

San José State University
Department of Sociology and Interdisciplinary Social Sciences
AAS 33B: Asian American U.S. History and Politics II
Spring 2020



Left: Artist rendition linking the experiences of Oscar Grant and Frank Ogawa

Right: Picture of political action by Asian/Asian American Pacific Islanders marching in support of the Dream Act

Course and Contact Information

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Office Hours: Mondays and Wednesdays 9:15-10:15a
Class Days/Time: Mondays and Wednesdays 10:30-11:45a (Section 2) and 12-1:15p (Section 4)
Classroom: Dudley Moorhead Hall 358
GE/American Institutions Category: D2 Social Sciences and US 1 American Institutions

Course Format

Course Website

Course materials such as syllabus, handouts, notes, assignment instructions, additional readings, etc. can be found on the Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu> to learn of any updates. Be sure to also review your Canvas notification settings, as I will be posting announcements via Canvas. Elect to have announcements forwarded immediately to your primary email address. Please note that this is not an online class. Do not rely on the Canvas site to substitute your presence in class. Your attendance is required to get a good grade. Furthermore, you will be required to submit your written assignments via Canvas. If you have any questions, come to my off hours or consult the eCampus website at <http://www.sjsu.edu/ecampus/>. Do not wait to ask questions until a few hours before an assignment is due. You may not receive a just-in-time response.

Course Description

The purpose of the course is to examine the historical and political development of the United States from a multicultural perspective. The course will examine the principle events, developments, and problems of the United States from the mid-nineteenth century to the present, emphasizing the role of class, race, ethnicity, gender, and sexuality in American history and politics. The course will examine the diversity of the Asian American experience

within the context of the development of the United States as a developing nation-state and world power and within the context of its race relations with other minorities such as Native Americans, African Americans, and Mexican Americans. The social history of Asian America forms an important part of the broad understanding of the social, economic, and political contours of America. In turn, the contours of American history and political institutions help us to better understand the particular social experiences of Asians and Asian Americans as immigrants, workers, and small business entrepreneurs and the impact of social institutions upon the formation of families, and communities.

In addition, the course will examine the history and politics of California government, contrasting the similarities and differences between California and U.S. Constitutions, the relation between the federal and state and local governments, and contemporary issues of California government and politics.

Course Goals

GE Learning Outcomes (GELO)

GELO 1 (US2): Explain how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. Analyze the meaning and content of the democratic process as it has evolved in the US and California, and describe the foundations of the political system and the evolving institutions of government, the links between the people, and the operations of California government.

⇒ Assessed by Midterm Exam & Advocacy Letter

GELO 2 (US3): Identify the tools of political action and collective decision making at the local, state, national, and global level, and articulate the values and assumptions that inform their civic engagement.

⇒ Assessed by Midterm Exam & Advocacy Letter

GELO 3 (D3): Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

⇒ Assessed by the Substantive Assignments

GELO 4 (D3): Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

⇒ Assessed by the Substantive Assignments

GELO 5 (D3): Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

⇒ Assessed by the Substantive Assignments

GELO 6 (D3): Students will be able to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

⇒ Assessed by the Substantive Assignments

Course Learning Outcomes (CLO)

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

- CLO 1: Identify the interactive social roles and relationships of diverse cultural groups, such as American Indians, African Americans, women, European immigrants, Latinos, Pacific Islanders, and Asian immigrants in shaping the development of North America, including U.S. history and political institutions through the end of the Civil War. Students will learn of key events, individuals, groups, and organizations that reflect the ability of diverse groups to effect social change in the protection of their rights and liberties.
- CLO 2: Analyze the contemporary development of American democracy in cultural, historical, environmental, and spatial contexts. Students will be able to identify the expanding definitions of "the people" in the United States as reflected in the effects of race, class, and gender on citizenship and voting rights.
- CLO 3: Demonstrate a critical, interdisciplinary awareness of how U.S. history and political institutions have been shaped by developments in Europe, Asia, Latin America and Africa. Students will be able to identify key

events in England, Europe, Africa, Latin America, and Asia in the context of the colonization of North America and the formation of the English colonies leading to the American Revolution and the establishment of the United States.

- CLO 4: Identify the strengths and weaknesses of distinct social science perspectives. Students will be able to compare and contrast social science theories, such as classical liberalism, classical conservatism, assimilation, imperialism and colonization in understanding issues of ethnicity, race, class, and gender.
- CLO 5: Demonstrate an interdisciplinary understanding of the development of U.S. political institutions, i.e., the Constitution, the Bill of Rights, the federal system of government, the political party system, and to understand their interaction with culturally diverse groups in early U.S. history. Through the utilization of social science perspectives, students will be able to identify the evolving nature of democracy in the “living” Constitution.
- CLO 6: Demonstrate an interdisciplinary understanding of the relationship between the early development of the U.S. as a multicultural society and the experiences of Asian Americans, including early contacts between the U.S. and Asia, Chinese immigration after 1848, and how the status of Asian Americans relates to the experiences of Native Americans, African Americans, Euro Americans, Hispanic Americans, and women. Students will be able to identify the impact of ethnicity, race, class, and gender in the formation of the United States.
- CLO 7: Write essays of critical analyses of major problems in U.S. history, society and politics. Students will be able to write essays totaling over 1,500 words addressing issues of race, class, ethnicity, and gender.

Your instructor retains the rights to modify the syllabus as necessary to accommodate course and student needs.

Required Texts and Other Readings

These books are available for purchase at Spartan Bookstore and other outlets. **Additional readings will be posted on our course Canvas webpage.** Note that these required texts may be different from those required for AAS 33A/B sections taught by other professors or instructors. There are both cost and pedagogical reasons for this.

- Erika Lee (2015). *The Making of Asian America: A History* (ISBN: 9781476739403)
- Shelley Sang-Hee Lee (2014). *A New History of Asian America*. (ISBN: 9780415879545)
- Lon Kurashige and Alice Murray (2015). *Major Problems in Asian American History*. (ISBN: 9781305855601)

Course Requirements and Assignments

All assignments (other than in-class activities) are to be submitted via Canvas. No email attachments or physical papers will be accepted for credit.

CRITICAL FAMILY HISTORY PROJECT (25%)

Your Critical Family History project will situate your family within a wider socio-historical context, asking about the relationships among socio-cultural groups that helped to shape one's family experience and one's larger understanding of our collective experiences. For example, descendants of enslaved people and descendants of slave-owners offer an intertwined history made up of experiences and narratives reflecting opposite but connected positions in a power hierarchy and history. One story cannot be understood without the other. Descendants of colonizers and descendants of colonized peoples, similarly, stand in relationship to each other. Not only does both sets of stories need to be told, but they need to be understood as historically connected. At the same time, no two family stories are identical. History is highly complex, and as individual stories are told, what emerges are both the broad patterns and also the nuances and textures of the diverse people living within and across those patterns. Specific instructions will follow on Canvas. This project will assess GELO 3, 4, 5, and 6.

VIDEO PROJECT (25%)

Migrants, whether voluntary or involuntary, are often forced to destroy or leave behind most of their personal belongings, including precious photographs, important documents, or meaningful artifacts. Whatever they managed to bring with them were sometimes lost in the process of resettlement and moving from different homes and cities. Even when they were able to preserve these treasures, many of their children and grandchildren are unaware of the history of these items or their significance. This video project hopes to reconnect the younger generation with the previous generations' history. Specific instructions will follow on Canvas. This project will assess GELO 3, 4, 5, and 6.

QUIZZES/IN-CLASS ACTIVITIES (15%)

In-class quizzes will be given at the instructor's discretion (i.e., pop quizzes). Make sure you complete the assigned readings BEFORE class. Unannounced in-class assignments may be given based upon your prior reading. You will be allowed to use your readings and annotations/reading notes for all quizzes. **There are NO MAKE UPS for in-class quizzes. Scores for your lowest 3 quizzes will be dropped.**

PARTICIPATION (10%)

Your participation grade will be based upon completion of in-class assignments such as group projects, in-class and Canvas class exercises, as well as a display of appropriate class protocol. You are expected to read the assigned texts before the date of class. I understand that not all students feel comfortable speaking up on a regular basis, but your weekly readings, notes, and journal entries should help you collect your thoughts so that you can actively contribute to class discussion. You may also come to my office hours so that we can discuss the course material.

If you have a medical problem that makes it difficult for you to come to class, pay attention in class, stay awake in class, or participate in class, please come see me during office hours ASAP or have Accessible Education Services contact me. If not, you may get docked participation points.

I will be keeping a log of student participation, which will note if a student is not only speaking up in class but more

importantly, actively listening and taking notes. Likewise, I also keep a log of students who are distracted and/or distract others. Merely showing up for class will not earn you a passing grade for participation. You can be physically present without being mentally present. If that is the case, you should not bother coming to class because you will not likely benefit from this absent-presence. And, your actions, such as doing homework for other classes, texting with whomever, online shopping, binge watching TV, snapchatting, or whatever else you choose to do can be distracting and detrimental to the success of others in the class.

Please turn off all phones and mobile digital devices during class. Laptops can only be used for taking notes and for relevant web searches; no emailing, texting, and other activities unrelated to this class. These and other diversions are not acceptable during class time, and will lower your grade. Please be respectful of everyone's time and efforts. Note: It may also be possible to speak too much. Remember to "step up or step back" as appropriate.

On the last day of the course, you will submit a response in class that evaluates the quality of your course participation.

CA GOVERNMENT REPRESENTATIVE ADVOCACY LETTER (25%)

Given that we will learn about the interworking of CA state politics and government this semester, you will write a letter that challenges you to participate in the CA political process. You will learn about and write to your political representative(s). You may choose to write to your local representatives (e.g., city council, police commissioner, other elected county officials) or your state representatives (e.g., CA State Assembly, CA Senators, CA Governor, Attorney General of CA). Often, students write papers for classes that require much hard work and labor, but that labor of love (or let's be honest, frustration) often fails reach an audience beyond the student and professor. So, this advocacy letter will require you to 1) choose one of the public issues of interest or concern we discuss in class, 2) conduct scholarly research about this issue, 3) analyze how this issue can be addressed by whichever political representative you are addressing your letter, and 4) write a succinct 1-page single-spaced letter summarizing your findings and arguments. At the end of the term, you may choose to mail this letter to your representative(s). There will also be additional assignments associated with this letter (e.g., outlines and peer reviews). More specifics will be provided on Canvas. This letter will address GELO 1, 2.

EXTRA CREDIT

Extra credit may be assigned at the discretion of your professor. By no way are you entitled to these opportunities.

Assessment

ASSESSMENT CRITERIA	% POINTS POSSIBLE	GELO ASSESSED
Critical Family History Project	25%	GELO 1, 2
Video Project	25%	GELO 3, 4, 5, 6
Quizzes/In-Class Activities	15%	GELO 3, 4, 5, 6
CA Government Advocacy Letter	25%	GELO 1, 2
Participation	10%	

Grading Policy

	A 93-100	A- 90-92.9
B+ 87-89.9	B 83-86.9	B- 80-82.9
C+ 77-79.9	C 73-76.9	C- 70-72.9
D+ 67-69.9	D 63-66.9	D- 60-62.9
	F <60	

Classroom Protocol

By all means, treat your fellow students and your instructor with respect. Be on time, be engaged, avoid using your electronic gadgets, and do your part to help make a great learning experience. Students are required to participate in class discussions and exercises and be attentive to lectures and discussions. Lecture slides will be posted to Canvas, but they are often quite sparse and comprised primarily of images. Also, if students are found failing to take notes, your privilege of accessing the slides online may be revoked at the instructor's discretion. You may use tablets and laptops during class for notetaking or accessing your readings. If electronics are misused, they may be banned at the instructor's discretion. Any disrespectful or threatening behavior will be reported to campus administration and campus police.

Email Protocol

When emailing the instructor, you MUST include the following information in your draft. If not, you may not get a response to your email. Also, if your question can be addressed by reviewing the syllabus, you may not get a response.

Subject: AAS 33B Section [insert section #] - [insert short topic of email content]

Body:

Dear Dr. Kwan,

After perusing the syllabus and checking in with a fellow classmate, I have a question regarding [insert question here].

Sincerely,

[insert First Name and Last Name]

Do not expect to receive an immediate reply. Expect your email to be returned within 48 hours, not inclusive of weekends. Because of this, make good use of office hours.

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.

Academic Integrity

Students should be familiar with the University's Academic Integrity Policy. 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://info.sjsu.edu/static/catalog/integrity.html>.

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 Fo6-1 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: <https://libguides.sjsu.edu/plagiarism>

For examples of paraphrasing and quotation, please see the following: <http://www.indiana.edu/~istd/overview.html>

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

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

<http://info.sjsu.edu/static/schedules/integrity.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 registration is available at http://www.sjsu.edu/registrar/students/registration/Registration_Resources/index.html

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/english/frosh/program_policies/index.html, 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 MLK 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. 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. It is also a nice quiet place to study.

Late Work

Under no circumstances will late work be accepted without penalty, at the discretion of the instructor, if you do not offer a compelling explanation to your instructor with ample lead-time. I understand that emergencies arise, so please notify me as soon as possible if such emergencies may interfere with your class performance or participation. *I have an unofficial late policy: get the assignment in before I grade it, and there will be no late penalty. Otherwise, I will (retroactively) penalize at my discretion—usually it's 5-10% per 24-hour period the assignment is late, and a 0 after 3 days.*

If you have gotten this far into the syllabus, good for you! For extra credit to be applied at the end of the semester, go to Canvas>Assignments>Extra Credit: (1) submit a brief summary of the Yam (2019) article assigned for Week 1, and (2) tell me something that you are anxious about this semester. Due 1/27/2020 by 9:30a.

Course Schedule

Other than E. Lee, access all reading materials on Canvas.

Week	Dates	Topics, Readings, Assignments
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Week	Dates	Topics, Readings, Assignments
1	1/27 1/29	<p>Strategies for Success and Syllabus Review</p> <p>Intro to Asian American Studies & Orientalism</p> <p>S. Lee (2014) Ch 1 "Orientalism before Asian America" S. Lee (2015) Ch 2 "The Asian Diaspora in the Pre-Exclusion Years" Yam (2019) Asians in California don't believe hard work and determination alone equal success Henry Fuhrmann (2018) Drop the Hyphen in Asian American Agnes Constante (2019) After 50 years, Asian American studies programs can still be hard to find</p>
2	02/03 02/05	<p>Exclusion, Nativism, and Immigration</p> <p>S. Lee (2015) Ch 3 "Making a Living: The Politics and Economics of Work before the 1930s" S. Lee (2015) Ch 4 "Social Intimacy and Asian American Communities before WWII" S. Lee (2015) Ch 5 "Racism and the Anti-Asian Movements" Recommended:</p> <ul style="list-style-type: none"> • Takaki (2008) Ch 9 "The 'Indian Question: From Reservation to Reorganization" • Takaki (2008) Ch 12 "El Norte: Up from Mexico" • Takaki (2008) Ch 13 "To the Land of Hope: Blacks in the Urban North"
3	02/10 02/12	<p>Exclusion, Nativism, and Immigration</p> <p>S. Lee (2015) Ch 6 "Response and Resistance" (1922) Americans Provide Diverse Perspectives on Anti-Japanese Racism (1923) U.S. v. Bhagat Singh Thind</p> <p>Pacific Empires and the Growth of Capitalism</p> <p>E. Lee (2015) Ch 8 "'We Have Hear Much of America': Filipinos in the U.S. Empire" E. Lee (2015) Ch 9 "Border Crossing & Border Enforcement: Undocumented Asian Immigration" (1920) Laborers Report on Hawai'i Sugar Strike (1932) American Official Extols Race Relations in Hawai'i (1930) California Testifies for the Exclusion of Filipino Immigrants Recommended:</p> <ul style="list-style-type: none"> • Zinn (2005) Ch 12 "The Empire and the People" • Zinn & Arnove (2014) Ch 12 "The Expansion of the Empire"
4	02/17 02/19	<p>Between the World Wars</p> <p>S. Lee (2015) Ch 7 "Americanization, Modernity, and the Second Generation through the 1930s" S. Lee (2015) Ch 8 "Asian Americans and the Crucible of World War II" (1995) American-Born Filipina Connie Tirona Recalls Growing Up in Immigrant Community, 1930s and 1940s (1999) American-Born Korean Dora Yum Kim Recalls Growing Up in Chinatown, 1920s-1940s (1935) Japanese Immigrant Veteran Argues for U.S. Citizenship (1937) American-Born Japanese Bemoans Limited Job Opportunities Chopra (2019) California's Lost (and Found) Punjabi-Mexican Cuisine (2018) Survey LA: Chinese American in Los Angeles, 1850-1980 (up to page 54)</p> <p>Critical Family History Project Discussion (02/19)</p>
5	02/24 02/26	<p>World War II, Nuclear Power, and Incarceration (1942-1948)</p> <p>E. Lee (2015) Ch 10 "'Military Necessity': The Uprooting of Japanese Americans During WWII" E. Lee (2015) Ch 11 "'Grave Injustices': The Incarceration of Japanese Americans During WWII" (1941) Chief of Naval Operations Kenneth Ringle Reports on Japanese American Loyalty on the West Coast,</p>

Week	Dates	Topics, Readings, Assignments
		<p>December 30, 1941 (1942) Lieutenant General John L. DeWitt Recommends the Removal of Japanese Americans from the West Coast (1943) Yamato Ichihashi Writes a Letter Describing the Segregation of Supposedly "Disloyal" Japanese Americans at Tule Lake (1944) Nisei Soldiers Help Rescue a Lost Battalion (1944) The Fair Play Committee Calls on Nisei, Second-Generation Japanese Americans, to Resist the Draft Within the Heart Mountain Internment Camp (1944) Esther (Takei) Nishio Describes Returning to the West Coast</p>
6	03/02 03/04	<p>War and Asia-Pacific Allies</p> <p>(1942) The U.S. War and Navy Departments Tell U.S. Soldiers "How to Spot a Jap" (1942) Sociology Graduate Student Rose Hum Lee Describes How World War II Changed the Lives of Chinese Americans (1943) Franklin Delano Roosevelt Calls on Congress to Repeal Chinese Exclusion (1943) Filipino Regiment Member Manuel Buaken Fights for Freedom (2003) Rosa Roberto Carter Recalls Starvation and Loyalty Interrogation in Guam</p> <p>Critical Family History Interview Due (03/07)</p>
7	03/09 03/11	<p>Critical Family History Project Workshop – bring a copy of your interview to workshop with a peer (03/09)</p> <p>The Cold War</p> <p>E. Lee (2015) Ch 12 "Good War, Cold War" S. Lee (2015) Ch 9 "Asian America in the Early Cold War Years" Avakian (2002) Ch 5 "From Red Scare to Yellow Power"</p>
8	03/16 03/18	<p>Vietnam War</p> <p>Takaki (2008) Ch 16 "Again, the Tempest-Tost" Zinn (2005) Ch 18 "The Impossible Victory: Vietnam" S. Lee (2015) Ch 10 "The Vietnam War, Southeast Asians, and the Transformation of Asian America"</p> <p>Critical Family History Project Due (03/18)</p>
9	03/23 03/25	<p>Video Project Discussion (03/23)</p> <p>Southeast Asian Refugees</p> <p>E. Lee (2015) Ch 14 "In Search of Refuge: Southeast Asians in the United States" E. Lee (2015) Ch 15 "Making a New Home: Hmong Refugees and Hmong Americans" (1991) Lang Ngan, a First-Wave Refugee, Compares Life in Vietnam and the United States, 1975 (1989) Le Tan Si Writes a College Essay About His Terrifying Escape by Boat from Vietnam, 1979 (1978) Sen Chul Tells an American Embassy Officer of Life and Death Under the Khmer Rouge in Cambodia (2000) Lao Veterans of America President Colonel Wangyee Vang Requests Naturalization Rights</p> <p>Video Project Proposal Due (03/28)</p>
10	03/30 - 04/03	SPRING RECESS

Week	Dates	Topics, Readings, Assignments
11	04/06 04/08	<p>Asian American Resistance and the New Generation</p> <p>E. Lee (2015) Ch 11 "The 'Rise of Asian Americans'? Myths and Realities" S. Lee (2015) Ch 11 "Politics and Activism in Asian America in the 1960s and 1970s" Chang (2017) "The Forgotten History of America's Radical Asian Activists" (2009) Malcolm Collier and Dan Gonzales Recount the Origins of the SF State Strike, 1968 (1969) Activist Amy Uyematsu Proclaims the Emergence of "Yellow Power"</p>
12	04/13 04/15	<p>Asian American Resistance</p> <p>(1997) Althea Yip Remembers the Legacy of the Death of Vincent Chin Film: Curtis Chin (2009) "Vincent Who" Recommended: <ul style="list-style-type: none"> • Film: Christine Choy and Renee Tajima-Peña (1990) "Who Killed Vincent Chin" </p>
13	04/20 04/22	<p>Post-1965: Laws, the Political System, and the New Generation</p> <p>E. Lee (2015) Ch 13 "Making a New Asian America Through Immigration & Activism" S. Lee (2015) Ch 12 "The Watershed of 1965 and the Remaking of Asian America" (2002) Al Robles Celebrates the Meanings and the International Hotel, 1970s (2012) Korean Americans Describe the Los Angeles Riots Film: Adele Pham (2019) "Nailed It"</p> <p>Advocacy Letter Workshop (04/22)</p> <p>Video Project Due (04/25)</p>
14	04/27 04/29	<p>Asian American Politics and California Government</p> <p>Samson (2019) "Meet the First Chinese American Woman to Fight for Voting Rights That History Almost Forgot" Saleah Blancaflor (2019) "5 Asian American political trailblazers who changed the United States" Varaxy Yi, Vanessa Na, Rikka Venturanza, Jacqueline Mac, and Samuel Museus (2019). "Asian Americans and Racial Justice: Racial Exclusion and the (Im)Possibilities of Developing Our Identity, Consciousness, and Agency" Anjali Enjeti (2019) "As Quiet as It's Kept, DHS and ICE Continue to Target Asian American and Pacific Islanders"</p> <p>Video: Hasan Minhaj (2017) "Patriot Act: Affirmative Action"</p>
15	05/04 05/06	<p>Case Studies</p> <p>PRRI (2019) The Working Lives and Struggles of Asian Americans and Pacific Islanders in California Agnes Constante (2019) "Asian Americans facing high risk of displacement mobilize to fight back" Film: Dinh Thai (2017) "Monday" (Amazon Prime)</p> <p>Advocacy Letter Workshop (05/06)</p> <p>Advocacy Outline Due (05/09)</p>
16	05/11	<p>Reflections</p> <p>E. Lee (2015) Epilogue "Redefining America in the Twenty-First Century" S. Lee (2015) Ch 13 "Reckonings: Asian American in the Late Twentieth Century" Hing (2012) "Asian Americans Respond to Pew: We're Not Your Model Minority"</p>

Week	Dates	Topics, Readings, Assignments
		Participation Reflection due in class
FINALS WEEK		CA GOVERNMENT ADVOCACY LETTER DUE

Your instructor retains the rights to modify the syllabus as necessary to accommodate course and student needs.

This schedule is a "living document": I may adjust the course schedule as the semester progresses.

A current syllabus will always be available under the course "Files" on *Canvas*.