

San José State University  
Program of Asian American Studies  
Department of Sociology and Interdisciplinary Social Sciences  
**AAS 1: Introduction to Asian American Studies**

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**AAS 1- SECTION 2 | M/W 10:30am - 11:45am**

**AAS 1-SECTION 11 | M/W 12:00pm - 1:15pm**

Fulfills AAS minor requirement<sup>1</sup>

GE Area(s): F. Ethnic Studies (Note(s): **A grade of C- (1.7) or better is required to satisfy GE Area F.**)

Instructor: **Dr. Saugher Nojan**

In person class location: **Dudley Moorhead Hall 226A**

Email: saugher.nojan@sjsu.edu

Virtual Office hours:

Every Wednesday: After class & 3:15-5:00pm (please sign up for an appointment to attend office hours: <https://calendly.com/dr-nojan/office-hours-aas-1>)

**Description:** Introductory examination of Asian Pacific Islander Desi/Americans (APID/A) through U.S.-national and transnational frameworks, concerned with contests over the production of racial knowledge, power, and citizenship and belonging. Develops an account of racialization beyond the black-white binary in the context of US war and empire in Asia and the Pacific Islands, settler colonialism, globalization, migration, and popular culture.

This course pays particular attention to the ways in which APID/As negotiate these structural forces in their everyday lives. It also develops an account of racialization beyond the black-white binary in the context of US war and empire in Asia and the Pacific Islands, settler colonialism, globalization, migration, and popular culture. Students will complicate existing narratives of immigration and assimilation; complicate the assumed homogeneity of the category of “Asian American”; explore the historical and contemporary production of the “model minority” myth; situate APID/As within global and transnational frameworks; and track the continuing evolution

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<sup>1</sup> For CoSS curriculum committee: This course will fulfill AAS minor requirement once a minor change is submitted via Curriculog and approved by the committee.



of the interdisciplinary field of Asian American Studies.

This course is organized by a series of major themes in Asian American studies and APID/A life. The themes are also meant to give you a framework through which to organize the material as students work through the readings, prepare for exams, and complete all written assignments.

### **MINOR IN ASIAN AMERICAN STUDIES!**

#### Program Information

Asian American Studies is an interdisciplinary Ethnic Studies field that examines the structural and ideological forces that shape the lives of Asian Americans. AAS supports self-determination of Asian American communities through creative expressions, centering of community voices, critical pedagogies, and critical epistemologies. Social justice, equity, and activism undergird our pedagogy and scholarship. **Contact Dr. Yvonne Y. Kwan ([yvonne.y.kwan@sjsu.edu](mailto:yvonne.y.kwan@sjsu.edu))**, AAS Program Coordinator, for more information or to minor in AAS.

AAS minor form: <https://www.sjsu.edu/siss/docs/2021aas.minor.form.pdf>

AAS Curriculum: <https://www.sjsu.edu/siss/programs/curriculum/index.html#aas>

### **Course Goals**

#### AREA F GENERAL EDUCATION LEARNING OUTCOMES:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism.
2. 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.
3. 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.
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.

#### Course Learning Outcomes (CLO)

Upon successful completion of the course students will be able to ...

CLO 1 - Learn various methodologies, concepts, and theoretical contributions of Asian



American Studies to comparative critical race analyses of power and structure, including white supremacy, liberation, sovereignty, and settler colonialism

- CLO 2 - Identify the intellectual contributions and shared experiences that link SWANA/Asian Pacific Islander Desi/Americans together, as well as the internal diversity (class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age) that characterizes this diverse group (GELO 2, 3)
- CLO 3 - Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements among SWANA/Asian Pacific Islander Desi/Americans as well as other racial and ethnic coalitional groups to build a just and equitable society
- CLO 4 - Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by SWANA/Asian Pacific Islander Desi/Americans are relevant to current and structural issues such as in immigration, anti-immigrant sentiment, trans-misogyny, and settler-colonialism.

### **Course Format**

#### **Course Website via Canvas**

Course materials such as syllabus, handouts, notes, assignment instructions, additional readings, etc. can be found on the Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through OneSJSU at <http://one.sjsu.edu/> to learn of any updates. Be sure to also review your Canvas notification settings, as I will be posting announcements via Canvas. Elect to have announcements forwarded immediately to your primary email address. Furthermore, you will be required to submit your assignments via Canvas. If you have any questions, come to my off hours or consult the eCampus website at <http://www.sjsu.edu/ecampus/>.

#### **Consent Required for Recording of Class and Public Sharing of Instructor Material**

This course or portions of this course (i.e., lectures, discussions, student presentations) may be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

University Policy S12-7,

[http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html), requires students to obtain instructor's permission to record the course. "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her.



**You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.** In order to gain the instructor’s permission, you must submit a written request, identifying the period of recording, whether for the whole term or on a class by class basis. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well. “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Recommended Texts and Other Readings**

These textbooks are available for purchase at Spartan Bookstore and other outlets. Additional readings will be posted on our course Canvas webpage.

1. Cathy Park Hong (2020) *Minor Feelings: An Asian American Reckoning* ISBN: 978-1984820365

### **Course Requirements and Assignments**

#### **WEEKLY READING POSTS & PARTICIPATION (15%)**

Each student will submit a weekly reading post based on one reading, answering 1-3. (Both readings are required for you to read- but post about one). Students will also sign up to present one of their weekly posts to the classroom and facilitate discussion. One student per assigned reading (class size permitting).

1. A main concept, problem, or theme from the assigned reading, defined in your own words. (3 sentences max)
2. “The takeaway” - The author’s central argument from the assigned reading, or the prominent theme that linked 2 or more readings (~5 sentences/paragraph)
3. Your personal connection to the reading, what you found interesting or thoughts, commentary, analysis you may have on the topic
4. Two questions (based on the reading) to spur dialogue with your peers, which should not require merely a yes or no answer.

#### **CHANGE AGENT PRESENTATION (10%)**

You have the option to work individually or in pairs to research and present on a change agent and or social movement related to Asian American Studies. Change agent presentations report on a person, a policy, or an organization that is effecting change to make societal conditions more equitable for Asian American and Pacific Islander



communities (South, Central, West Asian North African included). This presentation is short, (3 minutes maximum per person), but plan your presentation carefully to make good use of your time.

### **DISCUSSION POSTS (15%)**

Students must complete 3 discussion posts (5% each). Posts will be assessed based on 3 tasks (no minimum word count; aim for completion and clarity):

1. Students will be asked to provide one quote from an assigned reading (include author and page number) and then discuss its significance to the topic and/or module.
2. A set of reflection questions will be offered to seed dialogue and discussion about the topic and/or module. Students must respond to at least one of these questions.
3. Students must respond thoughtfully to at least one other student's post. Just saying, "I agree," "I disagree," or "This is interesting" won't cut it.

### **POP QUIZZES (15%)**

**In-class quizzes will be given at the instructor's discretion (i.e., pop quizzes).** Make sure you complete the assigned readings BEFORE class. Unannounced in-class assignments may be given based upon your prior reading. You will be allowed to use your readings and annotations/reading notes for all quizzes. **There are NO MAKE UPS for in-class quizzes.**

### **ESSAYS (30%)-3**

Being a mature, responsible citizen means having the intellectual curiosity to critically and actively engage with the issues that vex our modern world. To be sure, higher education is meant to prepare students for careers. But it also has the responsibility to prepare students to be responsible, concerned citizens. In this class, we will explore questions around "big" themes relevant to the modern world like citizenship, immigration, race, gender, inequality, globalization, transnationalism, identity, power, and culture.

These assignments will require that students use the assigned readings and class lectures to write 3 critical essay entries of at least 500 words each that make connections between the themes/issues we explore in class and the world we all live in today.

Possible Essay Topics (Subject to changes at instructor discretion):

- 1) **Reflect and apply AAS key terms to your life.** Reflect on your background.



What's your ethnic and racial background? How do you respond to the question, what are you? What does it mean to be Asian American (or another race)?

- a) Reflect on your upbringing: What role does culture play in your upbringing. What was your class (socioeconomic background). What did your neighborhood and schools look like? Who were your friends?
- b) How does gender and sexuality shape who you are as an Asian American or another race?
- c) What about immigrant background or if you were born to immigrant parents. Tell a story about a time when someone assumed something or held stereotypes about your background. What happened? How did you respond? How did it make you feel?

- 2) **Analyze an Issue.** Describe a current issue facing the Asian American/Pacific Islander/South, West Asian American community. Drawing on readings and media in this class discuss how the issue has been shaped by larger systems of power such as racism, orientalism, militarism, capitalism, sexism, etc. and discuss the ways the issue is shaped by internal diversity such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age (basically intersectionality). What contributions have Asian American (people, communities, organizations) made towards solving the issue?
- 3) **Create a Counterstory/Creative Essay.** Instructions posted on canvas. For the unessay final project students will choose their own topics, they present it in any way they choose, and I will evaluate based on how compellingly it relates to one of our course outcomes. The idea is to break open the corral of the traditional essay and encourage students to take a different approach to the assignment. It requires some creativity. (Examples of previous unessays [here.](#))
- 4) **FINAL (15 % + 5% peer review)** - Your final will be a revised draft of essay 3/unessay statement. You must complete peer review for your peer and incorporate their feedback to your final draft.

**EXTRA CREDIT** :Extra credit is available up to 2% to the final course grade. All students will be notified of opportunities and will be given an equal chance to complete extra credit opportunities.

**Student Course Assessment**

ASSESSMENT CRITERIA	% of Grade
Essays (3)	35%



Final Assignment	15%
Weekly Reading Responses/ Participation	15%
Discussion Posts (3)	15%
Change Agent Presentation	10%
Pop Quizzes	10%
	<b>100% possible</b>

<u>CLO ASSESSED</u>	<u>Assignments</u>	<u>Points Possible</u>
<b><u>GELO 1</u></b>	Essay 1	<b><u>100</u></b>
<b><u>GELO 2</u></b>	Essay 2	<b><u>100</u></b>
<b><u>GELO 1-4</u></b>	UN/Essay 3	<b><u>100</u></b>
<b><u>GELO 1-4</u></b>	Final Assignment	<b><u>150</u></b>
<b><u>GELO 4</u></b>	Change Agent Presentation	<b><u>100</u></b>
<b><u>GELO 1-4</u></b>	Weekly Reading Responses/Participation	<b><u>150</u></b>
<b><u>GELO 3</u></b>	Discussion Posts x3	<b><u>150</u></b>
	Pop Quizzes	<b><u>100</u></b>
<b><u>Total</u></b>		<b><u>1000</u></b>

### Grading Scale



A plus 97 to 100	A 93 to 96.9	A minus 90 to 92.9
B plus 87 to 89.9	B 83 to 86.9	B minus 80 to 82.9
C plus 77 to 79.9	C 73 to 76.9	C minus 70 to 72.9
D plus 67 to 69.9	D 63 to 66.9	D minus 60 to 62.9
	F <60	

### **Classroom Protocol**

By all means, treat your fellow students and your instructor with respect. Be on time, be engaged, avoid using your electronic gadgets, and do your part to help make a great learning experience. Students are required to participate in class discussions and exercises and be attentive to lectures and discussions. Lecture slides will be posted to Canvas, but they are often quite sparse and composed primarily of images. Also, if students are found failing to take notes, your privilege of accessing the slides online may be revoked at the instructor's discretion. You may use tablets and laptops during class for notetaking or accessing your readings. Any disrespectful or threatening behavior will be reported to campus administration and campus police.

### **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. are available here at the Office of Graduate and Undergraduate Programs website at <http://www.sjsu.edu/gup/syllabusinfo/>.

### **Credit Hours**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

### **Academic Integrity**

Students should be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at <http://info.sjsu.edu/static/catalog/integrity.html>.





Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

## Plagiarism

Please keep in mind that plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense in both academic and professional environments. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own. At the very least, plagiarism will result in grade penalties. It can also result in failing the course and having the incident noted in your SJSU student records. If you are unsure of what constitutes plagiarism, it is your responsibility to educate yourself or ask for clarification before you turn in written work. Examples of plagiarism: If you use a sentence (or even a part of a sentence) that someone else wrote and do not reference the source, you have committed plagiarism. If you paraphrase somebody else's theory or idea and do not reference the source, you have committed plagiarism. If you use a picture or table from a web page or book and do not reference the source, you have committed plagiarism. If your paper incorporates data that someone else has collected and you do not reference the source, you have committed plagiarism.

A tutorial to explain how to identify and avoid plagiarism is available here:

<https://libguides.sjsu.edu/plagiarism>

For examples of paraphrasing and quotation, please see the following:

<http://www.indiana.edu/~istd/overview.html>;

<http://www.indiana.edu/~istd/examples.html>

For the SJSU policy on plagiarism, please read the "Academic Integrity Policy" at

<http://info.sjsu.edu/static/schedules/integrity.html>

## Dropping

It is your responsibility to confirm your continued registration in the course. If you decide not to continue in the course, it is your responsibility to formally withdraw from the course. Failure to withdraw can result in a U for the course that will turn into an F grade. Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on registration is available at [http://www.sjsu.edu/registrar/students/registration/Registration\\_Resources/index.html](http://www.sjsu.edu/registrar/students/registration/Registration_Resources/index.html)



## **Academic Resources and Accommodations**

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students requesting accommodations must register with the Accessible Education Center (<https://www.sjsu.edu/aec/>) to establish a record of need.

### Student Technology Resources: Learn Anywhere

Taking online classes requires some basic equipment needs (wifi, computer) and learning to use common apps (like video conferencing, online discussion boards, learning management systems). Get the basics and help with this part of online learning using the Learn Anywhere eCampus website (<https://www.sjsu.edu/learnanywhere/equipment/index.php>).

### Peer Connections

Peer Connections is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The website is located at <http://peerconnections.sjsu.edu>.

### SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sa.sjsu.edu/writingcenter/>.

### ACCESS SJSU Social Sciences Success Center: Clark Hall 240

ACCESS (<https://www.sjsu.edu/access/>) provides advising for undergraduate students majoring or want to major in any in the Department of Social Sciences. Students can find academic tutoring and advising in critical areas such as writing and statistics in a quiet, comfortable study environment. Students can talk with a professional advisor about requirements for their major, general education courses, changing majors and much more. Students can get advice on developing study strategies, improve time management, and general information on how to navigate the SJSU experience. For any student needs, problems or situations, this Center can provide a start for a solution. It is also a nice quiet place to study.

## **Late Work**



I understand that emergencies arise, so please notify me as soon as possible if such emergencies may interfere with your class performance or participation. For unexcused late work, there is a 5% penalty per 24-hour period the assignment is late—until it becomes 0%.

**Course Schedule**

<b>Weekday</b>	<b>Assignments Due:</b>	<b>Readings</b>
Week 0 (Jan 25)	<b>Course survey</b>	<b><u>ASIAN AMERICAN STUDIES: AN INTRO</u></b> Getting to know you! <ul style="list-style-type: none"> <li>Jenn Fang (2015) Editorial: It's Time to Step Up for Asian American Studies</li> </ul>
Week 1 (Jan 30-Feb 1)	WATCH : GENERATION RISING ON KANOPY ( <b>You have to sign in to your SJSU library account</b> ) <a href="https://www.kanopy.com/en/sjsu/watch/video/11154747">https://www.kanopy.com/en/sjsu/watch/video/11154747</a>	<b><u>THE MAKING OF ASIAN AMERICAN STUDIES</u></b> <ul style="list-style-type: none"> <li>Agnes Constante (2019) After 50 years, Asian American studies programs can still be hard to find</li> <li>Okihiro, Gary Y. "SUBJECTS." <i>Third World Studies: Theorizing Liberation</i>, Duke University Press, 2016, pp. 15–36. <i>JSTOR</i>, <a href="https://doi.org/10.2307/j.ctv11smhvf.5">https://doi.org/10.2307/j.ctv11smhvf.5</a></li> </ul>
Week 2 (Feb 6-8)		<b><u>THE MAKING OF ASIAN AMERICAN STUDIES</u></b> <ul style="list-style-type: none"> <li>Vijay Prashad (2006) "Ethnic Studies Inside and Out," <i>Journal of Asian American Studies</i>, 9:2.</li> <li>"To Dismantle Anti-Asian Racism, We Must Understand Its Roots"</li> </ul>
Week 3 (Feb 13-15)	<b>Essay 1</b>	<b><u>RACIAL CONSTRUCTIONS and HIERARCHIES</u></b> <ul style="list-style-type: none"> <li>Kim, C.J., 1999. The racial triangulation of Asian Americans. <i>Politics &amp; society</i>, 27(1), pp.105-138.</li> </ul>



		<ul style="list-style-type: none"> <li>• Zhou, Min (2016) “Are Asians Becoming White?” Pp. 378-384 in Contemporary Asian America: A Multidisciplinary Reader, 3rd Edition, edited by M. Zhou and A. Ocampo.</li> </ul>
<p>Week 4 (Feb 20-22)</p>	<p><b>DISCUSSION 1</b></p>	<p><b><u>RACE + CIVIL RIGHTS + CITIZENSHIP</u></b></p> <ul style="list-style-type: none"> <li>• “Ozawa and Thind.” in Lopez, Ian Haney. White by Law 10th Anniversary Edition : The Legal Construction of Race, New York University Press, 2006.</li> <li>• Sucheng Chan. 2010. Asian American Struggles for civil, political and economic and social rights.</li> </ul>
<p>Week 5 (Feb 27- Mar 1)</p>		<p><b><u>FROM YELLOW PERIL TO MODEL MINORITY</u></b></p> <ul style="list-style-type: none"> <li>• Lee. (2007). The “Yellow Peril” and Asian Exclusion in the Americas. <i>Pacific Historical Review</i>, 76(4), 537–562.</li> <li>• Lee, R.G. 2010. The Cold War Origins of the Model Minority myth.</li> </ul>
<p>Week 6 (Mar 6-8)</p>		<p><b><u>ORIENTALISM, RACIALIZED-RELIGION, AND SOUTH ASIANS</u></b></p> <ul style="list-style-type: none"> <li>• Bald, Vivek. American Orientalism.</li> <li>• South Asian Immigrants -Nazli Kibria</li> </ul>



<p>Week 7 (Mar 13-15)</p>	<p><b>ESSAY 2</b></p>	<p><b><u>WAR, MEMORIES, AND MYTHS</u></b></p> <ul style="list-style-type: none"> <li>● Militarized Refugees in Le Espiritu, Yen. <i>Body counts: The Vietnam War and militarized refugees</i>. Univ of California Press, 2014.</li> <li>● “Vietnamese Americans, Mobilize to Help Afghans” - Ny Times</li> <li>● Deporting Cambodian Refugees</li> </ul>
<p>Week 8 (Mar 20-22)</p>	<p><b>DISCUSSION 2</b></p>	<p><b><u>SOUTH WEST ASIANS &amp; WAR ON TERROR</u></b></p> <ul style="list-style-type: none"> <li>● Bayoumi, M. (2008) “American Girl.” Excerpt from How Does It Feel to Be a Problem? Being Young and Arab in America, by Moustafa Bayoumi.</li> <li>● Rothman. 2016. Why Citing the Japanese Internment as a ‘Precedent’ for a Muslim Registry Is So Alarming.</li> </ul>
<p>Week 9 (Mar 27-29)</p>	<p><b>NO CLASSES</b></p>	<p>SPRING BREAK</p>
<p>Week 10 (Apr 3-5)</p>		<ul style="list-style-type: none"> <li>● Rana, Junaid. "Policing Kashmiri Brooklyn." <i>The FBI and Religion: Faith and National Security before and after 9/11.</i> . Ed. Sylvester Johnson and Steve Weitzman. Berkeley: University of California Press, 2017</li> <li>● Concentration camps and forced labor: China’s repression of the Uighurs, explained</li> </ul>
<p><b>Week 11</b></p>	<p>Guest lectures</p>	<p><b><u>COMPLICATING ASIAN/ APIDA CATEGORIES</u></b></p>



<p><b>(Apr 10-12)</b></p>	<p><b>DISCUSSION 3</b></p>	<ul style="list-style-type: none"> <li>● KHALAS! INSTITUTIONALIZED SWANA ERASURE</li> <li>● Zopf- A Different Kind of Brown:Arabs and Middle Easterners as Anti-American Muslims. <i>Sociology of Race and Ethnicity</i>.</li> </ul>
<p><b>Week 12</b> <b>(Apr 17-19)</b></p>	<p><b>Guest lectures</b></p> <ul style="list-style-type: none"> <li>● Documentary: Who killed vincent Chin? <a href="https://www.youtube.com/watch?v=beWbxNmR5bI">https://www.youtube.com/watch?v=beWbxNmR5bI</a></li> </ul>	<p><b><u>SOCIAL CHANGE &amp; ASIAN AMERICAN ACTIVISM</u></b></p> <ul style="list-style-type: none"> <li>● Social Movements and Politics. Chapter 11 in Dhingra, &amp; Rodriguez, R. M. (2014). <i>Asian America: Sociological and Interdisciplinary Perspectives</i>. Polity Press.</li> <li>● Yuri Kochiyama (1994) “The Impact of Malcolm X on Asian-American Politics and Activism”</li> <li>● Allen, Shaonta’. The Audacity of the Black Athlete</li> </ul>
<p><b>Week 13</b> <b>(Apr 24-26)</b></p>	<p><b>ESSAY 3</b></p>	<p><b><u>THE PACIFIC COLONIES</u></b></p> <ul style="list-style-type: none"> <li>● Espiritu, Y. 2001. "We Don't Sleep around like White Girls Do": Family, Culture, and Gender in Filipina American Lives</li> <li>● Ngai, Mai. Impossible subjects, ch. 3: from colonial subject to undesirable alien: Filipino migration in the invisible empire</li> </ul>



<p>Week 14  (May 1-3)</p>	<p><b>DISCUSSION 4: PEER REVIEW</b></p>	<ul style="list-style-type: none"> <li>● Lisa K. Hall: Which of These Things Is Not Like the Other: Hawaiians and Other Pacific Islanders Are Not Asian Americans, and All Pacific Islanders Are Not Hawaiian. <i>American Quarterly</i>, Volume 67, Number 3, September 2015, pp. 727-747</li> <li>● Nayan Shah. <i>Public Health and the Mapping of ChinaTown</i></li> </ul>
<p>Week 15  (May 8-10)</p>		<p><b><u>AN ASIAN AMERICAN RECKONING</u></b></p> <ul style="list-style-type: none"> <li>● Hong <i>Minor Feelings</i>: Chapter 1-3</li> <li>● Hong <i>Minor Feelings</i>: Chapter 4-7</li> </ul>
<p>Week 16  (May 15)</p>	<p><b>Last day of class</b></p>	<p>Final Presentations</p>
<p><b>FINALS</b></p>	<p><b>Due Dates:</b></p>	<p><b>Section 2 (10:30-11:45 am) : Monday, May 22nd</b></p> <p><b>Section 11 (12:00-1:15 pm): Friday, May 19th</b></p>

**Your instructor retains the rights to modify the syllabus as necessary to accommodate course and student needs.**

