IS 603: Asia-Africa Encounters: Migration and Agency in a Globalizing World
(Topics in Culture in an Age of Globalization)

Course Description

The course will focus on historically layered structures and ethnographically nuanced cases that linked Asia and Africa in a broad global context. It aims to avoid a "dual area studies" approach by including multicultural institutions and peoples to contextualize the fluidity of Asian-African encounters. Deeper and less dichotomous understanding of human agency in the economic, political, cultural, and historical processes of Asian-African interactions is needed to rethink how globalization and circular migration are shaping Asia and Africa.

Course Designations and Attributes

Counts as Liberal Arts and Science credit in L&S; Counts toward 50% graduate coursework requirement Intermediate or Advanced

Requisites & Credits

IS Majors & Junior/Senior & Graduate Standing
3 Credits

Meeting Time and Location

2:30-5:00 PM, Tuesday
Van Hise 399 (*In-person classroom instruction*)

Instructor

Name: Allen Xiao
Email address: hxiao35@wisc.edu

Please send me an email to schedule a meeting during or outside of regular office hours (Monday and Wednesday 4:30-5:30 PM). My office is located at XXX Ingraham Hall.

Regular and substantive student-instructor interaction is always a requirement of UW–Madison for-credit learning activities. This class meets for one 150-minute class period each week over the spring semester and carries the expectation that students will work on course learning activities for about 6 hours out of the classroom for every class period.

Course Learning Outcomes

The goal of this course is to provide an opportunity to learn about and understand the complex social, cultural, political, historical and economic processes of migration between Asia and Africa, especially in the aspects of China-Africa linkages. Major aims are to acquire knowledge about a range of topics related to migration and globalization, including:

- Assess the impacts of globalization on migration between Asia and Africa
- Identify cultural dimensions of Asian-African migrant encounters in everyday life
- Analyze a range of economic and political drivers of Asia-Africa interactions
- Compare and contrast the global consequences of contemporary Chinese migration to Africa and African migration to China
- Keep reading and watching news on the topics of Asia-Africa encounters
- Engage the discussion and debate over selected topics (e.g.neocolonialism) by verbally articulating your opinions and exploring different ideas and perspectives
- Improve professional skills in research, writing and communication
- Develop critical thinking of globalization in the news and in your everyday life

Grading scheme
Notice: no curved!

A	93-100	AB	88-92.9
B	83-87.9	BC	78-82.9
C	70-77.9	D	60-69.9
F	<60		

Course website and materials

There is not any textbook. All course materials are available on Canvas.

Exams, Quizzes, Papers & Other Major Graded Work

Attendance and participation 10%

> Students are expected to attend all the in-person classes; missing one class without informing the instructor would result in 1% deduction. However, feel free to reach out about any expected situation in the semester.
> Participation will be graded holistically after all classes end. The rubric for participation grading can be found in the canvas page. (See the appendix)

Discussion forum 40%

Objective: This assignment is aimed to let students present their understanding of and opinions about the readings in each week. The discussion forum on canvas can allow students to share and discuss their opinions with classmates.

Requirement: Throughout 13 weeks (except the introduction week), each student posts a think piece **by Sunday** on the Canvas discussion platform according to the guidelines (2% for each think piece). Generally speaking, a think piece should include a summary of the assigned readings, followed by comments on the content of readings. After posting the think piece on the forum, students are able to view others' posts and are supposed to reply to at least one of the posts **before Tuesday class** (0.5% per week). After class, each student needs to post a short reflection piece in the forum by **Friday** (0.5% per week).

Presentation 10%

Objective: In each week's reading list, there is a book in which only some chapters are selected to read. To understand a broader context of the weekly themes, this assignment encourages students to read more content of the book and to conduct extra research on the aspects that interest them.

Requirement: Students will make a 20-minute presentation once in the semester about the book and associated themes. This presentation should give an overview of the whole book with more information about the topics that are preferably related to their final project. [*Note: Graduate students should do this assignment individually*]

Quiz or survey 10%

There are **six** random short, simple quizzes or surveys to test the knowledge that students learn from previous lectures and student presentations. The lowest score can be dropped.

Analytical research paper 30% (=5%+25%)

Objective: This project is aimed to let students learn how to write an analytical research paper through the critical lens we learned in this course. The instructor will be following each student's progress of research and provide relevant advice.

Requirement: Choose a topic covered in this course and write an individual research paper. Students should submit 500-word proposal (5%) before April 1 so that the instructor can provide advice on the direction of the research project via written comments and one-to-one meetings. The research paper (25%) should be built on a topical literature review and include a critical analysis of the literature with reference to relevant sources. The length of paper is around 3,000 words, excluding references. *[Note: Graduate students' papers should be around 5,000 words and are evaluated according to higher academic standards. See the guideline.]*

COURSE SCHEDULES AND READINGS

W1 (Jan 25) Introduction: Globalization and migration
French, H. W. (2014). *China's second continent: How a million migrants are building a new empire in Africa*. Vintage. [Introduction and selected book reviews].

W2 (Feb 1) In the shadow of empires (I): Asia-Africa encounters in the Indian Ocean world
Machado, P. (2014). *Ocean of Trade: South Asian Merchants, Africa, and the Indian Ocean*. Cambridge University Press. [Introduction and chapter 2]
Jayasuriya, S. D. S. (2008). Indian Ocean crossings: music of the Afro-Asian diaspora. *African Diaspora: A Journal of Transnational Africa in a Global World*, *1*(1-2), 135-154.

W3 (Feb 8) In the shadow of empires (II): The heritage of Chinese miners in South Africa
Bright, R. (2013). *Chinese labour in South Africa, 1902-10: race, violence, and global spectacle*. Palgrave Macmillan. [Chapter 1 and 6]
Park, Y J. (2006). Sojourners to settlers: Early constructions of Chinese identity in South Africa, 1879–1949. *African studies*, *65*(2), 201-231.

W4 (Feb 15) Beyond Asia-Africa solidarity (I): Aid and development
Brautigam, D. (2011). *The dragon's gift: the real story of China in Africa*. Oxford University Press. [Chapter 3 and 7]
Ampiah, K. (1996). Japanese aid to Tanzania: a study of the political marketing of Japan in Africa. *African Affairs*, *95*(378), 107-124.

W5 (Feb 22) Beyond Asia-Africa solidarity (II): A case study of TAZARA
Monson, J. (2009). *Africa's Freedom Railway: how a Chinese development project changed lives and livelihoods in Tanzania*. Indiana University Press. [Introduction, chapter 3 and 5]
Documentary: "TAZARA: A Journey without an end"

W6 (March 1) The Taiwanese connections in Africa
Hart, G. P. (2002). *Disabling globalization: Places of power in post-apartheid South Africa*. University of California Press. [Chapter 5 and 6]
Bräutigam, D. (2003). Close encounters: Chinese business networks as industrial catalysts in Sub-Saharan Africa. *African affairs*, *102*(408), 447-467.

W7 (March 8) Theorizing Asia-Africa encounters in the 20th century
Lee, C. J. (Ed.). (2010). *Making a world after empire: The Bandung moment and its political afterlives*. Ohio University Press. [Introduction and chapter 3]
Ong, A. (1993). On the edge of empires: Flexible citizenship among Chinese in diaspora. *Positions: East Asia cultures critique*, *1*(3), 745-778.

W8 Spring break (March 12-20)

W9 (March 22) Chinese presence in Africa (I): Entrepreneurial migration

Wu, D. (2020). *Affective Encounters: Everyday Life Among Chinese Migrants in Zambia*. Routledge. [Chapter 2]

Xiao, A. H., & Liu, S. (2021). "The Chinese" in Nigeria: Discursive Ethnicities and (Dis) embedded Experiences. *Journal of Contemporary Ethnography*, *50*(3), 368-394.

Sheridan, D. (2018). " If you greet them, they ignore you": Chinese migrants,(refused) greetings, and the inter-personal ethics of global inequality in Tanzania. *Anthropological Quarterly*, *91*(1), 237-265.

W10 (March 29) Chinese presence in Africa (II): Labor migration

Driessen, M. (2019). *Tales of Hope, Tastes of Bitterness: Chinese Road Builders in Ethiopia*. Hong Kong University Press. [Chapter 7]

Schmitz, C. M. T. (2021). Making Friends, Building Roads: Chinese Entrepreneurship and the Search for Reliability in Angola. *American Anthropologist*.

Giese, K., & Thiel, A. (2014). The vulnerable other–distorted equity in Chinese–Ghanaian employment relations. *Ethnic and Racial Studies*, *37*(6), 1101-1120.

W11 (April 5) Chinese presence in Africa (III): Technology, capital, and migration

Lee, C. K. (2017). *The specter of global China: Politics, labor, and foreign investment in Africa*. University of Chicago Press. [Chapter 1]

Fei, D., Samatar, A. I., & Liao, C. (2018). Chinese–African encounters in high-tech sectors: Comparative investigation of Chinese workplace regimes in Ethiopia. *Development Policy Review*, 36(51), 455-475.

Lu, M. (2020). Designed for the bottom of the pyramid: a case study of a Chinese phone brand in Africa. *Chinese Journal of Communication*, *14*(1), 24-39.

W12 (April 12) African entrepreneurial migration to Asia: Multiple trajectories

Lan, S. (2017). *Mapping the new African diaspora in China: Race and the cultural politics of belonging*. Routledge. [Chapter 6]

Haugen, H. Ø. (2012). Nigerians in China: A second state of immobility. *International Migration*, *50*(2), 65-80.

Tatah, P., & Pelican, M. (2009). Migration to the Gulf States and China: local perspectives from Cameroon. *African Diaspora*, *2*(2), 229-244.

W13 (April 19) Cultural exchange between Asia and Africa (I): Representing Asian cultures

Zhang, X., Wasserman, H., & Mano, W. (Eds.). (2016). *China's media and soft power in Africa: promotion and perceptions*. Palgrave Macmillan. [Chapter 1]

Stambach, A., & Wamalwa, K. (2018). Students' reparticularization of Chinese language and culture at the University of Rwanda Confucius Institute. *Signs and Society*, *6*(2), 332-348.

Kim, S. (2020). Dynamics of Korea-Africa Cultural Engagements. In *South Korea's Engagement with Africa* (pp. 133-158). Palgrave Macmillan, Singapore.

W14 (April 26) Cultural exchange between Asia and Africa (II): African students in Asia

King, K. (2013). *China's aid and soft power in Africa: The Case of Education and Training*. James Currey. [Chapter 3]

Ho, E. L. (2017). The geo-social and global geographies of power: Urban aspirations of 'worlding' African students in China. *Geopolitics*, *22*(1), 15-33.

Xiao, A.H and Z. Deng. (2021). The Religious Encounters of the New African Diaspora in China and Malaysia: An Exploratory Study of Migratory Subjectivity and Ideological Mobility. *Journal for the Academic Study of Religion*. 34 (3): 340-363.

W15 (May 3) Rethinking Asia-Africa encounters in the 21st century

Mohan, G., Lampert, D. B., Tan-Mullins, D. M., & Chang, D. (2014). *Chinese Migrants and Africa's Development: new imperialists or agents of change?* Zed Books. [Chapter 7]

Sautman, B., & Yan, H. (2009). African perspectives on China–Africa links. *The China Quarterly*, *199*, 728-759.

Mawdsley, E., & McCann, G. (Eds.). (2011). *India in Africa: Changing geographies of power*. Pambazuka Press. [Chapter 10]

Teaching & Learning Data Transparency Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully evaluates and vets all campus-supported digital tools used to support teaching and learning, to help support success through learning analytics, and to enable proctoring capabilities. View the university's full teaching and learning data transparency statement.

Privacy of Student Records & the Use of Audio Recorded Lectures Statement

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct. View more information about FERPA.

Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

UW-Madison uses a digital course evaluation survey tool called AEFIS. For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Students' Rules, Rights & Responsibilities
See the Guide's Rules, Rights and Responsibilities

Diversity & Inclusion Statement

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university

community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." https://diversity.wisc.edu/

Academic Integrity Statement

Academic Misconduct
Section 14.03 of the University of Wisconsin System Administrative Code Defines academic misconduct as "an act in which a student: (a) seeks to claim credit for the work or efforts of another without authorization or citation; (b) uses unauthorized materials or fabricated data in any academic exercise; (c) forges or falsifies academic documents or records; (d) intentionally impedes or damages the academic work of others; (e) engages in conduct aimed at making false representation of a student's academic performance; (f) assists other students in any of these acts." If you have any questions about what constitutes academic misconduct generally, you must consult this website before proceeding in this course:
https://conduct.students.wisc.edu/misconduct/academic-integrity/

Any form of cheating or plagiarism is absolutely unacceptable and intolerable in this class and in the entire UW System. If you are suspected of doing so, your instructor will speak to the Dean and file a written report in your permanent academic file. You are expected to familiarize yourself with your rights and duties as a UW student, and about the consequences of cheating. Lack of knowledge regarding these guidelines will NOT be accepted as an excuse.

Accommodations for Students with Disabilities Statement

McBurney Disability Resource Center syllabus statement**:** "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php