

Unit Outline

HT207

Unit Name	Chinese Diaspora in Modern World History		
Unit weighting	Unit credit points: 3		
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</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>Academic writing support available if needed</i>		
Prescribed Textbook(s)	Kuhn, P. A. (2009). Chinese among others: Emigration in modern times. Rowman & Littlefield Publishers. (2018 translated version available) Unit reader		
Other resource requirements	Access to the Learning Management System Canvas canvas.sheridan.edu.au		
Work-integrated learning activity	Not applicable		
Timetabled day and time	Wednesday 9am	Room	3
Unit Coordinator	Dr Leei, Wong	Phone	6222-4222
Email	lwong@sheridan.edu.au		

Unit Description

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 terms '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?

HT207 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 about Chinese diaspora with clarity and persuasiveness.
- E. Construct a logical, well-researched and persuasive piece of academic writing about Chinese diaspora.

Sheridan Graduate Attributes

Sheridan graduates will be ...

1. Lovers of truth
2. Seekers of wisdom
3. Innovative thinkers
4. Effective communicators
5. Independent learners
6. Servant leaders

Assessment Schedule

Assessment Type	Value	Due Date	Learning Outcomes (LOs) Assessed	Graduate Attributes (GAs) Addressed
1. Weekly discussion	30%	Week 3-12	A, B, C	2,3,4,5
2. Literature review	20%	Week 8	A, B, C, E	2,3,4,5
3. Essay	30%	Week 13	A, B, C, E	2,3,4,5
4. Oral Presentation	20%	Week 13	A, B, C, D	3,4,5

NB: You must submit all assessments in order to satisfy the unit requirements.

1. Weekly discussion based on Readings (30%)

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, there will be discussions questions (quizzes and classroom discussions), for students to generate thoughtful discussion of the reading material and assist each other in the learning process.

Weekly discussion and quizzes based on Readings Rubric					
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

2. Literature Review

Write a 1500-2000-word Literature review on the topic you selected.

Suggestions for Literature Review and Essay (to be read alongside the assessment rubrics)

Conduct original research and write a literature review of a topic on Chinese Diaspora in Perth based on the following guidelines:

- Refer to guidelines on writing a literature review (taken from Write Well unit)
- Identify a phenomenon (or phenomena) or specific characteristics of the Chinese diaspora in Perth.
- Draw on relevant sources. You should have at least 2 primary and 5 secondary sources.
- Identify themes that connect with the topics in the unit (listing the time period or historical events). (E.g., Chinese identity, migration wave, etc.)

Identify the theory(ies) that is/are relevant and explain how they are relevant.

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>
	<i>(5 marks)</i>	<i>(4 marks)</i>	<i>(3 marks)</i>	<i>(2.5 marks)</i>	<i>(1-2 marks)</i>
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>
	<i>(4 marks)</i>	<i>(3.5 marks)</i>	<i>3 marks</i>	<i>(2 marks)</i>	<i>(0-1 marks)</i>
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>
	<i>(4 marks)</i>	<i>(3.5 marks)</i>	<i>(3 marks)</i>	<i>(2 marks)</i>	<i>(0-1 marks)</i>
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>
	<i>(4 marks)</i>	<i>(3.5 marks)</i>	<i>(3 marks)</i>	<i>(2 marks)</i>	<i>(0-1 marks)</i>
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>
	<i>(3 marks)</i>	<i>(2.5 marks)</i>	<i>(2 marks)</i>	<i>(1.5 marks)</i>	<i>(0-1 marks)</i>
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.*

3. Essay

Write a 2000-word essay on the topic you selected for your literature review.

Essay (Note: The Guidelines for the Literature Review (above) will apply in addition to the following):

- You should include additional or new sources as needed, in addition to the ones you have used for your Literature Review.
- Explain and justify the themes identified in your Literature Review.
- Synthesise your arguments and present a compelling essay.

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 major key elements including justification for the topic	An introduction is present, and includes 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

4. Oral Presentation

Prepare and deliver a 15-minute classroom presentation on one of the topics discussed in class, followed by a 5 to 10-minute discussion time. Students will have the opportunity to provide and receive feedback using the following guidelines:

Peer review guidelines			
As a member of the audience to what extent were you ...	Minor	Medium	Major
challenged in your thinking?			
able to discern a gap or a need thereby justifying the topic of the talk?			
motivated to change your thinking or practice?			
satisfied your questions were answered?			

Oral Presentation Rubric					
Criteria /Grade	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	Fail (0-49%)
Presentation skills (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.

Recommended Supplementary Reading

(Refer to readings uploaded in Canvas)

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. (2018 translated version available)

WEEK	TOPICS	PRESCRIBED READINGS	ASSESSMENTS
1	Introduction		-Discussion
2	1. Maritime Expansion and Chinese Migration	Canvas, textbook chap 1	-Discussion
3	2. Early Colonial Empires and Chinese Migrant Communities	Canvas, textbook chap 2	-Discussion
4	3. Imperialism and Mass Emigration	Canvas, textbook chap 3	-Discussion
5	4. Communities in the Age of Mass Migration: I. Southeast Asia	Canvas, textbook chap 4	-Topic selection (for Lit review and essay)
6	5. Communities in the Age of Mass Migration: II. Exclusion From, and In, the Settler Societies	Canvas, textbook chap 5	-Discussion
7	Mid-semester Study Week		
8	Guest Lecture / Dr Miriam Lo	Canvas, poem 'home'	-Discussion Literature review due
9	6. Revolution and "National Salvation"	Canvas, textbook chap 6	Discussion
10	7. Chinese Communities in Postcolonial Southeast Asia	Canvas, textbook chap 7	-Essay draft
11	8. The New Migration 1980s to the Present Part 1	Canvas, textbook chap 8	-Discussion
12	Revision	Canvas	Oral Presentation draft
13	Oral Presentation		Essay due Oral Presentation
14	Exam Study Week		
15	Exam week		