

AAS 1: Introduction to Asian American Studies

Fall 2023 | AAS 1 Section 9 | Lecture: Monday 6:00 PM - 8:45 PM | DMH 208

Instructor: Kelly Zhao ([she/her](#))

Email: kelly.zhao@sjsu.edu

Office Hours: Fridays, 3:00 - 4:00 PM or by appointment.

https://calendly.com/kzhao_sjsu/aas-1-section-9-office-hours

Course Description

This course introduces students to the field of Asian American Studies, examining the historical background and contemporary status of Asian Pacific Islander Desi/American (APIDA) communities today. Surveying histories from the nineteenth century to the present day, the course will explore the topics of power, citizenship, and belonging through examining the structural forces that impact contemporary APID/A lives in institutions of media, education, labor, and politics. Examining the effects of colonialism, migration, racism, settler colonialism, nuclearism, and war, this course emphasizes a relational analysis of APID/A communities to understand how the field of Asian American Studies has shifted from beyond a domestic social justice framework toward global and transnational solidarities.

This course will expand beyond the black-white binary of racialization, examining APID/A communities in the context of U.S. war, empire, and movements for self-determination (sovereignty) in the Pacific Islands and Asia. This course will thus complicate the narrative of a homogenous "AAPI/Asian American" identity and contextualize the historical and contemporary production of the "model minority myth". Students will explore course materials through a range of scholarly, literary, and visual texts where they will analyze, examine, and complicate the experiences and existing narratives of APID/A lives and futures.

This course is organized by a series of three major themes. The three units are meant to give you a framework to organize the course materials as you work through written assignments, the final group project, and prepare for your exams.

Content Note: *This course contains materials that pertain to sensitive topics, including violence, abuse, death, and other content that may be triggering. Please contact the instructor before the course starts if this will be a concern.*

GE Learning Outcomes

Upon successful completion of this GE course, students will meet three out of the five learning outcomes listed below:

Note: *This syllabus is subject to change at the instructor's discretion*

- GELO 1: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and antiracism.
- GELO 2: Apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society.
- GELO 3: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age.
- GELO 4: Critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
- GELO 5: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have contributed to the building of a more just and equitable society.

Course Learning Outcomes

Area F. Upon successful completion of the course students will be able to:

- CLO 1: Learn various methodologies, concepts, and theoretical contributions of Asian American Studies to comparative critical race analyses of power and structure, including white supremacy, liberation, sovereignty, and settler colonialism
- CLO 2: Identify the intellectual contributions and shared experiences that link Asian Pacific Islander Desi Americans together, as well as the internal diversity (class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age) that characterizes this diverse group;
- CLO 3: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements among Asian Pacific Islander Desi Americans as well as other racial and ethnic coalitional groups to build a just and equitable society
- CLO 4: Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Asian Pacific Islander Desi/Americans are relevant to current and structural issues such as in immigration, anti-immigrant sentiment, trans-misogyny, and settler-colonialism

Course Format

This course meets in-person once a week. Due to the COVID-19 pandemic, if you are experiencing circumstances that will impact your performance in class, please contact me at kelly.zhao@sjsu.edu.

Course Website

Course materials including syllabus, additional readings, handouts, and notes can be found on the Canvas Learning Management System course website (<http://sjsu.instructure.com>). You are responsible for regularly checking Canvas and the messaging system through OneSJSU to learn of any

updates. **I will be posting announcements via Canvas**, so be sure to review your Canvas notification settings to have announcements forwarded immediately to your primary email address. **You will also be required to submit your assignments via Canvas.** If you have any questions, make an office hours appointment or consult the eCampus website (<http://www.sjsu.edu/ecampus/>).

Required Texts/Readings

All readings will be available on the course website (Canvas).

Student Course Assessment

In-class participation (15%)

Critical Autobiography (15%)

Reflection Posts (10%)

Course Concept Analysis (20%)

Final Course Analysis and Self Evaluation (10%)

Final Group Project (30%)

Course Requirements and Assignments

In-class Participation - Cumulative (15%)

- Students will be evaluated on the basis of thoughtful participation during in-class activities. This includes reflections, small/large group discussions, in-class writing activities, and short presentations. Participation means coming to class prepared to engage in the lecture having completed course readings and assignments beforehand. Students are expected to respectfully engage with classmates about the course material, ask/respond to questions, and contribute respectfully to the community and shared learning experience of the classroom.

Critical Autobiography - Week 2 (15%)

- Students will be tasked to write a critical autobiography about themselves. You will be expected to write about how your life intersects with historical events and moments in history. Details about this assignment will be announced in class Week 2 and posted on Canvas.

Reflection Posts - Cumulative (10%)

- Each student is required to choose and submit 6 reflection posts based on the week's set of readings, answering question prompts that will be posted weekly on the course discussion board. The question prompts will be posted before the week begins and closed at the end of the week. **Reflection posts for each assigned reading set will be due Fridays on Canvas.** If there are multiple readings required that week, you will only need to submit one reflection post, but the post must cover at least 2 of the assigned readings from that week. Students may choose which weeks they want to write about for their 8 reflection posts but must keep in mind that the due date is on Fridays. Reflection posts should be 150-200 words each.

Course Concept Analysis - Week 10 (20%)

- Students will be tasked to analyze and write about two key concepts from the course. Details about this assignment will be released the week before it is due and posted on Canvas.

Students may choose two concepts that they have learned about through the course materials. 3-4 pages single or double spaced, Times New Roman point 12 font. Assignment will be due and submitted on Canvas.

Final Course Analysis and Self Evaluation - Finals (10%)

- Students will be tasked to synthesize key themes and concepts that they learned throughout the course. Students will also conduct a self evaluation about what they learned and also their participation in the course. Details about this assignment will be announced in class and posted on Canvas.

Final Group Project - Week 6, 13, 15 (30%)

- In groups of 3-4, students will design a creative project inspired by course materials due on **Monday, November 27** on Canvas. Peer evaluations will be due **Monday, December 4**.
- Each group is expected to present a creative project inspired by course materials. Students will choose an online/digital medium to create and teach others about a specific event/subject in history, including cultural foods, cultural events, or concepts that are related to APID/A resistance and struggle. Projects must incorporate at least 3 primary sources along with any other relevant research materials. Topics will be determined by the group and approved by the instructor. Projects can be in the form of presentations, skits, videos, interactive websites, etc. Part of the Final Group Project includes a peer evaluation of your own group members due Monday, December 4. Instructions will be available on Canvas by Week 6.

Grading Scale

A+ 97 - 100	A 93 - 96	A- 90 - 92
B+ 87 - 89	B 83 - 86	B- 80 - 82
C+ 77 - 79	C 73 - 76	C- 70 - 72
D+ 67 - 69	D 63 - 66	D- 60 - 62
F <60		

Classroom Protocols

Extra Credit: Extra Credit is available for up to 2% of the final course grade. All students will be notified of opportunities and will be given an equal chance to complete extra credit.

Late Work: Unexcused late work will not be accepted. If an emergency arises, notify me as soon as possible.

Respect: Respect is the cornerstone of this course. Throughout this course, we will be discussing complex and difficult topics from a critical perspective. This process is meant to challenge how we understand the world with the ultimate goal of transforming how we see ourselves and others. Because of the topics we will be covering, there may be moments where you might feel uncomfortable, frustrated, or embarrassed. However, this can also mean that what we are learning might also feel exciting, new, and motivating. Learning new things from a critical perspective can be a complex and difficult process to navigate with our emotions. Thus, you are expected to treat one another with the utmost thoughtfulness, consideration, and collegiality at all times, especially as we share and exchange ideas. Harassing your peers, plagiarizing ideas, and so on will not be tolerated. When in doubt, model your behavior upon how you expect to be treated by others. Any infringement will be directly addressed by the instructor and may result in severe disciplinary action.

Cheating, disrespectful behavior toward your peers, improper citation methods, plagiarism, tardiness, and the use of cell phones will not be tolerated. You may use tablets and laptops during class for course activities, note taking, and/or accessing course readings. The purpose of this protocol is to foster a critical, meaningful, and respectful environment for the sharing of ideas.

Cheating and Plagiarism: Cheating during exams, plagiarism or literary theft and other dishonest student behavior will mean that the student involved will receive an automatic no credit for that assignment. Please familiarize yourself with the consequences of unacceptable conduct as described in the University's Academic Integrity Policy and the Office of Student Conduct and Ethical Development.

Students with learning disabilities or accommodations needed are encouraged to speak to the instructor.

Course Schedule *(Each week covers the following course topics. Please note that this schedule is subject to change and readings will be assigned each week*)*

UNIT 1: SITUATING ASIAN AMERICAN STUDIES

Week 1: K(NO)W HISTORY, K(NO)W SELF: What is Asian American Studies?

Week 2: "The Danger of a Single Story"

Week 3: LABOR DAY - CAMPUS CLOSED

- No class meeting

Week 4: Third World Solidarities - The Fight for Ethnic Studies and the Asian American Movement
Assignment Due

- Critical Autobiography

Week 5: Colonization and Empire

Week 6: Contemporary APID/A Communities & Formations

UNIT 2: IMMIGRANTS, REFUGEES, AND IMAGINED COMMUNITIES/ENEMIES

Week 7: The War on Terror and Post 9/11 Futures

Week 8: Nuclearism, Militarism, and War

Week 9: The Politics of Remembering: Refugee and Memory Work

UNIT 3: CONTEMPORARY MOVEMENTS AND LABOR

Week 10: Microchips for Millions

Week 11: The Domestic Sphere and Gendered Labor

Assignment Due

- Course Concept Analysis

Week 12: The Cost of High Fashion and the Garment Industry

Week 13: Deportation and Incarceration

Week 14: Self Determination, Transnational Solidarities

Week 15: Final Group Project Presentations

Assignment Due

- Final Group Project Presentations

Week 16: Finals Week

Assignment Due

- Final Group Project Peer Evaluations
- Final Course Analysis and Self Evaluation

Syllabus assignments and course assessments are from UCLA AAS 10W & AAS 30W, DVC SOCIO 135, and SJSU AAS 1.

University Policies

Credit Hours

SJSU classes are designed with an expectation that students will spend a minimum of forty-five hours for each unit of credit (about three hours per unit per week) to be successful, preparing for class, participating in course activities, completing assignments, and so on.

Academic Integrity & Plagiarism

Please be aware of our [Academic Integrity Policy](#) (University Policy F-15-7). Cheating, plagiarism, and other dishonest student behavior will result in receiving no credit for the assignment. Learn more on what plagiarism is: <https://libguides.sjsu.edu/plagiarism>

Dropping

It is the student's responsibility to drop or formally withdraw from the course.

Consent Required

University Policy S12-7, <https://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course. "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material." To gain the instructor's permission, you must submit a written request, identifying the period of recording, whether for the whole term or on a class by class basis. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well. "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

Campus Resources

Academic Resources and Accommodations (Administration Building Room 110) Campus Policy in Compliance with the American Disabilities Act. If you need course adaptations or accommodations or need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. Presidential Directive 97-03 requires that students requesting accommodations must register with the Accessible Education Center (<https://www.sjsu.edu/aec/>) to establish a record of need.

Student Technology Resources (Instructional Resources Center Room 206)

Taking online classes requires some basic equipment needs (wifi, computer) and learning to use common apps (like video conferencing, online discussion boards, learning management systems). Get the basics and help with online learning using the Learn Anywhere eCampus website (<https://www.sjsu.edu/learnanywhere/equipment/index.php>).

Peer Connections (Student Services Center Room 600)

Peer Connections is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic

preparation and basic skills development. The website is located at <http://peerconnections.sjsu.edu>.

SJSU Writing Center (Clark Hall Room 126)

The SJSU Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists. Our writing specialists are trained to assist all students within all disciplines to become better writers. The Writing Center website is located at <http://www.sa.sjsu.edu/writingcenter/>.

ACCESS SJSU Social Sciences Success Center (Clark Hall Room 240)

ACCESS (<https://www.sjsu.edu/access/>) provides advising for undergraduate students majoring or wanting to major in any in the Department of Social Sciences. Students can find academic tutoring and advising in critical areas such as writing and statistics in a quiet, comfortable study environment. Students can talk with a professional advisor about requirements for their major, general education courses, changing majors, advice on developing study strategies, improve time management, and general information on how to navigate their SJSU experience. For any student needs, problems or situations, this Center can provide a start for a solution.