



## FACULTY OF ARTS

Linguistics, Languages & Cultures

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Course Outline – Winter 2014

*EAST 319-01 – East Asian Values in a Canadian Setting*

*Lloyd Sciban*

**COURSE DESCRIPTION:** This course examines the presence of East Asian values within Canada and their potential for greater acceptance in and contribution to Canadian life. East Asian values will be examined generically, as well as specifically to the cultures of China, Japan, Korea, and Vietnam. In order to substantiate claims, these values will be explored as manifested as cultural aspects within actual realms, such as commerce, business practices, community services, education, media, religion, diet, medicine, leisure activities, arts, human relations, tourism, festivals, etc. The course will also speculate on future changes to Canadian life due to the presence of East Asian values.

Because there is considerable awareness and knowledge among students of East Asian values, it is hoped that the course will attract participants who are able to contribute to, as well as learn from the course. The course will provide a forum to describe and discuss these values.

**COURSE OBJECTIVES:** The course will inform its participants about the presence of East Asian values in Canada and indicate potential changes in Canadian society due to this presence.

**TEXTBOOK:** Course pack available from the University of Calgary Bookstore.

## ASSIGNMENTS AND EVALUATION

- 1. Quiz, 5%; Thursday, Jan. 30, thirty minutes, open-book;** based on lectures, readings, and films to date.
- 2. Mid-term exam, 20%; Thurs., Mar. 06,** open-book; based on lectures, readings, and films to date.
- 3. Participation, 10%; 5% assessed Feb. 26, 5% assessed Apr. 14.** Based on participation in class discussion, including answers to reading questions.
- 4. Registrar-scheduled, final exam, 35%;** open-book; based on lectures, readings, and films to date.
- 5. Essay proposal, 5%; due in class Tuesday, Mar. 11. Length:** one page double-spaced. Your essay proposal should identify the East Asian value you will be writing about and the actual realm (which East Asian culture, which sector of society [e.g., business, medicine, popular culture, art] it is manifested within. It should also contain a description of the development of your essay and a thesis statement. **Topic:** Describe the presence of a certain East Asian (or Chinese, Japanese, Korean, or Vietnamese) value within Canada, or describe the potential for acceptance of a certain East Asian value within Canada.
- 6. Essay: 35%; due Tuesday, April 08. Length:** minimum 2500 words (deduction of one grade level [e.g., B to B-] for each 250 words or less short of minimum). **Topic:** student's choice with approval of instructor. **Criteria of evaluation:** **a. Depth of research:** this involves an accurate general perspective (i.e., the background of your topic); command of detail on your specific topic; and suitability and strength of sources. **b. Organization,** this includes clarity, logic (there should be a logical connection among the points given in your essay), unity (maintenance of same theme throughout the whole or a large section of the essay), coherence (smooth link between minor sections of the essay), and correctness of form (e.g., having foot or endnotes, a bibliography, the use of proper grammar, etc.). **c. Original thinking,** you are strongly encouraged to present your own perspective or views. This could take the form of presenting and supporting your own thesis, or establishing a point that has not been made before.  
**Students may submit a draft of their essay for suggestions up to Apr. 04.**
- 7. Submission of assignments:** It is the student's responsibility to keep a copy of each submitted assignment.
- 8. Policy for late assignments:** Deduction of one grade level for essay and .5 for the essay proposal for each day late. It is the student's responsibility to keep a copy of each submitted assignment. **No electronic submissions will be accepted.**

## Writing Skills Statement

Policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

If you need help with your writing, you may use the Writing Centre. Visit the website for more details:

[www.efwr.ucalgary.ca](http://www.efwr.ucalgary.ca)

## Grading System

Grading Scale	
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

Where a grade on a particular assignment is expressed as a letter grade, it will normally be converted to a number using the midpoint of the scale. That is, A- would be converted to 87.5 for calculation purposes. F will be converted to zero.

**Ethics:** Whenever you perform research with human participants (e.g., surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see The Faculty of Arts research ethics webpage:

<http://arts.ucalgary.ca/research/research/research-ethics>

**In Class Recordings:** Students are allowed to make in class recordings.

## COURSE CONTENT

Unit	Topic
1. Introduction	The issue of identifying people by their ethnicity, Canada's openness and need for immigrants.
2. Chinese Canadians	History, present-day, economic achievement, preservation of culture. <b>Readings:</b> "Racism against the Chinese." Peter Li. Chapter 3 of <i>The Chinese in Canada</i> , 27-43. "Social Mobility and the Chinese Middle Class." Peter Li. Chapter 9 of <i>The Chinese in Canada</i> , 119-139. "The Promotion of Chinese Language in Canada." Lloyd Sciban. Unpublished, 13 pages.
3. Japanese Canadians	History, present-day, Japanese business model. <b>Readings:</b> "'Life is Sweet': Vulnerability and Composure in the Wartime Narratives of Japanese Canadians." Pamela Sugiman. <i>Journal of Canadian Studies/Revue d'études canadiennes</i> 43.1 (Winter 2009): 186-218. "The Changing Character of Japanese Direct Investment in Canada." Anthony Goerzen and Paul W. Beamish. Asia Pacific Foundation of Canada, March 2005, 16 pages.
4. Vietnamese Canadians	History, present-day, religion (including East Asians in general). <b>Reading:</b> "Faith, Hope and Identity: Religion and the Vietnamese Refugees." Louis Jacques Dorais. <i>Refugee Survey Quarterly</i> 26.2 (2007): 57-68.
5. Korean Canadians:	History, present-day. <b>Reading:</b> "From Fob to Cool: Transnational Migrant Students in Toronto and the Styling of Global Linguistic Capital." Hyunjung Shin. <i>Journal of Sociolinguistics</i> 16.2 (2012): 184-200
6. Media	Presence of East Asian language media. <b>Reading:</b> Ethnic Media under a Multicultural Policy: The Case of the Korean Media in British Columbia. @ Sherry S. Yu, Catherine A. Murray. <i>Canadian Ethnic Studies</i> 39.3 (2007): 99-124.
7. Transnationalism	Implications of East Asians to work, reside, and operate businesses outside Canada. <b>Reading:</b> "Doing Business at Home and Away: Policy Implications of Chinese-Canadian Entrepreneurship." Chen, Wenhong and Barry Wellman. <i>Canada in Asia Series</i> , Asia Pacific Foundation of Canada, April 2007, 30 pages.
8. Traditional Chinese Medicine	<b>Reading:</b> "Canada Begins to Assimilate Traditional Chinese Medicine." <i>Canada Asia Commentary</i> 32. Asia Pacific Foundation, December 2003, 7 pages.
9. Review	