The China Outside China:
Hong Kong, Taiwan, and Diaspora in the Making of Modern China
(Spring 2017)

Class Meeting Times: Instructor: Xing Hang
Olin-Sang 201 Office hours: Olin-Sang 118 (T, Th.) 10 – 11 AM, or
Tuesdays (T) and Thursdays (Th.) by appointment
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Course Description and Objectives
Over 60 million ethnic Chinese live outside the People’s Republic of China, the majority of them in Hong Kong, Taiwan, and Southeast Asia, but their presence can be found in almost every part of the world. The historical experience of this diverse group of statesmen, industrialists, professionals, merchants, laborers, and smugglers diverges from the other “China” and resemble one another in their shared experience of living under the direct domination or influence of others. Operating in challenging and often hostile environments, they nonetheless maintained a distinct identity through informal associations and networks that preserved their ethnic heritage while facilitating their incorporation into their newly adopted homelands. Because of their ambivalent relationship both to China and their host societies, they provided perfect conduits for global flows of money, ideas, and culture. Just as they presented a Chinese face abroad, they also embodied Western standards of modernity in front of their ancestral land. In fact, the very conception of China as a modern nation-state is, in no small part, a product of diaspora imagination. Such pragmatism and flexibility allowed these communities to survive and flourish despite profound changes within the global political and economic infrastructure over time.

Drawing upon ongoing research, this course circumnavigates the world to tell the story of the China outside China as an integrated unit, including how and why it formed, its development, and future prospects. Through lectures, discussions, and essays, all based upon the careful examination of primary documents and select academic scholarship, the course highlights the crucial role of diasporas as agents in forging today’s global order. Students further learn to clearly convey their thoughts and apply their analytical abilities in speech and writing. These are crucial skills that can transfer into their careers and other aspects of their lives.
Course Requirements

1) Attendance and participation. 30%
A typical course meeting consists of a mix of lecture and discussion. Lectures emphasize historical themes and trends that draw upon but go beyond the textbook. Discussions are based upon the careful reading of primary documents and selected secondary scholarship for that week. Attendance will be taken at the beginning of every meeting; two excused absences are allowed—any undocumented absences beyond that count against the final grade (that is, you will get a grade of 0 per missed meeting). Active participation and engagement, not mere presence, is necessary to earn a high grade. Substantial and frequent tardiness will count as absences. Students should have read all the assignments listed in the Course Outline before each class meeting, with specific questions and issues in mind. Success in this four-credit course is based on the expectation that students will read, on average, 100 to 200 pages, or a minimum of nine hours of study time per week, in preparation for class.

2) Reading logs (1-2 pages double-spaced or equivalent). 10%
Beginning Week 3, students should post onto the LATTE forum a short reading log every week by the end of the day before the class meeting of their choice. These relatively informal written assignments will be available for the viewing of the class. They can be used by students as a way of facilitating discussion and to serve as practice for more formal essays. In writing, start with an interesting aspect, general impression, or something that struck you as you read through the assignments. You may also consult the discussion questions that will be posted at the beginning of each meeting’s discussion forum. Then, write a short analysis with concrete examples from what you have read. You may also raise any questions you have encountered in the course of your readings that could be brought on the agenda of a possible discussion. The logs may either be an original contribution or a response to the other posters.

3) Three analytical essays, due 3/2, 3/30, and 5/5. 60%
Since one of the goals of this course is to improve students’ critical thinking and writing skills, they will hand in THREE (3) papers. The first and second essays, consisting of 6-8 double-spaced pages, will each critically examine two of our readings, with an emphasis on primary sources. Together, they make up 30% of the final grade. The last paper, which forms the other 30%, will be a research paper of 12-15 pages focusing upon a broad spatial and/or thematic topic of the student’s choice. All essays are to be handed in BEFORE the start of class on the stated dates, or they will be considered a day late and marked down one letter grade. After receiving their papers, students should carefully read over the critiques and comments about their writing and will have an opportunity to submit a polished, final draft within one week. Detailed instructions will be handed out in class.
Technology Policy
I encourage the use of technology in the classroom, as they are a crucial trend in the future of higher education. However, they are not to be abused for purposes unrelated to the class. I reserve the right to restrict or ban their use if necessary.

General Rules
You are expected to be familiar with and to follow the University’s policies on academic integrity (see http://www.brandeis.edu/studentlife/sdc/ai). Faculty may refer any suspected instances of alleged dishonesty to the Office of Student Development and Conduct. Instances of academic dishonesty may result in sanctions including but not limited to, failing grades being issued, educational programs, and other consequences.

No late assignments will be accepted without the prior agreement of the instructor and/or the submission of a valid written explanation. Course overloads and work duties are not acceptable excuses for late assignments or failure to participate fully in other class activities. Late papers will be marked down a letter grade for each day they are late, weekends included.

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.

Required Reading
The following textbook is available for purchase at the Brandeis Bookstore:

Philip A. Kuhn, Chinese among Others: Emigration in Modern Times (Lanham, MD: Rowman and Littlefield, 2008).

Assignments from the above reading will be marked in the Course Outline under Text. All other assigned readings and classroom resources, including the syllabus, are available online on LATTE.

Any part of this syllabus is subject to change at the discretion of the instructor. LATTE contains all of the assignments listed below under “Course Outline” and reflects updates and modifications. In cases of conflict, refer to LATTE as a living version of this syllabus.
Course Outline

Week 1

1/17 (T): 1. Introduction: Defining the China Outside China

Review the Romanization conversion charts

Readings: Text, 1-54.

1/19 (Th.): 2. Migration, Emigration, and Immigration

Week 2


1/24 (T): 3. The Chinese Empire’s Trailblazers

1/26 (Th.): 4. Beyond the Limits of the Chinese State

Week 3

Readings: Text, 55-77;


1/31 (T):  5. Among Competing Colonialisms

2/2 (Th.):  6. Merchants, Pirates, and Sealords

Week 4


2/7 (T):  7. The Zheng State on Taiwan

2/10 (Th.):  8. From Overseas Chinese to Qing Subjects

Week 5

**Readings:** Nicolas Sellers, *The Princes of Hà-tiên (1682-1867)* (Brussels: Editions Thanh-Long, 1983), 9-64, 81-86;


2/16 (Th.):  10. Heshun and Lanfang: Chinese Democracies?

Week 6  NO CLASS
Week 7

Readings: Text, 81-106;


2/28 (T): 11. Colonialism 2.0

3/2 (Th.): 12. ESSAY 1 DUE BEFORE CLASS

Going Underground

Week 8

Readings: Text, 107-152, 161-196;

John M. Carroll, A Concise History of Hong Kong (Lanham, MD: Rowman and Littlefield, 2007), 17-41.

3/7 (T): 13. Hong Kong, the Bastard Child of Opium


Week 9

Readings: Text, 197-238;


Lynn Pan, Sons of the Yellow Emperor: The Story of Overseas Chinese (New York: Kodansha America, 1994), 84-105, 139-152.
3/14 (T): 15. The Search for Gold Mountains
3/16 (Th.): 16. OUT OF TOWN (NO CLASS)

Week 10

Readings: Text: 239-282;

Pan, 153-167, 175-190;


Carroll, 66-86.

3/23 (Th.): 18. Nationalists, Collaborators, and Opportunists in Imperial Spaces

Week 11


3/30 (Th.): 22. ESSAY 2 DUE BEFORE CLASS

Broken Corridors

Week 12

Readings: Shih-shan Henry Tsai, Maritime Taiwan: Historical Encounters with the East and West (New York: Routledge, 2014), 177-196;

Carroll, 135-160;

Pan, 357-374;

**Videos:** City of Imagination: Kowloon Walled City 20 Years Later https://youtu.be/dj_8ucS3lMY

Bruce Lee, the Way of the Dragon https://youtu.be/CDLjjqq_vfo


4/6 (Th.): 25. Tenuous Linkages

Week 13  NO CLASS

Week 14

**Readings:** Text, 283-319;


Pan, 246-274.

4/18 (T): 26. NO CLASS

4/20 (Th.): 27. Discontents of Decolonization

Week 15

**Readings:** Text, 321-385;

Carroll, 176-215;

Tsai, 197-206.
4/25 (T): 28. New Migrations
4/27 (Th.): 29. Bridges to China

Week 16

Readings: Articles and Videos

5/2 (T): 30. The China Outside China in the Face of a Resurgent China
5/5 (F): FINAL ESSAY DUE