

Fulbright-Hays Seminar Abroad in China

Summer 2010

“Literature and its Connection to Understanding China”

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Background

The 2010 Fulbright-Hays seminar abroad in China provided a great insight into China's history, culture, and growing economy. This curriculum project would not have been completed without the support of the Fulbright-Hays seminar, the National Committee on United States-China Relations, and the generosity of several people in China. For the curriculum project, some of the information gathered and acquired during the Fulbright-Hays seminar will be incorporated into two different courses offered at Eastfield College: Asian American Literature (ENGL 2326) and World Literature (ENGL 2333). Both courses are sophomore level college courses. The vast amount of knowledge learned during the seminar is very valuable; however, due to the time allotted for the courses and course goals, selective information will be added to the specific course to enhance the curriculum.

ENGL 2326 (Asian American Literature) is a literature course with an Asian American emphasis that introduces students to Asian American writers. In addition to reading various genres of literature from Asian American writers, students will also learn about the history, culture, and social issues in relation to Asia and the Asian American experience. Students should be able to demonstrate a broad knowledge of selected literature from Asian American authors according to traditional time periods, historical events, and/or major thematic and stylistic expressions. Students should be able to demonstrate an appreciation for exploring various Asian cultures in relation to the selected literature.

ENGL 2333 (World Literature-online) introduces students to various genres of western and eastern literature from 1600 to present. In addition, students will learn about the history, culture, and social issues in relation to the literature. Students should be able to demonstrate a broad knowledge of selected literature from western and eastern authors according to traditional

time periods, historical events, and/or major thematic and stylistic expressions. Also, students should be able to demonstrate an appreciation for exploring various Asian cultures in relation to the selected literature.

Therefore, both courses will include a focus on China. Students will explore specific historical, social, and cultural aspects of China in relation to the selected literature. The students will complement their reading assignments with their research assignments.

ENGL 2326 Asian American Literature

This course focuses on various genres of literature from selected Asian American authors with an emphasis in examining the historical, cultural and social aspects of the selected literature.

Course Goals: 1. This course will introduce students to Asian American authors and their works. 2. This course will provide the educational tools necessary to help students understand various Asian cultures.

Student Learning Outcomes: 1. Students will develop an understanding and appreciation for Asian American literature, which includes a focus on literature from Chinese American authors. 2. Students should be able demonstrate their understanding of the various historical, social, and cultural aspects of China.

Asia on My Mind

Students will view a visual presentation on the second day of class. The powerpoint presentation will consist of sixteen slides of images representing different Asian cultures; six of the sixteen images were taken during the Fulbright-Hays seminar abroad in China. The students are advised to examine each slide representing Asia or Asian culture. The instructor will advise the students to do their best in deciphering the image in reference to Asia, and students are strongly advised to write down their thoughts while viewing the powerpoint. The images representing

China included a decorated door that belongs to a home in one of Beijing's hutong neighborhood, the pathway of the Great Wall, Chinese banquet meal, the Grand Theater in Chongqing, Bird's Nest stadium in Beijing, the terra cotta warriors in Xian, and downtown Xi'an.

The purpose of the powerpoint is to provide images of current day Asia and to spark student interest. After the presentation is viewed and examined, the students are eager to share their thoughts and engage in a class discussion. The instructor leads the discussion by asking the students to share their thoughts of each image. The time allotted for the visual activity is around 45-60 minutes, depending on the additional questions and comments from the students. When the students view the images, they are interested in knowing more about them. Also, they are engaging in an active learning process in the classroom. For this activity, students receive a grade for participation.

*Please see slides 26-31 for the images taken in China.

I. Lecture and Presentation

The following information pertains to the instructor's in class lecture and presentation on Amy Tan's "A Pair of Tickets." A powerpoint presentation accompanies the lecture.

Tracing China's geography, history, and culture in Amy Tan's "A Pair of Tickets"

Hong Kong, Chongqing, and Shanghai are mentioned in Amy Tan's "A Pair of Tickets," a short story from *The Joy Luck Club*. A brief explanation of Hong Kong's connection to Britain and mainland China was given after the story was discussed. Understanding a part of Chinese history helps the reader understand the historical component of the story, the character development, and the plot sequence. A powerpoint presentation accompanies the lecture in order to provide specific historical information and an insight of modern day China (specifically Chongqing), Shanghai and Hong Kong.

In addition to history, the culture in "A Pair of Tickets" is one of the apparent themes. "A Pair of Tickets" starts on the Hong Kong border. The narrator is June May/Jing Mei. Hong Kong has a population of 7.1 million (2009), and it is known for its "one country, two systems." The economic and political system in Hong Kong differs from mainland China. Hong Kong became a British colony in 1842 at the end of the Opium War. Britain retained control of China until 1997. Hong Kong is well known for its seaports ("Useful Information" 25).

The story begins with June May/Jing Mei stating, "The minute our train leaves the Hong Kong border and enters Shenzhen, China, I feel different" (Tan 10). Shenzhen, formerly known as Canton, was the first place of reform and modernization (Gold). It was also known as one of the first Special Economic Zones. The second place for economic development is Beijing (Gold). From Shenzhen, June May/Jing Mei and her father travel to Guangzhou to meet her father's family.

Prior to traveling to China, Jing Mei had a different image of China. Jing Mei says, Guangzhou "looks like a major American city, with highrises and construction going on everywhere" (Tan 16). Jing Mei is amazed by the grandiose structure of the hotel and its Western accommodations. She finds a wet bar with a small refrigerator full of non-eastern items, things she would see in a western hotel. Jing Mei says, "The bathroom has marble walls and floors. I find a built-in wet bar with a small refrigerator stocked with Heinekin beer, Coke Classic, and Seven Up, mini bottles of Johnnie Walker Red....M&M's, honey-roasted cashews, and Cadbury chocolate bars" (Tan 17-18). When she sees the various items, she questions if she is in communist China. She was hoping for a big banquet (Tan 18), but she ended up eating an American meal at the request of her father's family.

Before their departure for Shanghai the following day, Mr. Woo tells the story of how

he and Jing Mei's mother met in China. The narrator's mother, Suyuan, is from Shanghai. During the Japanese occupation, the mother was fleeing Kweilin (Guilin) for Chungking (now known as Chongqing). She was warned by a KMT (Kuomintang) officer, and Suyuan's husband was also an officer. The KMT (Kuomintang, National People's Party) was led by General Chiang Kai-shek at the time of Japanese occupation (Spence). During the time of the Japanese occupation, the KMT moved the government from Nanjing to Chongqing (Zhang). She left the babies in Kweilin and fled for Chungking in search of her husband. Eventually, the babies were found and rescued by a Muslim couple. Chinese Muslims are an ethnic minority. The Hui are one Muslim group, but not the only one. For example, the Uighurs are also a Muslim minority.

In Chongqing, Suyuan was rescued by an American missionary, and she found out her husband had died two weeks before her arrival in Shanghai. Later, Suyuan met Mr. Woo, Jing Mei's father, in Chungking (Chongqing). The couple married and moved to the United States. According to Dr. Zhang, Chongqing was the wartime capital of China from 1937 to 1946. For 5.5 years, Chongqing was bombed by the Japanese (Zhang). In May 3-4, 1939 and after, continuous bombings occurred, and more bombings occurred whenever the sun came out (Zhang). During 1942, the Flying Tigers helped repel the Japanese planes from China. In 2000, the former residence of General Stilwell was named Chongqing Stilwell Museum, which was a symbol of wartime friendship between China and the United States (Zhang).

Currently, an estimated 31.4 million people reside in Chongqing ("Background Information"). It is rapidly growing, and many people from the rural area are moving into the urban area. People of Chongqing are quite proud of their city, and they call Chongqing "little Manhattan." In China, Chongqing is the third largest automobile producer ("Useful Information" 23). Chongqing is also known for its spicy food. According to Professor Wang Yong from

Southwest University, there are five elements representative of Chongqing: smooth transportation, forestry, livable, healthy, peaceful and safe.

Reverting to “A Pair of Tickets,” many years later, the mother’s former classmate spotted the twins in Shanghai who reminded her of Suyuan. The twins were “shopping for shoes at the Number One Department Store on Nanjing Dong Road” (Tan 23). Famously known as the shopping district, Nanjing Donglu is known for its rows and rows of different stores and restaurants (Mayhew 60). Eventually, the story concludes with Jing Mei meeting her twin sisters in Shanghai, which is Suyuan’s hometown.

* Please view the powerpoint Tracing the Geography, History, and Culture in "A Pair of Tickets."

** For the study questions, please view Appendix A-1.

II. Condensed Lecture Notes

The following notes are information shared with students for the two courses, so they may have a general understanding of China's history, politics, and culture.

The social culture of China

China’s current population is 1.3 billion and still growing. China has 56 ethnic groups: 92% Han and 8% all others (Gold). China is a hierarchal society: the group is more important than the individual (collective vs. individual). An older person is highly respected and more important than the younger person. However, this is becoming less true. The male is more important than the female, and the attitudes are stronger in the countryside versus the city (Van Slyke).

In 2005, there were "10.4% living on less than \$1 a day" (Gao, Xiang). The current social issues are poverty, aging population, urban and rural disparities, migration, food safety, and environment (Gao, Xiang). Due to urbanization and industrialization, more and more people from the rural areas are moving into the cities. 70% of the energy consumption in China is industrial

(McCune). 60% of rivers and 90% urban underground water resources are highly polluted, and 70% of the cities have water shortages (McCune).

China's ethnic minorities

There are 56 nationalities in China (Gao, Yanli). 97% of the Chinese population are Han (Gao, Yanli). However, Professor He claims the Han represent 91.2 % of the Chinese population. The general accepted figures are 92% Han and 8% minority. The term "shaoshu minzu" means ethnic minority (Tubilewicz 171). The other nationalities or ethnic minorities include Mongolian, Manchurian, Hui (Chinese Muslim), Tibetans, Uygurs (Turkish descendants), Miao, Dai, and many more (Gao, Yanli). Also, the Koreans and Kazaks are included as minorities (Tubilewicz 168), as are the Hmong/Mien people (He). The smallest ethnic minority group is the Lhoba (He). According to Professor He, "The identification of ethnic minority groups was made from 1950 to 1987 by the Chinese government in order to end the confusion of naming them and to safeguard the equal rights of all ethnic groups." The ethnic minorities do not have to follow the one child policy; however, "the Han are better off than the minorities" (Tubilewicz 180). Also, "in the ethnic areas, the Hans tend to concentrate in the cities, which mean they derive far more benefit from economic growth than the local minorities" (Tubilewicz 180). Under Deng Xiaoping's rule, he made sure "a good number of ethnic minority students entered the universities" (Tubilewicz 170). According to Professor Keyong He, "Minzu University was set up for education of the minority population."

Legal residency

Hukou is an internal passport or registration system to maintain one's proof residence in the urban area (Gold). Also, the hukou system (household registration system) is used to keep tabs on migrant workers migrating to the cities. It allows access to housing, bank accounts, business

dealings and work in the city. Hukou provided a means for rural people to move into the cities. An estimated 150 million make up the migrant labor workforce (Gold).

What is the One Child Policy?

The One Child Policy was not meant to be permanent. Now, there is shortage of females. The current ratio is 118 men to 100 women (Van Slyke). Due to the one child policy, the single child may display the “little emperor” syndrome (spoiled, over fed, and high expectations).

Human Rights

China's Human Rights display unequal rights. The individual should be transparent, but government should be opaque (Van Slyke). There is no jury system in mainland China, only a panel of judges (Van Slyke). Therefore, the conviction rate is high. Media is controlled by the government. For example, one cannot access Facebook in China, and certain key terms or phrases are not allowed to be searched or “googled.” Information is an asset in China versus United States (Van Slyke), so most information is either monitored or censored.

Communism and its place in Chinese History

In 1921, Chinese Communist Party was formed (Van Slyke). Twenty-eight years later (1949), the People's Republic of China was established (Van Slyke). The opposing party's leader, Chiang Kai Shek, fled to Taiwan. After 1949, it was known as the liberation period. From 1949 to 1958, it was the transformation period and land reform (Van Slyke). The Cultural Revolution (destruction of old traditions) began in 1966 when Mao Zedong takes over, and it ends in 1976 when Mao dies. During the Cultural Revolution, “many families destroyed their own art objects, burned or shredded their family photographs, diaries, and letters, all of which might be purloined by roving Red Guards” (Spence 165). Also, “the number of victims from the uncoordinated violence of the Cultural Revolution is incalculable, but there were millions. Some of these were

killed, some committed suicide” (Spence 164). During the events of 1989, student resistance was escalating when they occupied the Gate of Heavenly Peace Square (Van Slyke). Tian’anmen Square (Gate of Heavenly Peace Square) is where the students and others gathered.

Politics in China

Political leadership is in the hands of the Communist Party. Every organization will have a communist party or branch. Since 1979, bureaucracy has been stabilized (Gold). Real decision making lies with the Communist Party secretary. There is a lot of corruption in the bureaucracy. Guanxi is the personal connection to get out of trouble or avoid a restrictive law (Gold).

Confucianism

The Three Bonds specifies "authority of the ruler over the minister, the father over the son, and the husband over wife" (Tu 122). If the rules of the Three Bonds are followed, "the world will be in peace;" however, if the three bonds "are violated, the world will be in chaos" (Tu 122). Confucianism includes several values. According to Professor Gao Yanli, the following rules are as follows: *Ren* is benevolence, humaneness toward others. *Yi* is faithful friendship. *Li* is ritual or propriety. *Zhi* is wisdom. *Xin* is sincerity, honesty, and trust. *Zhang* is loyalty. *Shu* is reciprocity. *Xiao* is filial piety. *Ti* is brotherly love. Nowadays, filial piety principle of children taking care of parents is slowly diminishing with the younger generation. Confucianism emphasizes education, attaches great importance to harmony and unification, opposes distinction of classes, stresses the importance of social, cultural, and moral order, and emphasizes humane government (Gao, Yanli). The Chinese believe education is the key to one's future and can improve one's destiny.

According to Professor Wu Qing, under Confucious laws, families are greatly influenced by Confucianism because each person should know his or her own place in the family; women are despised; the government is an ethical thing; society should be male dominated. Due to migration,

there are more women in the labor force compared to men. 35-40% of the migrant workers are women (Wu). She encourages educating the women in the rural areas to empower them and be aware of the injustices and use of the constitution to fight for their rights. "If you educate one woman, then she can educate the entire family" (Wu).

Foot binding

The origination of foot binding is unknown. "Some believed that it {began} in the Sui Dynasty, and some Tang Dynasty," "but it is for sure that since the Song Dynasty, feet-binding became the compulsory business for each woman and popularized in the Yuan Dynasty (Hu 218). However, women who worked in the fields never bound their feet; they had to work and could not do so with tiny feet. Some of the females endured the painful process of foot binding as early as age three. "The size for tiny feet was about four inches long" (Wang, Ping 33). "During subsequent dynasties, footbinding became more popular and spread from court circles to the wealthy" (Lim 3). According to Ping Wang, "Bound feet, apart from being the measurement for beauty, became the symbol for social status" (32). "For girls of lower class, footbinding gave them an opportunity to move upward in the marriage and service market" (Wang, Ping 32). Even though foot binding was outlawed in 1912, people still continued to bind their feet. After 1949 and with the rise of Communism, foot binding was banned (Lim 3).

*The above notes on foot binding provide an introduction for students who are unfamiliar with the topic; therefore, students will research more information on this topic for *Snow Flower and the Secret Fan* and include it their presentation.

Confucianism and its place in literature

For ENGL 2326 and ENGL 2333, students will read, analyze, and discuss Lisa See's *Snow Flower and the Secret Fan*. Students will conduct research on some of novel's controversial topics

and develop an understanding of China's traditional values, which are influenced by Confucianism.

Sample Discussion Questions:

How is Confucianism represented in Lisa See's *Snow Flower and the Secret Fan*? How are the women viewed in the past? What were their roles in life? What do you think is the significance of the foot binding?

The following information will be shared with ENGL 2326 and ENGL 2333.

* Please see Appendix A-2 for the entire list of questions.

Breaking down the stereotypes and Cultural Assimilation

The next assigned novel is Gene Luen Yang's *American Born Chinese*. The author blends the old and new cultures in one novel with profound images. Students will read about the stereotypes assigned to the Chinese Americans and other Asian Americans. A class discussion will follow after each chapter. Yang provides the reader with an adaptation of Wu Cheng'en's *Monkey* and parallels the story with his own take on a young man growing up in America as an American Born Chinese/Chinese American.

* For a full list of the class discussion questions, please view Appendix A-3

Group Presentations

Students are assigned to work in groups of 3-4 students to research a historical, cultural or social component of the novel and provide a presentation. The instructor's presentation on "A Pair of Tickets" should be a reference point for a model presentation. The presentation guidelines are posted on-line, and the instructor will go over the guidelines in class to answer any questions.

* Please see Appendix C for presentation guidelines.

ENGL 2333 World Literature (online)

This course will focus on examining various genres of literature from 1600 to present with an emphasis on literature from China, Japan, Korea, and India.

Course Goals: 1. In addition to western authors, this course will introduce students to Asian and Asian American authors and their works. 2. This course will provide the educational tools necessary to help students understand various Asian cultures, specifically China.

Student Learning Outcomes: 1. Students will develop an understanding and appreciation for both western and eastern literature, which includes a focus on literature from Chinese and Chinese American authors. 2. Also, students should be able demonstrate their understanding of the various historical, social, and cultural aspects of China.

Cultural Observation of East and West

Students will view a powerpoint with images from Asia, Europe and America, and they will post their observations via e-campus/blackboard. Each student is required to reply to a student's comment about the visual presentation, so this activity encourages dialogue among students in an online setting. The discussion forum is open for one week, so the online students have plenty of time to post their thoughts and reply to more than two student postings. A set of particular questions follow the powerpoint presentation to guide the discussion forum. The images representing China included a decorated door that belongs to a home in a hutong neighborhood, the pathway of the Great Wall, Chinese banquet meal, the Grand Theater in Chongqing, Bird's Nest stadium in Beijing, the terra cotta warriors in Xian, and downtown Xi'an.

*Please see slides 26-31 for the images taken in China.

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Appendix A-1

Questions for "A Pair of Tickets"

1. Why does the story begin in Hong Kong instead of mainland China?
2. What is the purpose of the narrator presenting the historical information when she finds out about her mother's past?
3. What does Chinese history and culture have to do with the American born Chinese narrator?
4. Why do you think it is important for readers to understand the history and culture represented in the literature?
5. What did you know about China prior to reading the short story? What did you learn after reading the story? How much of the history did you already know?

Appendix A-2

Questions for *Snow Flower and the Secret Fan*

1. What cultural elements captured your attention while reading the novel?
2. How are the social roles of women defined by Confucianism?
3. What were the set expectations of women when foot binding was a cultural norm?
4. What did you know about foot binding prior to reading the novel? How does foot binding reflect the laws of Confucianism?
5. Do you think both main female characters were strong or weak? Explain your answer.
6. What common goals did both females share? What hardships did they endure?
7. What is the significance of the fan? What does it symbolize for the two women?
8. Why do you think the men allowed the women to go on with their secret language?
9. Why was it important for the female to have a male child? How was the female child perceived?
How were the main characters treated by their father and mother?
10. What are some western concepts of beauty that were accepted as the norm but later viewed as dangerous to the health of women? Are there any concepts or rituals of beauty currently practiced that may be a hazard to one's health and delineation of one's identity?

Appendix A-3

Questions for *American Born Chinese*

1. What are some cultural stereotypes mentioned in the graphic novel? Please specify the page numbers as well.
2. Why do you think the author parallels the Monkey's story with the human's story? What do they both have in common? What do you think is the significance of the shoes?
3. Describe the stereotypes of the Chinese culture mentioned in the graphic novel.
4. Other than Chinese culture, what other cultures are represented in the novel?
5. This graphic novel is a satire. What issues are addressed in the novel that indicates to you that this is a satire?
6. Explain how cultural assimilation is represented in the novel.
7. What does Danny want? Are some of Danny's problems reflective of most American teens? If so, specify which ones.
8. What elements of Chinese culture are represented in the novel?
9. What did you learn after reading the novel?
10. Why do you think cultural stereotypes prevent social progress?

Appendix B-1

Cultural Scavenger Hunt - Off campus activity

Activity Goal: The cultural scavenger hunt promotes cultural awareness by encouraging students to venture off campus and explore various Asian or Asian-American venues. This project is presented on the week before the final exam week. It is to instill fun and creativity for the students, and at the same, it is a learning experience. Students are allowed to work alone or work in pairs. The scavenger hunt list is posted throughout the semester, so students have plenty of time to explore and gather their materials.

English 2326-4001

Cultural Scavenger Hunt

Please allow ample time to collect the following items before the due date:

1. A commercial item (i.e. T-shirt, CD cover, etc.) displaying English and one of the following Asian languages: Chinese/Japanese/Korean
2. Check out a book about Asian-American authors – provide 2 minute description of something significant about one of the authors.
3. Current (within the last 2 months) Vietnamese, Korean or Chinese-American Newspaper published in Texas
4. Asian cookbook (in English)
5. Chinese or Japanese Restaurant Menu from the Mesquite area
6. Business card from a local Asian or Asian-American business
7. Visit the Crow Collection of Asian Art and take a picture in front of the fountain to prove your visitation.
8. Check out or purchase an American author's book translated into Chinese, Korean, Japanese or Vietnamese.
9. Find out information regarding Judo, Karate, Tae Kwon Do, or Kung-fu – provide a 1 minute demo or description.

10. Visit an Asian Grocery Store and purchase one interesting item (non-perishable)
 - * Bring the actual receipt

11. Learn to say “Hello” and “Good-bye” in one of the following languages: Hindi, Japanese, Korean, Vietnamese, Cambodian, Thai, or Mandarin/Cantonese

12. Visit a Buddhist/Hindu Temple – share your experience (2 min max)
 - * Take a picture at the venue and bring back a pamphlet/literature

*Please view the syllabus for the due date. You may work individually or in pairs to complete the scavenger hunt.

Appendix B-2

Off campus activity 2 - This activity applies to both courses when offered during the semester.

Visit the Crow Collection of Asian Art for a tour of the museum.

The goals of this activity are to encourage the students to visit Asian Art museum and to examine

the museum's permanent and temporary exhibits that represent Asia. The Crow Collection has an extensive collection of various works of art from China, India, Tibet, and other Asian countries. Also, they have evening events for educators, students, and the general public. Students are encouraged to bring one or two guests and join the class for the tour. For each semester, the students and their guests are invited to meet on a Saturday for an afternoon tour.

Appendix B-3

Chopsticks are commonly used in China, so one of the fun in class activities is learning how to use chopsticks.

In class activity – 15 minutes

Students will demonstrate their chopsticks skills by competing in teams. After the instructor provides a demonstration on how to use wooden chopsticks, students are allowed 5 minutes to practice before the competition. At each round table, the students are given a plate of 50 small paper clips, 30 strips of dark green paper (1inch x 2 inches), and 20 half inch cylindrical beads. There are 4 students sitting near a round table. There are 5 round tables and 20 students. The goal of the competition is to use the chopsticks to pick up as many paper clips, paper strips and beads and transfer them into the bowl within 45 seconds. The team that has the most paper clips, paper strips and beads in the bowl will be the winner, and they have mastered the skill of using chopsticks.

Appendix C-1

Presentation and Research Guidelines for ENGL 2326

Guidelines for Presentation I

Please research the social, historical, or cultural aspects are represented in the selected literature. Explain how they are represented in the short story or novel. Please refer to the literature when you are presenting the historical, social or cultural aspects.

Each group will be assigned a specific reading assignment for the presentation. Each member of the group must participate. The time allotted for the presentation is 12 minutes. Points will be deducted for brief (less than 12 min) and stale presentations. Do not use Wikipedia as source for research information. Please utilize reliable websites, books, and actual venues.

A visual component is required and must complement the overall presentation. Points will be deducted if you read from the powerpoint presentation or handouts for the entire 12 minutes. If you prefer to show a video clip, then 1.5 minutes are allotted for video clips. Each member of the group should peer review the powerpoint for spelling and grammatical errors. Please peer review the information prior to finalizing the presentation. The group may provide handouts (1- 2 pages) to share the information with the entire class. Cultural items may also be included as the visual component for the overall presentation.

Research regarding Presentation 1

Each group member must present his or her portion of the presentation and peer review the group's materials before the final presentation: hand outs, PowerPoint, or display board, and provide substantial research. The time allotted for the presentation is 12 minutes. Please meet with the group a few times before the final presentation.

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or works consulted list must accompany the group presentation. You may have the works cited or works consulted posted at the end of your powerpoint, or you may provide a hard copy. Please utilize NoodleBib or a MLA handbook. An incomplete work cited or consulted entry is unacceptable.

Be Creative and Innovative. Try to visit Asian restaurants, grocery stores, religious temples, or watch an Asian or Asian inspired movie (i.e. *Crouching Tiger Hidden Dragon*). Take pictures or bring a visual aid to enhance your presentation. There are several Asian related venues in the Dallas area. Google it, search for it in Yahoo directory, or search through the aol city guide.