San José State University
Program of Asian American Studies
Department of Sociology and Interdisciplinary Social Sciences
AAS 1: Introduction to Asian American Studies

Course and Contact Information

Instructor: Meleia Simon-Reynolds
Office Hours: MW 1:30-2:30 via Zoom
How to contact me:
Email me: meleia.simon-reynolds@sjsu.edu
Message me on Canvas
Text me: (949)422-3374

Class Days/Time:
AAS106- MW 3:00-4:15
AAS107- MW 4:30- 5:45
Classroom: BBC 225
Fulfills AAS minor requirement and Area F Ethnic Studies GE

Course Description

This course critically examines Asian Pacific Islander Desi/Americans (APID/A) through U.S.-national and transnational frameworks. It is principally concerned with the contests over the production of racial knowledge, power, and citizenship and belonging. Students will explore a range of scholarly, literary, and visual texts in order to understand how the interdisciplinary field of Asian American Studies has shifted from an investment in domestic social justice concerns to consider how immigration and migration, citizenship, war, American empire, race and identity, globalization, and social movements for racial and economic justice have shaped APID/A lives historically and in the contemporary moment.

This course pays particular attention to the ways in which APID/As negotiate these structural forces in their everyday lives. It also develops an account of racialization beyond the black-white binary in the context of US war and empire in Asia and the Pacific Islands, settler colonialism, globalization, migration, and popular culture. Students will complicate existing narratives of immigration and assimilation; complicate the assumed homogeneity of the category of “Asian American”; explore the historical and contemporary production of the “model minority” myth; situate APID/As within global and transnational frameworks; and track the continuing evolution of the interdisciplinary field of Asian American Studies. This course is organized by a series of major themes in Asian American studies and APID/A life. The themes are also meant to give you a framework through which to organize the material as students work through the readings, prepare for exams, and complete all written assignments.

This course must be passed with a C- or better as a CSU graduation requirement.
Course Goals

GE and Course Learning Outcomes (GELO)

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

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

Required Texts

These textbooks are available for purchase at Spartan Bookstore and other outlets. Additional readings will be posted as PDFs on our course Canvas webpage.


Assignments

ATTENDANCE & IN-CLASS WORK (10%):
Class attendance is mandatory. Attendance and participation will be assessed via in-class work. Each course meeting will include an in-class assignment designed to facilitate discussion and engagement with course content. In-class assignments will vary week to week; they will range from individual to small group tasks.

COLLABORATIVE DISCUSSION FACILITATION (20%):
In groups of 3-4, students will sign up for a slot to facilitate class discussion about the week’s assigned readings. Facilitations will occur during Wednesday class meetings. The goal of this assignment is to “flip” the classroom in order to increase student agency in the learning process. The assignment has 2 components:

1. **15 minute facilitation with a visual aid** that addresses group members’ primary “takeaway” from the readings. This should include the authors’ central arguments. It should also include an overview for how themes and topics in the assigned readings connect to larger course content.

2. **At least 3 discussion questions or prompts** that group members will use to facilitate class conversation about assigned readings. Your discussion prompts can be interspersed throughout your presentation OR be organized at the end of your presentation.

Draft presentations and discussion questions must be turned into the instructor by Monday night at 7:00 pm in order to receive full credit. Final presentation slides must be submitted to Canvas by 2:00 pm on the day your group presents.

**REFLECTION ASSIGNMENTS (24%)**: Students will complete 4 reflection assignments (6% each). Reflection assignments are designed to allow students to make connections between assigned readings, lecture content, prior knowledge, and lived experiences. Reflection prompts will address GELOS 1-4.

**Students may choose to complete a written reflection paper OR a creative reflection project.**

- **Reflection Paper**
  400- 500 word, single spaced paper that addresses the reflection prompt. Papers must include at least 1 cited quotation from an assigned reading.

- **Creative Reflection**
  Creative reflections can take many forms. For example, artwork or a poem. **Students must have their chosen creative medium approved by the instructor before turning in their assignment.** Creative projects must address the reflection prompt and reference at least one assigned reading. References to at least 1 assigned reading should be explained via a 2-3 sentence statement accompanying the creative piece.

**KEY CONCEPT QUIZZES (6%)**: Students will complete 3 keyword quizzes via Canvas. The quizzes will include multiple choice and short answer questions that assess students’ knowledge of essential terms and concepts. The quizzes are designed to promote recall and engagement with GELOs.

**FINAL PROJECT (40%)**: **Collaborative Teaching Module**
Students will work in groups of 2-3 to design a teaching module that focuses on a topic in Asian American studies. Teaching modules can focus on any topic related to the broad themes
covered in this course. These themes include citizenship, immigration, race, gender, inequality, globalization, transnationalism, identity, power, and culture, anti-racism, and anti-colonialism. Students are encouraged to choose a topic that speaks to their personal interests. For example, teaching modules could focus on art, music, food, popular culture, historical topics, or contemporary activism. Groups must choose their target audience for their teaching module, i.e. elementary school, high school, college, or the public.

The goal of this assignment is to elicit in-depth analysis of large course themes; facilitate connections between course content, prior/ personal knowledge, and contemporary events; and promote engagement with inclusive curriculum and pedagogy that will contribute to the building of a more just and equitable society.

The final teaching module will include a teaching demonstration consisting of a 10 minute presentation on their topic and a 5 minute presentation of a related teaching activity. Students are encouraged to be creative when thinking about their teaching activity. The activity must address their module’s learning outcome. Examples could include a discussion, group activity, or individual project.

Final projects are due May 16th. Demonstrations will occur during week 16 and Finals week.

Scaffolded Components:

- Proposal and Groupwork Agreement (6%)
  o Groups will submit a 200 word proposal that addresses their chosen topic, audience, and learning outcome. It will also briefly explain how their module connects to larger course themes and content.
  o They will also submit a groupwork agreement that includes a timeline for their project. It will also outline the when they will meet, how they plan to communicate, and the specific tasks each group member will be responsible for.

- Group Check-in and Draft Teaching Activity (4%)
  o Groups are required to schedule 1 office hours appointment with the instructor in order to discuss their progress. Meetings should occur in weeks 12-14.
  o During the meeting, groups must present a draft of their teaching module activity.

- Annotated Bibliography (10%)
  o Groups will submit an annotated bibliography with citations for the sources that they consulted as they created their teaching module. Students must use at least 2 assigned readings and at least 8 additional scholarly sources. Annotated bibliographies should also include citations for any primary sources, visual media, or other sources used in their teaching module.
  o Annotations should be 3-5 sentences that explain how the group plans to use the source in their module.

- Module Demonstration (20%)
Demonstrations include a **10 minute presentation of the chosen topic.** They must include a **visual aid**, i.e. PowerPoint, Google Slides, etc. Visual aids must include citations for any referenced sources.

- They will also include a **5 minute presentation of their teaching activity.**
- Groups must explicitly state their module learning outcome and articulate how their presentation and teaching activity fulfills this goal.
- **Final presentation slides and a 1-page write-up explaining the teaching activity must be submitted as a PDF to Canvas by May 16th.**

### Student Course Assessment

<table>
<thead>
<tr>
<th>ASSESSMENT CRITERIA</th>
<th>% POINTS POSSIBLE</th>
<th>GELO ASSESSED</th>
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<tbody>
<tr>
<td>Attendance &amp; in-class work</td>
<td>10%</td>
<td>GELO 1-5 content areas</td>
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<tr>
<td>Collaborative Discussion Facilitation</td>
<td>20%</td>
<td>GELO 1-5 content areas</td>
</tr>
<tr>
<td>Reflection Assignments</td>
<td>24%</td>
<td>GELO 1-4 content areas</td>
</tr>
<tr>
<td>Key Concept Quizzes</td>
<td>6%</td>
<td>GELO 1-4 content areas</td>
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<tr>
<td>Collaborative Teaching Module</td>
<td>40%</td>
<td>GELO 1-5 content areas</td>
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<td></td>
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<td>100% possible</td>
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### Grading Scale

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<thead>
<tr>
<th>Letter grades in the “plus” range</th>
<th>Range for letter grades without plus/minus</th>
<th>Letter grades in the “minus” range</th>
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<tbody>
<tr>
<td>A plus 97 to 100</td>
<td>A 93 to 96.9</td>
<td>A minus 90 to 92.9</td>
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<td>B plus 87 to 89.9</td>
<td>B 83 to 86.9</td>
<td>B minus 80 to 82.9</td>
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<td>C plus 77 to 79.9</td>
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<td>D plus 67 to 69.9</td>
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Course Policies

Inclusivity and accessibility:
My priority is to facilitate an inclusive and accessible learning environment so everyone can be successful in this course. If there are any aspects of the course that feel inequitable or if any circumstances arise that may affect your performance in the class, do not hesitate to contact me. We can work together to create a plan that ensures that all your needs are met and you can fulfill the course requirements.

We all learn differently and need varying accommodations. I encourage all students who may benefit from learning more about disability services or accommodations to visit SJSU’s Accessible Education Center at https://www.sjsu.edu/aec/. Please schedule a meeting with me as soon as possible to discuss any course accommodations that you may require.

In the classroom: Thoughts and opinions related to class material are welcome, and I encourage students to share differing points of view and constructive comments. In this course, we will co-create community guidelines for learning together that will promote an inclusive and welcoming space for discourse. However, comments that embarrass or harass classmates on grounds of race, ethnicity, gender, sexuality, physical ability, mental capacity, class, political perspective, nationality, immigration status, or religion will not be tolerated. This also includes comments that isolate students and impact their willingness to participate fully in class. I reserve the right to approach students and take further necessary steps when I hear harmful language that threatens members of the classroom.

Communication:
I am here to support your learning in any way I can. If you have any questions or concerns, contact me via email, phone, or Canvas. I check my inboxes regularly and should respond within 24 hours. If I do not respond, feel free to send me a reminder email. I also strongly encourage everyone to attend my office hours at least once during the semester. During office hours, I can answer questions, chat, and get to know you all better.

Late work and absences:
In order to be successful in this course it is essential to turn in assignments in a timely manner and attend class meetings. **For late work, contact me BEFORE the assignment is due in order to receive an extension.** For unexcused late work, there will be 5% penalty per 24-hour period the assignment is late—until it becomes 60%. In-class work and attendance is worth 10% of your total grade. **You will have 1 automatically excused absence. Beyond your first absence, you must contact me BEFORE you miss class. I will be give you an alternate assignment so you can make up missed points.** However, I understand that extenuating circumstances may arise especially during a global pandemic. Therefore, flexibility is my guiding policy.

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/curriculum/courses/syllabus-info.

Credit Hours
SJState 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 SJState 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 SJState’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 SJState 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 SJState policy on plagiarism, please read the “Academic Integrity Policy” at http://info.sjsu.edu/static/schedules/integrity.html

Dropping
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

Campus Resources

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 (https://www.sjsu.edu/aec/) to establish a record of need.

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

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 (https://www.sjsu.edu/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.

SJSU Counseling and Psychological Services
The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the
new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website at http://www.sjsu.edu/counseling.

SJSU Care
SJSU Cares provides resources and services for SJSU students facing many kinds of financial crisis. If you’re having trouble paying for food, housing or other bills, come to us to get the help you need. Visit the website at https://www.sjsu.edu/sjsucares/.

Course Schedule

Check Canvas website for most current course reading schedule

Module 0: Introductions
Wednesday: January 26th
  • Assigned Materials
    o Course Syllabus (See Canvas)

Module 1: Foundations
Monday: January 31st
  • Assigned Materials
    o Fuhrmann (2018)-“Drop the Hyphen in Asian American”
    o Keywords for Asian American Studies - “Race,” “Yellow,” & “Brown”
Wednesday: February 2nd
  • Assigned Materials
    o Okihiro (1994)- “Is Yellow Black or White?”
    o NPR Code Switch- “Who can call themselves Brown?”
Assignments Due:
  o In-class February 2nd: Sign-up for Collaborative Discussion Facilitation Slot

Module 2: Racialization and the “Model Minority” Myth
Monday: February 7th
  • Assigned Materials
    o Omi and Winant (1994)-“The Theory of Racial Formation”
    o Keywords for Asian American Studies - “Orientalism” & “Foreign”
Wednesday: February 9th
  • Assigned Materials
    o Keywords for Asian American Studies - “Minority” & “Assimilation”
    o Zhou (2016)- “Are Asians Becoming White?”
Module 3: Empire, Violence, and Exclusion
Monday: February 14th
- Assigned Materials
  - Keywords for Asian American Studies- “Immigration,” “Exclusion,” & “Empire”
  - Man (2020)- “Anti-Asian violence and US imperialism”

Wednesday: February 16th
- Assigned Materials

Assignments Due:
- February 18th at 11:59 pm: Reflection Assignment # 1

Module 4: Asian American Movement Part 1
Monday: February 21st
- Assigned Materials
  - Keywords for Asian American Studies- “Resistance” & “Movement”
  - Serve the People: Making the Asian American Movement in the Long Sixties- Chapter 3: “Yellow Power”

Wednesday: February 23rd
- Assigned Materials
  - Serve the People: Making the Asian American Movement in the Long Sixties- Chapter 4: “Spontaneous Arisings” and Chapter 5 “Gooks”

Assignments Due:
- February 25th at 11:59 pm: Key Concepts Quiz # 1

Module 5: Asian American Movement Part 2
Monday: February 28th
- Assigned Materials
  - Serve the People: Making the Asian American Movement in the Long Sixties- Chapter 6: “To Serve the People” and Chapter 8: “Other Wars”

Wednesday: March 2nd
- Assigned Materials
  - Keywords for Asian American Studies- “Art”
  - Serve the People: Making the Asian American Movement in the Long Sixties- Chapter 7: “Arts of Activism”
  - Listen to: Yellow Pearl- A Grain of Sand: Music for the Struggle By Asians in America
  - Optional: Zhang (2021)- “What is Asian American Music Really?”

Assignments Due:
- March 1st at 11:59 pm: Final project topic discussion forum

Module 6: Transnational, Queer, and Feminist Activism
Monday: March 7th
- Assigned Materials
  - *Keywords for Asian American Studies* - “Transnationalism” & “Queer”
  - Yoshikawa (1994) - “The Heat is on Miss Saigon Coalition: Organizing across Race and Sexuality”

Wednesday: March 9th
- Assigned Materials

Assignments Due:
  - March 11th at 11:59 pm: Reflection Assignment # 2

Module 7: Settler Colonialism and the limits of “Asian America”
Monday: March 14th
- Assigned Materials
  - *Keywords for Asian American Studies* - “Multiculturalism” “Multiracial” “Postcolonialism”

Wednesday: March 16th
- Assigned Materials
  - Hall (2015) - “Which of these things is not like the other: Hawaiians and Other Pacific Islanders are not Asian American, and all Pacific Islanders are not Hawaiian”
  - *Johnson (2016)* - “Who Gets to be ‘Hapa’?”

Module 8: Oceanic and Transpacific Perspectives
Monday: March 21st
- Assigned Materials
  - Hau‘ofa (1993) - “Our Sea of Islands”

Wednesday: March 23rd
- Assigned Materials
  - *Keywords for Asian American Studies* - “Militarism”
  - Espiritu, Lowe, and Yoneyama (2018) - “Transpacific Entanglements”

Assignments Due:
  - In-class March 23rd: Mid-semester feedback
  - March 25th at 11:59 pm: Key Concepts Quiz # 2
  - March 25th at 11:59 pm: Final Project- Proposal and Groupwork Agreement

Spring Break- March 28th- April 1st
- None

Module 9: Memories of War and Violence
Monday: April 4th
• Assigned Materials
  o *Keywords for Asian American Studies* - “Genocide,” “Refugee,” “Trauma,” & “Memory”
  o Um (2012)- “Exiled Memory: History, Identity, and Remembering in Southeast Asia and Southeast Asian Diaspora”

Wednesday: April 6th
• Assigned Materials
  o *Keywords for Asian American Studies* -“Terrorism”
  o *Kulkarni (2021)*- “The Lasting Legacy of Growing up Post-9/11 as the Wrong Kind of Asian”

Module 10: Gender and Globalization
Monday: April 11th
• Assigned Materials
  o *Keywords for Asian American Studies* - “Globalization” & “Gender”
  o Choy (2003)- “Your Cap Is a Passport’: Filipino Nurses and the U.S. Exchange Visitor Program”

Wednesday: April 13th
• Assigned Materials
  o *Nir (2015)*- “The Price of Nice Nails”

Module 11: Diaspora and Identity through Food
Monday: April 18th
• Assigned Materials
  o *Keywords for Asian American Studies* - “Food” & “Diaspora”
  o Mabalon (2013)- “As American as Jackrabbit Adobo: Cooking, Eating and Becoming Filipina/o before World War II”

Wednesday: April 20th
• Assigned Materials
  o *Zauner (2018)*- “Crying in H Mart”

Assignments Due:
  o April 22nd at 11:59 pm: Reflection Assignment # 3

Module 12: Sexuality and Citizenship
Monday: April 25th
• Assigned Materials
  o *Keywords for Asian American Studies* - “Sexuality” & “Citizenship”

Wednesday: April 27th
• Assigned Materials
Vargas (2018) - “prologue,” “coming out,” and “playing a role” in Dear America: Notes of an Undocumented Citizen

Assignments Due:
- April 29th at 11:59 pm: Key Concepts Quiz # 3
- April 29th at 11:59 pm: Final Project - Annotated Bibliography

Module 13: Minor Feelings

Monday: May 2nd
- Assigned Materials
  - Minor Feelings: An Asian American Reckoning - Chapter 1: “United” and Chapter 2: “Stand Up”
  - NPR It’s been a minute with Sam Sanders - “Cathy Hong Park’s Asian American Reckoning and the ‘Model Minority’ Stereotype”

Wednesday: May 4th
- Assigned Materials
  - Minor Feelings: An Asian American Reckoning - Chapter 3: “The End of White Innocence”
  - NPR Code Switch - “A Letter from Young Asian Americans to their families about Black Lives Matter”

Assignments Due:
- May 6th at 11:59 pm: Reflection Assignment # 4

Module 14: An Asian American Reckoning

Monday: May 9th
- Assigned Materials
  - Minor Feelings: An Asian American Reckoning - Chapter 4: “Bad English” and Chapter 5: “An Education”

Wednesday: May 11th
- Assigned Materials
  - Minor Feelings: An Asian American Reckoning - Chapter 6: “Portrait of an Artist” and Chapter 7: “The Indebted”

Module 15: Final Presentations

Monday: May 16th
- Final group presentations will occur during class.

Assignments Due:
- May 16th at 2:00 pm: Final Project - Presentation slides and teaching activity write-up

Finals Week: Final Presentations
- Final group presentations will occur during course finals block.