

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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**Course and Contact Information**

Instructor: Ngoc-Mai Phan

Email: mai.hoang@sjsu.edu

Office Hours: **By appointment only**

Virtual Office: Zoom (<https://sjsu.zoom.us/j/2110946263>)

Class Days/Time: T/TH 6pm-7:15pm

Virtual Classroom: Zoom (<https://sjsu.zoom.us/j/87609562664>)

**\*Fulfills AAS minor requirement and Area F Ethnic Studies GE**

**Course Description**

This course will critically examine **Asian Pacific Islander Desi American (APIDA)** through U.S.-national and transnational frameworks. It will be principally concerned with the contests over the production of racial knowledge, power, and citizenship and belonging. Students will explore a range of scholarly, literary, and visual texts in order to understand how the interdisciplinary field of Asian American Studies has shifted from an investment in domestic social justice concerns to consider how immigration and migration, citizenship, war, American empire, race and identity, globalization, and social movements for racial and economic justice have shaped APIDA lives historically and in the contemporary moment.

This course pays particular attention to the ways in which APIDAs 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 APIDAs within global and transnational frameworks; and track the continuing evolution of the interdisciplinary field of Asian American Studies.

This course is organized by a series of major themes in Asian American studies and APIDA 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.

This course must be passed with a C- or better as a CSU graduation requirement.

**Course Goals**

GE and Course Learning Outcomes (GELO)

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



GELO 1 - Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism;

GELO 2 - Apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society;

GELO 3 - 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;

GELO 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;

GELO 5 - 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.

### **Course Format**

#### Course Website

Course materials such as syllabus, handouts, notes, assignment instructions, additional readings, etc. can be found on the [Canvas Learning Management System](http://sjsu.instructure.com) course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [OneSJSU](http://one.sjsu.edu/) 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](http://www.sjsu.edu/ecampus/) website at <http://www.sjsu.edu/ecampus/>.

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

This course or portions of this course (i.e., lectures and discussion) will 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.”**

### Attendance

Students are expected to attend all classes, except in cases of illness and emergency. (Please rest and take care of yourself if you feel sick). Students are given 3 excused absences. Students **must** notify the instructor of the course via email if they expect they will be absent for a class. Excessive absences will result in loss of participation points.

### Required Readings

**All required readings (textbooks and articles) for this course will be made available electronically on our course Canvas webpage.** Students may purchase the readings if they desired but it is not required.

#### Primary Textbooks

- Dhingra, Pawan and Magalit Rodriguez, Robyn. ***Asian America: Sociological and Interdisciplinary Perspectives***. (Polity Press, 2014). ISBN: 9780745647043.
- Lee, Erika. ***The Making of Asian American: A History***. (Simon & Schuster, 2015). ISBN: 9781476739410
- Schlund-Vials, Cathy J., Linda Trinh Võ, and Kevin Scott Wong. ***Keywords for Asian American Studies***. (New York University Press, 2015). ISBN: 9781479803286

### Course Requirements and Assignments

#### DISCUSSION POSTS (30%)

Students must complete 4 discussion posts (first three each worth 7.5 points). Discussion posts are meant to give students an opportunity to write reflectively and critically about the provided discussion topics. Your posts and responses are considered your class participation and represent a unique opportunity for you to exchange views, share experiences and resources, and ensure your understanding of the course material.

- 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 the guiding questions and cite at least 2 sources from the course. The 2 sources should be from different readings.
- Word Count: Between 350-500 words
- Due dates:  
**Discussion post #1: Friday, February 17, 2023 by 11:59pm**

Discussion post #2: Friday, March 10, 2023 by 11:59pm

Discussion post #3: Friday, April 7, 2023 by 11:59pm

Discussion post #4: Friday, May 12, 2023 by 11:59pm

**Students will be given the rubric and examples ahead of time. All submissions will be made on Canvas.**

**EXAMS (60%)**

There will be 3 exams throughout the semester. Each exam will consist of 20 multiple choice questions from the lectures and readings. The exam will open at 8am and close at 11:59pm the day of. Each student is given 50 minutes to complete. Additional time or alternative testing formats will be given to students with accommodations.

**Exam dates:**

Friday, February 24, 2023 covering readings and lectures from Week 0-4

Friday, April 14, 2023 covering readings and lectures from Week 5-10

Friday, May 19, 2023 covering readings and lectures from Week 11-15

**EXTRA CREDIT**

Extra credit is available up to 2 points 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**

<b>ASSESSMENT CRITERIA</b>	<b>POINTS POSSIBLE</b>	<b>GELO ASSESSED</b>
Attendance and Participation	5 points	
Reading Quizzes	5 points	GELO 1-5 content areas
Discussion Posts	30 points	Discussion 1 (GELO 1 assessed) Discussion 2 (GELO 2 assessed) Discussion 3 (GELO 3 assessed) Discussion 4 (GELO 4 assessed)
Exams	60 points	GELO 1-5 content areas
Total	100 points possible	

**Grading Scale**

Letter grades in the “plus” range	Range for letter grades without plus/minus	Letter grades in the “minus” range
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/curriculum/courses/syllabus-info>.

**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



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

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 second floor in the MLK Library. 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. Contact them at [writingcenter@sjsu.edu](mailto:writingcenter@sjsu.edu).

### 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 1 point penalty per 24-hour period the assignment is late.**

### Course Schedule

Check Canvas website for most current course reading schedule

Weekday	Class Topics	Assigned Readings
Week 1: Introductions & Syllabus	Class 1 on January 26, 2023	<ul style="list-style-type: none"> <li>The Syllabus</li> </ul>

<p>Week 2: Introduction to Asian American Studies and Identity</p>	<p>Class 2 on January 31, 2023</p> <p>Class 3 on February 2, 2023:</p>	<p><b>Complete before start of Class 2:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Agnes Constante (2019) After 50 years, Asian American studies programs can still be hard to find</a> (NBC Online)</li> <li>• <a href="#">The inadequacy of the term “Asian American”</a> (VOX article)</li> </ul> <p><b>Complete before start of Class 3:</b></p> <ul style="list-style-type: none"> <li>• Introduction in <i>The Making of Asian America: A History</i></li> <li>• Introduction in <i>Asian America</i></li> </ul>
<p>Week 3: Theoretical Foundations</p>	<p>Class 4 on February 7, 2023</p> <p>Class 5 on February 9, 2023</p>	<p><b>Complete before start of Class 4:</b></p> <ul style="list-style-type: none"> <li>• Lowe, Lisa (1991) “Heterogeneity, Hybridity, Multiplicity.” <i>Diaspora: A Journal of Transnational Studies</i> 1(1).</li> </ul> <p><b>Complete before start of Class 5:</b></p> <ul style="list-style-type: none"> <li>• Michael Omi &amp; Howard Winant (1994) “Racial Formation,” in <i>Racial Formation in the United States</i>.</li> </ul>
<p>Week 4: Asian Immigration History</p>	<p>Class 6 on February 14, 2023</p> <p>Class 7 on February 16, 2023</p>	<p><b>Complete before start of Class 6:</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 and 2 in <i>The Making of Asian America: A History</i></li> </ul> <p><b>Complete before start of Class 7:</b></p> <ul style="list-style-type: none"> <li>• “Coolie,” “Immigration,” and “Orientalism,” in <i>Keywords for Asian American Studies</i>.</li> </ul>
<p>Week 5: Economy, Work and Racism</p>	<p>Class 8 on February 21, 2023</p> <p>Class 9 on February 23, 2023</p>	<p><b>Complete before start of Class 8:</b></p> <ul style="list-style-type: none"> <li>• Chapter 4 in <i>Asian America</i></li> <li>• <a href="#">The Asian American wealth gap, explained in a comic</a></li> </ul> <p><b>Class 9: Review Session for Exam #1 (Week 1-4 materials)</b></p> <p><b>Exam #1 is on Friday, February 24, 2023</b></p>
<p>Week 6: Family and Personal Relations</p>	<p>Class 10 on February 28,</p>	<p><b>Complete before start of Class 10:</b></p>





	<p>2023</p> <p>Class 11 on March 2, 2023</p>	<ul style="list-style-type: none"> <li>• “Education,” “Family,” and “Generation” in <i>Keywords for Asian American Studies</i></li> </ul> <p><b>Complete before start of Class 11:</b></p> <ul style="list-style-type: none"> <li>• Chapter 6 in <i>Asian America</i></li> </ul>
<p>Week 7: Citizenship</p>	<p>Class 12 on March 7, 2023</p> <p>Class 13 on March 9, 2023</p>	<p><b>Complete before start of Class 12:</b></p> <ul style="list-style-type: none"> <li>• Chapter 7 in <i>Asian America</i></li> </ul> <p><b>Complete before start of Class 13:</b></p> <ul style="list-style-type: none"> <li>• “Citizenship,” “Nationalism” and “Assimilation” in <i>Keywords for Asian American Studies</i></li> </ul>
<p>Week 8: Identity</p>	<p>Class 14 on March 14, 2023</p> <p>Class 15 on March 16, 2023</p>	<p><b>Complete before start of Class 14:</b></p> <ul style="list-style-type: none"> <li>• “Identity” and “Ethnicity” in <i>Keywords for Asian American Studies</i>.</li> <li>• <a href="#">Asian Americans fight racism and struggle to redefine their identity (Medill Reports Article)</a></li> </ul> <p><b>Complete before start of Class 15:</b></p> <ul style="list-style-type: none"> <li>• Zhou, Min (2016) “Are Asians Becoming White?” in <i>Contemporary Asian America: A Multidisciplinary Reader</i>, 3rd Edition, edited by M. Zhou and A. Ocampo</li> <li>• <a href="#">The many Asian Americas (VOX article)</a></li> </ul>
<p>Week 9: Stereotypes</p>	<p>Class 16 on March 21, 2023</p> <p>Class 17 on March 23, 2023</p>	<p><b>Complete before start of Class 16:</b></p> <ul style="list-style-type: none"> <li>• Sue, Derald Wing et al. (2007) “Racial microaggressions and the Asian American experience” in <i>Cultural diversity &amp; ethnic minority psychology</i> vol. 13,1.</li> </ul> <p><b>Complete before start of Class 17:</b></p> <ul style="list-style-type: none"> <li>• Leung, M. (2013) “Jeremy Lin’s Model Minority Problem” in <i>Contexts</i>, 12(3), 52–56.</li> </ul>
<p>Spring Break</p>	<p>No Class</p>	<p><b>There is no class held March 27-31 due to Spring Recess. Please email if any questions or concerns arises –</b> <a href="mailto:mai.hoang@sjsu.edu">mai.hoang@sjsu.edu</a></p>

<p>Week 10: Media and Popular Culture</p>	<p>Class 18 on April 4, 2023  Class 19 on April 6, 2023</p>	<p><b>Complete before start of Class 18:</b></p> <ul style="list-style-type: none"> <li>• Chapter 8 in <i>Asian America</i></li> </ul> <p><b>Complete before start of Class 19:</b></p> <ul style="list-style-type: none"> <li>• “Gangsters, Gooks, Geishas, and Geeks” from Helen Zia’s <i>Asian American Dreams: The Emergence of An American People</i></li> </ul>
<p>Week 11: Transnationalism</p>	<p>Class 20 on April 11, 2023  Class 21 on April 13, 2023</p>	<p><b>Complete before start of Class 20:</b></p> <ul style="list-style-type: none"> <li>• Lee, E., &amp; Shibusawa, N. (2005). “Guest Editor's Introduction: What is Transnational Asian American History?: Recent Trends and Challenges” in <i>Journal of Asian American Studies</i>, 8(3), vii-xvii.</li> <li>• “Diaspora” and “Globalization” in <i>Keywords for Asian American Studies</i></li> </ul> <p><b>Class 21: Review Session for Exam #2 (Week 5-10 materials)</b>  <b>Exam #2 is on Friday, April 14, 2023</b></p>
<p>Week 12: War and Violence</p>	<p>Class 22 on April 18, 2023  Class 23 on April 20, 2023</p>	<p><b>Complete before start of Class 22:</b></p> <ul style="list-style-type: none"> <li>• Chapter 11 and Chapter 14 in <i>The Making of Asian America: A History</i></li> </ul> <p><b>Complete before start of Class 23:</b></p> <ul style="list-style-type: none"> <li>• “Refugee,” and “War” in <i>Keywords for Asian American Studies</i></li> </ul>
<p>Week 13: Queering of...</p>	<p>Class 24 on April 25, 2023  Class 25 on April 27, 2023</p>	<p><b>Complete before Class 24:</b></p> <ul style="list-style-type: none"> <li>• “Gender,” “Queer,” and “Sexuality” in <i>Keywords for Asian American Studies</i></li> </ul> <p><b>Complete before Class 25:</b></p> <ul style="list-style-type: none"> <li>• Nadal, K. L., &amp; Corpus, M. J. H. (2013). “Tomboys” and “Baklas”: Experiences of lesbian and gay Filipino Americans in <i>Asian American Journal of Psychology</i>, 4(3), 166–175.</li> </ul>

<p>Week 14: Asian American Activism</p>	<p>Class 26 on May 2, 2023 Class 27 on May 4, 2023</p>	<p><b>Complete before Class 26:</b></p> <ul style="list-style-type: none"> <li>Glenn Omatsu (2000) “The ‘Four Prisons’ and the Movements of Liberation: Asian American Activism from the 1960s to the 1990s,” in <i>AAS Now Reader: A Critical Reader</i>, edited by J.Y.S. Wu and T. Chen.</li> </ul> <p><b>Complete before Class 27:</b></p> <ul style="list-style-type: none"> <li>Chapter 11 in <i>Asian America</i></li> </ul>
<p>Week 15: Course Wrap Up</p>	<p>Class 28 on May 9, 2023 Class 29 is on May 11, 2023</p>	<p><b>Complete before Class 28:</b></p> <ul style="list-style-type: none"> <li>Chapter 17 and Epilogue in <i>The Making of Asian America: A History</i></li> </ul> <p><b>Class 29: Exam #3 Review (11-15)</b></p> <p><b>Exam #3 (Final Exam) is on Friday, May 19, 2023</b></p>

