

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS1M42												
Subject Title	History of Overseas Chinese Migrants: 1840s – 1940s												
Credit Value	3												
Level	1												
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p> <input type="checkbox"/> Healthy Lifestyle <input type="checkbox"/> AI and Data Analytics (AIDA) <input type="checkbox"/> Innovation and Entrepreneurship (IE) <input type="checkbox"/> Languages and Communication Requirement (LCR) <input type="checkbox"/> Leadership Education and Development (LEAD) <input type="checkbox"/> Service-Learning <input checked="" type="checkbox"/> Cluster-Area Requirement (CAR) <input type="checkbox"/> Human Nature, Relations and Development [CAR A] <input type="checkbox"/> Science, Technology and Environment [CAR D] <input checked="" type="checkbox"/> Chinese History and Culture [CAR M] <input type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N] <input type="checkbox"/> China-Study Requirement <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No <input type="checkbox"/> Writing and Reading Requirements <input checked="" type="checkbox"/> English or <input type="checkbox"/> Chinese </p>												
Pre-requisite/ Co-requisite/ Exclusion	Nil												
Assessment Methods	<table border="1"> <thead> <tr> <th>100% Continuous Assessment</th><th>Individual Assessment</th><th>Group Assessment</th></tr> </thead> <tbody> <tr> <td>1. Term Paper</td><td>40%</td><td>--</td></tr> <tr> <td>2. Quizzes</td><td>50%</td><td>--</td></tr> <tr> <td>3. Individual Field Visit Report</td><td>10%</td><td>--</td></tr> </tbody> </table>	100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	40%	--	2. Quizzes	50%	--	3. Individual Field Visit Report	10%	--
100% Continuous Assessment	Individual Assessment	Group Assessment											
1. Term Paper	40%	--											
2. Quizzes	50%	--											
3. Individual Field Visit Report	10%	--											

	<ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Student must pass all component(s) if he/she is to pass the subject.
Objectives	<p>Nowadays, Chinese people can be found all over the world and there are also many Chinese communities in different countries. But how did it happen historically?</p> <p>This subject intends to introduce students to the history of Chinese migrants in different parts of the world. Particularly, it will help students understand aspects like why and how the Chinese migrants left China and where they settled; the difficulties that they encountered especially at the destinations and how they responded to these challenges. In addition, it will also examine the development of these migrants in the countries of destination and how they contributed to the local development. Finally, it will examine how the outward movements of the Chinese people were related to the local historical development of China and Hong Kong during the 19th and 20th centuries.</p> <p>Understanding this important history can help us better grasp the challenges and opportunities faced by China as it takes an increasingly prominent role on the international stage.</p>
Intended Learning Outcomes (Note 1)	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) have an overview of the situations of Chinese migrants overseas: the reasons for leaving China, where they settled and how they chose their destinations; (b) understand some of the major difficulties they have encountered in both the origins and the destinations; (c) know how Chinese migrants from different periods responded to different situations and difficulties in the countries of destination; (d) understand how the Chinese migrants began to develop locally and contributed to the development of the countries of destination; (e) gain insights into how the overseas Chinese migrants were linked with some of the very important historical moments in China and Hong Kong, as well as how these Chinese migrants were connected with the local communities in the two places; (f) articulate personal perspectives and research findings in accurate and cogent English, both verbally and in writing, in fulfilment of English Writing (EW)/English Reading (ER) requirements.

**Subject Synopsis/
Indicative Syllabus**

(Note 2)

- Qing China: 1840s – 1850s
 - An overview of Qing China after the end of the First Opium War and how did the situations prepare Chinese to leave China
- Opium War and the opening of Chinese ports
 - What were the treaty ports and how were the situations there
- Coolies, Piggy Trade and the Role of Hong Kong
 - Why did Hong Kong become a centre of coolies trade and how did Hong Kong handle that?
- The Search for Gold: The Old and New Gold Mountains
 - The US and Australian gold rush: The livelihood of Chinese migrants in these places, including the difficulties they encountered
- The Selling of Labour: The Southeast Asian Colonies
 - The situations of Chinese migrants in various Southeast Asian colonies in the mid-19th Century, particularly in Malaya, Singapore, the Philippines, Thailand and Indonesia
- Chinese Migrants Elsewhere: The Case of Cuba
 - How and why Chinese migrants went to Cuba and their livelihood there
- China's Policies Toward the Overseas Chinese 1911 – 1949
 - The institution and practices that the Republic of China established to help maintain and promote the interests of overseas Chinese migrants
- The Building Up of Overseas Chinese Migrant Communities
 - The establishment of overseas Chinese migrant communities in different countries in the 20th Century
- The Contribution of Chinese Migrants to the Destination Countries
 - How did the overseas Chinese migrants contribute to the local economic and social developments of these countries, particularly in the 20th Century
- The Linkages of Overseas Chinese Migrants with China and Hong Kong
 - How were some of the historical incidents and developments of China and Hong Kong, e.g. the 1911 Revolution, linked to overseas Chinese migrants and what role did they play in those incidents

Teaching/Learning Methodology <i>(Note 3)</i>	<p>The mode of teaching will be face to face (f2f) lecture. To further motivate students to develop their interest in the course and learn as much as they can, the subject teacher will make use of different teaching materials such as documentaries, videos and paintings in addition to lecturing in a conventional format.</p> <p>In addition, students will also learn from paying visits to places related to the subject. Domestically, the Hong Kong History Museum would be an ideal place to help students learn more about the subject matter. There is a permanent exhibition named “Sojourning in Gold Mountain – Hong Kong and the Lives of Overseas Chinese in California” in which students would learn about the situations, difficulties and the livelihoods of the overseas Chinese migrants during that period in the US. If resources are available and situations warrant, overseas visits could be arranged to allow students to have a direct and personal taste about the histories.</p>																																														
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th><th>f</th></tr><tr><td>Term Paper -10% to be assessed by ELC - 30% to be assessed by APSS (for EWR requirements)</td><td>40%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Two Quizzes (25% x 2) (for fulfilling the ER requirement))</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Individual Field Visit Report</td><td>10%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>As the subject is an EWR subject, the term paper of 2,500 words would allow students to analyse and consolidate what they have learnt in the subject, particularly based on what they have read. Students must obtain a D or above in term paper to pass the subject.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	Term Paper -10% to be assessed by ELC - 30% to be assessed by APSS (for EWR requirements)	40%		✓	✓	✓	✓	✓	Two Quizzes (25% x 2) (for fulfilling the ER requirement))	50%	✓	✓	✓	✓	✓	✓	Individual Field Visit Report	10%		✓	✓	✓			Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																											
		a	b	c	d	e	f																																								
Term Paper -10% to be assessed by ELC - 30% to be assessed by APSS (for EWR requirements)	40%		✓	✓	✓	✓	✓																																								
Two Quizzes (25% x 2) (for fulfilling the ER requirement))	50%	✓	✓	✓	✓	✓	✓																																								
Individual Field Visit Report	10%		✓	✓	✓																																										
Total	100 %																																														

	The quizzes would allow an examination of what have been discussed in class and the required readings and students would need to prepare well beforehand in order to be able to get good grades. The two quizzes could also provide a comprehensive coverage of the topics.	
Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Reading and Revision	50 Hrs.
	▪ Preparation for the Term Paper	30 Hrs.
	▪ Field Visit Hours	3 Hrs.
	Total student study effort	122 Hrs.
Reading List and References	<p>Required Reading (Total 201 pages):</p> <p>Reid, Anthony (ed) (2008). <i>The Chinese Diaspora in the Pacific</i>, London and NY: Routledge. [201 pages will be selected from this reading.] [pp. 1 – 26, 33 – 51, 53 – 67, 111 – 175, 237 – 276, 335 – 370]</p> <p>Supporting Readings:</p> <p>Charney, Michael W, Yeoh, Brenda S A & Tong, Chee Kiong (eds.) <i>Chinese: Migrants Abroad: Cultural, Educational and Social Dimensions of the Chinese Diaspora</i>, Singapore: SUP.</p> <p>Fitzgerald, John and Yip, Hon – ming (eds) (2020). <i>Chinese Diaspora Charity and the Cantonese Pacific, 1850-1949</i>, OUP.</p> <p>Kuan, Philip A. (2008). <i>Chinese Among Others: Emigration in Modern Times</i>, Lanham: Rowman & Littlefield Publishers, Inc).</p> <p>Miles, Steven B. (2020). <i>Chinese Diaspora: A Social History of Global Migration</i>, Cambridge: CUP.</p> <p>Skeldon, R. (2003). “The Chinese Diaspora or the Migration of Chinese Peoples?” in Ma, L. & Carftier, C. (eds.). <i>The Chinese Diaspora: Space, Place, Mobility, and Identity</i>. Lanham, Rowman & Littlefield Publishers, pp. 51-66.</p> <p>Yang, Philip Q. (2013). “From Sojourning to Settlement to Transnationalism: Transformations of the Chinese Community in America, in Tang Chee – Beng (ed.) <i>Routledge Handbook of the Chinese Diaspora</i>, London and NY: Routledge, pp. 122 – 140.</p>	

	<p>Yen, Ching – Hwang (2013). “Chinese Coolie Emigration, 1845 – 74”, in Tang Chee – Beng (ed.) <i>Routledge Handbook of the Chinese Diaspora</i>, London and NY: Routledge, pp. 73 – 88.</p> <p>Yow, Cheun Hoe (2013). <i>Guangdong and Chinese Diaspora: The Changing Landscape of Qiaoxiang</i>, London and NY: Routledge. (Chs. 1, 2 and 3)</p> <p>Yu, Henry (2013). “Mountain of Gold: Canada, North America, and the Cantonese Pacific”, in Tang Chee – Beng (ed.) <i>Routledge Handbook of the Chinese Diaspora</i>, London and NY: Routledge, pp. 108 – 121.</p>
--	--

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020