

Asian Americans in U.S. History II Section 02

AAS 33B

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/26/2023

Contact Information

Instructor: Yvonne Y. Kwan, PhD

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Class Days/Time: Mondays and Wednesdays 10:30-11:45a

Location: Engineering Building 331

Office Hours: Mondays and Wednesdays 9-10a (with some exceptions)

- You may either attend in person (Come to my office at DMH 213) or online via Zoom: <https://sjsu.zoom.us/j/84851823082?pwd=L3c1UmpwVDExejlaazdEYit1b0Q2QT09>
- Whichever format you choose, use Google Calendar to sign up. Click an available appointment slot and then Save. <https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUMwYXpVTIR2bU02fGRIZmF1bHR8YjhhMGM0ZGQxNjFmMzczYWU5MWJhODA4ZGM3NmNiZTY>
- If you would like to make an appointment outside of our regular office hours or would like to meet in person, please email me.
- Office Hours canceled on dates below:
 - Wednesday, February 15, 2023
 - Wednesday, March 1, 2023
 - TBD

Course Description and Requisites

Historical and political factors that shaped U.S. culture, institutions and society from the mid-nineteenth century to the current era. Focus on experiences of Asian Americans as well as other immigrants and people of color. GE Area: D (formerly GE Area D3)

Prerequisite(s): AAS 33A.

Note(s): Must complete the entire sequence (AAS 33A and 33B) to satisfy American Institutions (US123).

Letter Graded

* Classroom Protocols

Course Website

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 for Recording of Class and Public Sharing of Instructor Material

This course or portions of this course (i.e., lectures, discussions, student presentations) 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, 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."

Code of Conduct

By all means, treat your fellow students and your instructor with respect. For in-person meetings, be on time, be engaged, and do your part to help make a great learning experience. Students must not use vulgar, obscene, abusive or demeaning language, writing, pictures, signs or acts in written or oral communications. Harassment in the form of name-calling, taunting, gestures, intimidation, conduct, jokes, pictures, slurs or ridicules are prohibited. I welcome differing opinions, but rudeness, bigotry, homophobia, transphobia, xenophobia, etcetera is unacceptable and will not be tolerated at any time, both on my part and yours. I welcome differing opinions, but rudeness, bigotry, homophobia, transphobia, xenophobia, etcetera is unacceptable and will not be tolerated at any time, both on my part and yours. Any disrespectful or threatening behavior will be reported to campus administration.

COVID-19 In-Person Protocol

- DO NOT come to class if you feel ill. Attendance is NEVER required.
- Masking is recommended.

Email Protocol

I welcome your questions and am happy to speak with you during office hours or schedule a meeting over email. Before sending an email, consider that I require the following:

- Include a subject line, greeting, and a sign off. This is a professional norm and a sign of respect that will serve you well beyond SJSU.
- Double check that the question you are asking is not already answered in the syllabus, assignment prompts, or any other materials that have been distributed. I will do my best to post announcements also to Canvas.
- Evaluate whether the question you are asking is better suited for a conversation during office hours. Typically, email questions are better for simple yes or no questions. Feedback for major assignments, clarification of prompts, and explanations for grading must happen in office hours.
- If you have not completed Steps 1-3, I may not respond to your message promptly. Expect your email to be returned within 48 hours, not inclusive of weekends. So, if you have not received a response from me, check to make sure your question is not answered elsewhere.

Here is a template you may use, whether you are using your personal/school email or Canvas messages.

Subject: AAS 33B - [insert short topic of email content]

Body:

Dear Dr. (or Professor) Kwan,

After checking the syllabus and Canvas, I have a question regarding [insert question here].

Sincerely,

[insert First Name and Last Name]

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, human or AI, 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. For examples of paraphrasing and quotation, please see the following: <http://www.indiana.edu/~istd/overview.html>; <http://www.indiana.edu/~istd/examples.html> Please read SJSU's "Academic Integrity Policy" at <http://info.sjsu.edu/static/schedules/integrity.html>

Dropping and Adding

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 WU for the course that will turn into an F grade. Information on registration is available at http://www.sjsu.edu/registrar/students/registration/Registration_Resources/index.html

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. I have an unofficial late policy: get the assignment in before I grade it, and there will be no late penalty. I don't usually grade right away. Otherwise, I can (retroactively) penalize 10% per day late.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

GE Area D: Social Sciences

Area D courses increase students' understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. Students develop an understanding of problems and issues from different disciplinary perspectives and examine issues in their contemporary as well as historical settings and in a variety of cultural contexts.

The CSU requires students to complete General Education courses in the Social Sciences in at least two different disciplines. Students may meet this requirement by either 1) taking two lower-division Area D courses in different disciplines, or 2) taking two lower-division Area D courses in the same discipline and an Area S upper-division GE course in a different discipline.

GE Area D Learning Outcomes

Upon successful completion of an Area D course, students should be able to:

1. demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present;
2. compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts
3. place contemporary social developments in cultural, environmental, geographical, and/or historical contexts;
4. draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

American Institutions US1: US History, US2: US Constitution, and US3: California Government

The American Institutions (AI) requirement is based on the premise that any student graduating from the CSU should have an understanding of the history and governmental institutions of the United States and the State of California. This requirement, which was put in place by the State of California, is laid out in California State University Executive Order 1061. The original mandate appears in the State Education Code Title 5, Section 40404.

US1 Learning Outcomes >> Evaluated by AAS 33A

To fulfill the requirements for U.S. History, students should be able to explain and evaluate the principal events, developments, and ideas covering a minimum time span of approximately one hundred years in all the territories now in the United States (including external regions and powers as appropriate).

As students explore the historical development of the United States, they should be able to evaluate and synthesize different positions, support analysis with relevant evidence, and create evidence-based interpretations of:

- A. major subtopics in United States history, such as Native Americans and their interactions with the U.S. government; slavery and its legacies; the foundational ideals of the American Republic; colonization and territorial expansion; economic development; political reform and reaction; immigration to the United States and the experiences of immigrants; foreign relations; wars and conflicts; and movements including religious, labor, civil rights, feminist, and environmental.
- B. multiple perspectives related to, for example, diverse cultures, communities, and environments; age, gender, and sexuality; the history and experience of racial, ethnic, and religious minorities; the experiences of people with disabilities; and patterns of race and class relations.

US2 Learning Outcomes >> Evaluated by AAS 33A

To fulfill the requirements for U.S. Constitution, students should be able to explain how political decisions are made, what the consequences of such decisions are for individuals and society, and how individuals and groups may affect the decision-making process.

As students explore the meaning and content of the democratic process as it has evolved in the United States, at a minimum they should be able to evaluate:

- A. the foundations of the political system, including the evolution of the U.S. Constitution, political culture, separation of powers, federalism, and relations among various levels of government. Students will also analyze the evolving institutions of government, including a study of the powers of the President, Congress, and the Judiciary as well as the bureaucracy.
- B. the links between the people and the political system of the United States, including voting and other forms of participation, as well as other content areas such as tribal governments, political parties, interest/lobbying groups, and public opinion and socialization. Students should also analyze the rights and obligations of citizens, which may include the tension between various freedoms of expression, including issues related to censorship and freedom of speech, due process, and the maintenance of order.
- C. connections to issues of justice/injustice, including the efforts to end racial, gender, and other forms of discriminatory practices in both the public and private sectors.

US3 Learning Outcomes >> Evaluated by AAS 33B

To fulfill the requirements for California Government, students should be able to explain how political decisions are made at the state and local level taking into account the diverse cultures, communities, and environments of California, including the impact of demographic changes on the history and politics of the state and the nation.

As students explore the operations of government at the state level, they should be able to evaluate:

- A. the foundations of the California political system, the similarities and differences between the California and U.S. Constitutions, and the relationship between state and local government in California.
- B. the evolving relationships of state and local government with the federal government, such as the relationship with tribal governments; the generation and resolution of conflicts; the establishment of cooperative processes under the constitutions of both the state and nation; and the political processes involved.

Course Materials

These books are assigned as required reading. **Additional readings will be posted on our course Canvas webpage.** Note that these required texts may be different from those required for AAS 33A/B sections taught by other professors or instructors. There are both cost and pedagogical reasons for this.

- [Erika Lee \(2015\). *The Making of Asian America: A History* \(ISBN: 9781476739403\) \(\[https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL_SJO/5k7on1/alma991013829318102919\]\(https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL_SJO/5k7on1/alma991013829318102919\)\)^{\\$\\$}](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL_SJO/5k7on1/alma991013829318102919)
- Shelley Sang-Hee Lee (2014). *A New History of Asian America*. (ISBN: 9780415879545)^{\$\$}[©]
- Excerpts from Lon Kurashige and Alice Murray (2015). *Major Problems in Asian American History*. (ISBN: 9781305855601)^{**}

^{\$\$} This book is available for purchase used or new online.

[©] PDFs of this book is available on Canvas

^{**} PDFs will be available on Canvas, but they are not text-reader accessible. If necessary, please contact the Accessibility Education Center for assistance.

Course Requirements and Assignments

All assignments are to be submitted via Canvas. No email attachments or physical papers will be accepted for credit.

DISCUSSION POSTS (30%)

Students must complete 4 discussions posts. (But the lowest one will be dropped.) 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 any assigned readings assigned this week (include author and page number/book chapter) and then discuss its significance in relation to our week's topic and/or module (with specific examples from class lectures)
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 by weaving in the course topics. Just saying, "I agree," "I disagree," or "This is interesting" won't cut it.

Posts will be due via Canvas on Saturdays at 11:59p when assigned.

VIDEO PROJECT (20%)

Migrants, whether voluntary or involuntary, are often forced to destroy or leave behind most of their personal belongings, including precious photographs, important documents, or meaningful artifacts. Whatever they managed to bring with them were sometimes lost in the process of resettlement and moving from different homes and cities. Even when they were able to preserve these treasures, many of their children and grandchildren are unaware of the history of these items or their significance. This video project reconnects the younger generation with the previous generations' history. Details will be made available on Canvas.

CRITICAL CULTURAL PRODUCTION (15%)

This assignment will require that you use the assigned readings and class lectures to create a critical cultural piece (e.g., a comic strip, a children's book, a research paper, a website, a poetry collection, podcast, community resource guide) to compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts. Details will be made available on Canvas.

LESSON PLAN DESIGN (15%)

This assignment will require that you use the assigned readings and class lectures to draw on social/behavioral science information from various perspectives to formulate a lesson plan that addresses historical and contemporary social issues around Asian American and Pacific Islander Issues.

CA GOVERNMENT REPRESENTATIVE ADVOCACY LETTER (20%)

To apply what you learn about the interworking of CA state politics and government this semester, you will write a letter that challenges you to participate in the CA political process. You will learn about and write to your political representative(s). You may choose to write to your local representatives (e.g., city council, police commissioner, other elected county officials) or your state representatives (e.g., CA State Assembly, CA Senators, and Congress members--US House of Reps or Senate). Often, students write papers for classes that require much hard work and labor, but that labor of love (or let's be honest, frustration) often fails reach an audience beyond the student and professor. So, this advocacy letter will require you to 1) choose a public issue of interest or concern, 2) conduct scholarly research about this issue, 3) analyze how this issue can be addressed by whichever political representative you are addressing your letter, 4) write a succinct 1-page single-spaced letter summarizing your findings and arguments, and 5) email this letter to your representative. More specifics will be provided on Canvas and in class.

✓ Grading Information

Assessment

ASSESSMENT CRITERIA	% POINTS POSSIBLE	GEOLO ASSESSED
Discussion Posts	30%	GEOLO D1
Video Project	20%	GEOLO D3
Critical Cultural Production	15%	GEOLO D2

Lesson Plan Design	15%	GELO D4
Advocacy Letter	20%	GELO US3

Grading Policy

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 less than 60	

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Introduction to Asian American Studies		
Week	Dates	Topics, Readings, Assignments
0	1/25	<p>Required</p> <ul style="list-style-type: none"> · Henry Fuhrmann (2018) Drop the Hyphen in Asian American · Amy C. Wang, Jacqueline Mac and Samuel Museus (2020) The Power of Ethnic Studies at Asian American and Native American Pacific Islander Serving Institutions · Jenn Fang (2015) Editorial: It's Time to Step Up for Asian American Studies <p>Recommended:</p> <ul style="list-style-type: none"> · E. Lee (2015) Chapters 1-2

Week	Dates	Topics, Readings, Assignments
Module 1: Orientalism, Settler Colonialism, Nativism & Exclusion		
1	1/30 and 2/1	<p>Required</p> <ul style="list-style-type: none"> · S. Lee (2014) Ch 1 "Orientalism before Asian America" · S. Lee (2015) Ch 2 "The Asian Diaspora in the Pre-Exclusion Years" <p>Recommended:</p> <ul style="list-style-type: none"> · Takaki (2008) Ch 9 "The 'Indian Question: From Reservation to Reorganization" <p>Discussion Post 1 Due Saturday 2/4 at 11:59p via Canvas</p>
2	2/6 and 2/8	<p>Required</p> <ul style="list-style-type: none"> · E. Lee (2015) Ch 3 "Chinese Immigrants in Search of Gold Mountain" · E. Lee (2015) Ch 4 "The Chinese Must Go!": The Anti-Chinese Movement · E. Lee (2015) Ch 5 "Japanese Immigrants and the 'Yellow Peril'"
3	2/13 and 2/15	<p>Required</p> <ul style="list-style-type: none"> · E. Lee (2015) Ch 6 "'We Must Struggle in Exile': Korean Immigrants" · E. Lee (2015) Ch 7 "South Asian Immigrants and the 'Hindu Invasion'" · S. Lee (2015) Ch 3 "Making a Living: The Politics and Economics of Work before the 1930s" <p>Discussion Post 2 Due Saturday 2/18 at 11:59p via Canvas</p>
4	2/20 and 2/22	<p>Required</p> <ul style="list-style-type: none"> · S. Lee (2015) Ch 4 "Social Intimacy and Asian American Communities before WWII" · S. Lee (2015) Ch 5 "Racism and the Anti-Asian Movements" · S. Lee (2015) Ch 6 "Response and Resistance"

Week	Dates	Topics, Readings, Assignments
Module 2: Pacific Empires and the Growth of Capitalism		

Week	Dates	Topics, Readings, Assignments
5	2/27 and 3/1	<p>Required</p> <ul style="list-style-type: none"> · E. Lee (2015) Ch 8 “We Have Heard Much of America’: Filipinos in the U.S. Empire” · E. Lee (2015) Ch 9 “Border Crossing & Border Enforcement: Undocumented Asian Immigration” · (1920) Laborers Report on Hawai’i Sugar Strike · (1932) American Official Extols Race Relations in Hawai’i · (1930) California Testifies for the Exclusion of Filipino Immigrants <p>Critical Cultural Production due Saturday 3/4 at 11:59p via Canvas</p>

Week	Dates	Topics, Readings, Assignments
Module 3: Between the World Wars		
6	3/6 and 3/8	<p>Required</p> <ul style="list-style-type: none"> · S. Lee (2015) Ch 7 “Americanization, Modernity, and the Second Generation through the 1930s” · S. Lee (2015) Ch 8 “Asian Americans & the Crucible of World War II” · (1995) American-Born Filipina Connie Tirona Recalls Growing Up in Immigrant Community, 1930s and 1940s · (1999) American-Born Korean Dora Yum Kim Recalls Growing Up in Chinatown, 1920s-1940s · (1935) Japanese Immigrant Veteran Argues for U.S. Citizenship · (1937) American-Born Japanese Bemoans Limited Job Opportunities · Chopra (2019) California’s Lost (and Found) Punjabi-Mexican Cuisine <p>Discussion Post 3 due Saturday 3/11 at 11:59p via Canvas</p>

Week	Dates	Topics, Readings, Assignments
Module 4: World War II, Nuclear Power, and Incarceration (1942-1948)		

Week	Dates	Topics, Readings, Assignments
7	3/13 and 3/15	<p>Required</p> <ul style="list-style-type: none"> · E. Lee (2015) Ch 10 "Military Necessity': The Uprooting of Japanese Americans During WWII" · E. Lee (2015) Ch 11 "Grave Injustices': The Incarceration of Japanese Americans During WWII" <p>Recommended</p> <ul style="list-style-type: none"> · (1941) Chief of Naval Operations Kenneth Ringle Reports on Japanese American Loyalty on the West Coast, December 30, 1941 · (1942) Lieutenant General John L. DeWitt Recommends the Removal of Japanese Americans from the West Coast · (1943) Yamato Ichihashi Writes a Letter Describing the Segregation of Supposedly "Disloyal" Japanese Americans at Tule Lake · (1944) Nisei Soldiers Help Rescue a Lost Battalion · (1944) The Fair Play Committee Calls on Nisei, Second-Generation Japanese Americans, to Resist the Draft Within the Heart Mountain Internment Camp · (1944) Esther (Takei) Nishio Describes Returning to the West Coast <p>Artifact Video Proposal due Saturday 3/18 at 11:59p via Canvas</p>
8	3/20 and 3/22	<p>Required</p> <ul style="list-style-type: none"> · Avakian (2002) Ch 5 "From Red Scare to Yellow Power" <p>Recommended</p> <ul style="list-style-type: none"> · (1942) Sociology Graduate Student Rose Hum Lee Describes How World War II Changed the Lives of Chinese Americans · (1943) Franklin Delano Roosevelt Calls on Congress to Repeal Chinese Exclusion · (1943) Filipino Regiment Member Manuel Buaken Fights for Freedom · (2003) Rosa Roberto Carter Recalls Starvation and Loyalty Interrogation in Guam · Kimmy Yam (2020) U.S. restores Medicaid for Marshall Islands, exposing longtime injustice, experts say
SPRING RECESS 3/27-3/31		

Week	Dates	Topics, Readings, Assignments
Module 5: The Cold War & The US Wars in Southeast Asia		
10	4/3 and 4/5	<p>Required</p> <ul style="list-style-type: none"> · E. Lee (2015) Ch 12 "Good War, Cold War" · S. Lee (2015) Ch 9 "Asian America in the Early Cold War Years"

Week	Dates	Topics, Readings, Assignments
11	4/10 and 4/12	<p>Required</p> <ul style="list-style-type: none"> · Zinn (2005) Ch 18 "The Impossible Victory: Vietnam" · S. Lee (2015) Ch 10 "The Vietnam War, Southeast Asians, and the Transformation of Asian America" <p>Discussion Post 4 due Saturday 4/15 at 11:59p via Canvas</p>
12	4/17 and 4/19	<p>Required</p> <ul style="list-style-type: none"> · E. Lee (2015) Ch 14 "In Search of Refuge: Southeast Asians in the US" · E. Lee (2015) Ch 15 "Making a New Home: Hmong Refugees and Hmong Americans" · Claire Wang (2021) Why the defunct South Vietnam flag was flown at the Capitol riot <p>Recommended</p> <ul style="list-style-type: none"> · (1991) Lang Ngan, a First-Wave Refugee, Compares Life in Vietnam and the United States, 1975 · (1989) Le Tan Si Writes a College Essay About His Terrifying Escape by Boat from Vietnam, 1979 · (1978) Sen Chul Tells an American Embassy Officer of Life and Death Under the Khmer Rouge in Cambodia · (2000) Lao Veterans of America President Colonel Wangyee Vang Requests Naturalization Rights <p>Artifact Video due Saturday 4/22 at 11:59p via Canvas</p>

Week	Dates	Topics, Readings, Assignments
Module 6: Asian American Resistance and the New Generation		
13	4/24 and 4/26	<p>Required</p> <ul style="list-style-type: none"> · E. Lee (2015) Ch 11 "The 'Rise of Asian Americans'? Myths and Realities" · S. Lee (2015) Ch 11 "Politics and Activism in Asian America in the 1960s and 1970s" · Chang (2017) "The Forgotten History of America's Radical Asian Activists" <p>Recommended</p> <ul style="list-style-type: none"> · (2009) Malcolm Collier and Dan Gonzales Recount the Origins of the SF State Strike, 1968 · (1969) Activist Amy Uyematsu Proclaims the Emergence of "Yellow Power"

Week	Dates	Topics, Readings, Assignments
14	5/1 and 5/3	<p>Required</p> <ul style="list-style-type: none"> · E. Lee (2015) Ch 13 "Making a New Asian America Through Immigration & Activism" · S. Lee (2015) Ch 12 "The Watershed of 1965 and the Remaking of Asian America" <p>Recommended</p> <ul style="list-style-type: none"> · (2002) AI Robles Celebrates the Meanings and the International Hotel · (2012) Korean Americans Describe the Los Angeles Riots <p>Lesson Plan due Saturday 5/6 at 11:59p via Canvas</p>

Week	Dates	Topics, Readings, Assignments
Module 7: Asian American Politics and California Government		
15	5/8 and 5/10	<p>Required</p> <ul style="list-style-type: none"> · Varaxy Yi, Vanessa Na, Rikka Venturanza, Jacqueline Mac, and Samuel Museus (2019). "Asian Americans and Racial Justice: Racial Exclusion and the (Im)Possibilities of Developing Our Identity, Consciousness, and Agency" · Saleah Blancaflor (2019) "5 Asian American political trailblazers who changed the United States" · Anjali Enjeti (2019) "As Quiet as It's Kept, DHS and ICE Continue to Target Asian American and Pacific Islanders" · PRRI (2019) The Working Lives and Struggles of Asian Americans and Pacific Islanders in California · Agnes Constante (2019) "Asian Americans facing high risk of displacement mobilize to fight back"
16	5/15	Workshop "Final" Assignment

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

This schedule is a "living document": Instructor may adjust the course schedule as the semester progresses. Always check Canvas for most up-to-date information.