COURSE OVERVIEW

The goal of this course is to critically place contemporary Asian American experiences within a larger social and historical context. We will strive for a deeper understanding of the social, political, and economic institutions that construct the basis of Asian America since 1965. To do this, we will emphasize the race, class, and gender dynamics of migration that continue to structure the roots of Asian America. The course is organized into four themes: movements and migration, defining Asian American communities, the continuing myth of the model minority, and resistance and empowerment.

The required texts for this course are as noted. Please note that this is an upper division course. It is expected that you have some introductory knowledge of issues pertinent to Asian American studies. For those who need a “refresher” on the basic history of Asian America, I suggest you review Ronald Takaki’s *Strangers from a Different Shore* and Bill Ong Hing’s *Making and Remaking Asian America Through Immigration Policy, 1890-1990*. It is your responsibility to fulfill this prerequisite. Also, I suggest that students form reading groups to informally discuss the required texts. Given that this course is upper-division, I generally do not discuss the readings in lecture. In preparing for the exams and essays, focus on comprehension of the course materials and the central points of each.

REQUIRED TEXTS (Available at Groundwork Books)

COURSE REQUIREMENTS

This course will involve lectures, discussions, and films. Attendance and active participation is mandatory. There will be in-class assignments that cannot be “made up.” This includes films, which are an important part of this course. You are expected to take notes while watching the films. In addition to the take-home midterm and final exams, I have assigned brief essays that require you to critically analyze the readings, lectures,
and/or films (rather than simply summarizing the materials). These papers are limited to 2 pages (double-spaced) in length. All take-home exams, essays, and assignments must be typed. Late papers, assignments or exams are not accepted. I will not read late material.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Midterm Exam</td>
<td>30%</td>
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<tr>
<td>Critical Essays(2x, take-home)</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Final paper/project</td>
<td>20%</td>
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<tr>
<td>In-class assignments</td>
<td>10%</td>
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- Students with disabilities who may need academic accommodations should discuss options with me during the first two weeks of class.
- Please familiarize yourself with the university policy on plagiarism. All materials used must be appropriately cited. Be particularly cautious in using the internet – copying even small portions of an essay without appropriate attribution is cheating.
- An interactive classroom environment is an important part of my teaching and learning philosophy. Mutual respect, cooperation, and participation form the basis of this environment. By the very nature of the course topic, there will likely be a wide range of opinions, many of which may be rooted in your personal experiences. That is fine. A good classroom environment is supposed to stimulate you to think for yourself and challenge paradigms and raise critical questions. However, please keep in mind that we must engage each other in a respectful and considerate manner in the classroom.
- All electronic equipment (i.e. cell phones) must be turned off prior to entering the classroom.

Note: I reserve the right to revise the contents of this syllabus at any given time (with due notice, of course).
COURSE OUTLINE

January 8  Introduction to the course
January 10 Zia, *Asian American Dreams*
January 12 Zia, *Asian American Dreams*

January 15 No Class – MLK Day
January 17 Park and Park, *Probationary Americans*
January 19 Park and Park, *Probationary Americans*

January 22 Park and Park, *Probationary Americans*
January 24 Espiritu, *Filipino American Lives*
January 26 Espiritu, *Filipino American Lives*

January 29 Espiritu, *Filipino American Lives*
January 31 Espiritu, *Filipino American Lives*
February 2 **Critical Essay #1 Due**
Review Discussion

February 5 Distribute Midterm Questions
February 7 Catch up
February 9 **Midterm Exam Due**

February 12 Abelmann and Lie, *Blue Dreams*
February 14 Abelmann and Lie, *Blue Dreams*
February 16 Abelmann and Lie, *Blue Dreams*

February 19 No Class – President’s Day
February 21 Ong, *Buddha is Hiding*
February 23 Ong, *Buddha is Hiding*

February 26 Ong, *Buddha is Hiding*
February 28 Ong, *Buddha is Hiding*
March 2 No Class – Independent Research Day

March 5 Maira, *Desis in the House*
March 7 Maira, *Desis in the House*
March 9 Maira, *Desis in the House*

March 12 **Critical Essay #2 Due**
March 14 Review & Catch up
March 16 **Final Project Due**

March 19 **Final Exam, 3-6pm**

**Majoring or Minoring in Ethnic Studies at UCSD**

You may be closer to a major, minor or a double major in Ethnic Studies than you realize. An Ethnic Studies major or minor is excellent preparation for a career in education, public policy, law, government and politics, journalism, public health, international relations, and many other careers. Please contact the Ethnic Studies Department Undergraduate Advisor for more information.