

The background of the slide is a serene, misty landscape. It features rolling mountains and a calm body of water, possibly a lake or a wide river. The entire scene is bathed in a soft, teal or light blue light, creating a hazy and atmospheric effect. The mountains are layered, with the closest ones appearing more defined and the distant ones fading into the mist. The water in the foreground is still, reflecting the light and the shapes of the mountains above.

Chinese Diaspora in Modern World History



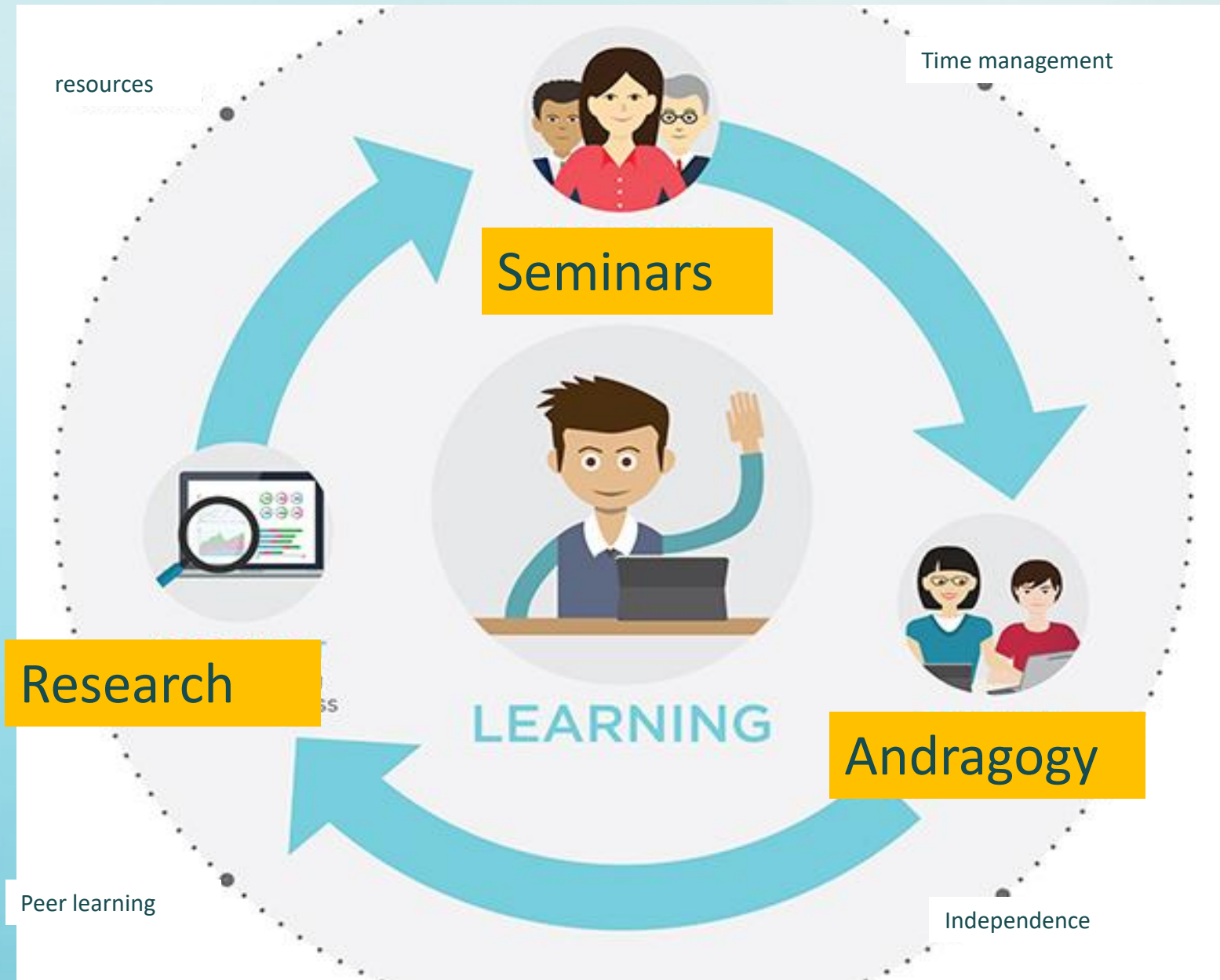
Welcome to HT207 Chinese Diaspora in Modern World History. This interdisciplinary unit examines the effects of Chinese overseas migration (from the 16th Century) on modern world history, as well as the new wave of Chinese immigrants in the globalising world and its implications. Through exploring the 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?

Assessment Schedule

Assessment Type	Value	Due Date	Learning Outcomes (LOs) Assessed	Graduate Attributes (GAs) Addressed
1. Weekly discussion (quizzes) 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

The Big Picture! Linking the unit to assessment (learning)



New Concept:

Familiar Concept:

Applicability to my research

What I want to find out

Others

Sheridan Indian Ocean Studies Conference

- <https://www.sheridan.edu.au/index.php/extensions/2021-indian-ocean-conference>
- The biennial Indian Ocean Studies Conference provides an important venue for researchers, scholars, policy-makers, students and the general public to meet and share their thoughts and ideas on this significant region. The conference will facilitate presentations and discussions focusing on the sub-themes: *maritime history and trade, education and communities, faith and culture, and defence and political science*. Presenters are encouraged to shape their papers and presentations around these themes and to engage with the latest research on the IOR.

Indian Ocean



Sovereign states and dependent territories in the Indian Ocean

-  Australia ←
-  Bahrain
-  Bangladesh ←
-  Comoros
-  Djibouti ←
-  Egypt
-  Eritrea ←
-  France ←
-  India ←
-  Indonesia ←
-  Iran
-  Iraq
-  Israel
-  Jordan
-  Kenya ←
-  Kuwait
-  Madagascar
-  Malaysia ←
-  Maldives
-  Mauritius
-  Mozambique ←
-  Myanmar
-  Oman
-  Pakistan
-  Qatar
-  Saudi Arabia
-  Seychelles
-  Singapore ←
-  Somalia ←
-  South Africa ←
-  Sri Lanka
-  Sudan ←
-  Tanzania ←
-  Thailand ←
-  Timor-Leste
-  United Arab Emirates
-  United Kingdom ←
-  Yemen

My Research !!





STEPS INVOLVED IN HISTORICAL RESEARCH

1. Defining the problem or question to be investigated.

Researcher aim to describe, clarify, explain or correct what has been conducted before.

2. Locating relevant resources of historical information.

Researcher searching for relevant source materials.

3. Summarizing and evaluating the information obtained from these sources.

Researcher will summarize and evaluate the sources that they able to locate.

4. Presenting and interpreting this information.

Researcher interprets the evidence obtained, and then draw conclusions about the problem or hypothesis

Literature Review

Summary	Synthesis
Reporting ideas of others	
Highlights important points of one source	
Neither supports nor refutes an argument	
Does not contain your opinion	
Constructs a narrative from source material with no critical analysis (often arranged in historical order by date of publication)	

Check for existing reviews/protocols



Formulate a specific question



Develop and register your protocol



Design your search strategy



Conduct your literature search



Select and critically appraise studies

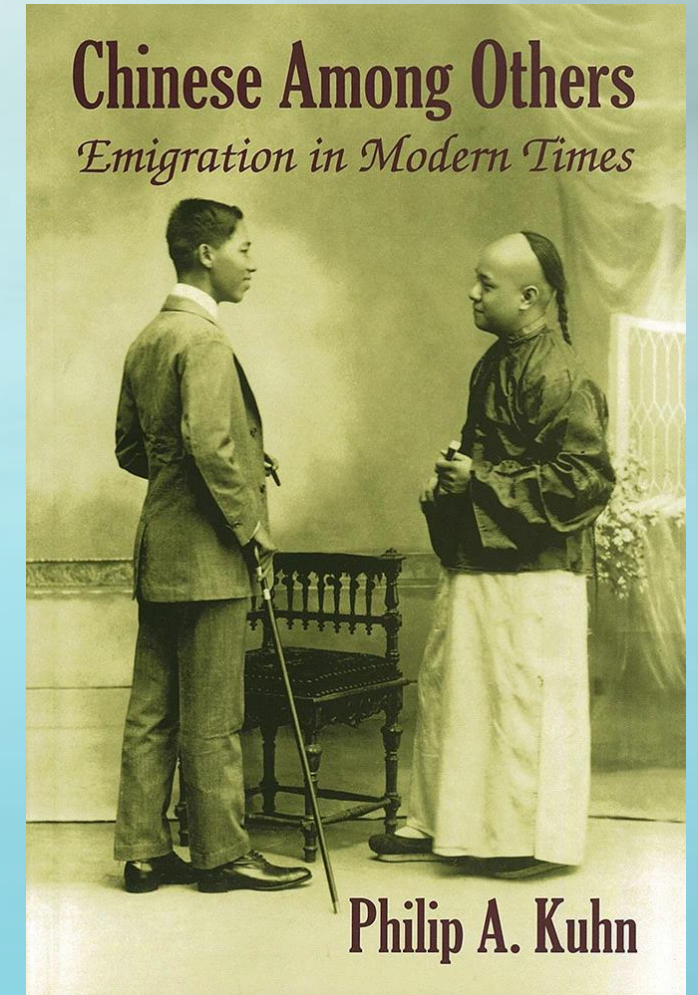
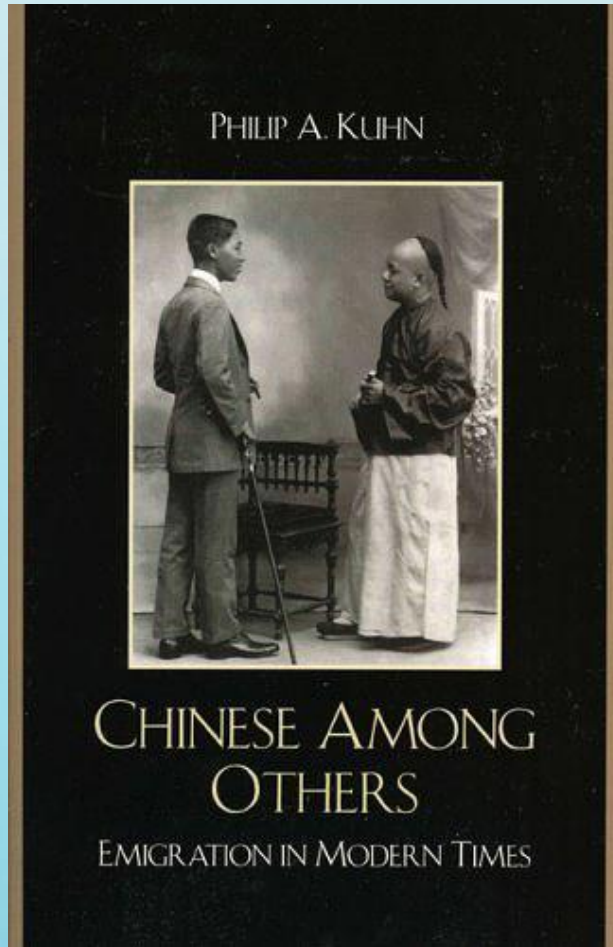


Extract and synthesise data



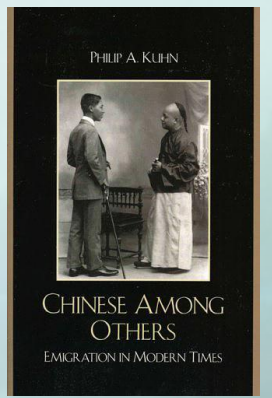
Interpret and present findings

Textbook



Philip A. Kuhn, *Chinese Among Others: Emigration in Modern Times* (Rowman & Littlefield, 2008)

Textbook – Overview



- how many centuries?
- five-century story
- How did it start?

"modern" phase dates from the sixteenth century, when European colonialists -----worldwide trading system.

When? Focus ?

- A) Asia's Great Migrations 1850–1930
- B) War, Revolution, and Refugees, 1930–1950
- C) Migration, Development, and the Asian City, 1950–1970
- D) Asian Migrants in the Age of Globalization, 1970–present

Internal or external migration? Implications?

- Skills and institutions developed
- Challenges and opportunities ---Southeast Asia, Americas Australasia, Europe.
- Experiences of the "others" ---primary sources allows these protagonists a personal voice to express their hopes, sorrows, and worldviews.
- livelihoods away from home