

CHIN 496 Special Topics
Seattle: From Past to Present

Course information:

Instructor: Chan Lü, Ph.D.

Time/Location: Tuesdays/Thursdays, 10:00-11:20 DEN 156; Fridays, online

Office hours: Tuesdays and Thursdays 2:00-3:00 or by appointment

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Course Description

This content-based bilingual course will lead students to interpret the history of the foremost city in the Pacific Northwest – Seattle – and the implications for its present and future. Using Seattle as an example, the course will also guide students to explore the history and current issues of Chinese Americans in the U.S. In addition, students will examine the ways in which identities of Chinese Americans have constituted and positioned their identities, and how such identities are represented, through various mediums of popular culture. Students will have opportunities to not only learn from books and classrooms, but also from working with organizations outside – students will have opportunities to help develop bilingual materials for local museums and other non-profit organizations to make the public space of Seattle more multilingual. The course aim to enroll both Chinese native speakers and Chinese learners; therefore, through learning the course content, students will have the opportunities to enhance their nonnative languages in all four skills, especially in the formal register.

Course Objectives

By the end of the course, students are expected to:

1. Improve their language and cross-cultural communication skills in conveying their understanding regarding issues within the frame of the course.
2. Form strong critical and analytical skills in examining complex and nuanced social and cultural phenomena
3. Produce most kinds of formal and informal correspondence, in-depth summaries, and reports on a variety of social, academic, and professional topics. Their treatment of these issues moves beyond the concrete to the abstract.
4. Be able to demonstrate the ability to explain complex matters, and to present and support opinions by developing cogent arguments and hypotheses.
5. Be able to use structure, lexicon, and writing protocols effectively, in an organized manner and to prioritize ideas to convey to the reader what is significant.
6. Be able to translate materials from English to Chinese or vice versa with attention to style, tone, and cultural sensitivity.

Course Materials:

This course will use a combination of print, multi-media and online materials in both English and Chinese of a variety of genres.

Excerpts from print materials in English:

Chang, Iris (2004), *The Chinese in America*. Penguin Books.

Sale, R. (1978). *Seattle: Past to Present*. University of Washington Press.

Chin A. (1992): *Golden tassels: a history of the Chinese in Washington, 1857-1992*.

Excerpts from print materials in Chinese:

潮龙起 (2010) *美国华人史*。山东画报出版社。

Children's book:

Leung, Julie (2019) *Paper Son: The Inspiring Story of Tyrus Wong, Immigrant and Artist*. Schwartz & Wade.

Graphic novel:

Yang, Gene Luen (2013), *American Born Chinese*. First Second.

Newspaper articles in Chinese from various media outlets

《纽约时报》2015, 模范少数族裔”对亚裔美国人意味着什么?

Documentaries and Films:

- Journey of a Paper Son
- Abacus: Small Enough to Jail
- Flower Drum Song; Joy Luck Club; Saving Face

Grading policies

Attendance and participation: 10%

Reading responses: 30%

Translation exercises: 30%

Final presentation: 20%

Final portfolio: 10%

Total: 100%

Grading Scale

97 = 4.0	95.9 = 3.9	94.8 = 3.8	93.6 = 3.7	92.5 = 3.6	91.4 = 3.5
90.3 = 3.4	89.2 = 3.3	88 = 3.2	86.9 = 3.1	85.8 = 3.0	84.7 = 2.9
83.5 = 2.8	82.4 = 2.7	81.3 = 2.6	80.2 = 2.5	79.1 = 2.4	77.9 = 2.3
76.8 = 2.2	75.7 = 2.1	74.6 = 2.0	73.5 = 1.9	72.3 = 1.8	71.2 = 1.7
70.1 = 1.6	69 = 1.5	67.8 = 1.4	66.7 = 1.3	65.6 = 1.2	64.5 = 1.1
63.4 = 1.0					

Attendance and participation: Absences will be excused in case of serious sickness, family emergency, approved job interviews and/or field trips and approved academic and/or athletic contests in addition to all holidays or special events observed by organized religions for those students who show affiliation with that particular religion. It is the student's responsibility to notify the instructor at least a week in advance. Each unexcused absence will result in 2% loss.

All students are expected to contribute to classroom discussion and participate in teaching demonstrations. Lack of participation due to insufficient preparation or unwillingness to collaborate will seriously affect students' learning outcomes.

Reading responses: For each reading assignment, short reading responses will be assigned as a way to ensure students complete the required reading in advance. All reading responses will be assigned online via Canvas, and should be submitted before class on the due dates.

Translation exercises: Each week on Friday, the class will be online and we will do some translation exercises using appropriate materials. The exercises include two types: 1) bilingual reading assignments/exercises; 2) translating museum display texts from the Wing Luke Museum (English to Chinese). The museum materials will be broken into small parts and the final product will be displayed in the museum with your effort recognized.

Final presentation: The final presentation will be based on your quarter-long project aside from the reading responses and translation exercises. You will be asked to choose a Chinese American person to report. The person can be a celebrity or someone you know personally. You need to do some research about this person, introduce his/her immigration history, and briefly describe his/her current status. Make sure you connect his/her story to the course materials.

Final portfolio: This final portfolio contains final versions of your earlier work: 1) final museum translation; 2) final write up based on your presentation (5-6 pages double-space, 12 pt in English, or 3-4 pages double-space, 12 pt in Chinese).

Language policy: One of the goals of this course is to help students acquire advanced level proficiency in a nonnative language. Therefore, the classroom languages I use are English and Chinese. For students, all classroom assignments and presentations should be done *in their nonnative language*.

Other important policies

Electronics

Open laptops/tablets/smart phones are not permitted in lecture (apologies for any inconvenience). Cell phones should be silenced to avoid disruption.

Email

This course will use email frequently to communicate course-related information. Each student is expected to read emails sent to his/her UW email on a regular basis. Failure to read and react does not absolve a student from knowing and complying with the content of the communications.

Academic Integrity

The UW Department of Asian Languages and Literature encourages an environment of academic integrity and mutual respect. Students are expected to read and follow the academic and behavioral expectations, as identified in the UW Student Conduct Code and the College of Arts and Sciences Student Academic Responsibility policy, in the classroom and in all coursework. <http://www.washington.edu/students/handbook/conduct.html>
<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>.

Plagiarism, cheating, theft, and other academic misconduct are serious violations of your contract as a student. It is rare for students in our program to plagiarize intentionally, but even unintentional plagiarism is considered misconduct. Although students are encouraged to collaborate with classmates, your work must be independent unless explicitly indicated in the assignment. Any suspected cases of academic misconduct will be handled

according to University regulations through the UW Community Standards and Student Conduct Office:
<http://www.washington.edu/cssc/>.

Students with Disabilities

The University of Washington and the UW Department of Asian Languages and Literature are committed to ensuring that otherwise qualified students with disabilities are provided with access, equal opportunity, and reasonable accommodation in its services, programs, activities, education, and employment. If you have a Letter of Accommodation from Disability Resources for Students (DRS) indicating you have a disability that requires academic accommodations, please present the letter to me either electronically or in hard copy as soon as possible AND see me to discuss the specific accommodations you might need for this class. If you do not have a Letter of Accommodation, please contact DRS to initiate the process for establishing academic accommodations due to a disability. Please note that accommodations may not be implemented retroactively. The DRS Office contact information is: 011 Mary Gates Hall, 206-543-8924 (voice), 206-543-8925 (TTY), uwdrs@uw.edu, <http://www.disability.uw.edu>.

Academic Assistance

Students having difficulty with course material are encouraged to meet with the instructor to discuss their concerns and questions. Please see me early in the quarter with any difficulties, since core knowledge obtained at this time may be the basis for understanding later information.

Course Schedule

1. The schedule is subject to change;
2. Course materials will be accessible on Canvas;
3. All assignments, including reading responses (RR) will be posted on Canvas and they should be submitted through Canvas as well.

Week	Date	Topic	Reading	HW due
1	9/26	Course introduction Self-introduction		(Reading) responses 1
2	10/1	Early immigration to the U.S.	Chang, Chapter 1,2 潮, 第一章	
	10/3			Reading responses 2
	10/4	Online		Translation exercise 1
3	10/8	Gold Rush and the Transcontinental Railroad	Chang, Chapter 4, 5 潮, 第二章	Reading responses 3
	10/10			
	10/11	Visit the exhibit at UW East Asia Library		Translation exercise 2
4	10/15	Chinese, excluded	Chang, Chapter 8 潮, 第三章	Reading responses 4
	10/17	Field trip to National Archives at Seattle		
	10/18	Online		Translation exercise 3
5	10/22	Chinese, excluded	Chang, Chapter 9 潮, 第三章	Reading responses 5
	10/24	Short film: Journey of a Paper Son	Leung	
	10/25	Online		Translation exercise 4
6	10/29	Seattle as a city	Sale, Chapter 1	Reading responses 6
	10/31	Chinese Americans in WA	Chin	
	11/1	Online		Translation exercise 5
7	11/5	WWII and Chinese Americans	Chang, Chapter 13 潮, 第九章	Reading responses 7
	11/7	WWII and Chinese Americans	Chang, Chapter 13 潮, 第九章	
	11/8	Online		Translation exercise 6

8	11/12	Seattle, segregated	Chin	Reading responses 8
	11/14	Seattle, segregated		
	11/15 (11/16)	Wing Luke Museum exhibit: Excluded Inside the Lines		Translation exercise 7
9	11/19	Model Minorities?	Chang, Chapter 17 纽约时报文章	Reading responses 9
	11/21	Model Minorities?		Translation exercise 8
	11/22	Screening: Abacus: Small Enough to Jail		
10	11/26	Chinese American's self-portrait: Film: Flower Drum Song	Yang	Reading responses 10
	11/28	No class	Film: Joy Luck Club	
	11/29	No class	Film: Saving Face	Translation exercise 9
11	12/3	Chinese Americans today		
	12/5	Oral presentation		
	12/6	Online		Translation exercise 10
	Finals week	Final portfolio due on Friday, 12/13 5pm		