**Notice**
This syllabus is subject to change depending on new developments or pace of the class. You are responsible for any and all changes announced in class. The instructor reserves the right to change any course requirements listed below provided they inform you verbally and via e-mail of the changes.

**Course Description**
This course will introduce and examine major themes in Chinese American studies. Course themes include Chinese American racial and ethnic identities, Chinese American migration and settlement patterns in the U.S., community activism and organization by Chinese Americans, and problems facing the Chinese American community. The class will combine a historical analysis of immigration flows beginning with the 1849 California Gold Rush with an exploration of contributions made by present-day Chinese Americans including community leaders, activists, and everyday people.
Course Learning Outcomes

Some specific skill sets which this course seeks to enhance are your ability to:

• Effectively read, write, research, conduct presentations, and communicate your ideas.
• Develop a basic understanding of Chinese American culture, history, politics, and identity.
• Cultivate multicultural awareness by analyzing historical and contemporary social problems.
• Analyze and discuss texts by becoming familiar with basic Asian American Studies theories, terms, and concepts.
• Identify and explain the contemporary and historical significance of China and Chinese Americans.
• Assess how courts, state legislatures, U.S. Congress, and various presidential administrations, (both past and present) have established federal and state immigration policy and interpret how this policy has affected Chinese Americans.

Required Texts

Books are available immediately at the UMD Bookstore. In addition, whenever possible, a book’s ISBN has been specified so that you have the option of purchasing a used copy of the book from another vendor.

Readings, as required, will be available via McKeldin E-Reserve, McKeldin Research Port, or ELMS.

Course Requirements

A. Class Participation

You are required to actively participate during class. The purpose of this requirement is to encourage you to ask questions, verbally test out your ideas, and draw connections between the readings, lectures, and course themes. Active participation is strongly encouraged. Take ownership of your education and question what you are reading and hearing and come up with your own ideas. Your class participation includes an attendance to the 38th Annual National Association of Ethnic Studies Conference on April 8-10, 2010. Conference program is available from http://www.ethnicstudies.org/default.htm.

B. Presentation

Over the course of the semester, each student will give a ten-minute presentation. A list of suggested topics will be distributed during the first week. During the second week of class (February 3rd) a signup sheet will be available for you to choose the week which you present. In addition, a one-paragraph presentation proposal is due on February 3rd. Your presentation must, in some way, be related to that week’s theme as specified in the syllabus. You will be graded on your ability to impart analysis and information in a coherent, polished, and concise manner. In addition, you will be graded on your presentation skills (volume, pacing, intonation, eye contact, clarity, appropriate use of teaching tools, and the ability to engage the class interactivley). The purpose of this assignment is to improve your public speaking abilities. Public speaking is a valuable skill set in the 21st century workplace.
It is not mandatory that you use laptop projector and Microsoft Power Point when you make your presentation, but a laptop with Power Point and a laptop projector will be made available for you by your TA at your request. If you do desire audiovisual equipment you must inform your TA in writing fourteen days in advance of your presentation date.

C. Short Research Paper
You will be required to write a five to six page paper exploring one aspect of Chinese American immigration. Each paper must include at least ten sources and must contain correct citations. This is an argument-oriented essay in which you attempt to convince the reader of your conclusions. Your job is to explain how or why a particular aspect of immigration took place, do not merely describe what happened. A detailed essay assignment sheet with prompts will be handed out later in the semester and we can discuss in more detail what is expected of you. You will be graded on the scope and variety of sources, the quality of your overall thesis and your main supporting arguments, and your overall polish and grammatical accuracy. This essay must adhere to the criteria listed in the “Written Work Specifications” section below. This paper is due February 24th. Note that a brief how-to-write-an-argument-research-essay workshop will be held in class on February 10th.

D. Midterm Exam and Final Exam
Both the midterm exam on March 24th and the final exam on the TBD date will be a combination of ID’s, short essays, and long essays. The ID terms and questions will be drawn from lectures, course readings, and discussions. They will be in-class, closed book, cumulative, and blue books will be provided for both exams. You will be graded on your ability to impart both knowledge and arguments in a polished, concise, and effective manner.

E. Problem Research Paper:
You will also be required to write a ten to twelve page research paper analyzing a historical and/or contemporary “problem” of your choice relating to immigration or ethnicity. You must use at least ten secondary sources and at least ten primary sources in writing this paper. As with the first paper, this paper is also an argument-oriented essay in which you develop and support a thesis. As with the short essay, you will be graded on the scope and variety of sources, the quality of your overall thesis and your main supporting arguments, and your overall polish and grammatical accuracy. A detailed essay assignment sheet with prompts will be handed out later in the semester and we can discuss in more detail what is expected of you. In addition, you will be expected to incorporate feedback from the first research paper into your second paper. This essay must adhere to the criteria listed in the “Written Work Specifications” section below. This paper is due May 5th.

Pop Quizzes
We reserve the right to administer pop quizzes if we deem them necessary. They will be graded on a check plus (full credit), check (half credit), and check minus (no credit) basis. These quizzes will be designed to introduce you to basic concepts of race and common sociological terms and methodologies. They will be based on recent readings and lectures. They will form part of your participation grade.

Written Work Specifications:
Margins: one-inch margins
Font size: twelve
Spacing: Double-spaced

All written work (except for in-class writes, in-class exams, and pop quizzes) should be typed. All written work should be polished and should be edited for typographical errors. Please include your name on every page and please staple your work. Work is due at the start of class on the specified date. Late work is penalized ten percent for every twenty four hours it is late (including weekends). Submit late work by hand-carrying it to the AAST Office and handing your work to a staff member there. Ensure that the staff member puts a time date stamp on the essay. Also submit an e-mail to your TA informing them that you have turned in late work to the AAST office.

If you believe that you have an exonerating reason for submitting late work (i.e. auto breakdown, work problem, or illness) please contact your TA as soon as you can to discuss your late assignment. Note that your TA is required by University policy to require that you provide them with written proof of the exonerating incident (doctor’s note, note from a family member, receipt from an auto maintenance company, etc.).

**Course Percentages:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>30%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Short Research Paper</td>
<td>10%</td>
<td>February 24th</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10%</td>
<td>March 24th</td>
</tr>
<tr>
<td>Long Research Paper</td>
<td>20%</td>
<td>May 5th</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>To be announced</td>
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**Grading Guidelines**

Students earn grades based on their performance on the course requirements listed above. Here is a description of the grading criteria according to the UMD Faculty Handbook (http://www.faculty.umd.edu/teach/grades.html).

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+, A, A-</td>
<td>“Denotes excellent mastery of the subject and outstanding scholarship.”</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>“Denotes good mastery of the subject and good scholarship.”</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>“Denotes acceptable mastery of the subject and the usual achievement expected.”</td>
</tr>
<tr>
<td>D+, D, D-</td>
<td>“Denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.”</td>
</tr>
<tr>
<td>F</td>
<td>“Denotes failure to understand the subject and unsatisfactory performance.”</td>
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**Attendance and Participation:** Students should attend all class meetings, be on time, and be prepared to participate on a substantive and analytical level in discussions of the readings and
topics. If you do miss class, contact a classmate to make sure you are up to date on all changes. Bring the appropriate texts and syllabus to class every time we meet. Note that UMD’s official attendance policy is available at (http://www.testudo.umd.edu/soc/atedasse.html).

Academic Integrity: The AAST takes the issue of academic honesty very seriously. We expect our students to uphold high standard of conduct. The University of Maryland is dedicated to ensuring academic integrity, symbolized by the Honor Code upheld by the Student Honor Council. You are asked to write the following pledge on all your written work: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).” Even if you choose not to write the pledge on your work, you are still bound by it. The Student Honor Council defines the following as academic dishonesty: Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Facilitation: intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code. Plagiarism: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise without citation. Students are responsible for familiarizing themselves with these policies: (http://www.testudo.umd.edu/soc/dishonesty.html)

Classroom Etiquette: The AAST values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students. At all times students should be respectful of others’ opinions. If you disagree with someone you should express your alternative view using the evidence that led you to your interpretation. Personalized comments, inappropriate language, insults, sleeping, and raised voices are not conducive to learning and will not be tolerated in the classroom. In addition, cell phone texting or viewing and laptop use other than taking notes are disruptive activities that inhibit students’ ability to learn and are to be refrained from in lecture and discussion section. Please place your cell phone on silent or “vibrate” mode while in lecture or discussion section.

Procedures for Inclement Weather
If the University closes due to inclement weather, the instructor will contact the students via e-mail and communicate any changes in class meeting times or locations and to discuss any changes in assignments. Be aware that the University posts closure information on its main page at www.umd.edu and many DC and Baltimore area media outlets such as radio and TV will also carry information regarding school closures.

Online Expectations: We will assume that the e-mail address that you provided to the university is accurate, up to date and checked at least once a day during business days. If your official e-mail address is not up to date, please update it. In addition, all students will be required to sign into Blackboard in order to obtain or view course-related files or information. On Blackboard we will have links and handouts relating to the course. Note that the instructor will generally inform you verbally and via e-mail when an item has been added to Blackboard. You can find information relating to getting started with Blackboard here: (http://elms.umd.edu)
Writing Center: The UMD English Department offers a superb resource in the form of the campus writing center. It is recommended that you bring your written work to the writing center so that they can help you improve your writing. Writing Center website: (http://www.english.umd.edu/the-writing-center-front-page)
Office Number: (301) 405-3787 (The Grammar Hotline)
Location: 1205 Tawes Hall

Religious Observances: University policy provides that students “should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.” Please inform the instructors at the start of the semester if you are going to miss any lecture sessions, discussion sections, exams, or other assignments due to religious observances so that alternative arrangements can be made.

Special Accommodations: If you require any special accommodations due to disability please inform the instructor at the beginning of the semester so that the instructor can make arrangements for exams and other items. In addition, please make an appointment with the Disability Support Services (DSS) so that you can learn the procedures and fill out the necessary paperwork. DSS contact information:
• DSS Website: (http://www.counseling.umd.edu/DSS)
• Main office phone number: 301.314.7682 (fax 301.405.0813)
• Location: Fourth floor of Susquehanna Hall (next to the South Campus Dining Hall)

Course Evaluations: During the end of the semester, you will be asked to fill out online course evaluations via the website at (www.couseevalum.umd.edu). Please take the time to fill out these forms because the AAST takes them very seriously as tools which we can use to improve our teaching. Therefore, over the course of the semester please think about what worked well in the course, what was ineffective in the course, and what you would recommend be done to improve the course.

Course Schedule

<table>
<thead>
<tr>
<th>Week 1 (January 27th)</th>
<th>Introduction</th>
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<tr>
<td>Introductions. Syllabus review. Discuss course learning outcomes and expectations.</td>
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Films: none

Readings: No Readings Due.

<table>
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<tr>
<th>Week 2 (February 3rd)</th>
<th>Chinese America Today</th>
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<tr>
<td>A national demographic and social profile of Chinese Americans.</td>
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Readings:

**Week 3 (Feb. 10th)  Chinese American History, 1849-1965**

Gold Rush. 1800s bachelors and 1900s chain migration. The Six Companies as both ally and foe of the Chinese American community. Angel Island poetry. Brief workshop on how to write an effective research paper and on how to watch a documentary.

**Student Presentation: 1**

Film:

Readings:  

**Week 4 (Feb. 17th)  Historical Background, 1965 to Today**


**Student Presentation: 2**

Films:

Readings:  

**Week 5 (Feb. 24th)  Chinese American Diaspora**

The changing face of Chinese immigrants.
**SHORT RESEARCH PAPER DUE**

Readings:


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**Week 6 (March 3rd)** U.S. Immigration Policy and Chinese and Chinese Americans


Student Presentation: 3

Readings:


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**Week 7 (Mar. 10th)** Chinese American Political Activism


Student Presentation: 4

Readings:


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**March 17th – Spring Break**

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**Week 8 (Mar. 24th)** Gender and Family

Masculinity and femininity. Youth culture. Identity and family.

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**SIXTY-MINUTE IN-CLASS MIDTERM EXAM**
Film:

Readings:

**Week 9 (Mar. 31st) Chinese American in Education**
Educational experiences of Chinese Americans.

**Student Presentation: 5**

Readings:

**Week 10 (April 7th) Dating and Sexuality**
Chinese American dating, sexuality, and intermarriage. Gay rights/AIDs and the Chinese American community.

**Student Presentation: 6**

Readings:

**38th Annual National Association for Ethnic Studies Conference**
April 8-10, 2010
L’Enfant Plaza Hotel, Washington, D.C.
Conference Program Available at http://www.ethnicstudies.org/

**Week 11 (Apr. 14th) Labor and the Workplace**

**Student Presentation: 7**
Readings:

**Week 12 (Apr. 21st)** Race Relations and Affirmative Action

**Student Presentation:** 8

**Film:**
Short film excerpts from: A Question of Fairness (45 minutes) examines the issues involved in the landmark, recent Supreme Court case, Gratz v. Bollinger, which upheld the use of race in university admissions decisions, but struck down a points system at the University of Michigan, Ann Arbor.

Readings:

**Week 13 (Apr. 28th): Changing Geographies: Chinatowns Past and Present**
Chinese Americans’ shifting settlement patterns and changing geographic effects. Focus on DC’s and LA’s Chinatowns.

Readings:

**Week 14 (May 5th): Future Prospects for Chinese Americans**
Future demographics. Mixed Race Movement vs. Pan-ethnic Movement. Wrap up. Review expectations and course learning outcomes. Fill out paper instructor evaluation forms (please also fill out online evaluation forms in your free time).
LONG RESEARCH PAPER DUE

Readings:

Final exam location, date, and time are to be determined. As soon as this information is known it will be announced both in class and via e-mail.