

**Southeast Asian Refugee and Immigrant Experiences in the US**  
**ETHN 189C**  
**Spring 2006, TTh 12:30—1:50 PM, Peterson 102**

Professor: Lan T. Pho  
Ethnic Studies Department, Room SSB 231  
Office Hours: TTh 10:30 AM to Noon  
Phone: TBA  
Email: TBA

**(The professor reserves the right to modify the syllabus during the quarter.)**

**Course Description**

“Southeast Asian Refugee and Immigrant Experiences in the US” provides a comparative overview of history, culture and ethnic of Cambodian, Lao and Vietnamese who were resettled in the US as refugees or immigrants. Students and instructor will analyze the resettlement processes, public policies, economic adaptations, educational experiences, family lives and social conditions of Southeast Asian-Americans in urban and suburban San Diego, California. The course will also examine the transforming process of when a host community becomes a home community. Course materials include textbooks, reader, class lectures, videos, guest speakers, etc...

**Required Textbooks and Reader**

Textbook: available from Groundwork Bookstore: 858.452.9625

1. Hein, Jeremy. *From Vietnam, Laos, and Cambodia: A Refugee Experience in the United States*. New York: Twayne Publishers (1995). Since this selection is out of print, it is now part of the Course Reader Packet and is available from University Readers.
2. Kibria, Nazli. *Family Tightrope: The Changing Lives of Vietnamese Americans*. Princeton University Press (1993)

Course Reader Packet: available from University Readers

<http://www.universityreaders.com/students>

You can place an order on line at [orders@universityreaders.com](mailto:orders@universityreaders.com) or call 800.200.3908 x 11 or 858.552.1120 x 11.

**Course Requirements and Assignments**

Course Requirements: class attendance and participation in daily discussion is very important and constituting 10% of your grade. The course will also require intensive reading, writing and critical thinking skills, class discussion in the venue for giving and receiving peer and instructor's feedback. Course assignments include an archive project, an oral history project and a final exam. The archive project and the oral history project will be carried out throughout the term and will be due toward the end of the quarter. Late papers and assignments are not acceptable. More than 2 absences will result in a failing grade.

### ***Southeast Asian Archive Project<sup>1</sup>***

Anne Frank, Librarian  
Southeast Asian Archive  
360 UCI Main Library  
Irvine, CA 926-23-9557  
(949) 824-4968 phone  
(949) 824-5740 fax  
afrank@uci.edu  
<http://www.lib.uci.edu/libraries/collections/sea/sasian.html>

This project is designed to incorporate the materials covered in this course about Southeast Asian refugees and immigrants experiences in the US and what it means to collect, research, display, and preserve their histories. Students who undertake this assignment will work in groups and each group will examine the materials available from the Southeast Asian Archive at UCI to:

- Determine how the archive can expand its collection
  - What is missing in the archive in terms of covering the experiences of Southeast Asian refugees and immigrants?
  - How can it expand its outreach and what communities should it direct its outreach efforts?
  - What topics should be covered more extensively in the collection?
  - Consider that fifty years from now you would like to learn more about the experiences of Southeast Asian Americans today, what would be important for your contemporaries to consider preserving?
1. Before you start your project, everyone in your group must visit the archive, look at the web page, and read copies of the archive newsletter. You must also go through the materials in the collection closely so you know what materials exist. You will visit the Southeast Asian Archive and meet Anne Frank during WEEK 3 at our regular class time to familiarize with the collection and resources.
  2. You will each receive an English copy of the SEA archive BROCHURE. You can also ask Anne for additional copies of the brochure and also get ones in the various ethnic languages, which can be helpful when you are contacting community members and organizational representatives.
  3. The next step is to consider how you would direct outreach efforts to a particular group and possibly direct your efforts at publicizing the archive in these communities. You may also consider contacting organizations about their resources and materials. You can be creative with this project, however, remember that this is a collaborative project that must be completed within a relatively short period of time so keep your projects focused and manageable. It is expected that your group will finish your objective for the project by the end of the quarter.
  4. Once your group decides on the direction of your project, you must discuss it with the professor to have it approved before you proceed with your project. Throughout the quarter, you must consult with Anne Frank and your professor regarding the progress of your project.

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<sup>1</sup> The Southeast Asian Archive Project was originally designed by Professor Linda Trinh Vo from UCI. It was modified and is used in this course as a group project.

5. As a group, it is your responsibility to divide the work evenly and share responsibility for producing a creative project. To complete this project effectively, you must keep up with the readings to learn more about each of the ethnic specific Southeast Asian communities and constituents. Find out what special skills (linguistic, organizational or community networks, personal knowledge, access to materials, etc.) members of your group have that can be useful for the project.
6. Each group will complete one project and everyone will receive the same grade for the assignment, unless group members do not contribute equally to the project. In conjunction with your group presentation, each individual will separately turn in a 3-page assessment of his or her collaborative project and their role in the project. This paper should be typed, double-spaced and used font size 12. You should be ready to present your research project to the class as well as turning in any materials during WEEK 8.
7. If you do not wish to work in a group, let your professor know during WEEK 1. She will make concerted efforts to accommodate your wish.

### ***Oral History Project***

This is an oral history interview with a Southeast Asian refugee or immigrant in San Diego County. The objective of the interview is to learn more about his/her social, cultural, political, and economic experiences in the US. It is a life history interview, it is preferable that you interview someone off-campus 25 years or older and you cannot interview another student in this class or an immediate member of your family.

1. Interview techniques will be discussed in class and additional guidelines on writing your paper will be provided.
2. You must conduct a library research that will enable you to contextualize your interviewee's experiences historically
3. You need to prepare an interview protocol or questionnaire.
4. At the beginning of WEEK 4, you will submit to the professor
  - a one page description of the person you chose to interview;
  - a list of interview questions;
  - a preliminary list of references that will assist you in writing the paper.
5. You need to have access to a tape recorder and transcription equipment.
6. Conduct, tape (with permission and or consensus from the subjects) and transcribe the interview. A consent form will be available from the instructor. You may need to conduct more than one interviews with your selected subject.
7. You will write a 5-page paper incorporating your interview data. Compare and contrast the experiences of your interviewee with the empirical material and theoretical concepts discussed in lectures, videos, and in the readings.
8. In addition to your paper, you can include any archival materials the interviewee provides you. They should be duplicate copies (instead of originals) of resumes, photographs, brochures, documents, etc. since they will not be returned to you.
9. At the beginning of WEEK 7, you will turn in 2 printed copies of your 5-page paper and one copy of your permission form (the other form should be given to the interviewee). In addition, you must turn in one copy of your transcribed interview and any archival materials (photos, etc).

### ***Final Exam***

The final exam will be an essay format and will include materials covered in lectures, readings, guest lectures, and videos.

### **Course Evaluation/Grades:**

Attendance and Class Discussion:	10%
Southeast Asian Archive Project	30%
Oral History Project	30%
Final Exam	30%

**Academic Honesty:** Credit must be given for every direct quotation, paraphrasing or summarizing of other people's work published in books, journal, Internet sites, etc. Plagiarism or copying are not acceptable and can result in a failure of the course. Chicago, APA, MLA styles for quotations and citations are acceptable.

All submitted papers should be typed, double space with page numbers, use # 12 font size and in good English grammar and spelling.

### **ADA Statement**

Any student with a disability or condition that compromises her ability to complete course requirements should notify the professor during the first week of the course. The professor will take all reasonable efforts to accommodate those needs.

### **Course Outline**

#### **A. REFUGEES, IMMIGRANTS, AND THE POLITICS OF DISPLACEMENT**

- Week 1: Tue. April 4: Class Introduction and Syllabus  
Thu. April 6: *From Vietnam, Laos and Cambodia*--Chapters 1, 2 and 3; Appendices A and B; The Chronology
- Week 2: Tue. April 11
- Reader: Rumbaut, Ruben, "A legacy of War: Refugees from Vietnam, Laos, and Cambodia," in *Origins and Destinies: Immigration, Race, and Ethnicity in America*. Ed. Silvia Pedraza and Ruben Rumbaut. Belmont, CA: Wadsworth Publishing Company (1996) Pp. 315-333.
  - Reader: Harles, John C., "Politics in an American Lifeboat: The Case of Laotian Immigrants," *Journal of American Studies*, Vol. 25, No. 3 (1991) Pp. 419-441.
  - Pho, Hai B. "The Politics of Refugee Resettlement in Massachusetts", *Migration World*, Vol. XIX, No, 4, 1991
- Thu. April 13: Film—The Fall of Saigon

#### **B. EXODUS, DISPERSION AND RESETTLEMENT**

- Week 3: Tue. April 18: Guest Speaker—Dr. Le Xuan Khoa
- *Family Tighrope*: Chapter 1--Assimilation, Adaptation, and Immigrant Life
- Thu. April 20: Visit Southeast Asian Archive at UCI—No regular class meeting
- Week 4: Tue. April 25: First submission of Oral History Project

- Reader: Strand, Paul J., “The Indochinese Refugee Experience” The Case of San Diego” in *Refugees as Immigrants—Cambodians, Laotians, and Vietnamese in America*. Ed. David W. Haines. Rowman & Littlefield Publishers, Inc. (1989) Pp. 105-120.
- Reader: Chan, Sucheng, “The Fang Family of San Diego” in *Hmong Means Free: Life in Laos and America*. Urbana: University of Illinois Press, (1994) Pp. 129-160.

Thu. April 27: Film—The Killing Field

Week 5: Tue. May 2: Class discussion of The Killing Field

- *From VL&C:* Chapter 4--Settlement and Community in the United States
- Thu. May 4: *Family Tightrope:* Chapter 4--Vietnamese Roots
- Chapter 5--Patchworking: Households in the Economy

### C. MARRIAGE, FAMILY AND GENDER RELATIONS

Week 6: Tue. May 9:

- Reader: Habenstein, Robert W., “A’Then and Now’ Overview of the Immigrant Family in America” in *Ethnic Families in America, Patterns and Variations*, Ed. Charles H. Mindel, Robert W. Habenstein and Roosevelt Wright, Jr. (4th Ed.) Prentice Hall, Inc. (1998) Pp. 13-38.
- Reader: Tran, Thanh V. “The Vietnamese-American Family” in *Ethnic Families in America, Patterns and Variations*, Ed. Charles H. Mindel, Robert W. Habenstein and Roosevelt Wright, Jr. (4th Ed.) Prentice Hall, Inc. (1998) Pp. 254-283.

Thu. May 11:

- *From V, L & C:* Chapter 7--Family and Kinship
- *Family Tightrope:* Chapter 5--Gender Relations
- Film: TBA

Week 7: Tue. May 16: Final submission of Oral History Project

- Pho, Tuyet-Lan and Mulvey, Anne, “Southeast Asian Women in Lowell: Family Relations, Gender Roles, and Community Concerns”. *Frontiers, A Journal of Women Studies*: Vol. 24, No. 1 (2003) Pp.101-129.
- *Family Tightrope:* Chapter 6—Generation Gaps

Thu. May 18:

- *Family Tightrope:* Chapter 7—The Changing Contours of Vietnamese-American Family Life
- Film: Daughter from Danang

### D. RACIAL AND SOCIAL CONFLICTS

Week 8: Tue. May 23: Class presentation of SEA Archive Project

Thu. May 25: Submission of individual paper on SEA Archive Project

- *From V, L & C:* Chapter 5—Racism and Racial Conflict
- Chapter 8-- Work and Social Class

Week 9: Tue. May 30

- Reader: Kiang, Peter N. and Kaplan, Jenny, “Where Do We Stand? Views of Racial Conflict by Vietnamese American High-School Students in a Black-and-White Context,” *Urban Review*, Vol. 26, No 2, (1994) Pp. 95-119.
- Reader: Kiang, Peter N., “Persistence Stories and Survival Strategies of Cambodian Americans in College,” *Journal of Narrative and Life History*, Vol. 6, No. 1 (1996) Pp. 39-64.

Thu. June 1

- *From V, L & C*: Chapter 6—Leaders and Politics
- Chapter 9—Conclusion
- Course Review and Wrap-up

Week 10: Tue. June 6: Final Exam

*Have a nice summer!*

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

Many students take an ethnic studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of “interest” yet have no information about the major or minor and don’t realize how close they are to a major, a minor, or even a double major. An ethnic studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the ethnic studies major or minor at UCSD, please contact Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-