

ASAMST W20AC Course Syllabus. Fall 2018
[Asian American Studies W20AC, UC Berkeley, Fall 2018](#)

Instructor: Harvey Dong <hdong@berkeley.edu>
Office Hours: 522 Barrows; Thur 1-2pm. Online.
Lecture: Two 1.5 hour weekly recorded online lectures (uonline.edu).
Discussion: 1 live discussion section in Zoom format, weekly.
GSIs: Kristen Sun <ksun@berkeley.edu>; Rachel Lim <rlim@berkeley.edu>
CCN: 25878
Final: Exam Group 10, Wed, 12/12/18, 11:30am-2:30pm.

LECTURE LINKS--Weekly lectures are available [online](#).

DISCUSSION SECTION LINKS--Please attend your assigned discussion section using these links below. Waitlisted students are also required to attend until enrollment is settled in a few weeks.

Tuesday 6-7pm. Discussion 101 (Kristen Sun)
Tuesday 7-8pm. Discussion 102 (Kristen Sun)
Thursday 6-7pm Discussion 103 (Rachel Lim)
Thursday 7-8pm Discussion 104 (Rachel Lim)

[Course Website](#)

INSTRUCTOR OFFICE HOURS (preferable to email for appointment slot):

Harvey Dong. Thursdays 1-2pm. 522 Barrows Hall and also at that time [ONLINE](#).
Kristen Sun. Time? [ONLINE](#)
Rachel Lim. Time? [ONLINE](#)

TECHNICAL SUPPORT: Email support@instructure.com

ASIAN AMERICAN COMMUNITIES AND RACE RELATIONS

This is a multidisciplinary course that utilizes and integrates the disciplines of sociology, political science and history to provide students with an understanding of contemporary Asian American community issues in the context of race relations. It will study the commonalities and differences between Asian Americans and other race and ethnic groups so that students will be able to develop an integrative analysis of race and ethnicity beyond common stereotypes. Introduced will be different social theories that explain the current status of Asian Americans, the interrelationship between the Asian American community, nation and world. The class will have the opportunity to analyze the conditions for solidarity and difference between various ethnic and racial groups. Important here will be the question of agency—what individuals and groups have *historically* done to build a multiracial democracy. Asian American efforts for social and human rights activism will be analyzed in relation to the Civil Rights, Black Power, Native American and Chicano movements for social justice. Subsequently, the course will look at the identity formations and solidarities across race and ethnic lines that met the needs of time. These culture-making activities have been an integral part of developing and defining community. Students will be encouraged to become participant-observers in these endeavors. By the end of the semester class members will have the tools and grounding to become community analysts and problem solvers.

Learning Goals

By the end of this course, students will be able to: 1) Identify major events, persons and ideas that have shaped our understanding about the Asian American community. 2) Develop critical writing and thinking skills supported by socio-historical evidence. 3) Communicate and work effectively in group projects and

presentations. 4) Apply sociological imagination to analyze and compare the relationships between the past and the contemporary.

Course Requirements:

Midterm: 20%. IDs and essay exam. (Part A Essay is turned in online, Part B identifications is taken online at designated time.)

Research Paper (Options A/B): 20%. Option A: 10-page issue-based investigative paper; topic related to a specific issue covered in this course, footnoted with book sources (5 minimum from outside class), interviews and other research materials. Option B: Community Work Project including a 6-page summary evaluation of the program with a work log in appendix (include 8 community visits which means 1 page minimum log report per visit). Outside reading research not required for Option B but use of class materials is required.

Deadlines: Options A and B paper topic proposals (2 pages double-spaced minimum) are due 10/26 in uonline.edu (5%). Completed papers are due in uonline.edu on 11/30 (15%). Late papers are deducted half-point per day. Note that footnoting and bibliographies are required.

Discussion/Participation: 25%. Involves presentations, field trips, conferences and response papers.

Community Comparison Sketch: In collaboration with an assigned group, visit a local Asian American community to analyze what defines it as a community (ie, location, history, institutions, culture, language and peoples). Compare your visited community with the community you grew up in and reflect upon how the two communities are similar and/or different in their make-up. Introduce your group findings in your group's discussion board. (5% total)

Discussion Forums: Using the weekly discussion prompt, bring out important themes from the week, citing reading resources. In the discussion forum, ask a question as well as answer a question on the board. Introduce some import identifications (IDs) from the weeks materials. (5%)

Four Field Trips: There are 4 Field Trip visits. Submit 2 page reflection write-ups for each event (Include in your write-up: what was event about, where was it held, content and message of the event, audience make-up and response, and relation of content to class). All field trip reports due in uonline.edu. See uonline.edu for field trip suggestions and assignment deadlines. (5% total)

Group Project & Presentation. 6-8 students per group will submit a shareable powerpoint presentation that includes: a) introduction of each students community with community visited, b) a wiki entry into historypin.org, c) introduce major themes of the class using excerpts from that week's readings, d) current event, e) discussion questions and summary. Groups will work on powerpoint together and then share the link in the appropriate discussion board with the entire class as well as discuss in section. (5% total)

Attendance & Class Participation. This includes full attendance and contribution to in-class and online discussion. (5% total)

Lecture Quizzes: 10%. At the end of the weekly lecture, there will be a short quiz based on lecture materials viewed. (There is no quiz in midterm week)

Final Exam: 25%. IDs and essays. (For the final exam, students will be required to show photo ID to take the exam in person. Remote students will be proctored at a location to be arranged.) Final Exam date: Wed, 12/12/2018, 11:30am-2:30pm (arrangements can be made for students with conflicting final exam schedule).

Readings: available at Eastwind Books of Berkeley, 2066 University Ave. Also can be ordered online: www.AsiaBookCenter.com

- *Asian America: Sociological and Interdisciplinary Perspectives.* Pawan Dhingra, Robyn Magalit Rodriguez. Polity: 2014
- *Stand Up! An Archive Collection of the Bay Area Asian American Movement 1968-1974.* Asian Community Center Archive Group.
- *Contemporary Asian America: A Multidisciplinary Reader.* Third Edition. Min Zhou and Anthony C. Ocampo. NYU Press: 2016.
- Online: “The Racial Triangulation of Asian Americans”. *Politics and Society*: 1999. Claire Jean Kim. <http://www.scribd.com/doc/217604787/KIM-CLaire-Jean-Racial-Triangulation-of-Asian-Americans>
- Online reading: *Left or Right of the Colorline: Asian Americans and the Racial Justice Movement.* Soya Jung. http://www.changelabinfo.com/reports/ChangeLab_Left-or-Right-of-the-Color-Line.pdf
- Online reading: Pew Report: The Rise of Asian Americans. (6-19-2012) www.pewsocialtrends.org/2012/06/19/the-rise-of-asian-americans/
- Additional readings may be assigned and/or recommended. All materials are on reading reserve at Ethnic Studies Library, 30 Stephens Hall.

COURSE SYLLABUS

Week 1: Introduction, Course Guidelines & Critical Perspectives (8/23, Wed)

Class Goals. What type of understanding do we want to achieve about community?

Asian America. Chapter 1—Introduction

Week 2: Critical Perspectives (8/27)

How does ideology affect perspectives on race and Asian Americans? What is the significance of these paradigms: Asian American Panethnicity. Internal Colonialism. Racial Formation. Class. Diaspora & Transnational?

Asian America. Chapter 2--Race, Ethnicity, Gender, and Sexuality.
*Contemporary Asian America--*Introduction, Chapter 25

Week 3: The Asian American Movement: Its Origins and the Politics of Third World Solidarity. (9/3)

What was the international and local context for the arrival of the Asian American movement? What issues brought Asian Americans and other people's of color together? How would you compare the problems during the late 1960s with building multiracial and multiethnic solidarity today?

Asian America. Chapter 11—Social Movements and Politics
Stand Up. Chapters 1-6, 8

Week 4: The Asian American Movement: The Transition from Student to Community Activism. (9/10)

What role did the Asian American movement play in social justice issues in the community? How successful were the movements in challenging the existing social and institutional structures?

Contemporary Asian America--Part I. Claiming Visibility: The Asian American Movement. Chapters 1, 2.
Stand Up. Chapters 11-Conclusion.

Week 5: New Asian Migration: Immigration, Emergence of a Multiracial America (9/17)

What historical changes led to the new Asian migration and how was it significantly different from previous periods? How has new Asian immigration been received in comparison with Latino immigration? How do these events relate to Asian immigration: 1965 Immigration Act, civil rights movement, global restructuring, Vietnam War, the rise of ethnoburbs? What is the significance of race and class in neighborhood formations?

Asian America. Chapter 3—Arrival and History
Contemporary Asian America--Chapter 3: Contemporary Asian America: Immigration, Demographic Transformation, and Ethnic Formation.
Online: PEW Report. The Rise of Asian Americans.

Week 6: New Asian Migration: Refugees and Problems of Assimilation (9/24) (Community Comparison Sketch due 9/28)

What was the background context to Vietnam War and refugee migration? How is refugee settlement different from populations entering as immigrants? How do these events relate to refugee flows and migration: 1st, 2nd & 3rd IndoChina Wars; internal & external migration, compassion fatigue, youth deportations. What are some of the issues and tensions that refugee communities face? What is the role of community organization and resistance?

Contemporary Asian America--Chapter 4, 5, 6.

Week 7: Model Minority Myth and Race Relations (10/3)

Is the model minority myth a complement or an attack on Asian Americans? What are its historical roots and key areas where the myth has shaped race relations in the Civil Rights backlash? How does mainstream promotion of the model minority myth position Asian Americans in the racial order with African Americans and other peoples of color?

Contemporary Asian America--Chapter 7, 21, 22, 23

Online: *Left or Right of the Colorline*. (pp. 12-33)

Weeks 8: **Review & Midterm (Review 10/8; Midterm: 10/11 Online)**

Weeks 9: **Economy and Work Comparisons: Emergence of Class Cleavages (10/15)**
(Field Trip #1 due 10/19)

What economic issues do Asian Americans face today that go beyond glass ceilings? Professionals, working class, poverty and sweatshops. What are similarities and differences in the working lives of Asian and Latino domestic workers?

Asian America. Chapter 4—Class and Work Lives

Contemporary Asian America--Chapter 8, 9, 10.

Weeks 10: **Confronting Adversity: Racism in Popular Culture with Comparisons**
(10/22) (Option A and B Paper Topics Due 10/26)

What ramifications does racism in popular culture have on Asian Americans and the public's perception of Asian Americans? Have racial typecasting of Asian Americans in film and other popular medium disappeared or have they continued in other ways? What have been avenues for Asian Americans and others to resist racism in popular culture? Compare similar issues with other race and ethnic groups.

Asian America. Chapter 8—Media and Popular Culture

Contemporary Asian America--Chapter 24

Week 11: **Confronting Adversity: Anti-Asian Violence and Hate Crimes (10/29)**
(Field Trip #2 due 11/2)

What have been the different categories of hate crimes affecting Asian Americans? What has been the reason for neglect in naming anti-Asian violence as hate crimes?

Contemporary Asian America--Chapter 18, 19, 20

Week 12: **Confronting Adversity: Lessons from the Los Angeles Riots of 1992 (11/5)**

What were the underlying causes of the Los Angeles riots? What does this say about the state of race relations today. How do Asian Americans see themselves in the racial divide: black, white or in-between? What is the importance today for Asian Americans to participate in coalition work to improve the state of race relations?

Asian America. Chapter 10—Inter-Minority Relations

Week 13: **Confronting Adversity: Asian Americans as Perpetual Foreigners I: Citizenship**
(11/12)

(Response #4 on weeks 11 & 12 due 11/16)

What is the correlation between international crisis, war and racism? How are ideas of citizenship and social belonging defined during these times of crisis? How does this take the form of Mongolophobia and Islamophobia?

Asian America. Chapter 7—Citizenship
Contemporary Asian America--Chapter 26

Week 14: Confronting Adversity: Asian Americans as Perpetual Foreigners II: Racial Scapegoating, Resistance to Racial Triangulation (11/19; Note: 11/22 is Thanksgiving Holiday) (Field Trip #3 due 11/23)

How have Asian Americans been affected by and how have they dealt with the perpetual foreigner stereotype in American politics? Are they integrated today into mainstream politics or are they still marginalized during elections and scapegoated during times of international crisis? How has this experience been shared with Muslims and South Asians in the post-9/11 contemporary period?

Contemporary Asian America--Chapter 13, 14, 15.

Online: "The Racial Triangulation of Asian Americans". *Politics and Society*: 1999. Claire Jean Kim.
<http://www.scribd.com/doc/217604787/KIM-CLAIRE-JEAN-RACIAL-TRIANGULATION-OF-ASIAN-AMERICANS>

Week 15: Current Status in the Building a Multiracial Democracy (11/26) Term Papers due 11/30. Late papers are deducted half a point per day. (Field Trip #4 due 12/3)

What is the current status for Asian Americans today with regards to race relations and the building of a multiracial democracy? What are some key issues of internalized oppression that remain to be addressed within the Asian American community including homophobia and domestic violence? In times of social unrest, political crisis and natural disaster, how have Asian Americans been positioned in society? How have Asian Americans resisted negative portrayals and treatment, redefining their role in the building of a multiracial democracy?

What did we learn this semester? Were we able to meet our expectations?
What is the future direction for Asian American community and its role in a broader movement to create a multiracial democracy?

Asian America. Chapter 6—Family and Personal Relations
Asian America. Chapter 9—Identity
Contemporary Asian America--Chapter 11, 12.

Option A: Research Paper

With approval of instructor, choose a specific topic that affects the Asian American community. The paper topic should not be overly generalized and should focus on studying a social problem affecting the Asian American community. Ten pages, double-spaced with footnotes and bibliography. Your bibliography should include class materials (readings and lectures) and multiple sources from library research.

Option B: Student Community Study Projects

The student community study project should be conducted in an off-campus community setting. It should include a written reflective report that evaluates both your work and the organization you were involved with (6 pages minimum in addition to a work log). The report should include your interaction with community members in pre-approved projects. In the appendix, maintain a log of your community work. You should participate in a minimum of eight sessions and report on your interaction with the project during each session. Cite, footnote and include a bibliography from relevant class materials (lecture, readings, etc.). No outside research required.

Below here are some examples Bay Area Option B possibilities.

For outside the Bay Area, students will need to work with instructors for selection of alternative Option B locations.

Chinese Historical of America. SF. www.chsa.org.

Chinese Progressive Association, SF. Involved in immigrant workers organizing in San Francisco Chinatown. www.cpasf.org. Contact: alex@cpasf.org

Filipino Community Center. SF. Terry Valen <terrencevalen@yahoo.com>

Hardboiled. Student Asian Pacific American news magazine, UC Berkeley. www.hardboiled.berkeley.edu.

Korean Community Center of the Eastbay, Oakland. Email: artchoi@kceeb.org. www.kceeb.org.

Manilatown Center. SF. See: www.manilatown.org.

Oakland Asian Cultural Center, Oakland. See: oacc.cc

APIICON. Asian Pacific Islanders Issues Conference, UC Berkeley. September 30, 2017. 9am-5pm. Join a committee to organize and build for this years conference. UC Berkeley's Asian Pacific Islander Issues Conference (APIICON) is an annual conference that was created in 1989 as a space for Asian American and Pacific Islander students, faculty, staff, and community members to build community together while fostering a space to discuss and learn about issues facing the diverse communities it holds.

Oakland Asian Educational Services. www.oases.org 2025 East 12th St., Oakland. 510 533-1092. Involved in tutorials in Oakland Chinatown area. Support for Chinese and Southeast Asian children. Elementary, middle and high school. One-day/week. UC Carpools leave daily.

Reach! Asian/Pacific Islander Recruitment and Retention Center, UC Berkeley.

This recruitment and retention center meets the needs of those that do not have equal access to higher education, particularly those Asian/Pacific Islanders traditionally underrepresented in institutions of higher education. www.reach.berkeley.edu

Pilipino Academic Student Services (PASS), UC Berkeley.

PASS serves as a recruitment and retention center to provide assistance to Pilipino high school students in achieving a higher education. This program offers specialized workshops, orientations, and resources to aid the Pilipino youth in the Bay Area and Southern California. Web: www.pass.berkeley.edu

Southeast Asian Student Coalition (SASC), UC Berkeley.

Focus on issues affecting the Southeast Asian campus and community. There are many ways to be involved within SASC such as SEApop (writing to people incarceration), SEA Grad (Southeast Asian Graduation), SEAM (Southeast Asian Mentorship), SASC Benefit Concert, Anthology (writing and art) and SASC Summer Institute. Website: www.sasc.berkeley.edu

See your instructor about other Asian American education related community projects.

Field-trip related sources. For outside the Bay Area locations, students will work with instructors for alternatives.

Bay Area Resources

SF International Asian American Film Festival., SF Japantown. www.caamedia.org; Chinatown, SF: Chinese Historical Society of America, SF. www.chsa.org; Manilatown, SF: International Hotel; www.manilatown.org
Eastwind Books of Berkeley author events. See www.asiabookcenter.com
Japantown, SF: Japanese Cultural and Community Center of Northern California. www.jccnc.org;

Previously visited community sketch locations: Little Saigon, SF. Koreatown & Chinatown, Oakland. Pacific East Mall, El Cerrito.

Schedule of Activities (NEED UPDATE)

Date	Item
9-8-2017	Response #1 (Week 1 & 2)
9-22-2017	Response #2 (Week 3 & 4)
9-29-2017	Community Comparison Sketch
10-6-2017	Response #3 (Week 5 & 6)
10-12-2017	Midterm - Part A (online) & B (in person: 6-7pm, location tba, bring laptop)
10-20-2017	Field Trip #1
10-27-2017	Paper Topic
11-3-2017	Field Trip #2
11-17-2017	Response #4 (Week 11 & 12)
11-24-2017	Field Trip #3
12-1-2017	Term Paper
12-4-2017	Field Trip #4
TBA	Final Exam (Part A & B [Part B location, time tba])