

**ES 331**  
**CHINESE IN HAWAII (WI)**  
*Fall 2010, Mondays ONLY, 1:30p-4:00p, GEORGE 214*

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Office hours: Tuesdays, 3p-4p  
& by appointment

**Course Description:**

This course has three student learning objectives:

1. Introduce students to the history and culture of the Chinese in Hawaii and the continental United States.
2. Develop or refine students' critical thinking skills through analytical models
3. Understand the experiences of Chinese immigrants and their descendants within the larger context of historical American race dynamics and in relation to other ethno-racial populations

To achieve these learning objectives, students will be required to do the following:

1. Complete all the course readings before each assigned class session
2. View all scheduled in-class films, which can also be viewed outside of class for individual excused absences in Sinclair Library
3. Participate in EACH class discussion through any combination of the following: before class (via Lulima, see below), during class, and/or after class (via Lulima, see below)
4. Conduct and complete a final research project, which may include experiential learning opportunities.

During the **first** third of the semester, students will learn ethnic studies concepts & theories; 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; further refine students' critical thinking skills; determine the relevancy AND irrelevancy of these ideas to students' final assignment projects; and learn about Chinese experiences in the United States.

**NOTE:** This course has a writing intensive focus designation.

**Course Requirements:**

Attendance & participation (presentation & discussion)	= 20 points
Quiz (2 @ 15 pts each)	= 30 points
Research paper proposal	= 10 points
Research progress report	= 15 points
Final assignment	= 25 points
Research paper	
OR	
Service learning assignment	
- Weekly journals	
- Analytical assessment paper	

**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 the following criteria in the order of greatest to least importance:

- A. Reflection and analysis essays of the readings BEFORE each class session (8 out of 10)
  - a. These one page single spaced essays about that lecture readings must be emailed to the professor or placed in the Lulima online drop box by no later than 11am of the lecture day. These essays can be as little as half a page or as much as two pages. Use the classroom discussion period for further elaboration of the comments and/or questions in the essays. Think of these essays as your own discussion notes in preparation for that day's lecture seminar.

- b. These essays should include your reflections and analysis of the readings (individually or collectively for that day) either on their own or in relationship to previous course readings, films, lectures and/or course concepts.
- c. The frequency and analytical/reflective quality of your comments (in class and/or email) will be assessed for your overall course participation grade.
- d. Your comments and questions may be used during that day's lecture to generate class discussion. Your comments will not be attributed directly to you unless you choose to self-identify in class. This practice ensures your confidentiality.

B. Class discussion (8 out of 10)

- a. In-class performance (for less shy students) OR email questions/commentary on class discussions/readings (for more shy students). If students choose the latter means of participation, then students must post their comments and questions in the correct corresponding lecture day discussion thread on Laulima by NO later than noon the day after each lecture.
- b. The frequency and analytical/reflective quality of your comments (in class and/or email) will be assessed for your overall course participation grade.
- c. Posting your comments and questions on the Laulima discussion thread will not ensure your confidentiality.

C. Research project presentation (once during the last two weeks of the semester on a date TBD)

Each student will prepare a 10-15 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.

D. Overall improvement of reading analysis and reflection essays.

**Quizzes (30-45 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 three-fold: (1) help students better understand the concepts they will be required to incorporate into their final research papers; (2) help students understand what kind of analysis they are required to do for their final research papers; and (3) gauge the following from individual students:

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

**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 discussed in lecture and posted on Laulima (see class schedule).

**Research Progress Report (4-6 pages)**

Students will provide a summary update on the progress of their research project, which must include a time table of tasks, what tasks have been completed, what still needs to be done, any anticipated or actual changes to the original research project, and either a rough draft or outline of the final paper. An instructional handout will be discussed in lecture and posted on Laulima (see class schedule).

## 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. An instructional handout will be discussed in lecture and posted on Laulima (see class schedule).

### ***Research Paper (10-15 pages)***

Students will complete an individually conducted research project focused on compiling an oral history OR community study 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 or community with direct reference to the theories and concepts learned in the course materials and lectures. An instructional handout will be discussed in lecture and posted on Laulima (see class schedule).

### ***Service Learning Assignment (12-15 pages)***

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, 9/4<sup>th</sup>** 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](mailto:ulla@hawaii.edu).*

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

### 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 within two - four days after each tutoring session 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
- (2) Analyzing this information with direct reference to the theories and concepts learned in the course materials and lectures.

## **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 research proposal & progress report. No rewrites will be permitted for any other writing assignment. The rewritten research proposal must be submitted **by the next class session after the original graded assignment is returned to you**. Both the original and the rewritten version(s) must be hand delivered to the professor,

secretary, or the department assistant. If the revised paper shows real effort, the rewrite grade (not the original paper grade) will be calculated into your overall course grade. 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 **10 point deduction** on the rewritten paper for aggravating the professor.

#### Extra Credit Essays (2-3 pages each for up to 2 essays)

Students interested in extra credit can write up to two papers worth up to three points each that will be added to the student's course grade. Essays must discuss and analyze one or two aspects of a **pre-approved** event (cultural festival, film, performance, etc.) from an ethno-racial perspective that incorporates at least two course concepts and two course materials (readings, in-class films, and lectures) of the students' choosing. The calendar section of Laulima lists the pre-approved events, which are updated weekly. Students are required to attend the event. If you know of an unlisted event, then email the professor with event details to determine whether it can be approved PRIOR to attending the event.

Grading criteria are as follows:

- 1 point for description alone
- 2 points for preliminary analysis and superficial comparisons to course materials
- 3 points for analysis and insight

Essays are due anytime during the course of the semester. However, the very last day to submit the essays is Thursday, November 25<sup>th</sup> by no later than 5pm. The essays **MUST** be emailed to the professor.

#### **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)

Chan, Sucheng and Madeline Hsu. Chinese Americans and the Politics of Race and Culture  
Loewen, James. The Mississippi Chinese: Between Black and White.

##### 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: TBA

## Class Schedule:

Week #1      What is “Chinese America”?: Racialized Past and Present  
8/23      Introduction  
In-class film: excerpts of “Carved in Silence” (VHS 4395, 45 min) &  
“Finding Sandalwood Mountain” (DVD 7624, 77 min)

Week #2      Chinese in Hawaii & the Continental USA: History and Memoirs  
8/30      Course reader: Chan, Lum, Matsukawa, Okihiro, Takaki  
In-class film: excerpts of “Finding Sandalwood Mountain” (DVD 7624, 77 min) &  
“Hollywood Chinese” (DVD 9991)

**SATURDAY, 9/4<sup>th</sup>    SHINE orientation in Saunders 342 Computer Lab at 10:30a for approximately 45min**

Week #3      NO Class – Labor Day Holiday  
9/6

Week #4      USA Chinatowns: Experiences, History, and Representations  
9/13      Course reader: Hsu, Lum (last chs on Chinatown), Rast, Wong (Chinatown excerpt), Yeh  
In-class film: “Chinatown: yesterday, today & tomorrow” (VHS 1565, 45 min) &  
excerpt of “Tenants on the Move” (VHS 18769, 60 min)

Week #5      Chinese in Hawaii (On-site visit)  
9/20      **Chinatown tour.**  
**Meeting location:            Chinatown Cultural Plaza Shopping Center’s central plaza**  
**100 North Beretania, parking lot located in the Center**

**REMEMBER: Start emailing weekly service learning journals**

Week #6      Contemporary Chinatowns and Chineseness in Hawaii  
9/27      Course reader: Lan, Lau  
Discussion & analysis of Honolulu Chinatown tour  
DC, LA, NYC, SF, Chinatowns powerpoint  
Brainstorming on final paper research projects  
**All paper assignment information sheets available through Laulima**

Week #7      Library Workshop & Quiz  
10/4      Library Research Workshop in Hamilton Library Room 113 with Ms. Jodie Mattos  
Individual or collaborative consultations on proposed final paper research projects  
**\*Quiz**

**\*DEADLINE: All students must have met with the professor to discuss their final paper project by  
NOON on Wednesday, October 6<sup>th</sup>**

Week #8      The Oriental Other in the American South: Early Chinese Immigration to the Continental U.S.  
10/11      Loewen: Introduction, Chs. 1 - 3  
In-class film: excerpt of “Race: The Power of an Illusion”

Week #9      Impact of the Sino-Japanese War and World War II on Chinese American Experiences  
10/18      Course reader: Cheng      Chan & Hsu: Ch. 3 (Wu), Ch 4 (Wong)  
In-class film: "Forbidden City, U.S.A." (VHS 4030, 56 min)

**DEADLINE: Research proposal due by EMAIL at  
NOON on Wednesday, October 20<sup>th</sup>**

Week #10      Mississippi Chinese: Racial Mimicry from Blackness to Whiteness  
10/25      Loewen: Chs. 4 – 6      Course reader: Tang, Williams

Week #11      Ethnic and Racial Substitution or Mimicry, Political Activism and Yellow Peril Revisited  
11/1      Loewen: Ch. 7 & Afterword      Course reader: Kim, Maeda  
In-class film: "Who Killed Vincent Chin?" (DVD 2781, 83 min)

Week #12      Chinese Middle-Class and the Model Minority Myth  
11/8      Course Reader: Louie (both chapters)      Chan & Hsu: Ch 1 (Ngai)  
In class film: "Better Luck Tomorrow" (DVD 1791, 100 min)

Week #13      Changing Family Dynamics: Multiracials, Interracial Relationships and Generation Gap  
11/15      Course reader: Johnson, Ropp, Wong (Family excerpt), Yang  
In class film: "Saving Face" (DVD 4055)

**DEADLINE: Research progress report due by EMAIL at  
NOON on Wednesday, November 17<sup>th</sup>**

Week #14      Chinese Transmigrants and Diaspora & Final Paper Preparation  
11/22      Course reader: Bao, Ommundsen      Chan & Hsu: Ch 6 (Louie)  
In class film: excerpt of "Chinese Restaurants"  
**Optional:** consultations on final paper research projects and presentations

Week #15      Student Presentations  
11/29      TBD

Week #16      Student Presentations  
12/6      TBD  
**\*Quiz**

**DEADLINE:** Final assignment DUE by **5pm on Friday, December 10<sup>th</sup>** as **HARDCOPY or EMAIL**