

***Draft. Subject to change.**

**CULS5205 The Culture of Travel and the Travel of Culture
2023-2024 2nd Term**

**Instructor: Ka-ming Wu
Time: 14:30-17:15 Monday
Venue: WMY 508**

Teaching Assistant: Zowie Li (zhuoyueli@cuhk.edu.hk)



‘A GREAT DISRUPTION’ 2021 Chen Sijia (born 1985)

Here, Chen Sijia presents a collaborative study of migration in the era of the COVID-19 pandemic. The artist invited the Asian community of Los Angeles to share material related to their experience of the pandemic, which she used to create papercut images of architectural and natural scenes. The collage forms an image that both emulates and disrupts the aesthetic of traditional Chinese landscape paintings. Immigration forms, covid test forms, restaurant menus, newspaper cuttings, photographs and colour on canvas.

“History is always written from the sedentary point of view and in the name of a unitary State apparatus, at least a possible one, even when the topic is nomads. What is lacking is a Nomadology, the opposite of a history.”

— Deleuze, Gilles, and Félix Guattari. *A Thousand Plateaus: Capitalism and Schizophrenia*. Minneapolis: University of Minnesota Press, 1987.

“[T]hat exile is irremediably secular and unbearably historical; that is produced by human beings for other human beings; and that, like death but without death’s ultimate mercy, it has torn millions of people from the nourishment of tradition, family, and geography?”

— Said, Edward. “Reflections on Exile.” in *Reflection on Exile and Other Essays*, 173-186. Cambridge: Harvard University Press. 2002.

“They may not have crossed the border. The border crossed them.”

— Charusheela, S. “The Diaspora at Home.” *Cultural Dynamics*, vol. 19, no. 2–3, 2007, pp. 279–99.

“我們帶着種種奇怪的東西前行/我們帶着白天/來到黑夜/帶着東方來到西方/帶着自己/來到他人/帶着你的香港照片/帶着一瓶未喝完的酒/帶着一段未分明的感情/帶着曖昧國籍的護照/不知如

何的將來/突然來到新的關卡/回答突發的問題/一隻腳踏在新的邊界上/沉重的過去讓人無法舉步/在空空的四壁之間/沉重的記憶令人無法抬頭/細看窗外世界彩色的廣告牌”
——梁秉鈞〈我們帶著許多東西旅行〉

Course Description

In this course, we explore the cultural specificity of diverse travel histories in order to understand how travel experiences over the past few centuries have shaped the conceptualization of China and Chineseness.

This course asks these questions: What was the meaning of travel to the millions of people involved in the travel events? How did they react to the societal or political circumstances, exploitation and brutality in the process? What kind of cultural forms have since produced?

It takes as its premise various key concepts relating to transnational identities such as diaspora, migration, ethnicity, and the postcolonial, which are then studied in relation to specific texts/case studies. The travel history of the Chinese is akin to an enormous jigsaw puzzle, with each of us holding a small piece. This course hopefully gives you the right place to put your piece.

Learning Outcomes

Acquire basic historical knowledge and critical understanding of major travel experiences of Chinese and their cultural consequences

Comprehend the travel history and the concept of Chineseness in a deconstructive manner through specific texts/case studies

Evaluate the ongoing travels in the developed world using concepts such as diaspora, exile, border, (im)mobility etc.

Analyze the ways in which art and humanities help to tell the story of people in travel

Have mastered the essential skills necessary to pursue independent research in cultural studies in relation to cultures of travel. These include analysis, argument, independent thinking and effective oral and written self-expression.

Part 1 Introduction

Keywords: mobility, China, Chineseness

Week 1 Introduction (Jan 6)

Week 2 Questioning Chineseness (Jan 13)

Part 2 China on the move

Keywords: Self-other/天下, border (is not fixed)

Week 3 Frontier, Border (Jan 20)

Week 4 Lunar New Year (No class)

Week 5 Cross the Great Wall 穿越長城: 走西口、闖關東 (Feb 3)

Week 6 Good people and good horses go to the third front 三线建设 (Feb 10)

Week 7 Down to the Countryside 支援邊疆 (Feb 17)

Part 3 Chinese in diaspora

Week 8 Refugees, Escapees, and Immigration Systems (Feb 24)

Week 9 Vietnam Boatpeople (Mar 3)

Week 10 Chinese Workers in America (Mar 10)

Week 11 Fieldtrip 1 - Jao Tsung-I Academy and Kau Wah Keng Old Village 饒宗頤文化館及九華徑舊村 (Mar 17)

Week 12 Fieldtrip 2 - Nepalese restaurants at Jordan (Mar 24)

Week 13 Nyonya: Gender, sexuality, and marriage (Mar 31)

Week 14 Student presentation (April 7)

Week 15 Student presentation (April 14)

Assessment Component:	%	Due Date
<p>Group project</p> <p>Students are required to curate an exhibition on travel. The group project grading will be based on two main components:</p> <ul style="list-style-type: none">- A preliminary report (tentatively on Week 10) - 10%- Final presentation (Week 14&15) – 40% <p>Here are some suggested topics:</p> <ul style="list-style-type: none">- Zouxian 走線, the phenomenon of Mainland Chinese migrants entering the United States through its southwestern border with Mexico, which became more prominent in the early 2020s.- Immigrant entrepreneurship, such as Chinese-Owned Nail Salons in New York City, the sex markets at the China-Vietnam borderland, Chinese working in Singapore’s newly opened mega casino resorts, etc. <p><u>*You are highly recommended to produce an exhibition that covers the travel experiences related to yourself, your family or the area/city/region/province where you are from.</u></p>	50%	
<p>Critical reflection (15%)</p> <p>Each student will write a critical reflection (600-800 words) which analyzes the field trip that highlights the relations between travel and</p>	15%	Apr 1

culture. Choose one important concept about travel discussed in class. You will take 2 photos of different sights, images, or spaces during the field trip that would illustrate or extend this concept.		
An individual short reflection article Write a reflection next to the exhibition that you made in group in relation to theories introduced in class. Word limits: 1500-2000 words.	35%	Apr 30

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

Use of AI tools is allowed with explicit acknowledgement and proper citation

Students are required to acknowledge all functional uses of a generative AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

- i. An example of acknowledgement

I acknowledge the use of (name of AI tool – e.g. ChatGPT (<https://chat.openai.com/>) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).

- ii. An example of citation

OpenAI. (2023). *ChatGPT* (Mar 20 version). <https://chat.openai.com/chat>

(Students are reminded that due to the rapid developments of generative AI tools, some citation formats may be updated regularly.)

- iii. An example of including texts generated by an AI tool in their work

"The following text was generated by an AI tool / language model (ChatGPT):"
[Insert the text generated by ChatGPT here.]

- iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool

"[The prompt], as generated by an AI language model (ChatGPT):"
[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.