

UC 12254 13

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council
 New Course Course Change
 Core Category: Soc Behv Sci Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

RECEIVED JAN 28 2013

1. Department: ESPY College: EDUC
2. Faculty Contact Person: Yali Zou Telephone: 713-743-4982 Email: yzou@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
CUST / 2300 / Introduction to Asian American Studies
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
CUST / 2300 / INTRO TO ASIAN AMERICAN STUDY
 - SCH: 3.00 Level: SO CIP Code: 05.0206.00 01 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet professional/accreditation standards
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / _____
 - Course ID: _____ Effective Date (currently active row): _____
6. Authorized Degree Program(s): Minor in Asian American Studies
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
CUST / 2300 / Intro Asian American Studies
 - Course ID: 17642 Effective Date (currently active row): 08/27/2012
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ENGL 1304 Description (30 words max.): An introduction to the historical and sociopolitical context of migration, settlement and transformation of Asian American communities. A special emphasis on contemporary global trends of migration and culture.
10. Dean's Signature: _____ Date: _____
 Print/Type Name: _____

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: EPSY – College of Education

Person Making Request: Dr. Yali Zou

Telephone: 713-743-4982

Email: yzou@uh.edu

Dean's Signature: _____

Date: 10/18/12

Course Number and Title: CUST 2300: Introduction to Asian American Studies

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

1. Develop a greater understanding and awareness of the histories, cultures, communities, practices and experiences of Asian Americans. 2. Use theoretical tools to: re-contextualize Asian Americans' past and present experiences; to explore the relationship between the social world and the student's sense of self; and to draw the connections between macro-structural processes and local conditions that affect their lives today. A special emphasis on developing critical thinking skills is an important component of the course. 3. Engage in rigorous theoretically informed discussions in a collaborative learning process drawing from reading assignments and lectures. 4. Write critically using ethnographic research techniques.

Component Area for which the course is being proposed (check one):

***Note:** If you check the Component Area Option, you would need to also check a Foundational Component Area.

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

1. Students write a 5-6 page autobiographical essay exploring how their life experiences help them to reflect on larger social issues, and the value of qualitative description in the production of knowledge.

Students are required to include various concepts.

2. Students interview participants and write a research paper using the excerpts of their interviews as data in order to explore a particular social issue affecting immigrant communities. Through the exercise students apply critical concepts learned in reading assignments. Students are required to submit transcribed excerpts of interviews and bibliography.

Communication Skills:

Students are trained in how to interview and establish rapport and to gather qualitative data through the interviews of individuals belonging to different ethnic communities. The purpose of the qualitative approach is not only to gather data, but also to learn how to communicate and interact with diverse communities in the U.S. based on information and knowledge from authoritative sources and personal experiences.

Empirical & Quantitative Skills:

Students are required to write a 6 page self-ethnographic essay paper related to such issues as: race, gender, sexuality, ethnicity, culture and society as well as learn from secondary sources at the library, and also to gather qualitative data through interviews of immigrant communities in order to address a particular research question. In addition, students are trained through class discussions to employ creative ways of analyzing and interpreting qualitative data obtained during the interviewing process.

Teamwork:

Students are required to organize in small groups for in-class discussion of reading materials assigned through the semester. Students are also required to take turns in presenting their individual viewpoints. Their participation will be evaluated based on two criteria: utilization of concepts learned through readings and discussions, and their ability to engage in creative dialogue with their peers.

Social Responsibility:

Students are required to engage in the implementation of interviews to learn about the issues and challenges immigrant families face, and to develop a more critical awareness of their social contexts. Students are expected to engage in creative ways to track social problems and the solutions that various communities are already implementing regarding education, gender, and family dynamics.

Personal Responsibility:

Students are exposed to the history and experiences of diverse ethnic communities in order to acquire better understandings of plural societies, critical skills to interact in diverse contexts, effective ways to valorize one's own cultural and social backgrounds, and the intellectual tools to lead a well adapted and productive social life.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

UNIVERSITY OF
HOUSTON
YOU ARE THE PRIDE
COLLEGE OF EDUCATION

INTRODUCTION TO ASIAN AMERICAN STUDIES

**CUST 2300
Section**

Instructor: Jose Marnez or Yali Zou
Phone: 713-743-9810 or 713-743-4982
Email: YZou@Uh.Edu
Office: 450 Farish Hall
Office hours: M.W. 3:00pm-4:00pm
Class Location: FH 478
Class Time: M.W. 10:00am-11:30pm

Required Texts

Wu, J., & Chen, T. (2010). *Asian American studies now: A critical reader*. New Brunswick, NJ: Rutgers University Press.

Zhou, M., & Gatewood, J. (2007). *Contemporary Asia America: A multidisciplinary reader*. New York, NY: New York University Press.

Supplementary Resources

- A copy of each of the required texts is available in the reserve section of the UH Library.
- Two additional books have been placed on course reserve:
Harvey, D. (1999). *The condition of postmodernity: An enquiry into the origins of cultural change*. Cambridge, UK: Oxford. CB428.38
Frank, A. G. (1998). *Reorient: Global economy in the Asian age*. Berkeley, CA: University of California Press (Electronic Book). HF1359.F697
- A reference list of related non-compulsory readings is included in this syllabus.
- Students will receive handouts and other electronic study materials free of charge in this class.
- This course outline and other electronically available study materials are accessible on *Blackboard*. *Blackboard* can be located via the following link on the UH website: <https://accessuh.uh.edu/>. Once you have logged on, you need to enter your CougarNet username and password. Under University Services, click on *Blackboard* and CUST 2300 will be among the course listings.

Course Overview

In an interactive teaching-learning environment, students will focus on the histories, cultures, communities, practices and experiences of Asian Americans. In the process, the following skills will be developed: (1) critical thinking skills; (2) communication skills; (3) empirical and quantitative research skills; (4) teamwork skills; (5) skills relating to personal responsibility; and (6) skills relating to social responsibility.

Standards

The course reflects the standards outlined by the National Association of Multicultural Education. The five standards involve the following key concepts: 1) inclusiveness; (2) diverse perspectives; (3) alternate epistemologies/social constructions of knowledge; (4) self-knowledge; and (5) social justice.

1. Inclusiveness

- Represents the broad range of experiences and peoples that compose the population of the United States;
- Acknowledges the ways multicultural experiences have contributed to the knowledge base, value systems, and ways of thinking within disciplines;
- Provides an integrated understanding of human experience in its many varieties and complexities by attending to the exceptional as well as the ordinary;
- Promotes understanding of the interdependence of groups and the reciprocal ways, both historic and contemporary, in which our collective experiences shape the lives of the diverse peoples in the United States.

2. Diverse Perspectives

- Represents the multiple constituencies and points of view in the United States;
- Encourages students to entertain competing constructions and understandings of social, historical, and natural phenomena;
- Recognizes the ways these constructions are rooted in the cultural and historical experiences of the people who espouse them;
- Facilitates independent, contextual, and critical thinking among students about what they have been taught.

3. Alternative Epistemologies/Social Constructions of Knowledge

- Recognizes that alternative cultural constructions entail distinct ways of thinking;
- Provides a basis for appreciating the differences in traditional ways of knowing, both the content of knowledge and the forms of evidence advanced to support it;
- Sets out the paradigms and logic that structures knowledge within a community;
- Provides the analytic tools students need to evaluate both the causes and the effects of traditional and alternative belief systems.

4. Self-Knowledge

- Provides a structure that allows students to investigate their own cultural and ethnic identities and to examine the origins and consequences of their attitudes and behaviors toward other groups;
- Leads students to a critical understanding and appreciation of their own cultural and ethnic identities, including both their strengths and weaknesses;
- Recognizes that identity is based on multiple factors, including the diverse and sometimes contradictory realities of membership in multiple groups;
- Fosters in students an understanding that identity is dynamic and therefore, that change is possible.

5. Social Justice

- Emphasizes the constitutional rights accorded all members of our society and the responsibilities entailed by citizenship in American society;
- Recognizes and upholds the statutes set forth by the *Universal Declaration of Human Rights* adopted by the United Nations in 1948, in particular Article 26.2, that “Education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace”;
- Prepares students to “think globally and act locally” by fostering a critical understanding of the ways local knowledge and actions are situated within and have an impact on global contexts;
- Provides students with opportunities to evaluate the results of personal, organizational, corporate, and governmental decisions and to develop a critical understanding of how such decisions may benefit some groups while negatively impacting others;
- Promotes social action, creating an engaged, active, and responsible citizenry committed to eradicating bigotry and to developing a fair, just, democratic society.

Statement on Course Materials

Some of the readings, lectures, films, or presentations may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with the instructor at your earliest convenience.

Course Description

Several groups from Asia have traveled, traded, migrated, and settled in the Americas even before the 19th Century. As agents of sociocultural production, these groups have labored, struggled, and transformed what it means to be American. This introduction to the field of Asian American Studies explores some of the key issues and contexts that include history, ethnic identity, community formations, media representation, as well as race and gender relations. The

subject matter is explored within the changing context of capitalism: from a Fordist to a Flexible Mode of accumulation and Globalization. The course is divided into three parts: Part I introduces a brief historical context to the binary West-East and the world system from the 1400s to the 1800s; followed by an examination of topics addressing the migration from Asia to the United States since the mid 1800s and well into the 20th century, ending with a discussion of the 1965 Immigration Act. Part II is framed in the context of post modernity, globalization and transnationalism. Students are introduced to influential readings on modernity, science and culture. Part III explores the most relevant topics available in current scholarship.

Course Objectives

In CUST 2300, students will:

- develop a greater understanding and awareness of the histories, cultures, communities, practices, and experiences of Asian Americans;
- use theoretical and analytical tools to: re-contextualize Asian Americans' past and present experiences; to explore the relationship between the social world and the student's sense of self; and to draw the connections between macro-structural processes and local conditions that affect their lives today. A special emphasis on developing critical thinking skills is an important component of this course;
- engage in rigorous theoretically informed discussions in a collaborative learning process drawing from reading assignments and lectures;
- write critically using ethnographic research techniques.

Integration of Technology

The use of technology is embedded in this course. In addition to connecting via *Blackboard*, students will engage in electronic library searches, find public websites documenting current Asian American issues, and make/view presentations that include document analysis or live video clips.

Class Sessions

The following are the general rules of the class:

- It is expected that you will be courteous to others (students and faculty). There will be a wide range of ideas, opinions, etc., expressed during the course and disagreement should be handled in an appropriate, professional manner.
- It is expected that you will be prepared for classes and that readings will be completed.
- For any makeup assignments, it is expected that you will provide adequate documentation. Documentation needs to be presented before assignments are due. The instructor understands that there may be unforeseen emergencies. In these cases, please inform the instructor as soon as possible and provide proper documentation concerning your absence once you return.
- Email communications about this class are to be written professionally (greeting, message, and salutation). For information on email etiquette, please refer to <http://owl.english.purdue.edu/owl/resource/636/01/>.
- Please allow at least a 48-hour period for email replies.

Accommodations

Individual accommodations can only be made upon the written recommendation of the Center for Students with DisABILITIES (CSD Building, Room 100). If you believe you qualify for one or more accommodations, please contact the Center at (713) 743-5400 for assistance. Also, please inform the instructor as soon as possible if you are requesting accommodations.

Important Dates

| | |
|--|--|
| Last day to drop a course or withdraw without receiving a grade. | |
| Last day to drop a course or withdraw. | |
| Labor Day | |
| Last Date to apply for Convocation | |
| Convocation | |

Grading

This is a graded course. Points received on course assignments (described later) will be translated into a letter grade.

| Letter Grade | Standard Number Grade |
|--------------|-----------------------|
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |
| C | 74-76 |
| C- | 70-73 |
| D | 65-69 |
| F | 64 or lower |

Incompletes

Students will not be allowed to take an incomplete in this course due to poor planning on their part. However, if you have a legitimate reason for an incomplete, please speak with the instructor as soon as possible to discuss the situation and to identify documentation that may be necessary for you to supply. Please review the University of Houston catalog to review conditions under which an incomplete may be granted as a tentative course grade.

Academic Honesty

The instructor will report and act on any incident of academic dishonesty. Penalties for such infractions may range from a lowered grade or failure on an exam or assignment, to probation or temporary or permanent suspension from the university.

Because instances of plagiarism are on the rise, papers will be submitted to Turnitin, an on-line service that compares your paper with others previously submitted for other courses around the country and on the web. Turnitin will evaluate the extent of overlap between submitted papers and those already in its database.

All students are expected to abide by the University of Houston's Academic Honesty Policy <http://www.uh.edu/academics/catalog/policies/academ-reg/academic-honesty/index.php> in all matters concerning this course. In particular, plagiarism, "representing as one's own work the work of another without acknowledging the source," whether intentional or unintentional, and cheating on tests will not be tolerated. Any infraction of academic honesty will result in a grade of F for an assignment. All students should familiarize themselves with these policies to avoid any possible misunderstandings and/or infractions.

Religious Observance Policy

Please consult the UH website for information about the University's policies regarding religious observances at <http://www.uh.edu/graduate-catalog/policies/religious-holy-days/index.php>

Course Assignments

1) 6-Page Essay—20 points

For this assignment, students will prepare a self-ethnographic report exploring issues related to race, gender, sexuality, ethnicity and culture. Students are expected to explore autobiographical writing as it relates to culture and society. The critical elements in this assignment include the ethnographic (thick description), the multiple (diversity) and the empirical (lived experiences). Citations and references are to be included when appropriate. Projected due date will be listed in class schedule. The grading protocol for this essay assignment is included in this syllabus.

2) 6-Page Research Paper—30 points

For this 6-page research paper, students will explore a particular aspect/issue of a specific Asian American community (topic approved in advance by instructor). This assignment is designed to increase student's knowledge and critical understanding of the issues and challenges Asian Americans experience. It also enhances the student's research skills and critical writing skills. The paper should include citations, references and a formal bibliography. The grading rubric for this research paper assignment appears later in this syllabus.

3) Group Discussions and Reflective Responses—10 x 5 = 50 points

Students will be organized in discussion groups for the duration of the course. These discussion groups are essential to the fulfillment of this third assignment. Students are expected to read assigned material before class and to attend each session ready to explore the topic/issues evident in the assigned reading in their discussion group settings. Further to this, dialogue between discussion groups in the class will also be promoted. Once a week, students will be required to write reflective responses to one of the two readings/discussions per week. In all, 10 written reflections will be submitted. A template outlining how these reflective responses can be written appears later in this syllabus. A scoring rubric for this assignment is also included.

| Assignment | Points |
|--|---------------|
| Essay Assignment | 20 |
| Final Research Paper | 30 |
| Reflective Responses (10 x 5) (including discussion of them) | 50 |

The points for the assignments listed above will then be translated into a letter grade as per the grid on page 5 of this syllabus.

Course Schedule

The following information is designed to help the activities run smoothly. The instructor reserves the right to make additions and adjustments as necessary.

COURSE SCHEDULE

| | Date | Topic | Assignment |
|--|--------------|---|---|
| Part I: The Historical Context of Migration to the US and the Global System | | | |
| 1 | August 23 | Introduction to the Course | Course Overview Readings/Assignments |
| 2 | August 25 | Philosophical Issues in Cultural & Ethnic Studies | Handouts |
| 3 | August 30 | Asia, Globalization, and European Exceptionalism | Zhou & Gatewood Ch 3 |
| 4 | September 1 | Plantation Production in Hawaii | Wu & Chen Ch 6 |
| 5 | September 6 | Labor Day | |
| 6 | September 8 | The Racial/Ethnic Division of Labor and Conflict | Wu & Chen Ch 3, 4 |
| 7 | September 13 | Movie | |
| 8 | September 15 | The Forms of Resistance | Wu & Chen Ch 9 |
| 9 | September 20 | “Second Wave” of Migration | Wu & Chen Ch 13, 14, 15 |
| 10 | September 22 | Immigration Policy & Asian Migration | Zhou & Gatewood Ch 4, 5 |
| Part II: Postmodernity, Globalization & Transnationalism | | | |
| 11 | September 27 | Science, Representation, Power | Lecture & Handout |
| 12 | September 29 | Culture, Community, Transnationalism | Appadurai (Handout) |
| 13 | October 4 | The Condition of Postmodernity | Harvey (Handout) |
| 14 | October 6 | The Cultural Logic of Capitalism | Jameson Essay due |
| 15 | October 11 | Critical Race Theory | Wu & Chen Ch 8 |
| 16 | October 13 | Multiplicity, Hybridity & Heterogeneity | Zhou & Gatewood Ch 26 |

PART III: Contemporary Asian American Communities: Issues and Trends

| | | | |
|----|-------------|---|--|
| 17 | October 18 | Gender Topics | Zhou & Gatewood Ch 7, 13, 14 |
| 18 | October 20 | Gender Topics | Wu & Chen Ch 18 |
| 19 | October 25 | Searching for the Filipino Community | Zhou & Gatewood Ch 8, 11 |
| 20 | October 27 | Movie | |
| 21 | November 1 | Race Topics | Wu & Chen Ch 22, 28 |
| 22 | November 3 | Race Topics | Wu & Chen Ch 30 |
| 23 | November 8 | Current Issues (Poverty or Model Minority) | Wu & Chen Ch 23 Zhou & Gatewood Ch 24 |
| 24 | November 10 | Current Issues (Future of Asian American Studies?) | Wu & Chen Ch 24 |
| 25 | November 15 | Current Issues (Freedom Schooling and Asian American Studies) | Wu & Chen Ch 25 |
| 26 | November 17 | Current Issues (Capital or Identity or Ethnicity) | Wu & Chen Ch 26 Zhou & Gatewood Ch 19, 20 |
| 27 | November 22 | Movie | |
| 28 | November 24 | Thanksgiving Holiday | |
| 29 | November 29 | Current Issues (Inter-racial Politics) | Wu & Chen Ch 29 Zhou & Gatewood Ch 28 |
| 30 | December 1 | Current Issues (Homes/Borders/Possibilities) | Wu & Chen Ch 31 |
| 31 | December 6 | | Research Paper Due |

TABLE OF CONTENTS OF REQUIRED TEXTS

Wu, J. Y., & Chen, T. C. (2010). *Asian American Studies Now: A Critical Reader*. New Brunswick, NJ: Rutgers University Press.

Part One: Situating Asian America

1. When and Where I Enter

Gary Y. Okihiro

2. Neither Black nor White

Angelo N. Ancheta

3. Detroit Blues: "Because of You..."

Helen Zia

4. A Dialogue on Racial Melancholia

David L. Eng and Shinhee Han

5. Home Is Where the Han Is: A Korean American Perspective on the Los Angeles Upheavals

Elaine H. Kim

6. Recognizing Native Hawaiians: A Quest for Sovereignty

Davianna Pomaika'i McGregor

7. Situating Asian Americans in the Political Discourse on Affirmative Action

Michael Omi and Dana Takagi

8. Racism: From Domination to Hegemony

Howard Winant

Part Two: History and Memory

9. The Chinese Are Coming. How Can We Stop Them? Chinese Exclusion and the Origins of American Gatekeeping

Erika Lee

10. Public Health and the Mapping of Chinatown

Nayan Shah

11. The Secret Munson Report

Michi Nishitura Weglyn

12. Asian American Struggles for Civil, Political, Economic, and Social Rights

Sucheng Chan

13. Out of the Shadows: Camptown Women, Military Brides, and Korean (American) Communities

Ji-Yeon Yuh

14. The Cold War Origins of the Model Minority Myth

Robert G. Lee

15. Why China? Identifying Histories of Transnational Adoption

Sara Dorow

16. The "Four Prisons" and the Movements of Liberation: Asian American Activism from the 1960s to the 1990s

Glenn Omatsu

Part Three: Culture, Politics, and Society

17. Youth Culture, Citizenship, and Globalization: South Asian Muslim Youth in the United States after September 11th

Sunaina Maira

18. Asian Immigrant Women and Global Restructuring, 1970s–1990s

Rhacel Salazar Parreñas

19. Medical, Racist, and Colonial Constructions of Power in Anne Fadiman's *The Spirit Catches You and You Fall Down*

Monica Chiu

20. Searching for Community: Filipino Gay Men in New York City

Martin F. Manalansan IV

21. How to Rehabilitate a Mulatto: The Iconography of Tiger Woods

Hiram Perez

22. Occult Racism: The Masking of Race in the Hmong Hunter Incident

A Dialogue between Anthropologist Louisa Schein and Filmmaker/Activist Va-Megn Thoj

23. Collateral Damage: Southeast Asian Poverty in the United States

Eric Tang

Part Four: Pedagogies and Possibilities

24. Whither Asian American Studies?

Sucheng Chan

25. Freedom Schooling: Reconceptualizing Asian American Studies for Our Communities

Glenn Omatsu

26. Asians on the Rim: Transnational Capital and Local Community in the Making of Contemporary Asian America

Arif Dirlik

27. Crafting Solidarities

Vijay Prashad

28. We Will Not Be Used: Are Asian Americans the Racial Bourgeoisie?

Mari Matsuda

29. The Struggle over Parcel C: How Boston's Chinatown Won a Victory in the Fight Against Institutional Expansionism and Environmental Racism

Andrew Leong

30. Race Matters in Civic Engagement Work

Jean Y. Wu

31. Homes, Borders, and Possibilities

Yen Le Espiritu

Zhou, Min, & Gatewood, J. (2007). *Contemporary Asia America: A multidisciplinary reader*. New York, NY: New York University Press.

Part I. Claiming Visibility: The Asian American Movement and Politics

1. On Strike: San Francisco State College Strike, 1968-69: The Role of Asian American Students

Karen Umemoto

2. "The Four Prisons" and the Movement of Liberation: Asian American Activism from

the 1960s to the 1990s.

Glenn Omatsu

3. Black Panthers, Red Guards, and Chinamen: Constructing Asian American Identity through Performing Blackness, 1969-1972

Daryl J. Maeda

Study Questions

Suggested Readings

Films

Part II. Traversing Borders: Contemporary Asian Immigration to the United States

4. Transforming Asian America: Globalization and Contemporary Immigration to the United States

Min Zhou and J. V. Gatewood

5. The Waves of War: Refugees, Immigrants, and New Americans from Southeast Asia

Carl L. Bankston III and Danielle Antoinette Hidalgo

6. Indians in North Carolina: Race, Class, and Culture in the Making of Immigrant Identity

Ajantha Subramanian

Study Questions

Suggested Readings

Films

Part III. Ties that Bind: The Immigrant Family and the Ethnic Community

7. Southeast Asian Women in Lowell: Family Relations, Gender Roles, and Community Concerns

Tuyet-Lan Pho and Anne Mulvey

8. Household Forms, Old Family Values: The Formation and Reproduction of the Filipino Transnational Family in Los Angeles

Rhacel Salazar Parreas

9. Enclaves, Ethnoburbs, and New Patterns of Settlement among Asian Immigrants

Wei Li and Emily Skop

Study Questions

Suggested Readings

Films

Part IV. Struggling to Get Ahead: Economy and Work

10. Striving for the American Dream: Struggle, Success, and Interethnic Conflict among Korean Immigrant Entrepreneurs

Jennifer Lee

11. Gender, Migration, and Work: Filipina Health Care Professionals to the United States

Yen Le Espiritu

12. Mothers without Citizenship: Asian Immigrant and Refugees Negotiate Poverty and Hunger in Post Welfare Reform

Lynn H. Fujiwara

Study Questions

Suggested Readings

Films

Part V. Sexuality in Asian America

13. Stories from the Home Front: Perspectives of Asian American Parents with Lesbian Daughters and Gay Sons

Alice Y. Hom

14. Searching for Community: Filipino Gay Men in New York City

Martin F. Manalansan IV

Study Questions

Suggested Readings

Films

Part VI. Race and Asian American Identity

15. Are Asian Americans Black? The Contemporary Significance of the Black/White Paradigm

Janine Young Kim

16. Are Asian Americans Becoming White?

Min Zhou

17. Divergent Identities: Ethnic and Religious Identities among Second Generation Korean Americans

Helen J. Lee

Study Questions

Suggested Readings

Films

Part VII. The Complexity of Ethnicity

18. Intermarriage and Multiracial Identification: The Asian American Experience and Implication for Changing Color Lines

Jennifer Lee and Frank Bean

19. What Must I Be? Asian Americans and the Question of Multiethnic Identity

Paul R. Spickard

20. Social Construction of Ethnicity versus Personal Experience: The Case of Afro-Amerasians

Teresa Kay Williams and Michael C. Thornton

Study Questions

Suggested Readings

Films

Part VIII. Confronting Adversity: Racism, Stereotyping, and Exclusion

21. A Letter to My Sister

Lisa Park

22. "Racial Profiling" in the War on Terror: Cultural Citizenship and South Asian Muslim Youth in the U.S.

Sunaina Maira

23. Without a Trace: Asian Americans and Pacific Islanders in Prime Time Television

Christina B. Chin, Noriko Milman, Meera E. Deo, Jenny J. Lee, Nancy Wang Yuen

Study Questions
Suggested Readings
Films

Part IX: Behind the Model Minority

24. The Cold War Construction of the Model Minority Myth

Robert G. Lee

25. From Model Minority to Economic Threat: Media Portrayals of Major League Baseball Pitchers Hideo Nomo and Hideki Irabu

David Tokiharu Mayeda

Study Questions
Suggested Readings
Films

Part X. Multiplicity, Citizenship, and Interracial Politics

26. Heterogeneity, Hybridity, Multiplicity: Marking Asian American Differences

Lisa Lowe

27. "Obnoxious to Their Very Nature": Asian Americans and Constitutional Citizenship

Leti Volpp

28. Interracial Politics: Asian Americans and Other Communities of Color

Claire Jean Kim and Taeku Lee

Study Questions
Suggested Readings
Films

Supplementary Books (Non-Required Reading)

Avakian, M. (2002). *Atlas of Asian-American History*. New York, NY: Checkmark Books.

Bulosan, Carlos (1946). *America is in the heart*. Seattle, WA: University of Washington Press.

Chuh, K. (2003). *Imagine otherwise: One Asian Americanist critique*. Durham, NC: Duke University Press.

Espiritu, Y.L. (1993). *Asian American panethnicity: Bridging institutions and identities*. Philadelphia, PA: Temple University Press.

Fujino, D. C (2005). *Heartbeat of struggle: The revolutionary life of Yuri Kochiyama*. Minneapolis, MN: University of Minnesota Press.

Galang, M. E. (2004). *Screaming monkeys: Critiques of Asian American images*. Minneapolis: Coffee House Press.

Hosseini, K. (2003). *The kite runner*. New York, NY: Riverhead Books

- Kurashige, L., & Yang-Murray, A. (2002). *Major problems in Asian American history*. Boston, MA: Houghton Mifflin.
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CUIN 2300 Essay Assignment Evaluation Grid

| | |
|--|------------|
| Thick Description (Ethnographic Approach) (5 points) Comments: | /5 |
| Multiple Viewpoints (Diversity) (5 points) Comments: | /5 |
| Empirical Evidence (Lived Experience) (5 points) Comments: | /5 |
| Quality of Written Language (5 points) Comments: | /5 |
| Final Statements | /20 |

CUST 2300 Research Paper Assignment Rubric

Name: _____

| | | |
|--|---------------------------|--|
| Identification and Elaboration of an Asian American Issue/ Experience | 0 1 2 3 4 5 6 | |
| Critical Analysis of Problem/Tension | 0 1 2 3 4 5 6 | |
| Supporting Evidence | 0 1 2 3 4 5 6 | |
| Quality of Written Language | 0 1 2 3 4 5 6 | |
| Citations, References, Bibliography | 0 1 2 3 4 5 6 | |

Rubric Criteria: 0 = No Evidence; 1 = Slight Degree of Evidence; 2 = Approaching Moderate Degree of Evidence; 3 = Moderate Degree of Evidence; 4 = Moderately High Degree of Evidence; 5 = High Degree of Evidence; 6 = Beyond High Degree of Evidence

Instructor: _____

Total (/30): _____

CUST 2300 Reflective Response Rubric

Student: _____
Course/Section Number: _____
Reflective Reading: _____
Response Number: /10 assignments
Grade: /5 points

| Rating → Indicator ↓ | 0 Indicator Not Met | 1 Indicator Partially Met | 2 Indicator Met | Score |
|--|---|---|---|-------|
| Interpretation of Reading | The complexities, different viewpoints, and diverse people in the reading were not acknowledged and taken into account. | Some of the complexities, different viewpoints, and diverse people in the reading were acknowledged and taken into account. | The complexities, different viewpoints, and diverse people in the reading were acknowledged and taken into account. | /2 |
| Insights concerning Reading | Little personal insight was shown with respect to the reading. | Some personal insight was shown with respect to the reading. | Major personal insights were evident with respect to the reading. | /2 |
| Quality of Reflective Writing | | | | /1 |

Instructor Comments

Signature: _____

| Standard | Objective | Instruction and Activities | Assessment | Assessment Criteria | Evidence that Standard has Been Met |
|--|---|---|---|--|---|
| <p>Inclusiveness -Represents the broad range of experiences and peoples that compose the population of the United States; -Acknowledges the ways multicultural experiences have contributed to the knowledge base, value systems, and ways of thinking within disciplines; -Provides an integrated understanding of human experience in its many varieties and complexities by attending to the exceptional as well as the ordinary; -Promotes understanding of the interdependence of groups and the reciprocal ways, both historic and contemporary, in which our collective experiences shape the lives of the diverse peoples in the United States.</p> | <ul style="list-style-type: none"> • Study and develop a greater understanding and awareness of the histories, cultures, communities, practices, and experiences of Asian Americans; • Use theoretical and analytical tools to: re-contextualize Asian Americans' past and present experiences; to explore the relationship between the social world and the student's sense of self; and to draw the connections between macro-structural processes and local conditions that affect their lives today; • Engage in rigorous theoretically informed discussions in a collaborative learning setting drawing from reading assignments and lectures; write critically using ethnographic research techniques. | <ul style="list-style-type: none"> • Lectures • Assigned Readings • Class Discussions • Expert Discussion Groups • Movies • Critical Analysis of Film | <ul style="list-style-type: none"> • 6-Page Essay as described in Syllabus • 10 Reflective Responses (2 pg. each) as per Template attached to Syllabus • Research paper as described in syllabus | <ul style="list-style-type: none"> • Grading Protocol (in syllabus) (20 points) • Rubric (in syllabus) (10 x 5 points each) • Rubric and Qualitative Response (in syllabus) (30 points) | <ul style="list-style-type: none"> • 85% of students receive 15/20 points on the 6-page essay • 85% of students will receive at least 3.5/5 on each of the ten reflective responses • 85% of students will receive 25/30 on the research paper |
| <p>Diverse Perspectives -Represents the multiple constituencies and points of view in the United States; -Encourages students to entertain competing constructions and understandings of social, historical, and natural phenomena; -Recognizes the ways these constructions are rooted in the cultural and historical experiences of the people who espouse them; -Facilitates independent.</p> | <ul style="list-style-type: none"> • Study and develop a greater understanding and awareness of the histories, cultures, communities, practices, and experiences of Asian Americans; • Use theoretical and analytical tools to: re-contextualize Asian Americans' past and present experiences; to explore the relationship between the social world and the student's sense of self; and to draw the connections between macro-structural processes | <ul style="list-style-type: none"> • Lectures • Assigned Readings • Class Discussions | <ul style="list-style-type: none"> • 6-Page Essay as described in Syllabus • 10 Reflective Responses (2 pg. each) as per Template attached to Syllabus | <ul style="list-style-type: none"> • Grading Protocol (in syllabus) (20 points) • Rubric (in syllabus) (10 x 5 points each) | <ul style="list-style-type: none"> • 85% of students receive 15/20 points on the 6-page essay • 85% of students will receive at least 3.5/5 on each of the ten reflective responses |

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| <p>contextual, and critical thinking among students about what they have been taught.</p> | <p>and local conditions that affect their lives today;</p> <ul style="list-style-type: none"> Engage in rigorous theoretically informed discussions in a collaborative learning setting drawing from reading assignments and lectures; write critically using ethnographic research techniques. | <ul style="list-style-type: none"> Expert Discussion Groups Movies Critical Analysis of Film | <ul style="list-style-type: none"> Research paper as described in syllabus | <ul style="list-style-type: none"> Rubric and Qualitative Response (in syllabus) (30 points) | <ul style="list-style-type: none"> 85% of students will receive 25/30 on the research paper |
| <p>Alternative Epistemologies/Social Constructions of Knowledge -Recognizes that alternative cultural constructions entail distinct ways of thinking: -Provides a basis for appreciating the differences in traditional ways of knowing, both the content of knowledge and the forms of evidence advanced to support it: -Sets out the paradigms and logic that structures knowledge within a community: -Provides the analytic tools students need to evaluate both the causes and the effects of traditional and alternative belief systems.</p> | <ul style="list-style-type: none"> Study and develop a greater understanding and awareness of the histories, cultures, communities, practices, and experiences of Asian Americans; Use theoretical and analytical tools to: re-contextualize Asian Americans' past and present experiences: to explore the relationship between the social world and the student's sense of self; and to draw the connections between macro-structural processes and local conditions that affect their lives today; Engage in rigorous theoretically informed discussions in a collaborative learning setting drawing from reading assignments and lectures; Write critically using ethnographic research techniques. | <ul style="list-style-type: none"> Lectures Assigned Readings Class Discussions Expert Discussion Groups Movies Critical Analysis of Film | <ul style="list-style-type: none"> 6-Page Essay as described in Syllabus 10 Reflective Responses (2 pg. each) as per Template attached to Syllabus Research paper as described in syllabus | <ul style="list-style-type: none"> Grading Protocol (in syllabus) (20 points) Rubric (in syllabus) (10 x 5 points each) Rubric and Qualitative Response (in syllabus) (30 points) | <ul style="list-style-type: none"> 85% of students receive 15/20 points on the 6-page essay 85% of students will receive at least 3.5/5 on each of the ten reflective responses 85% of students will receive 25/30 on the research paper |
| <p>Self-Knowledge -Provides a structure that allows students to investigate their own cultural and ethnic identities and to examine the origins and consequences of their attitudes and behaviors toward other groups: -Leads students to a critical understanding and appreciation of</p> | <ul style="list-style-type: none"> Study and develop a greater understanding and awareness of the histories, cultures, communities, practices, and experiences of Asian Americans; Use theoretical and analytical tools to: re-contextualize Asian Americans' past and present experiences: to explore the | <ul style="list-style-type: none"> Lectures Assigned Readings | <ul style="list-style-type: none"> 6-Page Essay as described in Syllabus 10 Reflective | <ul style="list-style-type: none"> Grading Protocol (in syllabus) (20 points) Rubric (in | <ul style="list-style-type: none"> 85% of students receive 15/20 points on the 6-page essay 85% of students |

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| <p>their own cultural and ethnic identities, including both their strengths and weaknesses; -Recognizes that identity is based on multiple factors, including the diverse and sometimes contradictory realities of membership in multiple groups; -Fosters in students an understanding that identity is dynamic and therefore, that change is possible.</p> | <p>relationship between the social world and the student's sense of self; and to draw the connections between macro-structural processes and local conditions that affect their lives today;</p> <ul style="list-style-type: none"> Engage in rigorous theoretically informed discussions in a collaborative learning setting drawing from reading assignments and lectures: Write critically using ethnographic research techniques. | <ul style="list-style-type: none"> Class Discussions Expert Discussion Groups Movies Critical Analysis of Film | <p>Responses (2 pg. each) as per Template attached to Syllabus</p> <ul style="list-style-type: none"> Research paper as described in syllabus | <p>syllabus) (10 x 5 points each)</p> <ul style="list-style-type: none"> Rubric and Qualitative Response (in syllabus) (30 points) | <p>will receive at least 3.5/5 on each of the ten reflective responses</p> <ul style="list-style-type: none"> 85% of students will receive 25/30 on the research paper |
| <p>Social Justice -Emphasizes the constitutional rights accorded all members of our society and the responsibilities entailed by citizenship in American society: -Recognizes and upholds the statutes set forth by the <i>Universal Declaration of Human Rights</i> adopted by the United Nations in 1948, in particular Article 26.2, that "Education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace": -Prepares students to "think globally and act locally" by fostering a critical understanding of the ways local knowledge and actions are situated within and have an impact on global contexts:</p> | <ul style="list-style-type: none"> Study and develop a greater understanding and awareness of the histories, cultures, communities, practices, and experiences of Asian Americans; Use theoretical and analytical tools to: re-contextualize Asian Americans' past and present experiences: to explore the relationship between the social world and the student's sense of self; and to draw the connections between macro-structural processes and local conditions that affect their lives today; Engage in rigorous theoretically informed discussions in a collaborative learning setting drawing from reading assignments and lectures: Write critically using ethnographic research techniques. | <ul style="list-style-type: none"> Lectures Assigned Readings Class Discussions Expert Discussion Groups Movies Critical Analysis of Film | <ul style="list-style-type: none"> 6-Page Essay as described in Syllabus 10 Reflective Responses (2 pg. each) as per Template attached to Syllabus Research paper as described in syllabus | <ul style="list-style-type: none"> Grading Protocol (in syllabus) (20 points) Rubric (in syllabus) (10 x 5 points each) Rubric and Qualitative Response (in syllabus) (30 points) | <ul style="list-style-type: none"> 85% of students receive 15/20 points on the 6-page essay 85% of students will receive at least 3.5/5 on each of the ten reflective responses 85% of students will receive 25/30 on the research paper |

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| <p>-Provides students with opportunities to evaluate the results of personal, organizational, corporate, and governmental decisions and to develop a critical understanding of how such decisions may benefit some groups while negatively impacting others; -Promotes social action, creating an engaged, active, and responsible citizenry committed to eradicating bigotry and to developing a fair, just, democratic society.</p> | | | | | |
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