

ES 331
CHINESE IN HAWAII
Fall 2006, Mondays/Wednesdays/Fridays, 8:30a-9:15a, WEB 112

Instructor: Professor Pensri Ho
Voice mail: TBA, temp # 956-8086
Email: Pensri@hawaii.edu

Office: George Hall 307
Office hours: Wednesdays. 10a-12pm
& 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** half 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 the final assignment. The **second** half 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 continental United States.

Students would be required to read & view all required course materials; complete two analysis papers and one research proposal; and EITHER (1) complete an oral history or archival research paper 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.

Course Requirements:

Attendance & participation (presentation & discussion)	= 20 points
Literature analysis paper	= 15 points
Performance analysis paper	= 15 points
Research paper proposal	= 15 points
Final assignment	= 35 points
Research paper	
OR	
Service learning assignment	
- Weekly journals (15 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 (presentation & discussion).

The participation grade is based on three main criteria:

1. Class presentations
Each student will be required to present course readings by the 4th week of classes. Students would be required to provide a brief reading summary (3-5 minutes); two or three analytical assessment commentaries (3-5 min); and two discussion questions to generate class discussion.

Students will fill out a sign up presentation sheet on the first day of class

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 of participation, then emails must be **received** by the professor between noon the day before and noon the day of the lecture. For example, if you wish to receive participation credit for the Wednesday, 8/23rd class, then the professor must receive your email between noon on Tuesday, 8/22nd and noon on Wednesday, 8/23rd.

Students can either email their commentary (NOT class presentations) either directly to the professor to post them on the date specific discussion groups on the webCT site for the course.

Literature analysis paper (3-4 pages)

Each student will analyze the literary representation of Chinese American experiences from a piece of literature with reference to a specified list of terms/theories/concepts AND three (3) relevant references to in-class course readings, lectures and screened films.

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 no later than Wednesday, 9/13th.

Performance analysis paper (3 - 4 pages)

Each student will analyze the performative representation of Chinese American experiences from any visual and/or auditory medium with reference to a specified list of terms/theories/concepts AND three (3) relevant references to in-class course readings, lectures and screened films.

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 no later than Friday, 11/10th.

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.

Final Assignment

Students must NOTIFY the professor of their assignment preference by **noon on Friday, September 1st**. Notification can be sent through email or explained during office hours.

Research Paper (8-12 pages)

Students will complete an individually conducted research project focused on compiling an oral history or conducting an archival study on one or two aspects of the Chinese American experience in either Hawaii or the continental United States. The paper must incorporate an analysis of the oral history or archival materials with direct reference to the theories and concepts learned in the course materials and lectures. An instructional handout will be distributed in September.

Students MUST consult (email or in person) with the professor by no later than 9/27th to discuss students' proposed project ideas.

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, 9/2nd from 10am-12:30p in George 227** 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.

Weekly Journal (1/2 – 2 pages per entry for a maximum of 8 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 Monday at noon to receive full credit. Students have the OPTION of posting their journals in a discussion group on the course's webCT site. These entries will not be graded on their content. Rather, students will receive full credit for submitting entries on time.

Analytical Assessment Paper (5-7 pages)

Students will prepare a final paper (1) assessing the Chinese immigrant experience in securing American citizenship and English language fluency 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.

Students MUST consult (email or in person) with the professor by no later than 9/27th to discuss students' proposed project ideas.

Late papers, grade appeals, and extra credit:

All proposals/papers are due at the end of class on their designated due dates. Assignments submitted **after 9:25am** will lose **10 points (out of 100 points) per 24 hours**. EMAILED proposals/papers are accepted and encouraged for the two analysis papers. 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 or the department assistants in George Hall 301. If handed to 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. No rewrites will be permitted for any other writing assignment. The rewritten literature analysis paper must be submitted **within 2 days of the date it was returned to you**. Both the original and the rewritten version must be hand delivered to either the professor 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 (1) to acknowledge the contributions of other people's work to your analysis and grasp of the material, while also (2) to help 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. Please consult with the professor if you are unfamiliar with the process of writing a proper research paper OR visit the Manoa Writing Program.

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.

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

Tuan, Mia. Forever Foreigners or Honorary Whites?

Course Reader @ TBA

Class Schedule:

Week #1 What is "Chinese America"?

8/21 Introduction
8/23 Course reader: Dirlick, Okihiro
8/25 Course reader: Haddad

Week #2 "Race/Ethnicity" Theories & Applications I

8/28 In class film: "Representation and the Media" (DVD 1765)
8/30 Course reader: Omi & Winant (read #6 first then #7)
9/1 Course reader: Lowe

***Deadline: Must inform the professor of your final assignment choice by noon today**

SHINE orientation on Saturday, 9/2nd in George 227, 10a-12:30p.

Week #3 Chinese in Hawaii

9/4 Holiday: Labor Day
9/6 Lum: pp 6-25, 112-131 Course reader: Takaki (a)
9/8 Lum: pp 26-73

Week #4 Chinese in Hawaii (con't)

9/11 Lum: pp 74-111
9/13 Lum: pp 132-148 Handout: Nee & Sanders
9/15 Lum: pp 149-173 In class film: "Coming to Hawaii" (VHS 20378)
***Deadline: Last day to receive the Professor's approval of your literature selection**

Week #5 Chinese in Hawaii (con't)

9/18 Lum: pp 174-195
9/20 Course reader: Chan Course reader: E. Lee
9/22 No class because of weekend Chinatown tour
***Deadline: Literature analysis paper due via EMAIL**

Chinatown Tour TBA

Week #6 Chinese in the Continental United States, pre-WWII

9/25 Course reader: Takaki (b)v
9/27 Course reader: Takaki (c)
9/29 Loewen: Introduction, Ch. 1

Week #7 Mississippi Chinese: A Case Study

10/2 Loewen: Ch. 2
10/4 Loewen: Ch. 2 Course reader: Zou
10/6 Loewen: Ch. 3
***Deadline: All students must have met with the professor to discuss their final paper project**

Week #8 Comparative Chinese Experiences During pre-World War II

10/9 In-class film: "Forbidden City, U.S.A." (VHS 4030) Course reader: Chun
10/11 In-class film: con't Course reader: Chung & See
10/13 Loewen: Ch. 4 Course reader: Williams

Week #9 Mississippi Chinese: Post- World War II Transformations

10/16 Loewen: Ch. 5
10/18 Loewen: Ch. 6 Course reader: Tsang
10/20 Loewen: Ch. 7 & Afterword
***Deadline: Research proposal**

- Week #10 Paper Assignment Preparation
 10/23 Course Reader: Kim, Xian
 10/25 Discussion of everyone's final research paper project discussion
 *Bring your graded research proposals and any questions
 10/27 FREE DAY:
 1. Attend a performance/exhibit/screening in preparation for the performance analysis paper.
 2. Collect visual representational media (photos, ads, video clips) of Chinese/Chi-Am and East Asian/East Asian American portrayals
- Week #11 Gender & Sexuality
 10/30 Course reader: Espiritu In class film: "Slaying the Dragon" (VHS 1378)
 11/1 Course reader: Takagi In class film: con't
 11/3 Course reader: Fung
 * Bring in visual representational media for class discussion
- Week #12 Contemporary Chinese American Experiences: Socio-Economic Differences
 11/6 Tuan: Intro, Ch. 2
 11/8 Course reader: Chiang-Hom, Kwong
 11/10 NO CLASS: Veterans' Day
 *Deadline: Last day to receive the Professor's approval of your performance selection
- Week #13 What is Chinese Americanness?
 11/13 Tuan: Ch. 3 Course reader: Tang
 11/15 Tuan: Ch. 4
 11/17 Course reader: Volkman
- Week #14 What is Chinese Americanness?
 11/20 Tuan: Ch. 5 Course reader: Yang
 11/22 Tuan: Ch. 6, 7
Noon, 11/23rd deadline: Performance analysis paper due via EMAIL
 11/24 NO CLASS: Thanksgiving holiday
- Week #15 Student Presentations
 11/27 TBD
 11/29 TBD
 12/1 TBD
- Week #16 Student Presentations
 12/4 TBD
 12/6 In class film: "Coolie-ville"
Noon, 12/7th deadline: Final assignment due as a HARDCOPY