

San José State University
Sociology and Interdisciplinary Social Sciences Department
AAS 175 Asian American Communities, Spring 2020

Instructor(s):	Hien Duc Do, Ph.D.
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Office Hours:	W 2 – 2:45PM and by appointment
Class Days/Time:	M W 10:30 – 11:45am
Classroom:	HGH 122
Prerequisites:	Passing of the WST, and upper division standing
GE/SJSU Studies Category:	SJSU Studies, Area S, Self & Society and Equality in the United States

Course Description

What is a community? Specifically, can we identify Asian American communities? In this course, we will survey the different ethnic groups that comprise Asian Americans and seek to identify and define the different ethnic communities. What are some of the issues that common to each of the Asian American communities and what are some of the issues that are unique to each of the groups?

This course will examine the social and historical contexts of the development of Asian American Communities and how major social institutions, for example political, social, economic, and educational, have impacted upon these communities. In addition, we will evaluate the functions of these communities and seek to understand their future developments.

MYSJSU Messaging

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal](#) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. **For help with using Canvas see [Canvas Student Resources page](#) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)***

Course Goals

Course Learning Outcomes (CLO)

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

CLO 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

Assessed by the Journal Entry, and Family History Assignments

CLO 2: To understand the historical, social, political, and economic factors leading to diversity, equality, and structural inequality from the Asian American experience.

Assessed by the Journal Entry, and Family History Assignments

CLO 3: To understand the formation of social movements involving Asian Americans in their efforts to address equality and social justice in the United States.

Assessed by the, Journal Entry, and Family History Assignments

CLO 4: To understand the ways in which people from different cultural, racial, and ethnic groups developed and maintained constructive interactions.

Assessed by the Journal Entry, and Family History Assignments

CLO 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.

Assessed by the Journal Entry, and Family History Assignments

CLO 6: 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 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.

Assessed by the Journal Entry, and Family History Assignments

CLO 7: 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.

Assessed by the Journal Entry, and Family History Assignments

CLO 8: The course examines the actions taken by groups to overcome discrimination based on religious, gender, ethnic, racial, class, sexual orientation, disability, and age differences.

Assessed by the Journal Entry, and Family History Assignments

CLO 9: 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.

Required Texts/Readings

- 1) Iyer, Deepa. 2015. We Too Sing America: South Asian, Arab, Muslim, and Sikh Immigrants Shape our Multiracial Future. New York: The New Press.
- 2) Vargas, Jose Antonio. 2018. Dear America: notes of an Undocumented Citizen. Dey Street Books. (isbn: 10: 0062851357 and ISBN 13: 978-00628513520)
- 3) Articles will be sent and posted on CANVAS and periodic class handouts.

Recommended Books and Journals:

Do, Hien Duc 1999. The Vietnamese Americans Westport, CT: Greenwood Press.

Fong, Timothy. 2002. The Contemporary Asian American Experience: Beyond the Model Minority Upper Saddle River: Prentice Hall .

Hune, Shirley, and Gail Nomura. 2003. Asian/Pacific American Women: A Historical Anthology. New York: New York University Press.

Okimoto, Gary Y. 1994. Margins and Mainstreams: Asian American History and Culture. Seattle: University of Washington Press.

Palombu-Liu, David. 1999. Asian/American: Historical Crossings of a Racial Frontier. Stanford: Stanford University Press.

Espiritu, Yen Le. 2003. Homebound: Filipino American Lives Across Cultures, Communities and Countries. Berkeley: University of California Press.

Vo, Linda Trinh. 2004. Mobilizing an Asian American Community. Philadelphia: Temple University Press.

Park, J.W. Edward & John S.W. Park. 2005. Probationary Americans: Contemporary Immigration Policies and the Shaping of Asian American Communities. New York: Routledge

Asian Week www.asianweek.com
Amerasia Journal
Journal of Asian American Studies

Course Requirements and Assignments

Course Assignments:

- 1) Participation and discussion of the readings. As an upper division general education course, the emphasis on this class is on class discussion and interchange that requires all students to participate in class discussions. Students will complete all the assigned readings prior to class in order to facilitate meaningful discussion. We will also have in-class assignments, quizzes, and homework.
- 2) Students will work in groups and lead class discussions on assigned books and journal articles. Each student will present twice during the semester (10 points each). Discussion will include a summary of the article,

identification of the main topic/issue, methodology, analysis of the findings, significance of the research in the context of the current literature. A two-page summary must be submitted after the presentation.

3) A research paper is required or a family history paper. This paper requires library research. The term paper involves an in-depth study in an area of interest to the student utilizing primary and secondary sources. The paper length is a minimum of 3,000 words. There will be an oral presentation of the paper toward the end of the semester. Students are required submit the following as parts of the research paper: a) identification of topics and selection 10 points, b) thesis statement and outline 5 points, c) biographical references 5 points, d) preliminary draft 20 points, e) final draft 20 points. Students will be provided feedback on all of these components during the semester. You are expected to incorporate the revisions into the final paper.

4) Journal Assignments

You are required to submit 4 journal assignments. The journals will be submitted through Canvas throughout the semester. More information will be provided in class.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practical. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

The final examination will be the presentation of your project at the end of the semester.

Grading Information

GRADES:

You will be evaluated on:

1. Participation and discussion of the readings	100 points
2. Article Presentations	50 points
3. Critical Journal	200 points
4. A Research Paper (min. 3000 words) and in-class presentation	150 points (see assigned points in assignment description)

Grading Scale:

465 points or more	A
450-464	A-
435-449	B+
415-434	B
400-414	B-
385-399	C+
365-384	C
350-364	C-
335-349	D+
315-334	D
300-314	D-
Below 299	F

- **For upper division GE courses (R, S, V)** include the following paragraph:

“Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

Classroom Protocol

I expect you to attend class regularly and participate in class discussions. Class will generally be a combination of lecture, discussion, and films. All activities during class time will be part of your final grade evaluation.

You are expected to do all of the assigned reading for the week before class. You are also expected to bring that day’s readings and your notes to class ready for discussion. If you are absent, it is your responsibility to contact another student.

Please turn off (or switch to vibrate) all cell phones and beeping watches during class. If you have an emergency and need to have your phone on, please notify me at the beginning of class.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. are available here at the Office of Graduate and Undergraduate Programs website at <http://www.sjsu.edu/gup/syllabusinfo/>.

Credit Hours

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 here at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Academic Integrity

Students should be familiar with the University’s Academic Integrity Policy that is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html. 9 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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Plagiarism

Please keep in mind that plagiarism is the use of someone else’s language, images, data, or ideas without proper attribution. It is a very serious offense in both academic and professional environments. In essence, plagiarism is both theft and lying: you have stolen someone else’s ideas, and then lied by implying that they are your own.

At the very least, plagiarism will result in grade penalties. It can also result in failing the course and having the incident noted in your SJSU student records. If you are unsure of what constitutes plagiarism, it is your responsibility to educate yourself or ask for clarification before you turn in written work. Examples of plagiarism: If you use a sentence (or even a part of a sentence) that someone else wrote and do not reference the source, you have committed plagiarism. If you paraphrase somebody else's theory or idea and do not reference the source, you have committed plagiarism. If you use a picture or table from a web page or book and do not reference the source, you have committed plagiarism. If your paper incorporates data that someone else has collected and you do not reference the source, you have committed plagiarism.

A tutorial to explain how to identify and avoid plagiarism is available here:

<http://tutorials.sjlibrary.org/plagiarism/index.html>

For examples of paraphrasing and quotation, please see the following:

<http://www.indiana.edu/~istd/overview.html>

<http://www.indiana.edu/~istd/examples.html> <http://www.indiana.edu/~frick/plagiarism/item1.html>

For the SJSU policy on plagiarism, please read the "Academic Integrity Policy" at

<http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-369.html>

Dropping and Adding

If you would like to add this class and the class is not you full, you must attend the first day of class and approach the instructor before or after class. You will not be guaranteed a seat, but your chances of getting in with be high if you continue to attend and check in with your instructor every day for two full weeks. Any absences in the meantime will automatically void this informal contract. It is your responsibility to confirm your continued registration in the course. If you decide not to continue in the course, it is your responsibility to formally withdraw from the course. Failure to withdraw can result in a U for the course that will turn into an F grade. Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html>. Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

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." In order 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."

Academic Resources and Accommodations

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations, 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 requesting accommodations must register with the Accessible Education Center to establish a record of need.

Student Technology Resources Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library.

Peer Connections

Peer Connections is located in Room 600 in the Student Services Center. It 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

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels 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 240

ACCESS provides advising for undergraduate students majoring or want 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 and much more. 11 Students can get advice on developing study strategies, improve time management, and general information on how to navigate the SJSU experience. For any student needs, problems or situations, this Center can provide a start for a solution.

AAS 175 Asian American Communities, spring 20

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines	
1	1/27	Introduction and Overview	
1	1/29	Theoretical Perspectives: Race, Class, and Gender Readings. Winant and Omi: Racial Formation Frank Wu: Letter Luo, Michael. "Dear Madam: ..." NY Times, October 11, 2016 Film: "The Sikhs of Yuba City"; "Carved in Silence", "A Dollar a Day, Ten Cents a Dance", "Ancestors in the Americas"	
2	2/3	Historical Legacies and Readings: Chan: "The International Context of Asian Emigration" Iyer: Chapters 1 and 2	
2	2/5	Contexts of Asian American Immigration	
3	2/10	Hostility, Conflicts, and Resistance Readings: Iyer: Chapters 3 and 4 "Discrimination in America (NPR) Film: "Of Civil Rights and Wrongs" "Letters to Thien" "Unfinished Business" Selection of Topic Due: February 14	
3	2/12		
4	2/17	The Development of Contemporary Asian American Communities Readings: Needham & Quintilani: "Cambodians In Long Beach" Do and Khuc: "Immigrant Religious Adaptation" Film: "New Year Baby"	

Week	Date	Topics, Readings, Assignments, Deadlines	
		Thesis Statement and Outline Due: February 21	
4	2/19	Library Visit –	
5	2/24	Ethnic Identity and Awareness Readings: Vargas: Part I Lam, “Vietnamese and Gangs” Film: "The Fall of the I Hotel" “AKA Don Bonus”	
5	2/26		
6	3/2	Contemporary Issues in the Community Readings: Vargas; Part I (con’t) Film: “Asian Americans and AIDS”, "Trouble in Paradise" Bibliographical References Due: March 9	
6	3/4		
7	3/9	Education and Labor Readings: Museus, Antonio, Kiang: “The State of Scholarship on Asian Americans and Pacific Islanders in Education” Film: TBA	
7	3/11		

Week	Date	Topics, Readings, Assignments, Deadlines	
8	3/16	<p>Asian American Women</p> <p>Readings: Pho & Mulvey: “Southeast Asian American Women in Lowell, MA.”</p> <p>Film: “Heart of the Sea”</p>	
8	3/18		
9	3/23	<p>Film, TV and other media</p> <p>Readings: Vargas: Part II Chin, Deo, Ducros, Lee, Milman, & Yuen (2017) “Tokens on the Small Screen”</p> <p>Film: "Slaying the Dragon with a Needle" (Reloaded) "Forbidden City"</p>	
9	3/25		
10	3/30	SPRING BREAK	
10	4/1		
11	4/6	<p>Employment and Careers</p> <p>Readings: Parrenas: “Asian Immigrant Women and Global Restructuring” NPR: “Discrimination poll: Asian Americans”</p>	
11	4/8		
12	4/13	<p>Activism and Resistance—Forging Alliances for Equality and Democracy</p> <p>Readings: Choy: “Relocating Struggle: Filipino nurses Organize” Kong: “Voices of Asian American & Pacific Islander Students” Vargas: Part II (con’t)</p> <p>Film: "I am on a mission from Buddha”</p>	

Week	Date	Topics, Readings, Assignments, Deadlines	
		Second Draft Due: April 20	
12	4/15		
13	4/20	Future Prospects Readings: Vargas: Part III Wei: "A Commentary on Young Asian American Activists from the 1960s to the Present" Iyer, Chapters 5, 6, and 7	
13	4/22		
14	4/27	STUDENT PRESENTATIONS	
14	4/29		
15	5/4	STUDENT PRESENTATIONS	
15	5/6		
16	5/11	Summary and Conclusion	
Final Exam		FINAL EXAM IS YOUR CLASS PRESENTATION	