

Fall 2020  
 Online Hybrid Course  
 EALL CRN: 79527  
 ASAN CRN: 80061

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## EALL/ASAN 473: Topics in Chinese Cultural Studies – Chinese Diaspora and Visual Culture (WI/Focus CEI)

*Due to the COVID-19 pandemic, this course will be taught for the first time as an online Hybrid course, combining mostly asynchronous (Laulima course website/Google Assignments) learning tools with synchronous instructional methods (Zoom meetings). No part of this syllabus or the course material may be edited, copied, or distributed via email or the internet.*

**Objectives:** The concept and phenomena of “Chinese diaspora” broadly refers to the cultural practices and social experiences of diverse Chinese migrant and settler communities outside the PRC, e.g. places like Taiwan, Hong Kong, North America, Australia, and Europe. Since the 1990s, “Chinese Diaspora” has become a popular subject of scholarly research in the field of Chinese Studies. This course responds to this noteworthy, rapidly growing trend by focusing on the representation of the Chinese diaspora within “visual culture,” which is a field of inquiry central to film studies and media criticism.

This course is also designated as a Focus requirement that fulfills the emphasis on “Contemporary Ethical Issues” (see below), which means that one important pedagogical goal will be to expose students to an *ethics of representation*, i.e. a critical awareness of the ethical issues and responsibilities that come with the power and privilege to represent.

The course material explores how visual technologies and strategies shape our understandings of media, migration, and multiple home affiliations. Such subject matters have become pivotal concerns in film, theatre, and other performing arts produced not only for and about, but also *by* the Chinese diaspora. Placed within a broader context of contemporary debates on globalization, this course ultimately seeks to understand the powerful role visual culture plays in forging national identity, historical memory, and transnational modernity and subjectivity.

**Focus (CEI)-Designation:** “The goal of E-courses [Ethics], at least in part, must be to equip students with some degree of proficiency in ethical deliberation. These courses should not be purely descriptive, merely characterizing, for example, the moral beliefs of person or peoples. Nor is it intended that the pedagogy be value-free, using approaches that maintain an ‘arms-length’ relationship with current ethical issues.”

**Critical ethics courses** tend to focus on the more intense issues that have become highly polarized and involve criticism of the status quo in economic, political, and cultural life. For example, current and historical practices that involve a strong sense of injustice, exploitation, and abuse have obvious ethical implications. When the ethical choice is obvious and it is clear that one choice is bad and another good, however, complex

*ethical decision making* may not be involved. A good E-focus course will raise ethical awareness of the issue and *challenge the student to confront his or her own certainty about the choices involved* and create a class atmosphere in which diverse ideas are encouraged.” (From GEC website <http://www.hawaii.edu/gened/cei/misperceptions.htm>)

**Writing Intensive Designation:** See under “Requirements,” page 3, point #5.

**Student Learning Outcomes (articulate with the EALL departmental SLOs and Institutional Learning Objectives):**

- ✓ To achieve *through writing* basic competency in analyzing and making ethical judgments as relevant to issues in Chinese Diaspora and visual culture.
- ✓ To gain *through writing* a critical understanding of the ethics of representation and its relevance for identifying contemporary ethical issues.
- ✓ To be able to use the disciplinary approach(es) and *writing skills* taught in class as tools for the development of responsible deliberation and ethical judgment in a cross-cultural and global context.

**Student Conduct and Responsibility:**

- ❖ Review the [UH Systemwide Student Conduct Code](#) for more information. Review the [Online Netiquette and Privacy Tips](#) to prepare yourself when interacting online.
- ❖ To be informed about changes in syllabus, reading list, or other related class issues *all the time*. Check the Lulima course homepage *regularly* for announcements and changes.
- ❖ If you miss a class, it is *your* responsibility (and not your professor’s) to find out what you have missed. Consult the detailed syllabus, learning modules, or your classmates first before you contact your professor.
- ❖ To communicate with your professor in a timely and courteous fashion about concerns you have regarding requirements, your class performance or attendance.

**Hybrid Class-format** (for more details see “Course Schedule” page 4):

We will combine asynchronous learning tools (Lulima) with an one-hour weekly synchronous class meeting (via Zoom) on Thursdays to enhance the interactive learning component of this course. In order to guide students’ ethical deliberation, the Zoom class meetings, as well as Study Handouts and/or Study Questions posted on Lulima, will not constitute summaries of readings but rather present critical dialogues with and interrogations of the material.

By Tuesdays, 5 pm, you need to work on your own to complete on “Lulima” all the tasks listed, so that everyone has a chance to read it before the Thursdays Zoom class meetings when we will have a discussion and opportunity for Q&A.

**Class Etiquette & Media Policy:**

- During Zoom class meetings, refrain from eating, sleeping, or reading your assignments (complete prior to meeting). Checking your email or surfing the website on your computer or other devices will not be permitted.
- Zoom camera and audio must be switched on, muting both only when prompted or upon permission by instructor.
- During Zoom class meetings or when posting messages on Lulima’s “Discussion Forum,” be considerate, civil, and respectful towards your classmates and instructor, i.e. refrain from using vulgar and aggressive language.
- NO answering or making phone calls, or taking screenshots of shared screens during Zoom class meetings.
- NO copying, editing, or circulating via the internet any course material (except for the readings) from this class.

**Requirements:** Apply from the first day of instruction and are *not* subject to negotiations.

1. *Active and attentive participation* in “Discussion Forums” and during Zoom class meetings, as well as a mastery of basic writing skills are essential for a successful completion of the course.
2. *Regular access to your UH email account and Lualima* is mandatory as both will be used for facilitating efficient class communication and posting announcements. If you do not have regular internet access, you must to inform your professor on the first day of class.
3. *Regular attendance at Zoom class meetings on Thursdays* is expected. Every absence must be excused in writing (email). More than 3 absences (excused or not) will lower the final course grade by one full point. Attendance record will be kept on Lualima and conducted before class begins.
4. *Preparation & Quizzes*: Students are expected to complete the readings and following tasks by **every Tuesday, by 5 pm**: Students must complete an online quiz on Lualima, the link of which will open every Thursday, 8 am and close Tuesday, 5 pm. Each quiz will have up to 5 questions (e.g. short answers/essay, multiple choices, true/false etc.) and you will have 20 mins max to complete the quiz but you can submit twice (highest score will be counted). In addition, students are also expected to post on the Lualima “Discussion Forum” 1 question & 1 comment on the readings, and respond to 1 classmate’s posting (you therefore need to start postings early).
5. **WI requirement**: Five (5) response/reflection essay (3 pages, min. 750 Words) to the films, reading material, discussion topics, study questions and/or handouts, with a focus on student’s ethical deliberation. Specific topics will be given in the instruction section of the individual essay links. **Due every Sunday, 11 pm** (except for Essay 5, due Tue, 12/15, 5 pm). Each essay has an individual link under the left tool menu of our Lualima course website that will take you to “Google Assignment” where your essay be receive written feedback. No make-up. Late submission will result in a deduction of points.

**Evaluation Criteria:** Since this course is a designated Focus course (CEI), there will be a strong emphasis on *critical and analytical thinking*, and students’ contribution to the discussion forum and their written assignments will be graded according to two rubrics (listing criteria and grades): 1) Discussion Rubric and 2) Writing Rubric, which you can find inside the “Resources” folder. In addition, these two documents will also be displayed inside the Lualima “[Discussion] Forums” and inside the individual essay links respectively that are listed under the toolbar.

**Grading Scale and Policy (Letter grade +/-):**

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100	95	90	87	83	80	77	73	70	67	63	60	0

Class performance categories and grades will be entered in the “Gradebook” on Lualima and weighted in the following manner:

Class Attendance:	10%
Discussion Forum:	20%
Quizzes:	20%
Five Weekly Essays:	50%

**Reading Material:** This is a “green/paperless course,” which means all course material are available as pdf files in the “Resources” folder on our Lualima course website.

**Library Reserves:** Many short stories we will be reading in this course are from the below textbooks. However, due to the COVID-19 situation, these books cannot be placed on reserve at Wong AV, Sinclair library right now. In any case, if you would like to see a hard copy and can locate it elsewhere, here is the info:

1. Chris Berry ed. *Chinese Films in Focus: 25 Takes*, (British Film Institute, 2003)
2. Diane Mei Lin Mark, eds. *Chan is Missing: A Film by Wayne Wang*, with introduction and screen notes by her, (Bamboo Ridge Press, January 1, 1984)
3. Gina Marchetti, *The Chinese Diaspora on American Screen*, (Temple University Press, 2013)
4. Wanning Sun, *Leaving China: Media, Migration, and Transnational Imagination*, (Rowman & Littlefield Publishers; 1st edition (August 15, 2002)

5. Esther Yau ed. *At Full Speed: Hong Kong Cinema in a Borderless World*, (U of Minnesota Press, 2001)

**Study Handouts:** The films and readings (scholarly essays) are grouped together under one weekly discussion topic, and there will be a Study Handouts (PPT slides) to assist you with better understanding the texts as well as prompting you to think “ethically” about the larger issues you read about. If studied carefully, these study aids can provide the basis for your online postings and your written assignments.

**Course Schedule** (are *subject to change*): The syllabus is divided into 5 thematic segments, and each is further divided into weekly discussion topics (listed below for the Zoom class meeting days). Each week, you will have to watch a feature film or video lecture (e.g. first week) that will relate to the readings (scholarly essays), some are specific interpretations of the films, others provide useful cultural or conceptual information. The readings vary in length, so you should always start reading before the weekend begins, not afterwards, in order to meet your Tuesday deadline. Optional readings are included to provide you with another perspective or add more information on the films and/or the ethical issues under discussion. If you seek to broaden your horizon, it is highly recommended that you do the optional readings.

**Every Tuesday, by 5 pm, you need to do the following on Laulima:**

- ❖ Complete the assigned readings and watch the film for the week.
- ❖ Review “Learning Modules” and Study Questions or Study Handout on the week’s readings.
- ❖ Take the online Quiz on Laulima.
- ❖ Post one comment and one question on the readings (Discussion Forum).
- ❖ Respond to one classmate’s posting (Discussion Forum).

**Zoom Class Meetings are held on Thursdays, 1- 2 pm, and will focus on:**

- 1) Explaining weekly topics, study handouts, and difficult cultural concepts from the readings.
- 2) Expanding on the readings to include more background information (e.g. bios of authors and occasional newspaper articles on society and culture).
- 3) Feedback on students’ postings on the Discussion Forum (Laulima).








<i>Title</i>	<i>Time</i>	<i>Director/Producer</i>	<i>Country/Year</i>	<i>Call #</i>
Eat A Bowl of Tea	102	Wayne Wang	US 1989	DVD 12602
Representation & Media	55	Media Education Foundation	USA 2002	DVD1765
The World of Suzie Wong	129	Richard Quine	USA 1961	DVD 13434
Love is a Many-Splend...	102	Henry King	USA 1955	T 18323
Chan is Missing	80	Wayne Wang	USA 1989	T 2952 DVD 7801
A Great Wall	102	Peter Wang	USA 1986	DVD 1863
Pushing Hands	105	Ang Lee	Tai/U SA 1992	DVD1650
Double Happiness	87	Mina Shum	Can 1995	T 14119 DVD 7877
Me, Mom and Mona	20	Mina Shum	Can 1993	DVD 13884
Rumble in the Bronx	91	Jackie Chan	HK 1997	T 14971
Tian Mi Mi [Eng. Title: Comrade, Almost a Love Story	116	Kexin Chen	HK 1996	DVD 4311
Wedding Banquet	107	Ang Lee	Taiwan 2000	DVD 5660
Floating Life	95	Clara Law	Aus/HK 1995	DVD 11575
Happy Together	97	Karwei Wong	HK 1997	DVD 3008
Eat, Drink, Man, Woman	118	Ang Lee	Taiwan 1994	DVD 2199
The World	139	Jia Zhangke	PRC 2006	DVD 5655

### ***Academic Support:***

#### ***University of Hawai'i Online Learning Academy (all students)***

- The [Online Learning Academy](#) (OLA) provides FREE, one-on-one English, math and science tutoring, by highly-qualified college tutors, for the University of Hawai'i (UH) System students statewide. They offer tutoring in the following subjects: basic math, pre-algebra, algebra, geometry, trigonometry, calculus, biology, chemistry, physics, environmental science, writing, and language arts.
- ***UH Mānoa***
  - [Hamilton Library](#)
  - [Distance Learning at UH Mānoa](#)
  - [Writing Center](#)
  - [Learning Assistance Center](#)

#### ***University Policies and Procedures:***

The University of Hawai'i is an equal opportunity/affirmative action institution. It is committed to a policy of nondiscrimination on the basis of race, sex, victims of domestic or sexual violence, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran. For additional details, visit the [UH Systemwide Policies and Procedures Information System \(PPIS\)](#) site.

#### **Academic Honesty:**

Rules regarding academic honesty and intellectual property are different in different cultures. Acceptable ways of using other people's ideas may be quite different where you are from than in the United States. While we



certainly should respect different cultural practices, but at the same time, because the University of Hawai'i is an American university, we have a responsibility to follow the rules here (and so do you). Throughout the United States, what is called "academic honesty" is expected of all students, and "academic dishonesty" is not tolerated. Look at this excerpt from the 2001-2002 General and Graduate Information Catalog for the University of Hawai'i at Manoa:

Acts of dishonesty include, but not limited, to the following:

- Cheating, plagiarism, or other forms of academic dishonesty.

Cheating is an act of academic dishonesty and includes, but is not limited to:

- use of any unauthorized assistance in taking quizzes, tests, or examinations;
- use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student body; and
- engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

Plagiarism is also an act of academic dishonesty and includes, but is not limited, to:

- the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.
- It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
- Furnishing false information to any UH official, faculty member, or office.
- Forgery, alteration, or misuse of any UH document, record, or form of identification.

Throughout the university, common punishment for academic dishonesty can range from failing the assignment to failing the course up to being suspended or even expelled from the university. In many cases, an instructor or department may file an official complaint with the Dean of Students office, which may end up on the student's permanent record.

#### UH Title IX:

- *The University of Hawai'i is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking (UH Title IX). If you or someone you know is experiencing any of these, the University has staff and resources on your campus to support and assist you.*
- If you would like to report incidents of sex discrimination or gender based violence, contact your campus [Title IX Coordinator](#) or submit the online [reporting form](#).
- If you wish to remain ANONYMOUS, speak with someone CONFIDENTIALLY, or would like to receive information and support in a CONFIDENTIAL setting, contact your campus' [confidential resource](#).

#### ***Accommodation Statement:***

The University of Hawai'i is committed to a barrier-free campus and provides accommodations to ensure students with disabilities equal access to education. We agree to make academic adjustments to ensure non-discrimination of students with disabilities. This commitment is in accordance with applicable state and federal laws, including the Americans with Disabilities Act, and Sections 504 and 508 of the Rehabilitation Act.

Under the Americans with Disabilities Act (Title II) and the Rehabilitation act of 1973-section 504 and 508, individuals with disabilities have protections against discrimination and are assured access to programs, services

and activities. For more information see “Americans with Disabilities Act” and “Rehabilitation Act of 1973 – Section 504 or Section 508”.

Students must self-identify to the appropriate Disability Services Office and complete the intake process before receiving reasonable accommodations. To ensure the prompt and effective provision of accommodations, students should contact the Disability Services Office as early as possible. Find your disability services office contact for your home campus.

- **UH-Mānoa**  
Visit the [KOKUA](#) website. KOKUA can be reached at (808) 956-7511 or (808) 956-7612, email: [kokua@hawaii.edu](mailto:kokua@hawaii.edu).

**Student Support:**

- [Academic Advising](#)
- [Bookstore](#)
- [Career Services](#)
- [Counseling Services](#)
- [Registration](#)