

San José State University
Program of Asian American Studies
Department of Sociology and Interdisciplinary Social Sciences
AAS 1: Introduction to Asian American Studies
Spring 2023 | Section 03

Course and Contact Information

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| Instructor: | Philip Nguyen (he/him) |
| Email: | philip.nguyen01@sjsu.edu & aphilipnguyen@gmail.com |
| Office Hours: | By appointment via https://calendly.com/aphilipnguyen/office-hours |
| Office Location: | DMH 238B or via Zoom |
| Class Days/Time: | Mondays and Wednesdays from 12:00pm-1:15pm PST |
| Classroom: | Clark Building 234 (CL234) |
| Fulfills: | AAS minor requirement, Area F Ethnic Studies GE |

Syllabus is subject to change at the Instructor's discretion.

*Important Note: This is an in-person course that meets twice per week on Monday and Wednesday. However, due to the COVID-19 pandemic, some sessions may be conducted synchronously online via Zoom or asynchronously. Please be sure to check Canvas and your SJSU email on at least a weekly basis for any announcements or changes made to the course. If you have further questions, please contact Professor Nguyen at: philip.nguyen01@sjsu.edu

Course Description

This course will critically examine Asian Pacific Islander Desi/Americans (APID/A) through U.S.-national and transnational frameworks. It will be 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

experiences. 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.

GE and Course Learning Outcomes

- 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.

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](https://sjsu.instructure.com) course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [OneSJSU](http://one.sjsu.edu/) at <http://one.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. Furthermore, you will be required to submit your assignments via Canvas. If you have any questions, come to my off hours or consult the [eCampus](http://www.sjsu.edu/ecampus/) website at <http://www.sjsu.edu/ecampus/>.

Consent for Recording of Class and Public Sharing of Instructor Material

This course or portions of this course (i.e., lectures, discussions, student presentations) may be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

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."

Required Texts and Other Readings

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

Edited by Jeff Yang, Phil Yu, Philip Wang (2022) *Rise: A Pop History of Asian America from the Nineties to Now* ISBN: 978-0358508090

Cathy Park Hong (2020) *Minor Feelings: An Asian American Reckoning* ISBN: 978-1984820365

Thi Bui (2017) *The Best We Could Do: An Illustrated Memoir* ISBN: 978-1419718779

Course Requirements and Grading Outline

DISCUSSION FACILITATION (15%)

Students will select an Asian American community group/organization OR a contemporary Asian American issue on which to present to the larger class. Students will conduct research and provide Students are required to send the instructor a set of notes/annotations and discussion questions for the assigned reading two days before their facilitation. The facilitation must at least include the following:

1. Background context and personal connection— what about this reading and keywords piqued your interest?
2. "Takeaways" - The author's central argument from the assigned reading, or the prominent theme that linked 2 or more readings.
3. A new term or concept from the assigned reading, defined in your own words.
4. An engaging activity that helps your peers with the understanding of the content.
5. Class discussion questions or comments to spur dialogue with your peers or a question for your instructor, which should not require merely a yes or no answer.



CLASS ATTENDANCE AND PARTICIPATION (15%)

To receive full credit for participation, you must attend every class meeting on time, having finished the assigned readings for that day, and be prepared to actively participate in discussions and in-class activities. Discussion prompts will also be posted on Canvas to facilitate offline participation.

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 unless you have an extenuating circumstance.

REFLECTION POSTS (25%)

Students will also be asked to reflect on the themes of the course 5 times by applying their knowledge to the analysis of a contemporary cultural object, organization, or phenomenon discussed during lecture or in the course material in at least 200 words. You will also respond to and engage with at least 2 students' reflection posts thoughtfully to create lively discussion.

CRITICAL ESSAYS (30%)

Being a mature, responsible citizen means having the intellectual curiosity to critically and actively engage with the issues like racism and settler colonialism that vex our modern world. Higher education is meant to prepare students for careers, but it also has the responsibility to prepare students to be responsible, concerned members of their communities who will fight for and partake in anti-racist and anti-colonialist movements. In this class, we will explore questions around "big" themes relevant to building a more just and equitable society in the modern world, like citizenship, immigration, race, gender, inequality, globalization, transnationalism, identity, power, and culture.

These assignments will require that students use the assigned readings, class lectures, and external supporting materials to write 3 critical essay entries of at least 500 words each that make connections between the themes/issues we explore in class (i.e., anti-racist and anti-colonialist practices and movements) and the world we all live in today. For this assignment set, focus on anything from contemporary activism, music, film, sports, food, and popular culture. With this exercise, students will become the cultural critic who engages with practices and movements that can contribute to the building of a more just and equitable society. Students will apply intellectual rigor and critical analysis in "real time" to the world as they interact with it. Students must include at least 1 relevant and appropriate visual aid (e.g., image, video, artifact) with captions (citation and description) for each essay. Headers also required. Details of these assignments will be made available on Canvas.

FINAL (15%)

Exam questions will require students to synthesize and analyze course readings, discussion, and

lecture material. The exam is cumulative. Students will be graded on how well they incorporate elements of course material into multiple choice and essay answers. Grading rubrics and exam questions will be provided at least week prior to submission date. Exams will be submitted as Word or PDF files via Canvas.

EXTRA CREDIT

Extra credit will be available up to 3% to the final course grade throughout the semester. All students will be notified of opportunities and will be given an equal chance to complete extra credit opportunities.

Grading Scale

| Letter grades in the "plus" range | Range for letter grades without plus/minus | Letter grades in the "minus" range |
|-----------------------------------|--|------------------------------------|
| A plus 97 to 100 | A 93 to 96.9 | A minus 90 to 92.9 |
| B plus 87 to 89.9 | B 83 to 86.9 | B minus 80 to 82.9 |
| C plus 77 to 79.9 | C 73 to 76.9 | C minus 70 to 72.9 |
| D plus 67 to 69.9 | D 63 to 66.9 | D minus 60 to 62.9 |
| | F <60 | |

Course Expectations and Responsibilities

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 composed 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. Any disrespectful or threatening behavior will be reported to campus administration and campus police.

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

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 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:

<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

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

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 (<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.

Late Work

I understand that emergencies arise, so please notify me as soon as possible if such emergencies may interfere with your class performance or participation. For unexcused late work, there is a 5% penalty per 24-hour period the assignment is late—until it becomes 0%.

Course Schedule

Check Canvas website for most current course reading schedule and syllabus updates

| Lecture | Assignments | Readings and Watchings |
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| Week 0: Lunar New Year 2023 | | |
| <p>Wed 1/25</p> <p>No in-person lecture, review Canvas materials</p> | <p>Introduction Discussion Post</p> | <p>Aileen Kwun (2023) "How Asian Americans Are Redefining the Lunar New Year" (The New York Times)</p> <p>Jeong Park, Doug Smith (2022) "Lunar New Year shooting: A Grim moment in Monterey Park, America's first suburban Chinatown" (LA Times)</p> |
| Week 1: Introductions, Syllabus, Course Overview and Expectations | | |
| <p>Mon 1/30</p> <p>In-Person Lecture: What is Asian America?</p> | | <p>Henry Fuhrmann (2018) "Drop the Hyphen in Asian American" (webpage)</p> <p>Pawan Dhingra and Robyn Rodriguez, "Chapter 1: Introduction" from "Asian America: Sociological and Interdisciplinary Perspectives"</p> <p>Kat Chow (2018) If We Called Ourselves Yellow : Code Switch : NPR</p> |
| <p>Wed 2/1</p> <p>In-Person Lecture: Who are Asian Americans?</p> | | <p>Agnes Constante (2019) After 50 years, Asian American studies programs can still be hard to find (NBC Online)</p> <p>Jenn Fang (2015) Editorial: It's Time to Step Up for Asian American Studies (NBC Online)</p> |
| Week 2: Foundations of Asian America and Racialized Experiences | | |
| <p>Mon 2/6</p> | | <p>Dhingra & Rodriguez, "Chapter 2: Race, Ethnicity, Gender, and Sexuality"</p> |

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| | | Erika Lee (2005) "Orientalisms in the Americas: A Hemispheric Approach to Asian American History," <i>Journal of Asian American Studies</i> , 8(3). |
| Wed 2/8 | Critical Essay #1 Assigned | Lowe, Lisa (1991) "Heterogeneity, Hybridity, Multiplicity." <i>Diaspora: A Journal of Transnational Studies</i> 1(1). Cathy Park Hong (2020) "The Slur I Never Expected to Hear in 2020," <i>The New York Times</i> |
| Week 3: Race & Immigration: Racial Formations and Racial Triangulation | | |
| Mon 2/13 | | Yang et. al (2022) "Before" in <i>Rise: A Pop History of Asian America from the Nineties to Now</i> Zhou, Min (2016) "Are Asians Becoming White?" in <i>Contemporary Asian America: A Multidisciplinary Reader</i> , 3rd Edition, edited by M. Zhou and A. Ocampo. Viet Thanh Nguyen (2020) "Asian Americans Are Still Caught in the Trap of the Model Minority Stereotype. And it Creates Inequity for All." in <i>Time Magazine</i> On Patrol: Stopping Anti-Asian Violence One Street At A Time NBC News |
| Wed 2/15 | Reflection Post #1 Due | Diaz, Vicente (2004) "To 'P' or not to 'P?': Marking the Territory Between Pacific Islander and Asian American Studies." <i>Journal of Asian American Studies</i> 7(3). Claire Jean Kim (2009) "The Racial Triangulation of Asian Americans" Asian Americans Debate Model Minority & Asian Hate VICE Debates |
| Week 4: Epistemologies and Genealogies of Knowledge | | |
| Mon 2/20 | | <i>A Song for Ourselves</i> (2009) by Tadashi Nakamura Gary Okihiro (2016) "Subjects" in <i>Third World Studies: Theorizing Liberation</i> |

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| <p>Wed 2/22</p> | <p>Critical Essay #1 Due</p> | <p>Rising Together: Asian American Activists Nightly News Films</p> <p>Glenn Omatsu (2000) "The 'Four Prisons' and the Movements of Liberation: Asian American Activism from the 1960s to the 1990s," in <i>AAS Now Reader: A Critical Reader</i>, edited by J.Y.S. Wu and T. Chen.</p> <p>Vijay Prashad (2006) "Ethnic Studies Inside and Out," <i>Journal of Asian American Studies</i>, 9(2).</p> |
| <p style="text-align: center;">Week 5: Activism and The Asian American Movement</p> | | |
| <p>Mon 2/27</p> | <p>Reflection Post #2 Due</p> | <p><i>Vincent Who?</i> (2009) by Tony Lam</p> <p>Caitlin Yoshiko Kandil (2018) After 50 years of 'Asian American,' advocates say the term is 'more essential than ever'</p> <p>Yen Le Espiritu (1992) "Coming Together: The Asian American Movement" in <i>Asian American Panethnicity: Bridging Institutions and Identities</i></p> |
| <p>Wed 3/1</p> | <p>Critical Essay #2 Assigned</p> | <p>"Be Water" (2020) by Bao Nguyen</p> <p>Darl Joji Maeda, "Neither East Nor West: Bruce Lee and Transpacific Currents" in <i>Like Water: A Cultural History of Bruce Lee</i></p> <p>Diane C. Fujino (2009) "Grassroots Leadership and Afro-Asian Solidarities: Yuri Kochiyama's Humanizing Radicalism"</p> |
| <p style="text-align: center;">Week 6: War, Violence, and Home</p> | | |
| <p>Mon 3/6</p> | | <p>Thi Bui, <i>The Best We Could Do</i> (2017). Chapters 1-3</p> |



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| | | Erika Lee, "In Search of Refuge: Southeast Asians in the United States" in <i>The Making of Asian America</i> |
| Wed 3/8 | | Thi Bui, <i>The Best We Could Do</i> (2017). Chapters 3-4 Yen Le Espiritu, "Militarized Refuge(es)" in <i>Body Counts: The Vietnam War and Militarized Refuge(es)</i> |
| Week 7: Refugee Resettlement and New Waves of Immigration | | |
| Mon 3/13 | | Thi Bui, <i>The Best We Could Do</i> (2017). Chapters 4-8 Viet Thanh Nguyen, "Prologue," and "Just Memory" from <i>Nothing Ever Dies: Vietnam and the Memory of War</i> (2016). Brandy Lien-Worrall, "Legacies" LitHub: Monica Sok on Writing the Cambodian Story Beyond Trauma |
| Wed 3/15 | Reflection Post #3 Due | <i>Oh, Saigon</i> (2007) by Doan Hoang Thi Bui, <i>The Best We Could Do</i> (2017). Chapters 8-Finish Yen Le Espiritu, "Refuge Postmemories: The Generation After" in <i>Body Counts: The Vietnam War and Militarized Refuge(es)</i> |
| Week 8: Globalization, Transpacific and Transnational Engagements | | |
| Mon 3/20 | | Linda Vo (2016) "Transnational Beauty Circuits: Asian American Women, Technology, and Circle Contact Lenses" in <i>Global Asian American Popular Cultures</i> , edited by S. Davé, L. Nishime, and T. Oren. |



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| | | Yang et. al (2022) "1990s" in <i>Rise: A Pop History of Asian America from the Nineties to Now</i> |
| Wed 3/22 | Critical Essay #2 Due | Daryl Joji Maeda (2016) "Trans-Pacific Flows: Globalization and Hybridity in Bruce Lee's Hong Kong Films" in <i>Global Asian American Popular Cultures</i> , edited by S. Davé, L. Nishime, and T. Oren. Jonathan Y. Okamura (2003) "Asian American Studies in the Age of Transnationalism: Diaspora, Race, Community" |
| Week 9: Spring Recess, No Class | | |
| Mon 3/27 | | Yang et. al (2022) "2000s" in <i>Rise: A Pop History of Asian America from the Nineties to Now</i> |
| Wed 3/29 | | Cathy Park Hong (2020), "Chapter 1: United" and "Chapter 2: Stand Up" in <i>Minor Feelings</i> |
| Week 10: Asian American Media and Representation Part 1 | | |
| Mon 4/3 | | "Better Luck Tomorrow" (2003) by Justin Lin How Dare You Represent Your People That Way: The Oral History of Better Luck Tomorrow Better Luck Tomorrow Has Lost None of Its Power |
| Wed 4/5 | Reflection Post #4 Due | Michelle Zauner, "Crying in H-Mart" Excerpt from The New Yorker (2018) Cathy Park Hong (2020), "Chapter 3: The End of White Innocence" and "Chapter 4: Bad English" in <i>Minor Feelings</i> |



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| Week 11: Asian American Media and Representation Part 2 | | |
| Mon 4/10 | Critical Essay #3 Assigned | "Everything, Everywhere, All at Once" (2022) by the Daniels |
| Wed 4/12 | | Yang et. al (2022) "2010s" in <i>Rise: A Pop History of Asian America from the Nineties to Now</i> |
| Week 12: Asian American Culture and Cultural Productions | | |
| Mon 4/17 (Asynchronous Lecture, No in-person class) | | Lori Kido Lopez (2016) "Asian American Youtube Celebrities Creating Popular Culture Networks" Asia Rising: The Next Generation of Hip Hop (2019) by Red Bull and 88rising |
| Wed 4/19 | | Mimi Thi Nguyen and Thuy Linh Nguyen Tu (2007) "Introduction" in <i>Alien Encounters: Popular Culture in Asian America</i> Yang et. al (2022) "Beyond" in <i>Rise: A Pop History of Asian America from the Nineties to Now</i> |
| Week 13: Asian American Sub-Cultures and Virtual Identities | | |
| Mon 4/24 | | "Bad Rap" (2016) by Salima Koroma Helen Zia (2001) "Chapter 10: Reinventing Our Culture" in <i>Asian American Dreams: The Emergence of an American People</i> |
| Wed 4/26 | Critical Essay #3 Due | Mimi Thi Nguyen and Thuy Linh Nguyen Tu (2007) "Performing Culture in Diaspora: Assimilation and |



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| | | Hybridity in Paris by Night Videos and Vietnamese American Niche Media” |
| Week 14: Asian American Communities Part 1 | | |
| Mon 5/1 | Student Presentations | <p>Guest Speakers TBA</p> <p>Nayan Shah, “Public Health and the Mapping of Chinatown,” in <i>Asian American Studies Now</i></p> <p><i>A Village Called Versailles</i> (2009) by S. Leo Chiang</p> |
| Wed 5/3 | Reflection Post #5 Due Student Presentations | <p>Guest Speakers TBA</p> <p>Samuel Museus et. al (2021) “We Really Have to Come Together”: Understanding the Role of Solidarity in Asian American College Students’ Social Justice Activism and Advocacy</p> <p>Cathy Park Hong (2020), “Chapter 5: An Education” in <i>Minor Feelings</i></p> |
| Week 15: Asian American Communities Part 2 | | |
| Mon 5/8 | Student Presentations | <p>Guest Speakers TBA</p> <p>Cathy Park Hong (2020), “Chapter 6: Portrait of an Artist” in <i>Minor Feelings</i></p> |
| Wed 5/10 | Student Presentations | <p>Guest Speakers TBA</p> <p>Cathy Park Hong (2020), “Chapter 7: The Indebted” in <i>Minor Feelings</i></p> <p>Judy Soojin Park (2015) “Searching for a Cultural Home: Asian American Youth in the EDM Festival Scene”</p> |
| Week 16: Contemporary Issues | | |



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| Mon 5/15 (Last Day of Instruction) | Potluck & Presentations | |
| Wed 5/17 (No Class, Optional Office Hours) | | |
| May 17-23 (Finals Week) | Final Exam | |

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

