

ES 331
CHINESE IN HAWAII (WI)
Fall 2008, Mondays ONLY, 1:30p-4:00p, George 215

Instructor: Professor Pensri Ho
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Office: George Hall 307
Office hours: Wednesdays, 2p-4pm
& by appointment

Course Description:

This course has three learning objectives:

1. introduce students to the history and culture of the Chinese in Hawaii and the continental United States.
2. provide students with analytical models
 - a. to better understand the experiences of Chinese immigrants and their descendents while also
 - b. enabling students to compare this population's experiences to other ethno-racial populations.
3. provide students with experiential learning opportunities to determine the relevancy and irrelevancy of course materials to real life experiences.

During the **first** third of the semester, students will learn ethnic studies concepts & theories (analytical models); apply these ideas to course texts, photographs and films; learn about the Chinese experience in Hawaii; and start the research phase of the final assignment. The **remainder** of the semester will refine students' application of course concepts and theories to course readings, photographs and films; determine the relevancy AND irrelevancy of these ideas to students' final assignment projects; and learn about Chinese experiences in the United States.

Students would be required to read & view all required course materials; complete two analysis papers and one research proposal; take two quizzes; and EITHER (1) complete an oral history OR (2) volunteer 24 hours with a locally based social agency and complete an analytical assessment paper. Since this is a seminar course, students are required to present readings and discussion questions by the 4th week of the semester. Students will have the opportunity to choose their desired presentation dates and present readings and questions individually or in teams of two depending upon the course enrollment numbers.

NOTE: This course has a writing intensive focus designation.

Course Requirements:

Attendance & participation (presentation & discussion)	= 15 points
Quiz (2 @ 10 pts each)	= 20 points
Literature/Art/Film analysis paper	= 20 points
Research paper proposal	= 15 points
Final assignment	= 30 points
Research paper (30 pts)	
OR	
Service learning assignment	
- Weekly journals (10 pts)	
- Analytical assessment paper (20 pts)	

Attendance and Participation

Attendance will be taken during the first 3 weeks of class to allow ample time for the professor to identify each student by name. By the **fourth week**, students will be graded ONLY on their participation.

The participation grade is based on three main criteria:

1. Class presentations
Each student will be required to conduct a 5-10 minute presentation of the assigned course reading(s). The presentation format should include the following:
 - a. Brief reading summary. (2-3 min. for 1 person, 4-5 min. for 2 people)
 - b. Two or three analytical assessment commentaries (3-5 min. for 1 person, 5-6 min. for 2 people)
 - c. Discussion questions to generate class discussion (1 for 1 person, 2 for 2 people)

2. Research project presentation

Each student will prepare a 5-10 minute presentation of his/her research project *in process* during the last two weeks of the semester. This exercise is an opportunity to receive constructive feedback from your fellow classmates and the professor as you complete the final stages of your final papers.

3. General class participation

Students are expected to participate regularly in class discussion since this is a seminar course. Credit is assessed according to two criteria: (1) in-class performance (for less diffident students) and/or (2) email inquiries/commentary on class discussions/readings (for more diffident students). If students choose the latter means for participation, then they must email the professor their comments by **NO later than 8pm** on the day of the lecture.

Quizzes (20-30 minutes each)

This test will include course term definitions with course reading examples and one "true/false, why?" short essay. The purpose of the quizzes is to determine the following from students:

1. Understanding of course terms
2. Ability to apply course terms to course readings, and
3. Think analytically

Literature/Art/Film analysis paper (6-9 pages)

Each student will analyze TWO different types of representations of Chinese American experiences with reference to a specified list of terms/theories/concepts AND three (3) relevant references to in-class course readings, lectures and/or screened films. Students must choose ONE representation from TWO of the possible three types of representations: literature, art (visual and/or audial), and film. An instructional handout will be distributed in class and posted on webCT.

Piece of literature options include plays (scripts ONLY), novels, short stories, comic books, and poetry. Students get to choose their selections BUT MUST secure the professor's approval by the listed deadline.

Visual and/or auditory options include feature films, documentary films, animation film, plays (performed ONLY), exhibitions (cultural, socio-historical, or fine art), stand-up comedy, and spoken word. Students get to choose their selections BUT MUST secure the professor's approval by the listed deadline.

Research proposal (4 - 6 pages)

This proposal will outline the following information:

1. your research topic or question
2. your target research population
3. your research methodology (how you plan to secure information for this assignment)
4. no less than a total of **FOUR** theories/concepts from course readings & lectures you anticipate using
5. the anticipated scholastic and/or community benefits of your research to understanding Chinese American experiences or racial minority experiences in general; and
6. an annotated bibliography of no less than **THREE** non-course materials.

This proposal will force you to focus on your research objectives, consider the feasibility of your project, and guide your research process. You will be given the opportunity to change your proposal after the due date if you encounter any unforeseen obstacles. However, you must consult with the professor if you anticipate any proposal changes. An instructional handout will be distributed in class and posted on webCT.

Final Assignment

Students are given two options for their research project. Students **MUST** consult (email or in person) with the professor by the listed deadline to discuss students' proposed project ideas.

Research Paper (10-15 pages)

Students will complete an individually conducted research project focused on compiling an oral history on one or two aspects of the Chinese American experience in either Hawaii or the continental United States. Students also have the option of using archived transcripts of Chinese American respondents from the UH Oral History archives. The paper must incorporate an analysis of the oral history with direct reference to the theories and concepts learned in the course materials and lectures. An instructional handout will be distributed in class and posted on Laulima.

Service Learning Assignment

Students are given the opportunity to contribute directly to members of the Chinatown community by volunteering 24 hours over the course of the semester with Project SHINE (Students Helping In the Naturalization of Elders). This organization pairs college students with senior immigrants in the Chinatown area to help seniors improve their English language skills and prepare for their U.S. citizenship exams with the assistance of student educators. NO prior experience is necessary. Rather, interested students **MUST undergo an orientation on Saturday, 9/8th** to prepare for tutoring responsibilities. An additional 2.5 hours will be spread out during the semester for program assessment. The remaining 20 hours must be spent working directly with senior immigrants in a facility located in Chinatown.

NOTE: Students have the option of enrolling in SOCS 385: Service Learning to receive one credit for participating in this service learning project and additional coursework. For more information, contact Ulla Hasager at ulla@hawaii.edu.

This assignment has two parts: weekly journals and an analytical assessment paper. An instructional handout will be distributed in class and posted on webCT.

Weekly Journal (1/2 – 2 pages per entry for a maximum of 7 out of 12 possible entries)

Students will document their reflections and experiences volunteering at Project SHINE. These entries are opportunities for students to test whether course concepts, theories, readings, visuals and films have any relevance to the experiences of the people whom they will serve during the mandatory 20 hours of volunteer service. These entries can be incorporated into the analytical assessment paper. Entries **MUST** be emailed to the professor by **Tuesday at noon** to receive full credit. These entries will not be graded on their content. Rather, students will receive full credit for submitting entries on time.

Analytical Assessment Paper (5-8 pages)

Students will prepare a final paper:

- (1) assessing the Chinese immigrant experience in
 - (a) securing American citizenship,
 - (b) gaining English language competency, and/or
 - (c) adjusting to life in Honolulu and/or Honolulu's Chinatown and
- (2) analyzing this information with direct reference to the theories and concepts learned in the course materials and lectures. An instructional handout will be distributed in September.

Late papers, grade appeals, and extra credit:

All proposals/papers are due at the end of class on their designated due dates, unless stated otherwise in the class schedule. Assignments submitted **after 4:05m** will lose **10 points (out of 100 points) per 24 hours**. EMAILED proposals/papers are accepted. The **only late submission exceptions** are a medical illness (must submit a physician's letter), family emergency and extreme weather conditions. If you are given an extension, you **MUST** submit a **complete draft** of the late paper/proposal by the scheduled due date and time.

Early proposal/paper submissions will be accepted as long as they are handed directly to the professor, secretary, or the department assistants in George Hall 301. If handed to the secretary or an assistant, make sure the person **signs and dates your paper** before you leave the office to absolve you from any penalties if the paper is misplaced or submitted to the professor after the deadline.

Students may submit a rewrite for the literature analysis paper & the research proposal. No rewrites will be permitted for any other writing assignment. The rewritten literature analysis paper and research proposal must be submitted **within 2 days of the date it was returned to you**. Both the original and the rewritten version(s) must be hand delivered to either the professor, secretary, or the department assistant. If the revised paper shows real effort, you will be graded on it alone. However, if the revision is a superficial attempt to raise your grade by making only trivial changes (e.g., spell check and grammatical changes), you will run the risk of receiving a **10point deduction** on the rewritten paper for aggravating the professor.

Extra credit is not offered because it can lead to unfair grading.

Plagiarism:

All paper assignments require students to reference the research (and, in some cases, the memoirs) published by others. Standard research paper protocol dictates the use of proper citations to acknowledge the contributions of other people's work to your analysis and grasp of the material, while also helping the professor better gauge whose work influenced you and how you use their research to reach your analyses and conclusions. Therefore, you must include citations in all paper assignments.

Students are required to use the MLA style for their citations. The MLA Handbook for Writers of Research Papers is available in the Hamilton Library. A brief one page "MLA Style" handout on typical citations are available in the campus libraries and the library's website. Please note that underlining titles is the professor's preferred method.

REMINDER: If you are in doubt of whether your work lacks sufficient citations or may be unintentionally bordering on plagiarism, please contact the professor in person or via email well in advance of the assignment deadlines. Otherwise, plagiarized papers submitted by and after the deadlines will receive a failing grade of 0% and may result in the professor's pursuit of further disciplinary action.

Student athletes and students with special needs:

Please schedule an appointment with the professor if you are a student athlete, student with a learning disability, student with childcare/eldercare responsibilities, or have any other responsibilities or obligations that may impact your ability to perform well in this course. Students who fit any of these criteria should schedule a meeting with the professor AS SOON AS POSSIBLE to allow her ample time to accommodate your learning disability or non-academic obligations.

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

Required Texts:

Books (University Bookstore)

Loewen, James. The Mississippi Chinese: Between Black and White.

Lum, Arlene, Editor. Sailing for the Sun: The Chinese in Hawaii, 1789-1989

Course Reader @ Marketing and Publication Services (MaPS) at the School of Education

Address: 1776 University Ave, CMA #101, 808-956-4969

Hours: M-F, 9:30a-5p

URL: <http://www.hawaii.edu/crdg/maps/>

Cost: \$20

Week #11 Comparative Race & Class Analysis
11/3 Loewen: Ch. 7 & Afterword Course reader: Louie (both chapters)

**DEADLINE: Literature/Art/Film analysis paper due by EMAIL at
NOON on Wednesday, 11/5th**

Week #12 Changing Family Dynamics: Multiracials and Chinese Adoptees
11/10 Course reader: Chinn, Johnson, Ropp, Wong (Family excerpt)
In class film: "Made in China" (VHS 19385, 48 min)

Week #13 Chinese Transmigrants and Diaspora
11/17 Course reader: Bao, Brooks, Ommundsen, Wall Street Journal article
In class film: excerpt of "Chinese Restaurants"

Week #14 Sexuality & Religion
11/24 Course reader: Fung, Yang
In-class film: "Coming Out, Coming Home" (VHS 12575, 44min)

Week #15 Student Presentations
12/1 TBD
*Quiz

Week #16 Student Presentations
12/8 TBD

DEADLINE: Final assignment DUE by 5pm on Friday, December 12th as HARDCOPY