong</i>	<i>Sound</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
	(5 marks)	(4 marks)	(3 marks)	(2.5 marks)	(1-2 marks)
Search & Selection	Evidence of a broad search and selection of material; Consistent use of databases, experts, handbooks and web resources; Selection of high quality material, like peer-reviewed articles	Evidence of ability in search and selection of material; Frequent use of databases, experts, handbooks and web resources; Selection of quality material	Evidence of a basic search of some databases and resources; Some use of databases, experts, handbooks, and web resources; Some use of high-quality materials	Evidence of a limited search; Limited use of databases, experts, handbooks and web resources; A few well-selected materials, but mostly non-scholarly resources	No evidence of systematic or sufficient research; No use of databases, experts, handbooks, and web resources; Poor selection of materials
Marks/4	<i>Excellent</i>	<i>Strong</i>	<i>Sound</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
	(4 marks)	(3.5 marks)	(3 marks)	(2 marks)	(0-1 marks)
Synthesis	The research is situated in broader scholarly literature or in a historical context; Effective examination leads to statement of new direction for research; Ambiguities are acknowledged but perhaps only partially resolved	Demonstrates ability in evaluating historical context, emerging new directions in the literature, critical analysis and review of key terms and ambiguities	Shows promise in engagement with historical context, emerging new direction in the literature, critical analysis and review of key terms and ambiguities	Evidences engagement with historical context, analysis and review of key terms and ambiguities	No historical context given Poor analysis of topic; Key ambiguities and definitions missing
Marks/4	<i>Excellent</i>	<i>Strong</i>	<i>Sound</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
	(4 marks)	(3.5 marks)	(3 marks)	(2 marks)	(0-1 marks)
Breadth & Scope	Explains why specific topics and materials are used; Gives some criteria for inclusion and exclusion of sources	Demonstrates ability in discussing some of the reasons for included and excluded literature	Shows promise in discussing some of the reasons for included and excluded literature	Evidences discussion of the reasons for included and excluded literature	Does not discuss the criteria for inclusion or exclusion
Marks/4	<i>Excellent</i>	<i>Strong</i>	<i>Sound</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
	(4 marks)	(3.5 marks)	(3 marks)	(2 marks)	(0-1 marks)
Justification/ Significance	Both the practical and scholarly significance of prior research are reviewed and critiqued	Both the practical and scholarly significance of prior research are reviewed	Some of the practical and scholarly significance of prior research are reviewed	Either practical or scholarly significance are reviewed, but not both	No comments made about the practical or scholarly significance of prior research
Marks/3	<i>Excellent</i>	<i>Strong</i>	<i>Sound</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
	(3 marks)	(2.5 marks)	(2 marks)	(1.5 marks)	(0-1 marks)
Uses APA conventions for headings and referencing (both in-text and for the final page)	Uses correct APA headings and referencing (in-text & final page) 80% or more of the time	Uses correct APA headings and referencing (in-text & final page) 70-79% of the time	Uses correct APA headings and referencing (in-text & final page) 60-69% of the time	Uses correct APA headings and referencing (in-text & final page) 50-59% of the time	Uses correct APA headings and referencing (in-text & final page) less than 50% of the time

*Adapted from a rubric developed by faculty at Andrews University resources – www.andrews.edu, which was in turn adapted from Boote, D.N. & P. Belle. 2005. *Scholars before Researchers: On the centrality of the dissertation literature review in research preparation*. *Educational Researcher*. 24:6. 3-15.

Essay

You will prepare a 2500-word essay on the topic you selected from for your literature review.

Think carefully about the words 'diaspora' and 'migration' in the context of the historical period you choose to write about. How do these terms apply to the period under investigation? Once you have clearly defined these terms, you should explore the questions of why Chinese migration happened during this period, and how this period differs from other periods up to this point in Chinese diasporic history. Further, you should explore relevant historical events that were occurring contemporaneously with this migration, and how these events impacted migration. Finally, investigate the effects of these events on Chinese diasporic identity formation during this period; i.e. how did Chinese see themselves in relation to the local people they encountered outside of China, and how were they in turn perceived by these people?

Essay Rubric					
Criteria /Grade	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	Fail (0-49%)
Introductory background/ Identification of the main issues (20%)	An introduction is present, and includes all key elements including justification for the topic	An introduction is present, and includes most key elements including justification for the topic	An introduction is present, but it is missing some key elements but the research problem is present	An introduction is present, but poorly written and missing most of the key elements	The Introduction is not available / Has not grasped the issues and conceptions.
Argument and analysis (20%)	Demonstrates pronounced ability to analyse and evaluate the issues with cogent and insightful arguments	Demonstrates pronounced ability to analyse the issues with convincing arguments	Demonstrates sound ability to analyse the issues; cogency of arguments could be improved	Demonstrates engagement with the issues; arguments are correct but thin	Limited or no evidence of ability to analyse with unconvincing arguments
Clarity of structure (20%)	Demonstrates clear, coherent, integrated structure	Demonstrates consistent and focused structure	Demonstrates adequate structure	Structure is evident, but could be improved	Incoherent structure; difficult to follow
Engagement with a range of scholarly viewpoints (20%)	Demonstrates pronounced ability to critically evaluate and empathetically assess a range of scholarly viewpoints	Demonstrates ability to critically evaluate a range of scholarly viewpoints	Shows promise in task of critically evaluating a range of scholarly viewpoints	Evidences engagement with a range of scholarly viewpoints	Limited or no evidence of engagement with scholarly viewpoints
Language and referencing (20%)	Consistently uses correct grammar, spelling and referencing	Few grammatical, spelling or referencing errors are noted	Some grammatical, spelling and/or referencing errors evidenced	Many errors in spelling, grammar and/or referencing evidenced	Poor spelling, grammar and referencing characterise the work

Oral Presentation

Prepare and deliver a 15-minute classroom presentation on one of the topics discussed in class, followed by a 5-10 minute discussion time.

NB Peer review guidelines as follows:

As a member of the audience to what extent were you ...

-challenged in your thinking? low – medium - high

-able to discern a gap or need thereby justifying the topic of the talk? low – medium - high

-motivated to change your thinking or practice? low – medium - high

- satisfied your questions were answered? low – medium – high

Oral Presentation Rubric					
Category/Grade	High Distinction (80+)	Distinction (70-79)	Credit (60-69)	Pass (50-59)	Fail (<50)
Marks	<i>Exemplary (16-20 marks)</i>	<i>Excellent (14-16 marks)</i>	<i>Very Effective (12-14 marks)</i>	<i>Satisfactory (10-12 marks)</i>	<i>Unsatisfactory (less than 10)</i>
Presentation skill (20%)	Demonstrates exceptional ability to employ visual aids, technology.	Demonstrates excellent ability to employ visual aids, technology.	Demonstrates competence to employ visual aids, technology.	Attempts to use visual aids and technology.	Limited visual aids, technology have been used.
Presentation content: (60%)	Demonstrates exceptional ability to cover significant content in a clear and well-structured manner	Demonstrates excellent ability to cover content in a clear and well-structured manner	Demonstrates competence to cover content in a clear and well-structured manner	Attempts to cover basic content material. Does not present a clear structure.	Does not sufficiently cover proposal material. Does not present in a clear structure
Communication skills (20%)	Demonstrates exceptional speaking and presentation skills.	Demonstrates excellent speaking and presentation skills.	Demonstrates competence in speaking and presentation skills.	Attempts to demonstrate speaking and presentation skills.	Inarticulate. Poor speaking and presentation skills

Learning Resources

Prescribed Textbook(s)

Kuhn, P. A. (2009). *Chinese among others: emigration in modern times*. Rowman & Littlefield Publishers.

Unit reader

Recommended Supplementary Reading

Barabantseva, E. (2014). *Overseas Chinese, ethnic minorities and nationalism: de-centering China*. Routledge, Taylor & Francis Group.

Christiansen, F. (2013). *Chinatown, Europe: an exploration of overseas Chinese identity in the 1990s*. Routledge, is an imprint of the Taylor & Francis Group.

- Freedman, A. L. (2002). *Political participation and ethnic minorities: Chinese overseas in Malaysia, Indonesia, and the United States*. Taylor and Francis.
- Kenley, D. L. (2013). *New culture in a new world: the May Fourth movement and the Chinese diaspora in Singapore, 1911-1932*. Routledge.
- Kubuya, P. B. (2019). *Meaning and controversy within Chinese ancestor religion*. Palgrave Macmillan.
- Kuo, H.-Y. (2014). *Networks beyond empires: Chinese business and nationalism in the Hong Kong-Singapore corridor, 1914-1941*. Brill.
- Madokoro, L. (2016). *Elusive refuge: Chinese migrants in the Cold War*. Harvard University Press.
- Miles, S. B. (2020). *Chinese diasporas: A social history of global migration*. Cambridge: Cambridge University Press.
- Rae, I. (2014). *Overseas Chinese of South East Asia: history, culture, business*. Palgrave Macmillan.
- Tan, C. B. (2017). *Routledge handbook of the Chinese diaspora*. Routledge.
- University of California. (2002). *Chinese overseas: challenges & contributions: an exhibit in Bernice Layne Brown Gallery, Doe Library, University of California, Berkeley*.
- Wang, G. (2019). *China reconnects: joining a deep-rooted past to a new world order*. World Scientific Publishing Co. Pte. Ltd.

Academic Journals

You may find relevant articles in the following journals:

Journal of Chinese Overseas. <https://brill.com/view/journals/jco/jco-overview.xml?language=en>.

Journal of Ethnic and Migration Studies. Taylor & Francis. <https://www.tandfonline.com/toc/cjms20/current>.

New Chinese Migration Modalities: International Migration: Vol 58, No 3. Wiley Online Library. <https://onlinelibrary.wiley.com/toc/14682435/2020/58/3>.

Weekly Schedule of Topics

HT207 CHINESE DIASPORA IN MODERN WORLD HISTORY

Prescribed text(s):

Kuhn, P. A. (2009). *Chinese among others: emigration in modern times*. Rowman & Littlefield Publishers.

SEMINAR	TOPICS	PRESCRIBED READINGS	ASSESSMENTS
1	Introduction: Migration Theory.		
2	Maritime Expansion and Chinese Migration	Unit reader, textbook	Readings, discussion
3	Migration in the Prosperous Age, 1740–1840	Unit reader, textbook	Readings, discussion
4	Imperialism and Mass Emigration	Unit reader, textbook	Readings, discussion
5	In-Trimester Study Week		
5	The Chinese State and the Politics of Diaspora, 1860s– 1940s	Unit reader, textbook	Readings, discussion
6	Revolution and National Salvation Southeast Asia	Unit reader, textbook	Literature review
7	Exclusion from and in the settler societies	Unit reader, textbook	Readings, discussion
8	Chinese Communities in Postcolonial Southeast Asia	Unit reader, textbook	Readings, discussion
9	The New Migration 1980s to the Present	Unit reader, textbook	Readings, discussion
10	Transnational Chinese, 1990s to the Present	Unit reader, textbook	Readings, discussion
11	The Chinese 'Diaspora'?	Unit reader, textbook	Oral Presentation
12	Oral Presentation		
13	Oral Presentation		Essay due
14	Pre-Exam Study Week		
15			