San José State University  
College of Social Sciences/Sociology and Interdisciplinary Social Sciences Department  
AAS 175, Asian American Communities, Section 1, Spring 2014

Contact Information

Instructor: Dr. Alex Yamato
Office Location: 238B DMH
Telephone: (408) 924-5751
Email: alexander.yamato@sjsu.edu
Office Hours: Yamato: W 10:30-12:30 PM, and by appointment
Class Days/Time: TR 10:30-11:45
Classroom: DMH 162
Prerequisites: Passage of the Writing Skills Test (WST), 100W, Upper division standing (60 units)

GE/SJSU Studies Category: SJSU Studies, Area S, Self & Society and Equality in the United States

Canvas and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor). For information on using Canvas, please review the website, http://www.sjsu.edu/at/ec/canvas/student_resources/index.html and the Canvas Guide, http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_Complete.pdf To log onto Canvas, go to https://sjsu.instructure.com/

Course Description

What is a community? What needs and functions does it serve? In particular, how can we identity Asian American communities? This course will survey the different ethnic groups that comprise Asian Americans and seek to identity the issues critical to each group as well as identify the issues common to Asian Americans.

The course examines the ways in which class, race, ethnicity, and gender are interwoven in the shaping of Asian ethnic communities in America. The course will emphasize the continuity as well as the diversity among Asian American ethnic groups, employing an interdisciplinary perspective.

The course meets SJSU Studies, Area S, Self & Society and Equality in the United States. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units (having own HEGIS Code).

Course Goals and Learning Objectives

Goals:
The course will examine the social, cultural, economic, political, and historical factors leading to the development of Asian American communities and how major institutions such as the family and educational have shaped these communities. In addition, the course will examine the functions of these communities for its members as well as for the larger society and seek to understand future developments.

Objectives:
1. To understand the development of religious, gender, ethnic, racial, class, sexual orientation, disability, and age identities and the impact of cultural and societal influences in the context of equality and inequality from the Asian American experience
2. To understand the historical, social, political, and economic factors leading to diversity, equality, and structural inequality from the Asian American experience.
3. To understand the formation of social movements involving Asian Americans in their efforts to address equality and social justice in the United States.
4. To understand the ways in which people from different cultural, racial, and ethnic groups developed and maintained constructive interactions.

5. Acquire research skills and knowledge of utilizing primary sources and resources such as the library in writing critical analyses of diversity, equality, and structured inequality in the United States.

Course Content Learning Outcomes

1. The course introduces students to Social Science approaches and theories in understanding the formation of minority and majority identities based upon religious, gender, ethnic, racial, class, and sexual orientation perceived differences. The texts, *The Contemporary Asian American Experience: Beyond the Model Minority*, and *Contemporary Asian America: A Multidisciplinary Reader*, apply social science theories (assimilation, pluralism, racial formation, feminist theory, and class analysis) to the Asian American experience as well as the nation in the broader context.

2. The course examines the historical development of Asian American communities, and particularly the impact of immigration policies that have applied exclusionary and restrictive measures from 1882 to 1965 and addresses the impact of historical, social, political, and economic factors that have resulted in inequality and equality in the United States.

3. The course examines the actions taken by groups to overcome discrimination based on religious, gender, ethnic, racial, class, sexual orientation, disability, and age differences. The texts and videos such as *The Fall of the I Hotel* and *Slaying the Dragon* focus on how Asian Americans confronted housing inequality and stereotyping.

4. The course examines examples of constructive interactions between people from different cultural, racial, and ethnic groups in the U.S. such as the involvement of Asian Americans in the civil rights movement opposing segregation. An article from the text examines the multi-ethnic and racial effort to establish Ethnic Studies at San Francisco State and the efforts by diverse ethnic and racial groups to address America’s social problems since the 1960s. In the topic, Asian America: Work and the Labor Market, the course examines the efforts by unions to organize Asian immigrant garment workers. In Anti-Asian Prejudice and Violence: Breaking the Silence, the course examines the efforts to address hate crimes and other forms of prejudice and discrimination by the collaboration of civil rights groups across race, ethnicity, gender, and sexual orientation.

**Required Texts/Readings (Assigned Readings are posted on Canvas)**


**Recommended:**


**Websites:**

**Academic:**
Amerasia Journal: http://www.amerasiajournal.org/blog/
http://www.aasc.ucla.edu/aascpress/ajindex/

Journal of Asian American Studies: http://muse.jhu.edu/journals/journal_of_asian_american_studies/

Newspapers:
Asian Week: http://www.asianweek.com/

Popular Culture:
Angry Asian Man: http://blog.angryasianman.com/
Center for Asian American Media: http://caamedia.org/
Giant Robot: http://www.giantrobot.com/features/
Hyphen: http://www.hyphenmagazine.com/

Organizations:
Asian American Legal Defense and Education Fund: http://aaldef.org/programs/educational-equity/
Asian American Recovery Services: http://www.aars.org/category/counties/santa_clara/
Asian Americans for Community Involvement: http://aaci.org/
Asian Law Alliance: http://www.asianlawalliance.org/
Asian Pacific American Leadership Institute: http://www.svapali.org/
Filipino American National Historical Society, Santa Clara Chapter: http://fanhs-santaclara.org/
India Community Center: http://www.indiacc.org/node/11
Japanese American Museum San Jose: www.jamsj.org
MOSAIC Cross Cultural Center, 3rd Floor, Student Union, http://www.sjsu.edu/mosaic/
San Jose Nihonmachi Outreach Committee: http://www.sjnoc.org/
Stanford School Of Medicine Pacific Free Clinic, Overfelt High School: http://pacific.stanford.edu/
Vietnamese American Council: http://www.viet-nam.org/
Vietnamese Voluntary Foundation, Inc.: http://vietvoluntary.org/index.html
Yu-Ai Kai Japanese American Community Senior Service: http://www.yuaikai.org/

Library Liaison
Kathryn Blackmer-Reyes, Librarian, MLK Library, Kathryn.BlackmerReyes@sjsu.edu

Course Requirements and Assignments
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

1. Class Participation 50 10%
2. Article Presentation 25 5
3. Family History Project 25 5
4. Midterm 100 20
5. Final 100 20
6. Research Paper 200 40
Selection of Topic (10)
Thesis Statement (10)
Outline (15)
Bibliographical References (15)
Draft (55)
Completed Paper (75)
Oral Presentation (20)

Total 500 points 100%
1. **Class participation** includes participation in discussion, in-class assignments, quizzes, analysis of videos, and homework. As an upper division general education course, the emphases are on discussion and interchange and require consistent student participation in class discussions. As mentioned earlier, class discussion is based on mutual respect and understanding. It is important to complete all reading assignments by the date assigned in order to fully analyze and discuss the issues and themes of the class sessions. Credit for participation will be based on in-class written assignments, rather than attendance.

2. For the **article presentation**, each student will lead a discussion of one of the journal articles or other readings listed on the greensheet. Discussion will include the identification of the issue/topic, methodology, analysis of the findings, and the significance of the research, and review questions. A two page summary of the report is to be submitted after the presentation.

3. **Family History Project**: Write a two to three page essay on your family’s migratory patterns to the United States or to your hometown. If you can, find out ports of entry where family members immigrated, cities they lived in, and those of relatives, and the time periods of immigration and migration. Also, identify cultural traditions, foods, celebrations, languages, and holidays that have been a part of your family’s heritage and ethnic and cultural identities.

4. The **midterm** may consist of short answer items, objective (multiple choice) questions, and essay questions based on the readings and classroom presentations. The exam will require the use of a bluebook.

5. The **final exam** may include short answer, objective and essay questions and will be comprehensive of readings and classroom presentations for the semester. Please bring a bluebook to the exams and do not reuse bluebooks or tear pages from them.

6. The **research paper assignment** involves an in-depth study in an area of interest to the student utilizing primary and secondary sources and a focus that is related to the student learning objectives of the course. Library research is required. The **paper length is a minimum of 2,500 words**. There will be an oral presentation of the research towards the end of the semester. An important component of the requirement is providing feedback on the progress of the research paper. Students are required to submit parts of the research paper such as the topic, thesis statement, outline, bibliographical references, draft, and the final paper during the course of the semester. The student will be expected to incorporate the feedback from the instructor in each step of the writing of the paper.

NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**Grading Policy**

Grading: Assignments will be graded as described below:

- **A/A- (excellent)**: The paper contains no grammatical, spelling, or typographical errors. It is outstanding in clarity, style, and organization. The depth and accuracy of the information covered are appropriate for the assignment. The style and format of the paper are appropriate for the assignment.

- **B+/B/B- (very good/good)**: The paper may contain a few minor grammatical errors, but should contain few or no typographical or spelling errors. For the most part, the paper is clearly written and logically organized. The topic is covered in reasonable depth and the information presented is accurate. The style and format of the paper are appropriate for the assignment.

- **C+/C (average)**: The paper may contain some minor grammatical, typographical, or spelling errors. For the most part, it is clearly written and logically organized. For the most part, the depth of coverage of the topic is appropriate and the information is accurate. For the most part, the style and format of the paper are appropriate for the assignment.

- **C-/D+/D/D- (below average/unacceptable)**: One of these grades will be received for ANY of the following reasons, with the specific grade assigned depending on the severity of the problems. The paper contains significant or serious grammatical, typographical, or spelling errors. It is not clearly written or logically organized. The train of thought is difficult to follow. The depth of coverage of the topic is not adequate. The information presented is inaccurate. The style and/or format of the paper are not appropriate to the assignment.

- **F (unacceptable)**: A paper will receive an F if two or more of the following conditions are satisfied: The paper contains significant or serious grammatical, typographical, or spelling errors; it is not clearly written or logically organized; the train of thought is difficult to follow; the depth of coverage of the topic is not adequate; the information presented is inaccurate; the style and/or format of the paper are not appropriate to the assignment. The paper will also receive an F if some or all parts of the paper have been plagiarized, as defined below.
Grading Point Breakdown

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<tr>
<th>Grade</th>
<th>Minimum</th>
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Missed Exam and Late Assignment Policy

If you are unable to take an exam at the scheduled time due to illness or other reasons, you must notify me before the exam (message by phone or email). A makeup exam will be allowed under special circumstances. All assignments are due on the deadline date. Late assignments will be assessed a 10% penalty for each late calendar day. For example, a paper turned in after class on the due date will be assessed a 10% penalty (10% of the highest possible score).

“A minimum aggregate GPA of 2.0 SJSU Studies (R, S, & V) shall be required of all students as a graduation requirement.” To see full text, review University Policy S11-3 at http://www.sjsu.edu/senate/docs/S11-3.pdf.

Classroom Protocol

In order to maintain an open discussion of the issues, each person’s views must be respected and understood that is not appropriate to demean or devalue the experiences of others. Individuals cannot be blamed for misinformation, but must be responsible for repeating misinformation once it is known otherwise. Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to ones peers. Students are asked to refrain from using cell phones, earphones or other devices.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://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.” If you wish to record the class, you must request permission in writing and indicate whether for the whole semester 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.”

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed...
by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center at [http://www.sjsu.edu/aec](http://www.sjsu.edu/aec) to establish a record of their disability.

**Student Technology Resources**
Computer labs for student use are available in the Academic Success Center at [http://www.sjsu.edu/at/asc/](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college.

**SJSU Peer Connections**
In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) for more information.

**SJSU Writing Center**
The SJSU Writing Center is located in Clark Hall, Suite 126. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter).

**Academic Counseling Center for Excellence in the Social Sciences**
The Academic Counseling Center for Excellence in the Social Sciences (ACCESS) is a hub that can assist students with their academic advising, as well as provide tutoring in such key social science skills as writing and statistics. The [Academic Counseling Center for Excellence in the Social Sciences](http://www.sjsu.edu/access/) is located Clark Hall Room 240. The Center website is [http://www.sjsu.edu/access/](http://www.sjsu.edu/access/)
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<th>Week</th>
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<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
<td>1</td>
<td>Jan. 23</td>
<td>Introduction and Overview</td>
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| 2    | Jan. 28    | Theoretical Perspectives: Race, Class, and Gender; Historical Perspectives; [www.understandingrace.org](http://www.understandingrace.org)  
Reading: Espiritu, Chap. 1, Labor, Laws, and Love  
Gary Okihiro, When Where I Enter, in *Asian American Studies Now*  
Video: Edward Said on Orientalism (XD 0904) |
|      | Jan. 30    | Historical Legacies  
Readings: Fong, Introduction: Changing Asian America; Chap. 1, The History of Asians in America, pp. 17-33  
Lisa Lowe, Heterogeneity, Hybridity, Multiplicity: Marking Asian American Differences, in *Contemporary Asian America* |
| 3    | Feb. 4     | Asian American Studies; Asian American Civil Rights Movement  
Reading: Sucheng Chan, Asian American Struggles for Civil, Political, Economic, and Social Rights, in *Asian American Studies Now*  
Video: The Fall of the I Hotel (XS1331) |
|      | Feb. 6     | Formation of Contemporary Asian American Communities  
Reading: Fong, Chap. 2, Emerging Communities, Changing Realities, pp. 41-55  
Asian American Center for Advancing Justice. *A Community of Contrasts: Asian Americans, Native Hawaiians and Pacific Islanders in California*  
Video: Global Cities: Immigration and the World Economy (XD 0411) |
|      | Feb. 11    | Model Minority and Ideology  
Readings: Fong, Chap. 2, pp. 58-73  
Video: The Debt of Dictators (XD 0908) |
|      | Feb. 13    | Contemporary Asian Immigration to the United States  
Reading: Espiritu, Chap. 4, Contemporary Asian America: Immigration, Increasing Diversity, and Changing Resources  
Rhacel Parrenas, Asian Immigrant Women and Global Restructuring, 1970s-1990s, in *Asian American Studies Now*  
Video: The Price You Pay |
|      | Feb. 18    | Orientation to the Library, 213 MLK Library --- Kathryn Blackmer-Reyes |
|      | Feb. 25    | Asian Americans and Education  
Reading: Fong, Chap. 3, The Right to Excel: Asian Americans and Educational Opportunity  
Bullying & Victimization and Asian American Students  
Video: Making the Grade |
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<td><strong>Feb. 27</strong></td>
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<td>Speaking in Tongues (XD1433)</td>
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|      |            | Asian American Youth Alienation and the Schools  
Readings: James Diego Virgil, et. al., A Shortcut to the American Dream? Vietnamese Youth Gangs in Little Saigon, in *Asian American Youth*  
Sody Lay, Lost in the Fray: Cambodian American Youth in Providence, Rhode Island, in *Asian American Youth*  
Samuel D. Museus and Kathleen Neville, Delineating the Ways That Key Institutional Agents Provide Racial Minority Students With Access to Social Capital in College  
Anthony C. Ocampo, Educational Experiences and Panethnic Identification among Second-Generation Filipino Americans |
|      |            | Bibliographical References Due: February 27                                                                                                                                                                                                                                                                                                                                                     |
|      | 7          | March 4                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|      |            | Asian America: Work and the Labor Market  
Reading: Fong, Chap. 4, Workplace Issues: Beyond Glass Ceilings  
Video: A Great Wall: Asian Americans and the Glass Ceiling (TU1087A/B/C)                                                                                                                                                                                                                                                                                                                   |
|      |            | Asian America: Work and the Labor Market  
Readings: Koreatown Immigrant Workers Alliance (KIWA)  
Kyeyoung Park, An Analysis of Latino-Korean Relations in the Workplace: Latino Perspectives in the Aftermath of the 1992 Los Angeles Civil Unrest  
Jennifer Lee, Striving for the American Dream: Struggle, Success, and Intergroup Conflict among Korean Immigrant Entrepreneurs, in *Contemporary Asian America*  
Joe Chung Fong, Globalized/Localized Asian American Banks in the Twenty-First Century  
Haiming Liu, Lianlian Lin, Food, Culinary Identity, and Transnational Culture: Chinese Restaurant Business in Southern California                                                                                                                                                                                                                       |
|      |            | Thesis Statement Due: March 6                                                                                                                                                                                                                                                                                                                                                               |
|      | 8          | March 11 Midterm                                                                                                                                                                                                                                                                                                                                                                             |
|      |            | March 13 Asian American Youth Culture  
Readings: Soo Ah Kwon, Autoexoticizing: Asian American Youth and the Import Car Scene  
Mary Yu Danico and Linda Trinh Vo, “No Lattes Here”: Asian American Youth and the Cyber Café Obsession, in *Asian American Youth*  
Lakandiwa M. de Leon, Filipinotown and the DJ Scene: Cultural Expression and Identity Affirmation of Filipino American Youth in Los Angeles in *Asian American Youth*  
Rebecca Kim, Made in the U.S.A.: Second-Generation Korean American Campus Evangelicals, in *Asian American Youth* |
|      |            | March 18 Anti-Asian Prejudice and Violence: Breaking the Silence  
Reading: Fong, Chap. 5, Anti-Asian Violence: Breaking the Silence  
Frances Kai-Hwa Wang, From a Whisper to a Rallying Cry: Commemorating the Vincent Chin Case  
Videos: The New Yellow Peril  
Vincent Chin; Vincent Who? (XD1536)                                                                                                                                                                                                                                                                              |
|      |            | Anti-Asian Prejudice  
Readings: Sunaina Maira, “Youth Culture, Citizenship, and Globalization: South Asian Muslim Youth in the United States After September 11th, in *Asian American Studies Now*  
Video: Caught in Between: What to call home in times of war                                                                                                                                                                                                                                                                                     |
|      |            | Research Paper Outline Due: March 20                                                                                                                                                                                                                                                                                                                                                   |
|      | 9          | Mar. 24-28 SPRING BREAK                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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<th>Week</th>
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| 10   | April 1 | Asian Americans, Popular Culture, and the Media  
Reading: Espiritu, Chap. 5, Ideological Racism and Cultural Resistance: Constructing Our Own Images  
Video: Slaying the Dragon: Reloaded (XD1591) |
|     | April 3 | Asian Americans, Popular Culture, and the Media  
Readings: Fong, Chap. 6, pp. 208-232  
Media Action Network for Asian Americans, Asian Pacific American Media Coalition’s Annual Television Report Card (http://www.manaa.org/node/130)  
Nancy Wang Yuen, Performing Race, Negotiating Identity: Asian American Professional Actors in Hollywood, in *Asian American Youth*  
Shalini Shankar, Racial Naturalization, Advertising, and Model Consumers for a New Millennium  
Christine Bacareza Balance, How It Feels to Be Viral Me: Affective Labor and Asian American YouTube Performance |
| 11   | April 8 | Asian American Families and Health Care  
Readings: Fong, Chap. 7, More Than “Family Values”: Asian American Families and Identities, pp. 236-248  
Keely Monroe and Christine Soyong Harley, Health Equity for API Women Through the Affordable Care Act  
Video: Unnatural causes: is inequality making us sick? Place matters (XD 1543) |
|     | April 10 | Asian American Ethnic and Racial Identities  
Readings: Fong, Chap. 7, More Than “Family Values”: Asian American Families and Identities, pp. 248-256  
Joe Chung Fong, Kung Fu Knight Errant: Globalized/Localized Chinese American Heroic Culture  
Victor Hugo Viesca, Native Guns and Stray Bullets: Cultural Activism and Filipino American Rap Music in Post-Riot Los Angeles  
Cathy J. Schlund-Vials, Hip-Hop Memoirs: An Interview with Khmer American Rapper praCh  
Video: American Sons |
| 12   | April 15 | Asian American Transnational Families  
Readings: Haiming Liu, Ethnic Solidarity, Rebounding Networks, and Transnational Culture, in Ling, *Asian America*  
Rachel Salazar Parrenas, New Household Forms, Old Family Values: The Formation and Reproduction of the Filipino Transnational Family in Los Angeles, in *Contemporary Asian America*  
Video: A Village Called Versailles (XD1600)  
Research Paper Draft Due: April 17 |
|     | April 17 | Asian American Communities  
Readings: Linda Trinh Vo, Transforming an Ethnic Community: Little Saigon, Orange County, in Ling, *Asian America*  
Allyson Tintiangco-Cubales, Building a Community Center: Filipinas/os in San Francisco’s Excelsior Neighborhood, in Ling, *Asian America*  
Jiemin Bao, Thai American Middle-Classness, Forging Alliances with Whites and Cultivating Patronage from Thailand’s Elite |
| 13   | April 22 | Asian American Sexuality  
Readings: Fong, Chap. 7, More Than “Family Values”: Asian American Families and Identities, pp. 278-283  
Glenn t. Tsunokai, et. al., Early Sexual Initiation and HIV Awareness among Asian American Adolescents  
Alice Y. Hom, Stories from the Homefront: Perspectives of Asian American Parents with Lesbian Daughters and Gay Sons, in *Contemporary Asian America*  
Mark Tristan Ng, Searching for Home: Voices of Gay Asian American Youth in West Hollywood, in *Asian American Youth* |

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<td>Asian American Interracial Marriages</td>
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|      |            | **Readings:** Fong, Chap. 7, More Than “Family Values”: Asian American Families and Identities, pp. 256-270  
|      |            | Jennifer Lee and Frank Bean, Intermarriage and Multiracial Identification: The Asian American Experience and Implications for Changing Color Lines, in *Contemporary Asian America*  
|      |            | Sara Lee, Marriage Dilemmas: Partner Choices and Constraints for Korean Americans in New York City, in *Asian American Youth*  
|      |            | Video: Interracial marriage: blending the races in America (XS 2201)  
|      | April 24   | **Date**  
|      |            | **Topics, Readings, Assignments, Deadlines**  
|      |            | Asian American Interracial Marriages   |
|      |            | **Readings:** Fong, Chap. 7, More Than “Family Values”: Asian American Families and Identities, pp. 256-270  
|      |            | Jennifer Lee and Frank Bean, Intermarriage and Multiracial Identification: The Asian American Experience and Implications for Changing Color Lines, in *Contemporary Asian America*  
|      |            | Sara Lee, Marriage Dilemmas: Partner Choices and Constraints for Korean Americans in New York City, in *Asian American Youth*  
|      |            | Video: Interracial marriage: blending the races in America (XS 2201)  
|      | April 29   | **Date**  
|      |            | **Topics, Readings, Assignments, Deadlines**  
|      |            | Biracial, Multiracial Asian Americans   |
|      |            | **Readings:** Fong, Chap. 7, More Than “Family Values”: Asian American Families and Identities, pp. 270-278;  
|      |            | 283-287  
|      |            | Teresa Williams and Michael Thornton, Social Construction of Ethnicity versus Personal Experience: The Case of Afro-Amerasians, in *Contemporary Asian America*  
|      |            | Patricia E. Literte, “We Have Created Our Own Meaning for Hapa Identity”: The Mobilization of Self-Proclaimed Hapas within Institutions of Higher Education  
|      |            | Paul R. Spickard, What Must I Be? Asian Americans and the Question of Multiethnic Identity, in *Contemporary Asian America*  
|      |            | Video: Interracial marriage: blending the races in America (XS 2201)  
|      | May 1      | **Social Change**  
|      |            | **Reading:** Angie Chung, *Ethnic Solidarity in a Divided Community: A Study on Bridging Organizations in Koreatown*, in Ling, *Asian America*  
|      |            | Research Project Presentations  
|      | May 6      | **Research Project Presentations**  
|      | May 8      | **Research Project Presentations**  
|      |            | **Term Paper Due:** May 8  
|      | May 13     | **Research Project Presentations**  
|      |            | **Review**  
|      | Final Exam | **May 16**  
|      |            | **9:45AM-12:00PM, Friday, DMH 162**  

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