University of California, San Diego
Ethnic Studies
Spring 2023

ETHN189: Asian American Education

Instructor: Sam Museus
Location: HSS1106B
Time: Tuesday, 5-7:50pm
Office Hours: Thursday, 5-6pm MOM's Café (via zoom if raining)
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<table><tr><td>Description and Objectives</td></tr></table>

Course Description and Objectives
This course provides students with an overview of Asian American issues in education. The course includes discussion of wide range of issues, such as diverse experiences of Asian American college students, the role of family and culture in college experiences, mental health in college, college student activism. This course will allow students to:

- Better understand key issues affecting Asian Americans in education systems;
- Gain deeper knowledge of how educational environments shape the experiences of Asian Americans;
- Deepen awareness of how Asian American histories, cultures, and identities shape experiences in the education system.

Required Texts
You will not be required to purchase any texts for this course. All readings for this course will be accessible online, available through the university's digital library, or distributed electronically.

<table><tr><td>Guiding Principles</td></tr></table>

It is important to have a set of shared principles upon which we can cultivate relationships and engage in learning as a community. The following principles can be an important part of any community that cares about its collective well-being:

- **Care**: As part of a learning community, we have a responsibility to care about each other and help each other thrive. This involves valuing each other and what everyone brings to the class, committing to the larger community's learning, and serving as a source of support for each other in the learning process.
- **Community**: We should see the learning process as a valuable tool to cultivate stronger relationships with each other. In turn, stronger and more positive relationships lead to richer learning experiences. These processes can also foster stronger connections between/among our respective communities, as we increase our understanding of them and their experiences.
- **Humility**: Engaging in difficult conversations requires humility and an understanding that everyone is continuously learning about the complex issues that exist within society and

education. It requires us to understand that everyone makes mistakes and acknowledge when we have done so ourselves.

- **Compassion**: Learning is enhanced by understanding how the world shapes our life, but also the lives of others. It is also enhanced by our desire to eliminate all suffering in the world. When engaging in discussion, we should make a concerted effort to understand how society might shape the experiences of other communities and people differently, recognize that we can never fully know what it is like to be those people or experience the world as they do, and care about their well-being.

- **Generosity**: All conversations benefit from the ethic and practice of generosity while speaking, critiquing, and listening. Remember that we all are in different stages of coming to an understanding of our lives and our worlds. We all should treat each other respectfully, even when we disagree. This does not mean silencing ourselves. It means we should avoid language that demeans people, avoid speaking *for* people, be careful not to dominate shared space, acknowledge the validity of other people's experiences, and listen to their perspectives. Any bullying, intimidation, or discrimination based on identity is especially damaging to the learning environment and unacceptable.

Course Format

With regard to structure, I value fluidity and flexibility in teaching. Fluidity and flexibility are necessary to adapt to new information, new circumstances, and unexpected challenges. Therefore, this syllabus might change throughout the quarter.

Zoom Classes (Zoom)
Some lectures and course sessions might be posted on Canvas or take place via zoom. Zoom meetings can be joined using the following link: https://ucsd.zoom.us/my/smuseus.

Course Management (Canvas)
We will be using the Canvas online learning management system to manage content and grades for this course. The Course Finder page (coursefinder.ucsd.edu) will display your Canvas courses, and it is recommended that you use this page to access your classes. To log in, select the login button and enter your Active Directory credentials.

Should you need any technical assistance with Canvas, please alert your instructor and send an email to servicedesk@ucsd.edu. In the header of the email, please write "Canvas." Make sure to include your name, course title and section, as well as your contact information in the email body. A representative will get back to you within 48 hours (Monday through Friday). You can also call 858-246-4357. Please refer to https://edtech.ucsd.edu/contact/index.html for more information.

Using Zoom

General guidelines for joining all zoom calls, meetings, and discussions:

- If you have not used Zoom before, download the Zoom app on your device prior to the day of the meeting and familiarize yourself with any features you may need to use whenever joining a synchronous meeting (i.e., mute/unmute microphone, stop/start video, chat, screenshare etc.).

- While the course interactions are virtual, <u>we are still a community</u> so please be considerate.
- Try to join the session a few minutes before the meeting start time (join early rather than late to not distract from the conversation).
- When joining meetings synchronously, find a quiet space with strong wifi that is free of distractions. You can test your internet connection speed by visiting Zoom's suggested third-party bandwidth Speedtest. If you absolutely do not have a wifi connected device, use the phone in option as a last resort.
- Test your headphones, microphone, and camera to ensure the class can hear and see you.
- To test your microphone, click "Test Computer Mic & Speakers" in the pop-up window that appears when first opening a test meeting or beginning your scheduled meeting. More information on audio testing can be found here.
- To test your camera, just look at the Zoom window to see that you are clearly visible, not pixelated, and can move and speak without noticeable delays. Click here for more video testing tips.
- You may need to give Zoom permission to access your camera and microphone beforehand. Typically, the request for permission will appear in a pop-up window the first time you open a Zoom Meeting, and will carry over to future meetings. If you declined permissions in the past, you would need to go into your PC or Mac's settings to allow Zoom to access your camera and microphone. You can contact the IT Help Desk to assist you in this process, or find information on the internet for your specific device.
- Close any windows or programs open on your device that are unrelated to your meeting. This focuses your device's power to provide the best Zoom meeting experience possible.

Use of camera:

- Unless you are phoning in because you don't have access to a stable wifi connection, it would be much appreciated if you could turn on your video feed so that we can see you, especially when you talk. As always, there might be circumstances that warrant exceptions. If you need to leave your video off, please let me know ahead of time.
- Log into your meeting from a distraction free, quiet environment.
- Adjust your camera to be at around eye level if possible – especially take note of the angle of your laptop screen if using the built-in camera.
- Have a plain background – avoid backlight from bright windows.
- Getting clear video is a lot like taking a good selfie – it's all about contrast. Light your face more brightly than the background to make it to see you.
- Feel free to use virtual background if they're not super distracting. Also, a plain-colored flat surface behind you helps make your virtual background look better.
- Be aware you are on camera and try to avoid doing other tasks, such as checking emails, text messages, news, etc.
- There are videos on the internet now of people who forget that they are on video and do really embarrassing things on their Zoom calls. Let's not be those people. If you have your camera on, remember that we can all see you, even if you switch to another app that covers your Zoom video window.

Mute and communication:

- Please keep your audio on mute until you want to speak. This will help to limit background noise.

Use of hand raising:

- If you would like to speak or answer a question, use the "Raise Hand" feature (you can google it if you don't know where the button is).
- Don't forget to unmute yourself after you are called on.

Use of chat:

- If you would like to use the chat box, remember that it is public, and a record of the chat is kept and archived.
- Also, please refrain from using the chat for engaging in side-conversations that will distract students from the ongoing conversation.
- Chat messages might be best for sharing validating comments and submitting (short) questions via the chat box.
- Please refrain from typing up long commentary or long questions during a session which can be distracting to people that are trying to follow the audio.

Honor Code

Neither of us want to spend our time navigating the university's academic misconduct processes, and you should not want to deal with the consequences of academic misconduct hearings and penalties. More importantly, you have to invest the intellectual energy in the coursework to benefit from it and be a contributing member of the learning community, which should be our primary concern. Our experiences as a learning community are enhanced if all of us can cultivate authentic relationships built on trust. For these reasons, please follow the university honor code.

All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of this Honor Code is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect, we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters. For the university academic integrity policy, please see http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2

Academic misconduct is forbidden and can result in serious negative consequences. Academic misconduct includes, but is not necessarily limited to the following:

- **Plagiarism**, including any representation of another's work or ideas as one's own in academic and educational submissions.

- **Cheating**, including any actual or attempted use of resources not authorized by the instructor(s) for academic submissions, and/or any actual or attempted effort to assist another student in cheating.
- **Double submission**, including any submission of an academic work for more than one course without expressed permission.
- **Fabrication**, including any falsification or creation of data, research, or resources to support academic submissions.
- **Use of AI software (Chat GPT),** including using AI software to write your paper and then editing it. It is often easy to identify such papers.

The Associated Students Office of Student Advocacy is a free and private resource that works with students who have been accused of violating Academic Integrity or Student Conduct. Via one-on-one zoom sessions, their Student Advocates provide support and guide students through this complicated process to make sure they understand their options and ultimately receive due process. You may contact them at asadvocacy@ucsd.edu.

For specific policies regarding academic misconduct at the university, please refer to https://academicintegrity.ucsd.edu/process/consequences/index.html. Students are advised to retain a copy of this syllabus in their personal files for use when applying for certification, licensure, or transfer credit.

Please note that I will not accept duplicate papers. In other words, I will not accept a paper turned in for another course, unless the student receives prior permission in writing from the previous instructor stipulating the conditions (extra length, research, etc.) and we agree on the parameters of the contributions that are made to the paper during this course.

University Resources

Accommodations for Students with Disabilities
Section 504 and the American with Disabilities Act of 1990 offer guidelines for curriculum modifications for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Office for Students with Disabilities. Information about the office can be found on the following website: https://students.ucsd.edu/well-being/disability-services/. The following site also has additional information about university disability policies: http://adminrecords.ucsd.edu/ppm/docs/200-9.html. Students should discuss recommendations with each professor within a reasonable period, preferably by the drop/add deadline.

Accommodations for Religious Activities
Students shall be excused from class or other organized activities or observance of religious holy days unless the accommodation would create an undue hardship. Students are responsible for completing assignments given during their absence but should be given an opportunity to make up work missed because of religious observance.

Once a student has registered for a class, the student is expected to examine the course syllabus for potential conflicts with holy days and to notify the instructor by the end of the first week of classes of any conflicts that may require an absence (including any required additional preparation/travel time). The student is also expected to remind the faculty member the week prior to the missed class, and plan (with the faculty member) in advance to make up any missed work or in-class material within a

reasonable amount of time. The student is to be trusted that he/she will observe the holy day as promised; no proof will be expected.

Counseling and Psychological Services
UCSD is committed to enhancing and caring for the psychological well-being of the entire campus community. The UCSD Counseling & Psychological Services Office is here for you. Please refer to this link for more information on services available and how to make an appointment: https://wellness.ucsd.edu/caps/Pages/default.aspx

Disclosures of Sexual Violence
UCSD fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an UCSD student, the course instructor is required to notify administrators. To disclose any such violence confidentially, contact: Office for the Prevention of Harassment and Discrimination (OPHD) – (858) 534-8298 or ophd.ucsd.edu

Assignments

Grading: The assessment and grading for this course is based on the concept of ungrading. You can learn more about the concept of ungrading through the writing of Dr. Jesse Stommel, who is an expert on the topic. You all navigate different challenging conditions, and you are most knowledgeable about (1) how you have navigated those challenges and (2) how you have contributed to and learned through the course. Therefore, the primary basis for your grade will be three self-assessments described below. There are two caveats: (1) all assignments must be completed for a final grade to be submitted and (2) while the grading process will be heavily based on the self-assessments, the instructor reserves the right to determine the final grade.

A Note on Health: The assignments are designed to both facilitate your learning and enhance the positive elements of your experience this quarter. Research from human flourishing, positive psychology, and education shows that several acts (e.g., recognizing one's own strengths, savoring opportunities, expressing gratitude, and embracing healthy moral values) contribute to human thriving. Many of these elements are worked into the nature of the assignments in the course so that you not only learn, but hopefully also have an empowering experience doing so.

Please note that the following guidelines apply to all papers that you submit in this course:

- Unless otherwise noted, assignments should be submitted via Canvas electronically and papers should be submitted in Microsoft Word format. Students are encouraged to keep a copy of all assignments for their records.
- Assignments should be submitted on due dates indicated in the syllabus (or, in some instances, on revised dates announced in class).
- All assignments should be proofread and free of grammatical errors.
- Title all files shared with your last name and summary of the paper/project topic in brackets. For example, the file name for a literature review might look like this: Museus [Identity Paper]. This is generally good practice, as it makes it easy for you, your collaborators, and your instructors to find files on your computers.

World Load and Class Participation
The goal is to focus on fewer readings with greater depth. This means that you will only be assigned a couple of readings/videos to consume per week, but this means that you have more time and a responsibility to deeply read and reflect on the materials before class.

The purpose of class discussions is to collectively construct/facilitate spaces where we can work individually and collaboratively to ask critical and difficult questions, grow in our own understanding of ourselves and the world, and seek solutions to complex and challenging problems. Please come to class having reflected on the material and be ready to share at least one thing (e.g., a thought, question, feeling, current event, individual experience) related to the designated material for the week.

Introduction
For the introduction assignment, please respond to the following prompts:

1. How do you identify culturally, racially, ethnically, and otherwise?
2. How has your culture, community, and identity shaped your educational trajectory and experience?

Project/Paper Type: Individual
Length: Maximum 2 single-spaced pages in 12-point font
Due: Friday, 4/7 at 3pm PDT

Self-Assessment #1
For your first self-assessment, please write a brief description of the following:

1. Identify and define 1-2 strengths (e.g., forms of knowledge, values, skills, perspectives) that you bring to the learning community we are creating. You can view this site to spark ideas about potential individual character strengths you want to highlight.
2. Clarify 2-3 things you would like to get out of your experience in this course. You may want to identify and define on 1-2 strengths that you would like to further develop.
3. Explain how you might leverage your strengths and desires from the previous two prompts to engage and contribute to the larger learning community in the course (through your engagement and/or assignments).

The goal is for you to bring to:
1. Deepen your understanding of yourself.
2. Better understand how your strengths can be used to support others.

Project/Paper Type: Individual
Length: Maximum 1 single-spaced page in 12-point font
Due: Tuesday, 4/11 at 3pm PDT

Thank You Letter
For the mid-term paper, you will write a "thank you" letter to one of the following:

1. Someone who has had a significant impact on your educational trajectory (such as a family member, community leader, teacher, etc.).
2. An important figure in Asian American education (a scholar, staff member, peer mentor or role model, student activist, etc.).

You will want to research the person to whom you will write. You might also consider informally interviewing them to better understand their motivations, experiences, and lives. The goals of the assignment are to:

1. Apply the course topics and material to your lives.
2. Think deeply about and better understand how real people have impacted or are influencing your lives.
3. Convey the gratitude you feel for the contributions of the recipients.
4. Use this knowledge to dream about your own future.

The letter should, at minimum, accomplish the following:

- Introduce yourself, explain why you are writing the letter to them specifically, and highlight what you appreciate about their contributions.
- Use literature from or related to the course to discuss why their efforts are so important, which can include the impact of their efforts on you or Asian American students generally. In doing so, you can share how their work impacted you in various ways, including (but not limited to) your views or values, identity development, passion or empowerment, health and well-being, academic or life goals, motivation and academic success, etc.
- If you feel so inclined, share how you will continue their legacy in your own life and work.

Project/Paper Type: Individual
Length: Maximum 2 single-spaced pages in 12-point font and letter format
Due: Tuesday, 4/25 at 3pm PDT

Creative Student Perspective
Modeled after Tell Us How UC It: A Living Archive for Student Activism at UC San Diego, your creative student perspective will involve you designing and producing your own creative product that conveys (1) something valuable you have learned over the course of the quarter and/or (2) a message that you feel the need to voice about Asian American education. The project is designed to allow you to summarize what you have learned throughout the quarter. You are encouraged to embrace your creativity for this project. You can produce something via a variety of multimedia formats, including (but not limited to) comics, posters, slideshows, videos, podcasts, poems, infographics, memes, songs, etc.

In addition to your creative piece, you will also submit one of the following:
1. A 2 single- spaced page max overview of that details your inspiration for your submission and the message you are hoping to convey.
2. An op-ed for a campus or local newspaper.

As you are putting together your creative student perspective, consider the following questions to help generate possible foci and ideas:

1. What observations have you made about the issues discussed in this course? What is most important to you when it comes to these issues?
2. What have the learning and discussions from the course help you understand? How have they motivated you to do or commit to something important?
3. Based on what you have learned, what change would you like to see at UCSD or across society in 10-20 years?

Also consider the following:

- What concrete skills do you bring to this effort? What concrete skills do you want to explore/develop through this project?
- What can you create that can help others learn, engage, and be inspired?

You will present your final project during the last week of class or on Canvas (format to be determined).

Project/Paper Type: Individual or Group
Due: Tuesday, 6/6 at 3pm PDT

Self-Assessment #2
For self-assessment #2, you will be asked to reflect on your self-assessment #1 and respond to the following prompts:

1. How did you do in the course? While you do not have to respond to all of them, questions that might help facilitate your thinking include…
   - How (and how much) did you leverage the existing strengths you highlighted in reflection #1 to contribute to the learning community throughout the quarter?
   - How (and how much) did you make progress on growing in the areas of growth you discussed in reflection #1?
   - What did you learn about yourself along the way?
2. Identify one or more things from the course that had the greatest impact on you throughout the quarter. How and why did this impact your thinking, dreams, perspective, etc.?
3. Reflecting back on the quarter and considering all of your participation, assignments, and self-assessments, what grade would you give yourself?

This self-assessment is designed to allow you to develop a deeper understanding of your experience and contributions during the quarter, as well as allow you to make any changes you want to make in the final weeks of the course. It is also designed to deepen your understanding of the connections between the course content and your own life and experiences. It will also allow you to reflect deeply on any changes (in thoughts, feelings, goals, behaviors, emotions, etc.) that occurred in the course.

Project/Paper Type: Individual
Length: Maximum 3 single-spaced pages in 12-point font
Due: Friday, 6/16 at 3pm PDT

***Syllabus subject to change.
***All readings are listed in the recommended order of consumption.
***Please note course content will cover difficult topics (e.g., racism, sexism, depression, etc.).
***You can click on hyperlinks for news articles, online videos, and podcasts. Other academic journal articles and reports can be accessed on Canvas.
***Please monitor Canvas announcements for all important updates to the course

Week #1:   **Introduction**
Dates: 4/4

Readings: Museus & Kiang (2009): Deconstructing the myth
     Kiang (1997): Pedagogies of life and death

Due: **Introduction**

Week #2:   **Asian American Families**
Dates: 4/11

Readings: Lin et al. (2009): Intergenerational refugee family communication
     Museus (2013): Parental influences on trajectories

Due: **Self-Assessment #1**

Week #3:   **Asian Americans and Climate**
Dates: 4/18

Readings: Museues & Park (2015): The continuing significance of racism
     Kiang (2002): Stories and structures of persistence

Week #4:   **Asian American Identities (Class Online)**
Dates: 4/25

Reading: 2-3 self-selected articles related to Asian American identity

Due: **Thank You Letter**

Week #5:   **Asian American Mental Health**
Dates: 5/2

Readings: Liu (2015): Meta-analytic review
     Kim (2009): Culture-specific psychoeducation interventions
     Kim et al. (2021): "Let's talk!"

Week #6:   **Asian American Student Activism**
Dates: 5/9

Readings: The Triton (2017): Compton Cookout
                 Kong (2014): TBD
                 UCSD CCAAS Open Letter

Browse: Generating and Reclaiming Our Wisdoms (GROW) Website

Week #7:   **Asian American Studies and AANAPISIs**
Dates: 5/16

Readings: Kiang (2004): Linking strategies and interventions
                 Kiang et al. (2023): Hira makes a sound

Week #8:   **Affirmative Action**
Dates: 5/23

Readings: Museus et al. (2019): A critical analysis of media discourse
                 Museus et al. (2021): How AANAPISIs respond

Week #9:   **Final Presentations**
Dates: 5/30

Resources: Tell Us How UC It: Student Perspectives
                 The Things We Carry (Canvas)

Week #10:   **Final Presentations and Wrap Up**
Dates: 6/6

Due: **Creative Student Perspective**
                 Self-Assessment #2