

AAS 1: Introduction to Asian American Studies

AAS 1 Section 10 Tues & Thurs 6:00 PM - 7:15 PM, CL 302

Instructor: Angela Tea

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Office Hours: email for Zoom appointment

Description

This course focuses on the examination and status of Asian Pacific Islander Desi Americans (APIA) in the U.S. today. The course explores prejudice and racism in structural forces and institutions of media, education, employment, and politics. Students will compare, examine, and complicate the experiences and existing narratives of Asian Americans. This course focuses on three themes: 1. How immigration shapes the concerns of Asian Americans today; 2. How Asian Americans both influence and are influenced by race relations in U.S. society; and 3. How Asian Americans are affected by growing inequality in America. This course reviews different theories of race relations used to study Asian Americans. This course concludes with a study of global trends in migration and inequality, social and political movements, and cultural productions analyses.

GE Learning Outcomes (GELO)

Upon successful completion of the course students will be able to meet at least 3 of the 5 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 Learning Outcomes (CLO)

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

- CLO 1: Learn various methodologies, concepts, and theoretical contributions of Asian American Studies to comparative critical race analyses of power and structure, including white supremacy, liberation, sovereignty, and settler colonialism.
- CLO 2: Identify the intellectual contributions and shared experiences that link Asian Pacific Islander Desi Americans together, as well as the internal diversity (class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age) that characterizes this diverse group.

- CLO 3: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements among Asian Pacific Islander Desi Americans as well as other racial and ethnic coalitional groups to build a just and equitable society.
- CLO 4: Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Asian Pacific Islander Desi/Americans are relevant to current and structural issues such as in immigration, anti-immigrant sentiment, trans-misogyny, and settler-colonialism.

Grading Scale

Excellent; original analysis with factual support

A 93 - 100

A- 90 - 92.9

Good; understanding of main ideas

B+ 87 - 89.9

B 83 - 86.9

B- 80 - 82.9

Adequate; incomplete understanding of material

C+ 77 - 79.9

C 73 - 76.9

C- 70 - 72.9

Passing but lacking substantial effort

D+ 67 - 69.9

D 63 - 66.9

D- 60 - 62.9

Non-passing

F <60

Cheating during exams, plagiarism or literary theft and other dishonest student behavior will mean that the student involved will receive no credit for that assignment. Please be familiar with the consequences of unacceptable conduct as described in the University's Academic Integrity Policy and the Office of Student Conduct and Ethical Development.

Classroom Protocols

In this course, students are expected to be prepared and participate throughout each class. This means readings will be completed before the start of the week and students will engage thoughtfully in class activities and with each other, especially for student-led facilitations. As we build and develop community in class, critical questions and topics will be asked and students will be able to reflect on their own roles and identities in society. As a didactic class, it is crucial that we respect each other, ourselves, instructors, guest speakers, course materials, and environment.

Course Format

Canvas

Course materials including syllabus, handouts, assignment instructions, 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 OneSJSU at <http://one.sjsu.edu> to learn of any updates. If you have questions, schedule an office hour or consult the eCampus website at <http://www.sjsu.edu/ecampus/>.

Recommended Texts and Other Readings

Readings will be posted on Canvas.

Student Course Assessment

Participation & Discussion Posts 10%

Weekly Journals & 1 Facilitation 20%

Quizzes 5%

Essay 20%

Field Assignment 20%

Comic Book Project, Presentation, and Peer Evaluation 25%

Course Requirements & Assignments

Participation and Discussion Posts 10%

Students will be assessed for their participation during each student facilitation, in-class discussions, and completing pop quizzes. Discussion posts will be assessed by completing the following:

1. Provide one quote from an assigned reading (include author and page number) and then discuss its significance to the topic and/or module.
2. A set of reflection questions will be offered to seed dialogue and discussion about the topic and/or module. Students must respond to at least one of these questions.
3. Students must respond thoughtfully to at least one other student's post.

Weekly Journals & 1 Facilitation 20%

Each student will submit a one-page weekly reading journal based on the week's set of readings, answering the questions below. Responses should demonstrate a thoughtful reflection and be completed in your own words. Weekly journals for each week's assigned reading will be due Thursdays on Canvas. If there are multiple readings required, you will only need to submit one weekly journal connecting the readings by addressing these three points:

1. The main concept/argument from the assigned reading, defined in your own words. (3 sentences max)
2. "So what?" - The author's central argument from the assigned reading, or the prominent theme that linked 2 or more readings (about 5 sentences per paragraph). Discuss the takeaway from the pieces and how they are connected.
3. Your personal connection to the reading and a class question and/or comment to initiate dialogue with your peers. Focus on creating a significant question for the class. It should not be a question that receives a yes/no reply.

Facilitation

By Week 2, students will have signed up to present one of their weekly posts and facilitate a discussion to the class for 15-20 minutes. Use your weekly journal as a guide to stimulate or inspire class

conversation. Facilitation should center on class engagement, discussion, and activity. This is not solely a presentation but should invite your peers to reflect, discuss, and engage with analysis of the reading. One student per assigned reading (class size permitting), each student will be graded individually and is responsible for signing up. If you are in a group, each person must speak for 15-20 minutes.

Quizzes 5%

Quizzes will be a combination of multiple choice and short answers. Quizzes will be used to test the students' understanding of factual information and encourage students to demonstrate critical thinking.

Essay 20% - History and Autobiography (3-4 pages) - due Sept. 28th on Canvas

According to sociologist C. Wright Mills, we can discover an intersection between autobiography and history. Each person's life unfolds within a particular historical period, and an individual can understand their own experience by locating their life within history. Each person's life is shaped by historic events such as war, immigration, racism, oppression of women, civil unrest, etc. Mills states that this discovery is "in many ways a terrible lesson, in many ways a magnificent one." For this essay, each student will write an autobiography providing some background on yourself but primarily focusing on how your life intersects with history. Students should use assigned readings and course lectures to supplement their autobiographical essay by focusing on these questions: How does your life intersect with history? Have certain historical events (war, immigration, etc.) shaped your life or influenced your life plans? Why is this understanding both a "terrible" lesson and a "magnificent" one?

Field Assignment 20% - Site Visit or Event Visit (2 pages) - due Nov. 9th on Canvas

Write a two-page essay about what you've learned from either attending a museum (JAM SJ or CAHM museum) or an on-campus event hosted by CAPISE. This should be based on what you observed/experienced and demonstrate an analysis of course concepts and readings related to your experience. If you reference or quote a reading, use MLA, ASA, or Chicago Manual of Style. The museums may provide student discounts for admission. Students will need at least one to two hours to see the main exhibits at one of the museums in-person or to attend one of the on-campus free events (in-person or via Zoom). For those who cannot go to any of these, please talk to the instructor for another Field Assignment.

Each student will visit one of the following museums or attend an on-campus event in order to complete their field assignment essay.

Museums

- JAMSJ - Japanese American Museum of San Jose 535 N. Fifth St., San Jose, CA 95112 (408) 294-3138
- CAHM - Chinese American Historical Museum History Park 635 Phelan Avenue San Jose, CA 95112 info@chcp.org

Attend an on-campus or Zoom event

- Hosted by [CAPISE](#) - Center for Asian Pacific Islander Student Empowerment
- Hosted by Ethnic Studies Collab, African American Studies Dept., Chicana/o Studies Dept., Asians American Studies Dept., Native American Studies, Gathering of Academic indigenous

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and Native Americans (GAIN), Black Leadership and Opportunity Center (BLOC), or Chicana/Latina Student Success Center (Centro).

Group Comic Book Project, Presentation, and Peer Evaluation 25%

Group Comic Book Project & Presentation due Dec. 5th

Each group is expected to create and present a Comic Book inspired by course materials due on Tuesday, Dec. 5th at 6:00pm via Canvas. Comic Book Projects are to be relevant to the APIDA community and topics will be determined by group members. Comic book projects must incorporate at least three primary sources, along with other relevant research materials appropriate to the students' topic of choice by analyzing an issue related to Asian American communities. If you reference or quote a reading or other material, use MLA, ASA, or Chicago Manual of Style. Students will be graded on use and presentation of information, analysis, critical thinking, and creativity. Presentations should be 17-19 minutes, each student must have a speaking role during the presentation. Students will also grade group members' contributions by submitting the Final Peer Evaluation due Dec. 12th, see details below.

Final: Peer Evaluation and Discussion Post

Peer Evaluation and Discussion Post due Dec. 12th

Your final is two parts: 1) a Peer Evaluation of your group members' roles within your group comic book project (part of Comic Book Project grade) and 2) a final Discussion Post on the presentations you observed from your peers (part of Discussion Post grade), will be both due on Canvas.

- Peer Evaluation: A form where you will provide your rating and feedback on each group members' roles and efforts in your comic book group presentation. The Peer Evaluation will be due Tuesday, Dec. 12th via Canvas in the Assignments section.
- Discussion Post: A discussion post on the group creative presentations you watched in-class. What did you learn from the presentations, what was your favorite one, and why? You must submit a post and reply to a peer, due via Canvas in the Discussion Post section.

Students with learning disabilities or accommodations needed are encouraged to speak to the instructor.

Late Work

Unexcused late work will not be accepted. If an emergency arises, notify me as soon as possible.

Extra Credit

Extra Credit is available for up to 2% of the final course grade. All students will be notified of opportunities and will be given an equal chance to complete extra credit.

Course Schedule

Week	Topic	Readings	Assignments Due
Week 1 Aug. 22 & Aug. 24	Introduction & in-class assessment Asian Americans Today	Edward Said, <i>Orientalism</i> , Introduction p. 1 – 28 Ronald Takaki, <i>Strangers From a Different Shore</i> p. 1 – 18 Agnes Constante, “After 50 Years, Asian American Studies can still be hard to find”	Sign up for individual facilitation & group project
Week 2 Aug. 29 & Aug. 31	Immigration, Asian American History	Nayan Shah, “Introduction,” from <i>Contagious Divides: Epidemics and Race in San Francisco’s Chinatown</i> , Berkeley: UC Press, 2001. Yen Le Espiritu, <i>Asian American Women and Men Labor, Laws, and Love</i> , Ch.4 Rya Jetha, “Ten Maps that show where Asian American communities reside in the Bay Area”	Journal #1
Week 3 Sept. 5 & Sept. 7	Racial Constructions and Race Relations	Michael Omi and Howard Winant, “Preface and Acknowledgements” vii – xii and “Introduction: Racial Formation in the United States” p.1 – 18 from <i>Racial Formation in the United States:</i> <i>From the 1960s to the 1980s</i> <i>Amerasia Journal Los Angeles Since</i> <i>1992: Commemorating the 20th</i> <i>Anniversary of the Uprisings</i> , “Smoke and Mirror: Reflection of an Urban Journalist” by Ben Higa p. 52 – 60 Edward T. Chang, “America’s First ‘Multiethnic ‘Riots’	Journal #2 DISCUSSION POST 1
Week 4 Sept. 12 & Sept. 14	Legislation, Xenophobia	Mae M. Ngai, “The Immigration Act of 1924” p. 132 – 137 from <i>Major Problems in Asian American History</i> eds. Lon Kurashige and Alice Yang Murray Ronald Takaki, “Historical Roots of Prop 187”	Journal #3 Quiz #1

		Jeff Yang, "Born in the U.S.A"	
Week 5 Sept. 19 & Sept. 21	Yellow Peril, Model Minority Myth, Cold War	Lee, R.G. 2010. The Cold War Origins of the Model Minority Myth Vijay Prashad, "Ethnic Studies Inside Out"	Journal #4
Week 6 Sept. 26 & Sept. 28	Hate Crimes and Anti-Asian Violence, Vincent Chin	Anti-Asian Hate: From Vincent Chin to Today 40 years later, the question remains the same for UCLA professor: 'Who killed Vincent Chin?' Recommended video: Anti-Asian Violence and Black-Asian Solidarity Today with Tamara K. Nopper	Journal #5 ESSAY DUE
Week 7 Oct. 3 & Oct. 5	Higher Education & Affirmative Action Asian American Studies and Social Movements	"Affirmative Action Controversy in California" CrossCurrents Grace Lee Boggs " Revolution as a New Beginning " Glenn Omatsu, "The 'Four Prison' Movements of Liberation Asian American Activism from the 1960's and 1970's" Cheyl Cheng, How a student newspaper became the 'voice of the Asian American experience'	Journal #6
Week 8 Oct. 10 & Oct. 12	Refugees & Memory Work, Deportations	Stephanie Foo, " Therapy Ghostbusters " from NPR's Invisibilia podcast Jolie Chea, "Refugee Acts: Articulating Silences Through Critical Remembering and Re-Membering" p.20-43 from <i>Amerasia Journal Where Women Tell Stories</i>	Journal #7 DISCUSSION POST 2
Week 9 Oct. 17 & Oct. 19	Globalization, War on Terror	Bayoumi, M. (2008) "American Girl." Excerpt from How Does It Feel to Be a Problem? Being Young and Arab in America, by Moustafa Bayoumi.	Journal #8

		<p>Why Citing the Japanese Internment as a 'Precedent' for a Muslim Registry Is So Alarming</p> <p>Wajahat Ali, Chapter 4 "Be Moderate So America Will (Maybe) Love You" from <i>Go Back to Where You Came From</i></p>	
<p>Week 10 Oct. 24 & Oct. 26</p>	<p>Gender and Sexuality</p>	<p>Yen Le Espiritu, <i>Asian American Women and Men Labor, Laws, and Love</i>, Ch.1 "Labor, Laws, and Love" p. 1 – 18 and Ch. 2 "Stretching Gender, Family, and Community Boundaries, 1840s - 1930s," p. 19- 47</p> <p>Peter Chua and Diane Fujino. "Negotiating New Asian American Masculinities: Attitudes and Gender Expectations" <i>Journal of Men's Studies</i> (1999): 391-413.</p>	<p>Journal #9</p> <p>Quiz #2</p>
<p>Week 11 Oct. 31 & Nov. 2</p>	<p>Complicating Asian/APIDA categories</p>	<p>Lisa K. Hall: Which of These Things Is Not Like the Other: Hawaiians and Other Pacific Islanders Are Not Asian Americans, and All Pacific Islanders Are Not Hawaiian. <i>American Quarterly</i>, Volume 67, Number 3, September 2015, pp. 727-747</p> <p>Haunani-Kay Trask, "From a Native Daughter: Colonialism and Sovereignty in Hawai'i"</p>	<p>Journal #10</p> <p>DISCUSSION POST 3</p>
<p>Week 12 Nov. 7 & Nov. 9</p>	<p>Social and Political movements, Garment Industry</p>	<p>"The I-Hotel San Francisco"</p> <p>Yosuke Kitazawa, "Tuesday Night Café: A Night Born out of Activism"</p> <p>Lisa Lowe "Work, Immigration, Gender, New Culture of Political Subjects"</p> <p>Fu Lee, "Chinese Immigrant Seamstress"</p> <p>Alyssa Kang "Remembering a hero and activist - Philip Vera Cruz"</p>	<p>Journal #11</p> <p>FIELD ASSIGNMENT DUE</p>

Week 13 Nov. 14 & Nov. 16	Pop Culture, Literature, Film	Sunaina Maira, "Henna and Hip Hop," Journal of Asian American Studies, 3.3 (2000). R.F. Kuang, <i>Yellow Face</i> Ch. 1, 2, 3	Journal #12
Week 14 Nov. 21 & Nov. 23	Process Week	Thanksgiving Break	Journal #13
Week 15 Nov. 28 & Nov. 30	Cultural Productions	Cathy Park Hong, <i>Minor Feelings</i> Ch. 1, 2, 3, 4 Cathy Park Hong, <i>Minor Feelings</i> Ch. 5, 6, 7	Journal #14
Week 16 Dec. 5 & Dec. 7	Group Presentations	Comic Book Group Project & Presentation due Tuesday, Dec. 5, 2023 Presentations Tuesday Dec. 5th & Thursday Dec. 7th	COMIC BOOK due Tuesday, Dec. 5th
Finals Week Tues. Dec. 12 5:15-7:30 PM	Finals Week	Final Peer Evaluation and Discussion Post 4 due Tuesday, Dec. 12, 2023	DISCUSSION POST 4 due Tuesday Dec. 12th Final Group Peer Evaluations due Tuesday, Dec. 12th

Syllabus assignments and course assessments are from UCLA AAS 116 & AAS 10, PCC Sociology 41, and SJSU AAS 1.

University Policies

Credit Hours

SJSU classes are designed with an expectation that students will spend a minimum of forty-five hours for each unit of credit (about three hours per unit per week) to be successful, preparing for class, participating in course activities, completing assignments, and so on.

Academic Integrity & Plagiarism

Please be aware of our [Academic Integrity Policy](#) (University Policy F-15-7). Cheating, plagiarism, and other dishonest student behavior will result in receiving no credit for the assignment. Learn more on what plagiarism is: <https://libguides.sjsu.edu/plagiarism>

Dropping

It is the student's responsibility to drop or formally withdraw from the course.

Consent Required

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University Policy S12-7, <https://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course. "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material." 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."

Campus Resources

Academic Resources and Accommodations (Administration Building Room 110)

Campus Policy in Compliance with the American Disabilities Act. If you need course adaptations or accommodations or need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. 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 (Instructional Resources Center Room 206)

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 online learning using the Learn Anywhere eCampus website (<https://www.sjsu.edu/learnanywhere/equipment/index.php>).

Peer Connections (Student Services Center Room 600)

Peer Connections 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 (Clark Hall Room 126)

The SJSU Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists. Our writing specialists are trained to assist all students 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 Room 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, advice on developing study strategies, improve time management, and general information on how to navigate their SJSU experience. For any student needs, problems or situations, this Center can provide a start for a solution.

Note: This syllabus is subject to change at the instructor's discretion.