INSTRUCTOR: Peter Chua, Ph.D.
EMAIL: Use Canvas <Inbox> for all communication
OFFICE: Dudley Moorhead Hall (DHM) 223
OFFICE HOURS: Tuesday & Thursday 1:30 noon – 2:55 p.m. and by appt.

AAS 125-01
FILIPINO EXPERIENCE IN THE U.S.

CLASS MEETING: Tuesdays and Thursdays 4:30-5:45 p.m., HGH 122
COURSE WEBSITE: https://sjsu.instructure.com

ACCESSING THE COURSE WEBSITE
The SJSU eCampus department operates the web-based “Canvas by Instructure” learning management software. This course uses Canvas as the course website to distribute reading materials, selected handouts and assignments, and other instructional materials and to submit short assignments.

Make sure you have an appropriate and dependable web browser and software settings for your computer to access and use Canvas. To familiarize yourself with the login process and security, go to http://www.sjsu.edu/at/ec/canvas/index.html.

To log-in, use:
- Your 9-digit SJSU ID number as the username.
- Your SJSUOne password as the password.

To reset your password, go to https://sjsuone.sjsu.edu/sjsuone/resetpassword/

Technical Support
Go to https://isupport.sjsu.edu/ecampus/ContentPages/Home.aspx.
Contact me if you have course-specific questions.

I hope you enjoy the course and that it resonate very deeply with many of you who have been part or supporters of the Filipino community.
I personally invite you to visit with me in my office during the semester.
COURSE DESCRIPTION

This course introduces you to the contemporary experiences of Filipinas and Filipinos in the United States. It situates these experiences within broader historical, economic, and political contexts of U.S.-Philippine relations and international labor migration, social structures of inequality and exploitation, and collective organizing for social justice. It focuses on some of the most recent research on U.S. Filipino identities, experiences and cultural practices, and particularly, on the experiences of low-wage Filipino workers for the purpose of advancing their rights to better working and living conditions in an increasingly diverse nation and global society.

This semester, one emphasis is the active and collaborative participation in community empowerment.

STUDENT LEARNING OUTCOMES (SLOs)

Upon successful completion of this course, participants will be able to:

SLO1: Identify how colonialism and U.S. imperialism impact the politics, culture, and society for U.S. Filipinas and Filipinos

SLO2: Understand how U.S.-Philippine relations and the current system of international migration impact U.S. Filipino lives and experiences

SLO3: Analyze structural inequalities related to class, “race,” gender, sexuality, and nation are generated and how social justice movements in the U.S. and globally work to reduce and end these inequalities

SLO4: Gain insights into how collective organizing and mobilizing lead to greater social justice.

READINGS AND MATERIALS

Required Readings


Asian American Studies 125: U.S. Filipino Experience Readings, Fall 2017

Readings available at the Canvas site in PDF format for course participants.

Other Materials

A dependable personal computer with capacity to access the Canvas site, library databases, and relevant websites.

An office software suite with basic word-processing capacities as such Google Docs (available free at https://docs.google.com or https://drive.google.com), LibreOffice (available free at http://www.libreoffice.org), or Microsoft Office.

Class handouts to be distributed during the semester.
The SJSU Library and Our Library Liaison

The library provides online tutorials on using the library and academic integrity (see http://library.sjsu.edu/online-tutorials/). To get online access to library databases, see http://library.sjsu.edu/get-library-card/my-library-account-pin-management.

Kathryn Blackmer Reyes (Kathryn.BlackmerReyes@sjsu.edu), the Library Liaison to Asian American Studies, is available by appointment and for consultation.

PROMOTION OF CARING, ACCESSIBLE, ENRICHING AND MUTUALLY RESPECTFUL LEARNING ENVIRONMENT FOR ALL

My pedagogical values...

I have high expectations for your performance in class and on assignments and for every student to be critical thinkers and positive agents for social justice. I believe you can do the work, and I will coach you though the process. I demand a lot from you because I seek to develop you further academically and professionally.

I think learning should be fun, exciting, and challenging.

I am interested in your academic development and personal well-being.

I think that learning and teaching are complex, endlessly fascinating collaborations.

As the instructor, I expect myself...

To work hard to help you succeed in the course
To be available if you need extra help
To share my knowledge, training, and professional experiences and show how to make use of course content
To model professional skills, ethics, and values
To treat all students fairly, justly, and reasonable, particularly related to grading
To provide meaningful feedback on your work
To take lead in maintaining a positive, challenging learning environment

As students, you are expected...

To be motivated and have a positive attitude to learn the course materials
To commit a reasonable amount of effort to complete the readings and assignments, persevere, and have fun in learning the materials and to grow from mistakes

To be prepared and participate verbally every class session. This means that you are familiar with the assigned readings and are able to raise thoughtful questions that encourage an interactive-learning and student-centered discussion. We will seek to improve your participation skills during this course. The prerequisite for such active participation is attendance.

To complete required readings and assignments on time — that is, before coming to class.

Written work should be proofread and edited. Assignments are due at the beginning of class. There will substantial loss of credit for late work. Do NOT email them to me. Do NOT turn them in to the general SISS office; this is a College of Social Sciences policy. Do NOT submit them in my office.

To be responsible in your learning and conduct yourself professionally by:
Attending class regularly. If you missed class, talk with your peers to learn what happened and get notes. After talking to classmates, if you have additional questions, talk with me in person.

Not disrupting the learning environment and the learning by your peers.

To contribute in maintaining a positive, respectful, and challenging learning environment and ensure a thoughtful and respectful engagement with the subject matter.

To cooperate and collaborate with your peers in teams, in class, and outside of class.

**To practice academic integrity and owned your intellectual work.** Academic dishonestly such as plagiarism and cheating violates university regulation. It will not be tolerated. Do give proper acknowledge to ideas, facts, and arguments that you did not initially construct or demonstrate. This applies to in-class discussions and all written work. Notwithstanding this warning, you are strongly encouraged to discuss the class readings with students in or out of class, but acknowledge the ideas you received from others regardless of how casually you come to such ideas.

To prevent class disruption and student inattentiveness resulting from the personal use of cell phones, smart phones, laptop computers, and other mobile communication devices during the class. Please leave the classroom to send and read text messages and make personal phone calls.

To use laptop computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom.

**ASSIGNMENTS AND GRADING**

Evaluation Principles

Your final grade derives from multiple methods of evaluation and several opportunities for practice, improvement, and learning with on meaningful feedback. Evaluation is fair and just, reflecting your effort and learning based on clear directions and criteria.

Assignments

The satisfactory completion of the following requirements determines your overall grade:

- **15%** Active participation & analytical creativity during reading discussion and in-class activities
- **15%** Oral history assignment
- **30%** Two in-class exams (15% each)
- **20%** Regular personal contribution to and involvement in community organizations serving local Filipino and migrant communities
- **10%** Group presentation on local community organization participation, starting Dec. 5
- **10%** “Personal contribution to the Filipino community” final report, due Dec. 13

**Active class participation:** Required readings and in-class activities provide introductory insights and important details on U.S. Filipino experiences. **Take good notes on your questions. Please bring your questions and the readings to class so we can discuss them closely.** If you do not understand specific readings, I urge you strongly to meet with me in my office so we can discuss them more thoroughly. **Quizzes** on the readings will assess your preparation and understanding on the assigned readings. **Mini-lectures** focus on substantive materials and analysis and expand on the materials introduce in the readings. The lecture relates to but not
necessarily covers every important aspect of the readings. Make sure not to form *improper habits* of passive listening, passive notetaking, and regurgitation.

Evaluation of class participation and analytical creativity based on the following criteria: raising open-ended questions you based on the readings, your attention to details in the readings, your ability to synthesize discussions, and your overall contribution to the discussion. Factors that aid in your participation include completing the assigned work before class, arriving to class on time and staying for the whole time, paying attention, and actively and respectively listening to the discussion. Factors that may limit your full participation include digital and mobile distractions (checking your phone, messages, emails, or online websites), reading any materials not related to the discussion, and not staying awake. You will *not earn any credit related to participation* if you miss ten class sessions.

**Oral history assignment:** This assignment asks to conduct an oral history of local Filipinos, exploring certain aspects of their lives and experiences. You will submit written and electronic versions of the oral history.

**In-class exams:** The exams, which consist of short-answer and essay questions, evaluate your understanding of course concepts, readings, and other course materials.

**Community engagement, report, and presentation:** This assignment asks you to put into practice concepts and theories by participating in meaningful community change, organizing, and campaigns. You will be assigned with local organizations and are expected to put in a 2-3 hours per week. You will submit a report at the end of the semester. Your group will present to the class and community on your activities.

**Grading Criteria** *(Adapted from Dr. Susan Murray)*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>An “A” demonstrates originality, addresses the tasks effectively and uniquely, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
<td>A “B” may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. It may be generally well organized, uses appropriate examples, displays facility, with a few gaps in argumentation, and demonstrates a good level of writing and knowledge. Completes the task as assigned.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>A “C” may show a fair level of competence, but may be uneven. It addresses the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>A “D” demonstrates poor competence with inadequate organization, task, and argumentation language and inappropriate examples. It displays difficulty in using adequate academic language and errors in knowledge will be in evidence.</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td>F 59 &amp; below</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>A failure only occurs if no effort is made to address academic performance problems.</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>A “D” demonstrates poor competence with inadequate organization, task, and argumentation language and inappropriate examples. It displays difficulty in using adequate academic language and errors in knowledge will be in evidence.</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
<td>A failure only occurs if no effort is made to address academic performance problems.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>A failure only occurs if no effort is made to address academic performance problems.</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
<td>A failure only occurs if no effort is made to address academic performance problems.</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
<td>A failure only occurs if no effort is made to address academic performance problems.</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>A failure only occurs if no effort is made to address academic performance problems.</td>
</tr>
<tr>
<td>F</td>
<td>59 &amp; below</td>
<td>A failure only occurs if no effort is made to address academic performance problems.</td>
</tr>
</tbody>
</table>
Request For An “Incomplete” Grade

To receive an incomplete for the course, you must inform the instructor in person seven-days before the last day of instruction. A grade of incomplete will only be considered for students who are (a) passing the course with a C or better, (b) present a legitimate, non-academic reason to the instructor, and (c) have only one major assignment left to finish.

UNIVERSITY POLICIES

Student Workload Expectation Policy

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” (SJSU Policy S12-3)

Dropping and Adding Policy

Students are responsible for understanding the policies and procedures about add/drop, and so on. 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 calendar web page located at http://www.sjsu.edu/provost/academic_calendar/. 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/.

Academic Integrity Policy

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, 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 Ethic 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 Policy S07-2 requires approval of instructors.

Note: Your written work in this course may be evaluated for plagiarism using Turnitin.com, a plagiarism detection service contracted by SJSU.

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 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/drc/ to establish a record of their disability.

**CAMPUS RESOURCES FOR STUDENT ACADEMIC SUCCESS**

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the first floor of Clark Hall and on the second floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

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. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

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 at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. 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 at http://www.sjsu.edu/writingcenter/.
SJSU Counseling Center

The SJSU Counseling Services is located in Room 300B, Student Wellness Center. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
**AAS 125 FALL 2017 TENTATIVE SCHEDULE**

This is the tentative schedule, subject to change with fair notice through in-class announcements. Short readings are posted on the Canvas site.

Key to readings:
- **C** = Course readings posted on the Canvas website
- **LFA** = Rick Bonus's *Locating Filipino Americans*
- **PA** = Lucy Burn's *Puro Arte*

1: AUGUST 24, COURSE INTRODUCTION

2: AUGUST 29, HISTORIES, MEMORIES, LEGACIES: SPLENDOR AND EMPIRE

READ BEFORE CLASS:


"1. Filipino/a Racialization" in "Introduction: Putting on a Show," pp. 4-7 only [PA]

3: AUGUST 31, HISTORIES, MEMORIES, LEGACIES: SPLENDOR AND EMPIRE (con’t)

READ BEFORE CLASS:

"2: Filipinos and Filipinas in America," pp. 31-44 [LFA]

"1: Which Way to the Philippines?," pp. 21-48 [PA]

IN-CLASS VIDEO: SAVAGE ACTS

4: SEPTEMBER 5, HISTORIES, MEMORIES, LEGACIES (con’t): BELONGINGS

READ BEFORE CLASS:


“2: 'Splendid Dancing': Of Filipinos and Taxi Dancehalls,” pp. 49-74 [PA]

IN-CLASS VIDEO: DOLLAR A DAY, TEN CENTS A DANCE

5: SEPTEMBER 7, HISTORIES, MEMORIES, LEGACIES (con’t): ON MIGRATION

READ BEFORE CLASS:

“3: Coup de Theatre: The Drama of Martial Law,” pp. 75-106. [PA]

6: SEPTEMBER 12, CONSTRUCTIONS OF ETHNIC AND SOCIAL IDENTITIES

READ BEFORE CLASS:

Excerpt from “2: Filipinos and Filipinas in America,” pp. 44-51 [LFA]


IN-CLASS VIDEO:

MANILA BAYOU: FILPINOS IN LOUSIANA

7: SEPTEMBER 14, DOING ORAL HISTORIES AND INTERVIEWS

READ BEFORE CLASS:


Finnegan, Ruth. 1994. “Question and Interviews.” [C]


8: SEPTEMBER 19, DOING ORAL HISTORIES AND INTERVIEWS (con’t)

READ BEFORE CLASS:


9: SEPTEMBER 21, SOCIAL IDENTITIES (con’t)

READ BEFORE CLASS:

“3: Marking and Marketing Identities in Filipino ‘Orient’ Stores,” pp. 57-91 [LFA]

10: SEPTEMBER 26, SOCIAL IDENTITIES (con’t)

READ BEFORE CLASS:

“4: Palengke Politics and Beauty Pageants in Filipino Community Centers,” pp. 92-127 [LFA]
11: SEPTEMBER 28, COMMUNITIES

READ BEFORE CLASS:

“Preface,” pp. ix-x [LFA]
Excerpt from "2: Filipinos and Filipinas in America," pp. 44-51 [LFA]

12: OCTOBER 3, COMMUNITIES (con’t)

READ BEFORE CLASS:


13: OCTOBER 5, COMMUNITIES (con’t)

READ BEFORE CLASS:


14: OCTOBER 10, COMMUNITIES (con’t)

“5: Homeland Memories and Media: Filipino Images and Imaginations in America,” pp. 128-163 [LFA]

15: OCTOBER 12, REVIEW

“Coda: Cultural Shack,” pp. 139-147 [PA]
“Conclusion: Re-Marking Locations,” pp. 164-181 [LFA]

16: OCTOBER 17, MID-TERM EXAM

17: OCTOBER 19, MIGRANT WORKERS STRUGGLES & ORGANIZING

READ BEFORE CLASS:


18: OCTOBER 24, COMMUNITY ENGAGEMENT & ORAL HISTORY

DAY: NO CLASS SESSION, ONLY OFFICE HOURS
19: OCTOBER 26, COMMUNITY ENGAGEMENT & ORAL HISTORY
DAY: NO CLASS SESSION

20: OCTOBER 31, MIGRANT WORKERS STRUGGLES AND ORGANIZING (con’t)
Affirmative Action: An Encyclopedia. Westport, CT: Greenwood Press. [C]
Information on Justice Campaign for the Grand Isle Shipyard Filipino Workers (2012) [C]

IN-CLASS VIDEO: THE LEARNING

21: NOVEMBER 2, MIGRANT WORKERS STRUGGLES AND ORGANIZING (con’t)
READ BEFORE CLASS:

OPTIONAL READING:

22: NOVEMBER 7, WOMEN AND GENDER STRUGGLES AND ORGANIZING
READ BEFORE CLASS:

23: NOVEMBER 9, YOUTH & STUDENT STRUGGLES & ORGANIZING
READ BEFORE CLASS:
Francisco, Valerie. 2010. “‘From Where I Sit’: Filipino Youth, Sexuality and Immigration in Participatory Action Research.” International Review of Qualitative Research 3(3):287-309. [C]
24: NOVEMBER 14, BALIK-BAYAN, RETURNING TO THE HOMELAND

READ BEFORE CLASS:


25: NOVEMBER 16, NATIONAL DEMOCRATIC STRUGGLES & ORGANIZING

READ BEFORE CLASS:


*Other readings may be announced later.*

OPTIONAL:


26: NOVEMBER 21, COMMUNITY ENGAGEMENT DAY

27: NOVEMBER 28, COMMUNITY ENGAGEMENT DAY

28: NOVEMBER 30, COMMUNITY ENGAGEMENT DAY

29: DECEMBER 5, PROJECT PRESENTATIONS

30: DECEMBER 7, CLOSING REMARKS & PROJECT PRESENTATIONS

**DECEMBER 13 (Wednesday, 2:45 p.m. – 5:00 p.m.), CULMINATING ACTIVITIES**

ASSIGNMENT DUE:

Final Report
SJSU CAMPUS EMERGENCY PROCEDURES

FIRES, EARTHQUAKES AND OTHER DISASTERS

- **Call 9-1-1** or use a blue light telephone to summon University Police assistance for any campus police, fire, or medical emergencies. Give your **name**, the nature of the emergency, and your specific **location**. Stay on the line until the University Police Dispatcher tells you to hang up.

- **Use extinguishers** for **minor fires**. If a fire appears **uncontrollable**, **close all room doors** to confine the fire, **pull** the building fire **alarm lever**, **evacuate** the area or building, and then **call 9-1-1**.

- **Remain calm** during an earthquake. **“Duck, cover and hold”** under a desk or table, or stand in a doorway or against an interior wall. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.

- **Help disabled persons** evacuate the building. Follow instructions of Building Emergency Team members and University Police. Do not use elevators.

- **Tune to radio** station KSJS 90.5 FM for campus information. A campus information line will be set up as soon as possible after a major emergency -- **call 924-SJSU (924-7578)** for instructions, information, and updates.

MEDICAL EMERGENCIES

- **Call 9-1-1**. Give your name, the nature of the emergency, and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.).

- **Assist the victim** until help arrives. If you, or someone in the area, are trained in CPR, perform CPR if necessary. Stop bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. **Do not leave victims unattended**. Be careful about contaminating yourself and others if hazardous materials may be involved.

- For **minor first aid**, report in person to the Student Health Center weekdays from 8 a.m.-5 p.m. or call University Police at **924-2222**.

BUILDING EVACUATION

- **Leave** by the nearest safe exit when you hear the building emergency alarm (fire alarm), or if you are told to do so by University Police or a Building Emergency Team member.

- **Take keys**, **books**, **wallets**, prescription **medicines** and important personal belongings with you in case you cannot re-enter immediately. Move at least 150 feet away from all structures. **Do not smoke**.

- **Use the stairs**. Do not use elevators--in case of fire or earthquake, many elevators stop in place and you may be trapped or exposed to deadly smoke.

- Re-enter a building only after University Police or Building Emergency Team members tell you that it is safe to do so.

**POLICE - FIRE - MEDICAL EMERGENCY**

**DIAL**

**9 – 1 – 1**

For further information visit the University Police Web site at: http://www.sjsu.edu/police/