

Filipino Experience in the United States

AAS 125

Fall 2025 Section 01 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/14/2025

Contact Information

Dr. Wayne Jopanda

Wayne.jopanda@sjsu.edu

Course Information

Class Times and Locations

Tuesdays 10:30AM - 11:45AM Dudley Moorhead Hall 357

Course Description and Requisites

Filipinos in the United States beginning with immigration and culminating with analysis of past and contemporary issues facing Filipino Americans.

Letter Graded

Classroom Protocols

Classroom Protocols

- Attend all classes on time and prepared; notify the instructor of absences.
- Respectful, civil communication; keep personal stories confidential.
- Step Up / Step Down: balance participation.
- Keep phones silent/off.
- AI tools may **not** be used to complete essays or final video projects without instructor approval.
- Complete readings and assignments by due dates.

- Follow the Code of Student Conduct.

Plagiarism:

Plagiarism is the act of using another person's work without properly citing and acknowledging this person as the original author. This includes paraphrasing someone's written ideas, analysis, and thoughts without proper citation. The university's policy on plagiarism will be strictly enforced. **When in doubt, use a citation!** Please do NOT use AI to simply write your assignments/paper.

Student Parents

If you identify as a student parent (a student who is a primary care taker of a child), please know you do have the ability to bring your child with you to discussion section. I understand there are constraints to childcare as a full time or part time student. Please let me know how I may further support your journey through SJSU, Asian American Studies, and Higher Education.

Program Information

Asian American Studies Program Learning Outcomes:

1. Apply interdisciplinary knowledge of major concepts, theories, and methods in Asian American Studies (AAS) to analyze historical, contemporary, and comparative formations of race and ethnicity and its intersectional relationship to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age to understand the diversity and complexity of Asian American populations.
2. Communicate knowledge in Asian American studies effectively and creatively through written, visual and/or oral forms appropriate to purpose and audience.
3. Apply Asian American 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.

Course Goals

Welcome to The Filipino Experience Class!

Within this course we will place theories and discourse revolving Racial Capitalism alongside the expansive Filipinx and diaspora discourses. Through a Racial Capitalism lens we will lightly touch on the history of U.S. imperialism and the Philippines and how current events may be connected to our weekly themes. Our course will be divided into THREE units: 1) Introduction to Racial Capitalism, 2) Filipinx Migrant Labor as a Racial Capitalist Project, and 3) Contemporary Racialization of Filipinx within the Capitalist Empire.

Our three main goals for section is to 1) build a strong basic knowledge, definition, and understanding of Racial Capitalism theory, 2) work through our individual assignments, group work, and class discussion to apply what we learn regarding Racial Capitalism to a variety of Filipinx Studies and Diaspora works, and 3)

Be able to draw direct and specific examples of how Filipinx-ness has been socially constructed, commodified, and sold for a global market.

In addition to our assignments and discussion, I will be bringing in potential guest speakers who's lived experiences, community organizing, passion projects, research, and narratives coincide with the themes, authors, or lessons of each week. These speakers are to be supplementary and a supporting source for better understanding our readings, lectures, and themes.

Course Learning Outcomes (CLOs)

GE Area F: Ethnic Studies

The Area F requirement is based on the premise that all students graduating from the CSU have an understanding of race, racism, and social justice history in the United States. As stated in AB1460/California Education Code 89032 Section 2 Subsection (d): "Commencing with students graduating in the 2024-25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies." To fulfill this requirement, eligible courses shall have the following prefixes: Native American Studies (NAS/AIS), African American Studies (AFAM), Asian American Studies (AAS), and Chicana/Latina Studies (CCS).

GE Area F Learning Outcomes

Upon successful completion of an Area F course, students should be able to discover and critically evaluate significant topics, then compose and deliver oral and/or media-driven presentations on these topics as related to the group(s) studied in this class. Area F emphasizes comparative concepts and frameworks in ethnic studies with a focus on historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Chicana/Latina Americans. Approved courses shall meet at least three of the five following student learning outcomes:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism.
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.
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.
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.
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.

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

Course Requirements and Assignments

Course Grading

20% Participation in Class

- Participation in section can take the form in speaking during class or during office hours, emailing questions, and engaging with the readings. In-Class activities and assignments, though rare, will also be reflective within this section. Every student is required to attend office hours to think through their final essay project sometime between Week 6-9.

20% Weekly Reflections

- Students will submit a weekly reflection assignment at the beginning of each Tuesday class answering the posted weekly reflection question. The goal of each reflection assignment is to place the previous week's readings into conversation with our lecture discussion, external yet related current events, and also your own lived experiences, feelings, and perspectives.

25% Group Community Engagement Video Essay/Presentation

- Beginning in week 3 of the quarter, each student will choose a Filipinx community organization from a predetermined list. Each listed organization will have shared their contact information and will have agreed to have one of their members contacted by one of our class groups. This project will mark the initial step in connecting conversations between the organization's community work, our racial capitalism readings/discourse, and additional Filipinx Studies readings.
- Expectations: The midterm video essay/presentation will serve as an introduction to the organization's history, work, and their mission around the Filipinx or greater regional community. The student group must complete the following:
 - Schedule and complete a 1-2 hour interview with the organizational contact, asking questions regarding their community work and its connection to supporting their respective communities.
 - Post-interview, student groups should brainstorm through connections between the organization's work and themes, lessons, theory, and perspectives found in our Racial Capitalism readings. You may also draw connections to the relative Filipinx Studies course readings and related current events and issues. The main questions groups should answer:
 - What is the main mission and history of the organization?
 - What have been some challenges the organization has faced?
 - What related theories, readings, and current events can be connected to the organization's work?

- How has the organization worked to dismantle the obstacles, systems, and oppressive behaviors developed through the current racial capitalist system? What specific examples can be identified of the organization's work addressing or working to dismantle these obstacles and issues?
- What are examples of Racial Capitalism at work that the organization has faced in their day to day work, long term journey, or internally? How have they attempted to face these tensions?
- How has the organization's positionality as a grassroots organization, nonprofit organization, part of a University institution, etc. affected, shaped, or created challenges in work to relieve and confront our Racial Capitalist system?
- The project should be presented to the class through either 1) a 7-10 minute edited video or 2) a 10-12 minute in person group presentation using powerpoint and images. All of the above questions must be answered and at least THREE of the readings within our class should be mentioned/referred and cited.

35% Final Essay

- Starting in week 6, students will individually identify and choose an event or policy within Filipinx-American History analyze this event, policy, or point of tension through the lens of Racial Capitalism and the field's related theorists, authors, and perspectives. Students are expected to do their own independent research on their chose subject. Every student is required to attend office hours to think through their final essay project sometime between Week 6-9. Examples include: The 1965 Immigration Act's impact on Filipinxs, the International Hotel, the United Farm Workers' Movement, Filipino Cannery Workers and union organizers in Seattle, the Filipinx community involvement within the Third World Liberation Front, Prop 209 and its impact on Filipinx recruitment, retention, and admission within the UC System/CSU System, etc.
- Logistics: Essays should be between 8-10 pages double spaced and submitted through Canvas before the final deadline. Please utilize Chicago or MLA format and citations. At least 5 readings/videos from class should be included in your analysis and essay.
- Students are expected to answer the following questions through their final essays:
 - Give a concise overview of the historic event/policy you have chosen and its initial and long-term impacts on the Filipinx community.
 - Using the language and discourse we have read to understand Racial Capitalism, apply this mode of analysis and lens onto the chosen event. How were Filipinxs or other communities racialized? What skills and characteristics were commodified for the local, national, or global market?
 - What institutions or systems played a major role in how Filipinxs were racialized in this particular way?
 - What players and factors, if any, challenged and/or dismantled the tensions that arose through this event/policy?

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Reading Schedule & Units:

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Unit I: Introduction to Racial Capitalism Weeks 1-4

Description: The first few weeks will focus on defining Racial Capitalism and understanding and applying concepts found within its discourse.

Week 1: Defining and Understanding Racial Capitalism

- Cedric Robinson, *Black Marxism* :
 - Chp 1: Racial Capitalism: The Nonobjective Character of Capitalist Development
 - Chp2 : English Working Class as the Mirror of Production
 - Chp 3: Socialist Theory and Marxism

Week 2: Racial Capitalism & Racialization

- Cedric Robinson, *Black Marxism* :
 - Chp 4: Consequences and processes of Africa's transmutation
 - Chp 5: Atlantic Slave Trade and Labor
- Angela Davis, *Women, Race, and Class*
 - Chp 1. The Legacy of Slavery: Standards for a New Womanhood
- **Assign Midterm Project:** Each group should choose a particular Filipinx-American historical event, policy, or contemporary issue/topic. Make sure to run by this idea with me before/after class or during office hours.

Week 3: Systems of Racial Capitalism

- Ruth Wilson Gilmore, *Golden Gulag*
 - Chp 3: THE PRISON FIX
- Sarah Haley: *No Mercy Here: Gender, Punishment, and the Making of Jim Crow Modernity*:
 - CHAPTER TWO Convict Leasing, (Re)Production, and Gendered Racial Terror
 - CHAPTER FOUR Engendering the Chain Gang Economy and the Domestic Carceral Sphere

Week 4: Black Radical Tradition

- Cedric Robinson, *Black Marxism* :
 - Chp 7: Nature of Black radical Tradition
 - Chp 9: Black Radical tradition historiography
- Angela Davis, *Women, Race, and Class*
 - Chp 6. Education and Liberation: Black Women's Perspective

Unit II: Filipinx Migrant Labor as a Racial Capitalist Project Weeks 5-7

Description: The second unit will continue introductions into Racial Capitalism while providing the development of Philippines as a Labor Brokerage State and supplier of Overseas Foreign Workers as a primary example of how Filipinxs have been commodified for global labor and "consumption."

Week 5: Filipinx Waves of Migration in the Global Market

- *The Third Asiatic Invasion: Empire and Migration in Filipino America, 1898-1946*. New York, NY and London: New York University Press. - Baldoz, Rick. 2011.
 - *Chp 1* The Racial Vectors of Empire: Classification and Competing Master Narratives in the Colonial Philippines
 - *Chp 2* Transpacific Traffic: Migration, Labor, and Settlement
- *Migrants for Export* by Robyn Rodriguez
 - *Chp 2: A Global Enterprise of Labor: Mobilizing Migrants for Export*

Week 6: Migrant Labor Export System

- Midterm Group Project Presentations
- Migrants for Export by Robyn Rodriguez
 - Chp 3 Able Minds, Able Hands: Marketing Philippine Workers
- Marketing Dreams by Anna Guevarra
 - Chapter 2 Cultivating a Filipino Ethos of Labor Migration
- "The Indenture of Migrant Domestic Workers." *Women's Studies Quarterly*45(1-2):113–27. - Parreñas, Rhacel Salazar. 2017.

Week 7: Settler Colonialism/Commodification of Land

- Midterm Group Project Presentations
- Manu Karuka, Empire's Track
 - Chp 3: Railroad Colonialism
- Iyko Day, *"Being or Nothingness: Indigeneity, Antiblackness, and Settler Colonial Critique"*
- Ruth Wilson Gilmore, Golden Gulag
 - Chp 4: CRIME, CROPLANDS, AND CAPITALISM
- Joanna Poblete, *Islander in the Empire*
 - Letters Home: THE FAILURE OF PUERTO RICAN RECRUITMENT
 - Flexible and Accommodating: SUCCESSFUL RECRUITMENT AND RETENTION OF FILIPINOS

Unit III: The Racialization of Filipinx within the Contemporary Capitalist Empire Weeks 8-10

Description: Our last few weeks will continue grappling with Racial Capitalism and applying this lens upon some of the contemporary issues the Filipinx community faces today.

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Week 8: Filipinx Commodification Gendering Labor

- Angela Davis, *Women, Race, and Class*
 - Chp 9 Working Women, Black Women, and the History of the Suffrage Movement
- Sarah Haley: No Mercy Here: Gender, Punishment, and the Making of Jim Crow Modernity":
 - Chp 4 Engendering the Chain Gang Economy and the Domestic Carceral Sphere

- Purple-collar labor: Transgender Workers and Queer Value at Global Call Centers in the Philippines - Emmanuel David
- Migrants for Export by Robyn Rodriguez
 - Chp 5 The Philippine Domestic: Gendered Labor, Family, and the Nation-State

Week 9: Within and Outside of Movements

- Migrants for Export by Robyn Rodriguez
 - Chp: 6 Migrant Workers' Rights? Regulating Remittances and Repatriation
- Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California, RUTH WILSON GILMORE
 - Chp 6: WHAT IS TO BE DONE?
- *San Francisco's International Hotel: Mobilizing the Filipino American Community in the Anti-Eviction Movement*. Philadelphia, PA: Temple University Press. - Habal, Estella. 2007
- Toward a Critical Filipino Studies Approach to Philippine Migration (pp. 33-55); From: Filipino Studies: Palimpsests of Nation and Diaspora; by ROBYN MAGALIT RODRIGUEZ

Weeks 10-14: TBD based on class interests and community support

Week 15-16: Finals

- Complete your Final Essay and Submit Via Canvas at 11:59pm PST

Final Week Celebration & Potluck/Festival =]