

**ES 331**  
**CHINESE IN HAWAII**  
*Spring 2011, Mondays ONLY, 1:30p-4:00p, George 214*

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Office hours: Tuesdays, noon-1pm  
& 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.

**Course Requirements:**

Attendance & participation (presentation & discussion)	= 20 points
Chinatown tour analysis essay	= 5 points
Chinatown Chinese New Year celebration analysis essay	= 5 points
Midterm	= 35 points
Final Exam OR Final Assignment	= 35 points
Final Assignment OPTIONS:	
Research paper	
OR	
Service learning assignment	

**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 NOON 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 inquiries/commentary on class discussions/readings (for more shy students). If students choose the latter means of participation, then students must post their comments in the correct corresponding 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. Research project presentation (once during the last two weeks of the semester on a date TBD)  
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.
- D. Overall improvement of reading analysis and reflection essays.

### **Midterm and Final (1 hour for midterm and 2 hours for final)**

This test will include course term definitions with course reading examples, "true/false, why?" short essays, and one opinion or reflection essay. The purpose of the exams is to gauge the following from individual students:

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

A study guide will be posted on Laulima the week before each exam.

### **Chinatown Analysis Essays (2-4 pages)**

Students will provide short analysis essays of their two separate excursions into Honolulu's Chinatown. Unlike summary reports, these essays require students to apply course concepts, readings, films, lectures and class discussions to their observations of the Chinatown community and Chinese New Year celebrations. Each student must discuss and explain the patterns of ceremonial behaviors and actions during the celebrations; symbolic significance of certain objects and actions seen in Chinatown; and other related observations that students witnessed and experienced during the Chinatown outings that are also discussed in course readings, films and lectures. Instructions will be discussed in lecture during the third week of the semester. These assignments will help student better understand the type and kind of analysis required of students in the exams and option final paper.

### **OPTIONAL Final Assignment (instead of taking the Final Exam)**

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 posted on Laulima.

### **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, 1/22<sup>nd</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.*

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

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 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 in
- (2) analyzing this information with direct reference to the theories and concepts learned in the course materials and lectures. An instructional handout will be posted on Lulima.

**Late papers, grade appeals, and extra credit:**

All analysis papers are due at the end of class on their designated due dates, unless stated otherwise in the class schedule. Assignments submitted **after 4:05pm** will lose **10 points (out of 100 points) per 24 hours**. EMAILED analysis 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 analysis papers by the scheduled due date and time.

Early analysis papers 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 analysis papers. No rewrites will be permitted for any other writing assignment. The rewritten analysis paper 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 Lulima 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, April 28<sup>th</sup> by no later than 5pm. The essays **MUST** be emailed to the professor.

### **Plagiarism:**

The OPTIONAL final 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  
1/10      Introduction  
In-class film: excerpts of “Carved in Silence” (VHS 4395, 45 min)
- Week #2      NO Class – MLK Holiday  
1/17      Mandatory 45 minute self-guided Chinatown tour anytime this week. Download information and work sheets, which are available on Lulima. Students must take observation notes in preparation for our next class.

**SATURDAY, 1/22<sup>nd</sup>    SHINE orientation in Saunders 342 at 10:30a for approximately 45min**

- Week #3      Chinese in Hawaii: History and Chinatown Tour Information & USA Chinatowns in Perspective  
1/24      Course reader: Lum, Wong (Chinatown excerpt)  
Discussion & analysis of self-guided Chinatown tour  
In-class film: excerpts of “Finding Sandalwood Mountain” (DVD 7624, 77 min)  
**Both essay assignment information sheets available through Lulima**

**1/28-29** Mandatory **45 min - 1 hr observation** of Chinese New Year celebrations at the Chinatown Open House on 2/5<sup>th</sup> (6p-10p) along 8 South King Street OR the Chinatown Cultural Plaza (Maunakea and South Beretania Street) in Honolulu Chinatown on 2/6<sup>th</sup> (9a-10p – evening attendance is recommended). Download information and work sheets, which are available on Lulima. Students must take observation notes in preparation for our next class.

- Week #4      Chinese in Hawaii: Tour Discussion and Celebrations  
1/31      Course reader: Lum (last chapters on contemporary Chinatown), Lau, Yeh  
Discussion & preliminary analysis of Chinese New Year Celebrations

- Week #5      Chinese in the Continental US: Historical Comparative Experiences  
2/7      Course reader: Hsu, Okihiro, Rast, Takaki  
In-class film: excerpt of “Carved in Silence” (VHS 4395, 45 min)

**DEADLINE: Chinatown New Year Celebration Analysis Essay**

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

- Week #6      Contemporary Experiences & Guest Lecture  
2/14      Course reader: Lan  
Guest Lecturer: Ed Korybski, Executive Director, Honolulu Culture and Arts District  
In-class film: “Chinatown: yesterday, today & tomorrow” (VHS 1565, 45 min) & excerpt of “Tenants on the Move” (VHS 18769, 60 min)  
Brainstorming on OPTIONAL final paper research projects

**\*DEADLINE: Students must have met with the professor to discuss their OPTIONAL final paper project by NOON on Wednesday, 2/16<sup>th</sup>**

- Week #7      NO Class – President’s Day  
2/21      **DEADLINE: Chinatown Tour Analysis Essay**

- Week #8      Midterm & Library Workshop  
2/28      Library Research Workshop in Hamilton Library Room 113 with Ms. Jodie Mattos  
Individual or collaborative consultations on proposed final paper research projects  
**MIDTERM**

Week #9	<u>The Oriental Other: Early Chinese Immigration to the Continental U.S.</u>
3/7	Loewen: Introduction, Chs. 1 - 3 Course reader: Chan, Matsukawa
Week #10	<u>Impact of the Sino-Japanese War and World War II on Chinese American Experiences</u>
3/14	Course reader: Cheng Chan & Hsu: Ch. 3 (Wu), Ch 4 (Wong) In-class film: "Forbidden City, U.S.A." (VHS 4030, 56 min)
Week #11	SPRING BREAK
Week #12	<u>Mississippi Chinese: Racial Mimicry from Blackness to Whiteness</u>
3/28	Loewen: Chs. 4 – 6 Course reader: Tang, Williams
Week #13	<u>Ethnic and Racial Substitution or Mimicry, Political Activism and Yellow Peril Revisited</u>
4/4	Loewen: Ch. 7 & Afterword Course reader: Kim, Maeda In-class film: "Who Killed Vincent Chin?" (DVD 2781, 83 min)
Week #14	<u>Chinese Middle-Class and the Model Minority Myth</u>
4/11	Course Reader: Louie (both chapters) Chan & Hsu: Ch 1 (Ngai) In class film: "Better Luck Tomorrow" (DVD 1791, 100 min)
Week #15	<u>Changing Family Dynamics: Multiracials, Interracial Relationships and Generation Gap</u>
4/18	Course reader: Johnson, Ropp, Wong (Family excerpt), Yang In class film: "Saving Face" (DVD 4055, 98 min)
Week #16	<u>Chinese Transmigrants and Diaspora &amp; Final Paper Preparation</u>
4/25	Course reader: Bao, Ommundsen Chan & Hsu: Ch 6 (Louie) In class film: excerpt of "Chinese Restaurants" <b>Optional:</b> consultations on final paper research projects and presentations
Week #17	<u>Student Presentations &amp; Final Exam Review</u>
5/2	TBD

**DEADLINE:** Final assignment DUE by **5pm on Friday, MAY 6<sup>TH</sup>** as **HARDCOPY** or **EMAIL**

**FINAL EXAM: Monday, May 9<sup>th</sup>, 1:30p-3:30p** in regular classroom