

San José State University
Program in Asian American Studies
Department of Sociology and Interdisciplinary Social Sciences
AAS 1: Introduction to Asian American Studies
Spring 2025 ♦ Section 01, 02, 04

Course and Contact Information

Instructor: Joanne L. Rondilla, Ph.D.
Email: joanne.rondilla@sjsu.edu
DO NOT use the Canvas messaging system! You will not receive a reply.
Office Hours: Mondays in-person: 1-2:30pm in DMH, room 223. (No appointment necessary.)
Tuesdays via Google Meet: 2pm-3:30pm. [Appointments available here.](#)
Wednesdays in-person: 4:30-5:30pm in DMH, room 223. (No appointment necessary.)
***Nota Bene:** If the above times do not work for your schedule, please email Dr. Rondilla: joanne.rondilla@sjsu.edu to schedule an appointment. Be sure to suggest at least **THREE** possible days/times when you can meet via Zoom. From there, the instructor will respond with appointment information.*
Office Location: DMH, room 223.
Class Days/Time/Location:
Sec 01 (27070): MoWe 9am-10:15am; DMH 358.
Sec 02 (27071): MoWe 10:30am-11:45am; DMH 358.
Sec 04 (27073): MoWe 3pm-4:15pm; DMH 358.
Fulfills: AAS minor requirement.
GE Area F: Ethnic Studies

***Important Note:** This is an **in-person course** that meets twice per week. Please be sure to access and check Canvas on a weekly basis for updates. If you have further questions, please email Dr. Rondilla.

Course Description

This course will critically examine Asian American and Pacific Islanders (AA and PI) 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. We 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 AA and PI lives historically and in the contemporary moment.

This course pays particular attention to the ways in which AA and PIs 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. We 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 AA and PIs 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 AA and PI life. The clusters are also meant to give you a framework through which to organize the material as you work through the readings, prepare for your exams, and complete all written assignments.

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 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;
- CLO 3: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements among 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 Asian Pacific Islander Desi/Americans are relevant to current and structural issues such as in immigration, anti-immigrant sentiment, trans-misogyny, and settler-colonialism

Area F General Education Learning Outcomes (GELO)

Upon successful completion of the course, students will meet three out of the five learning outcomes listed below:

- GELO 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;
- 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; and,
- 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

*This is an **in-person course** that meets twice per week. Please check Canvas on a weekly basis for updates. For further questions, please contact the instructor at: joanne.rondilla@sjsu.edu.*

Course Website

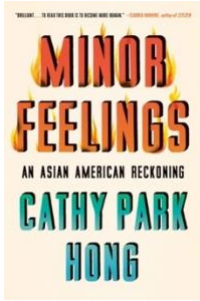
Course materials such as syllabus, handouts, notes, assignment instructions, additional readings, etc. can be found on the [Canvas Learning Management System](#) course login website. You are responsible for regularly checking with the messaging system through [OneSJSU](#) to learn of any updates. Be 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. Students are required to have an updated Canvas profile that includes email. If you have any questions, come to my off hours or consult the [eCampus](#) website.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#) 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.... 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.” **In short, students are NOT ALLOWED to record lectures without the instructor’s permission. No exceptions.**

Required Texts, Readings, and Materials



The following texts are **REQUIRED** for the course. These textbooks are available for purchase at Spartan Bookstore and other outlets. Note: It is the students' responsibility to have access to these required texts. Please contact the professor ASAP if there are any extenuating circumstances that prevent you from accessing the required textbooks. *** Additional readings will be posted on our course Canvas webpage. ***

- Hong, Cathy Park. *Minor Feelings: An Asian American Reckoning*. One World, 2020. (Limited availability via the MLK Library. Purchase or rental recommended.)
- Schlund-Vials, Cathy J., et al., editors. *Keywords for Asian American Studies*. NYU Press, 2015. (Digital copy available via the MLK Library. No need to purchase.)

Other technology requirements / equipment / material

- Daily access to [Canvas](#).
- An active SJSU email account. Your Canvas profile should include your email address.
- Access to [Adobe Audition](#). [Students can gain free access to Adobe Creative Cloud here.](#)
- An active account to the *New York Times* (free via the MLK library and your SJSU email.)
- A notebook and preferred writing & notetaking instruments.
- A working laptop, tablet, or other electronic device that allows you access to [Canvas](#) and other course materials.
- Reliable internet access.

Library Liaison: Michael Aguilar. email: michael.aguilar@sjsu.edu. The library liaison can assist you research matters.

Course Requirements and Assignments

Per [University Policy S16-9](#): “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally **three hours per unit per week**) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Given these calculations, **for a three-unit course, students should expect to spend approximately nine hours per week engaging with this course** (includes, but is not limited to: reading, taking notes, engaging in discussions with fellow peers, working on various assignments, etc.). The number of working hours can vary depending on assignments and such. **STUDENT'S OATH:** In order to remain in and pass the course, students are responsible for completing ALL MAJOR* work. Enrollment signifies agreement to this oath.

*** FINAL GROUP PROJECT: Create an original podcast. 30%.** Assesses GELO 3, 4. CLO 3, 4.

Students are expected to work in groups of at least five people (eight total groups max). Groups will be responsible for producing a three-episode podcast series on an appropriate topic of choice. Topics must be course related. Explicit directions and group designations for the final project will be available on Canvas by week 4.

- **Podcast Episode #1 Due: Friday, March 21, 2025 @11:59pm via Canvas.**
- **Podcast Episode #2 & #3 Due: Monday, May 19, 2025 @11:59pm via Canvas. *Nota Bene:* Teams that submit episodes #2-3 by Friday, 5/16 @11:59pm will receive a 5-point bonus per episode. Both episodes and corresponding reports must be submitted by this early deadline to receive the bonus.**

*** INDIVIDUAL RESEARCH PAPER. 25%** Assesses GELO 1, 2. CLO 1, 2.

Each student is expected to write an original research paper, inspired by course materials. MLA formatted research papers must be relevant to the APID/A community and incorporate at least three [primary sources](#), along with other relevant research materials appropriate to the student's topic of choice. Topics will be determined by the student and approved by the instructor. Explicit directions will be available on Canvas by week 5. **Research papers are due Friday, April 25, 2025 @11:59pm via Canvas. Paper Reflections are due Friday, May 2, 2025 @11:59pm via Canvas.**

Assignments, Discussions, and Reflections. 15% Assesses GELO 5.

Given the nature of this course, students will participate in various activities online and in-class, including: online exercises, quizzes, short writing assignments, discussion board activities and reflections. These assignments are designed to help students better understand course concepts and materials. **Deadlines vary. See Canvas for more information.**

VLOG. 10%

Students will submit two vlogs (aka video logs) over the course of the semester. Each Vlog will run at least one full minute and not exceed three full minutes. Explicit directions are available on Canvas. **Vlog #1, a directed introduction, is due Friday, February 14, 2025 @11:59pm via Canvas. Vlog #2, an overall course reflection, Monday, May 12, 2025 @11:59pm via Canvas.**

OVERALL PARTICIPATION. 10%

Overall participation is based primarily on in-class engagement. Students are expected to attend prepared course sessions by having read the materials, viewed assigned media, bring to class any notes, discussion points and/or questions they have about the materials. In -class sessions will combine short lectures with various real-time activities. A score is generated based on in-class engagement. For more information, please see instructor.

TALK STORY SESSIONS. 5%

Students are expected to meet one-on-one with Dr. Rondilla at least ONCE during the semester. Meetings can be conducted in-person during regularly scheduled drop-in office hours or via Zoom. When meeting via Zoom, students are required to turn on their cameras, long enough to confirm their identity. Failure to do so will result in a 15% deduction. Zoom appointments can be made by emailing the instructor directly at: joanne.rondilla@sjsu.edu. Please make sure to list AT LEAST THREE possible day/times to meet. Students who fail to attend an appointment will receive an automatic zero. **Students must complete their Talk Story Session with Dr. Rondilla by Wednesday, April 23, 2025.**

NOTES & MUSINGS. 5%

To assist students in keeping up with the course materials, you will have the opportunity to submit notes for credit. Notes can include: photos or screen shots of hand-written notes or a file containing notes. While [the debate on hand written versus laptop notes continues](#), a simple page of original notes taken by the student (in either form), from the course materials should suffice. DO NOT COPY OR SUBMIT the instructor's notes or materials. Doing so is considered plagiarism. Each module will have a submission link where students can submit notes within a limited time. **Deadlines vary. Late submissions for notes will not be accepted. See Canvas for more information.**

Nota Bene: This assignment is meant to reward you for something you should already be doing: taking notes. In addition, submitting your notes will help prevent you from falling behind in the course. While the parameters for Notes & Musings are flexible, here is a suggested guide to creating notes. For each module, it is recommended that your notes include:

- At least two concepts/events/people that stuck out to you;
- At least three relevant quotes from the reading; what is the context and source of each quote; what makes this quote relevant;
- At least two substantive questions or curiosities you have about the material;
- In two to three sentences, what is the central idea in this module?

Keeping a simple, consistent set of notes will help you tackle some of the larger assignments. In addition, taking simple notes will bolster your comprehension of course materials and allow you to engage more effectively in class. This is a skillset that you can incorporate into your other courses.

About extra credit...

While there may be opportunities to earn extra credit, this is not a course priority. As information about relevant events surfaces, I will post these additional opportunities on Canvas. To receive extra credit, students will have to submit the following:

- proof of attendance (examples include: a screenshot from the event, an electronic copy of the event ticket, etc.)
- a short write-up (at least 200 words) about the event and its relevance to the course.
- Students have FOURTEEN days from the date of the event to submit these materials for consideration. Late submissions will not be accepted. **The last day to submit extra credit materials is Monday, May 12, 2025 @11:59pm. See Canvas for relevant links.**

Please note the following:

- While students are free to attend numerous events, there is a limit of THREE submissions to be counted for extra credit.
- Each complete extra credit submission will be worth .5 points to your overall grade each (max: 1.5 points).

Nota Bene: For those of you who are involved with on-campus and/or community organizations that are sponsoring events that potentially fit the parameters of the course, please email joanne.rondilla@sjsu.edu with event details. Approved events will be shared.

A note about GRADES and LATE WORK...

Late work is generally NOT accepted. If extenuating circumstances arise, please see the instructor in office hours with ample lead-time to make arrangements for late submissions. Students must be prepared with a) specific details regarding the assignment(s) they are requesting an extension for and b) a reasonable deadline of completion. If arrangements are not made at least 48 hours before an assignment deadline, or if students miss their proposed extension deadline, all late work is subject to a 20% deduction of the original grade received. Once grades for an assignment are posted on CANVAS, the window to submit has officially closed and the assignment receives an automatic ZERO. Discussions about grades must be conducted during office hours. The instructor will not engage in discussions about grades via email. See the instructor if you have additional questions.

| Student Course Assessment | | |
|--|-------------------|-----------------------|
| ASSESSMENT CRITERIA | % POINTS POSSIBLE | CLO & GELO ASSESSMENT |
| Final Group Project: Podcast | 30% | GELO 3, 4 CLO 3, 4 |
| Research Paper | 25% | GELO 1, 2 CLO 1, 2 |
| Assignments, Discussions, and Reflections | 15% | GELO 5 CLO 3 |
| Vlog | 10% | |
| Overall Participation | 10% | |
| Talk Story Sessions | 5% | |
| Notes & Musings | 5% | |
| | Total: 100% | |

| Grading Scale (out of 100%) | | |
|--|---------------------|--|
| There is no "A plus" grade in this course. | A: 93% and above. | A minus: 92.9 to 90% |
| B plus: 89.9 to 87% | B: 86.9 to 83% | B minus: 82.9 to 80% |
| C plus: 79.9 to 77% | C: 76.9 to 73% | C minus: 72.9 to 70% |
| D plus: 69.9 to 67% | D: 66.9 to 63% | D minus: 62.9 to 60% |
| | F: 59.9% and below. | * Grades will not be rounded up. No exceptions. |

Classroom Protocol

Showing up to the in-person sessions is strongly suggested. However, simply occupying space does not constitute participation. Students are expected to engage with the material and with each other in respectful and meaningful ways. This includes speaking up and asking questions, sharing informed thoughts, as well as taking a step back and providing your fellow classmates the space to articulate their ideas. Active engagement (posing questions, connecting ideas with the materials and peers, posing questions and ideas in online discussions, etc.) is essential to your success. You may also come to in-person office hours or online Talk Story Sessions so that we can discuss the course material.

In this course, we will be discussing complex issues about which many people have passionate feelings. We must be intellectually open to perspectives that may conflict with our presuppositions. It is essential that we treat each other's opinions and comments with courtesy and respect, even when they diverge from our own. We must avoid personalizing our disagreements and turning them into attacks on the character of our colleagues. Rather, we must develop a culture of civil argument, where every person has the right to be heard and taken seriously, where all positions have the right to be defended or challenged in intellectually reasoned ways.

If you have a medical problem that makes it difficult for you to participate in class, please come see me ASAP or have [Accessible Education Center](#) contact me. If not, you may get docked participation points.

University Policies

Per [University Policy S16-9](#), university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. University Policies: [This link](#) contains university-wide policy information relevant to all courses such as academic integrity, accommodations, etc.

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 & Plagiarism

While I trust that all of you will do honest work, plagiarism happens more often than I care to admit. It is a terrible offense that breaches the trust between the student and the instructor. Cheating and plagiarism are serious academic offenses and will not be tolerated. 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](#). Unfortunately, most students do not know what plagiarism actually is. To clarify, to plagiarize means to:

- [Intentionally or unintentionally] pass off the ideas or words of another as one's own;
- Use another's production without crediting the source;
- Commit literary theft;
- Present as new and original an idea or product derived from an existing source. (Merriam Webster Online Dictionary definition of "plagiarize," retrieved June 20, 2005)

A tutorial to explain how to identify and avoid plagiarism is available [here](#). For examples of paraphrasing and quotation, please see the following: ["How to Recognize Plagiarism"](#); ["Word for Word Examples"](#). If you are *still* unsure of what constitutes plagiarism, it is your responsibility to educate yourself or ask for clarification before you turn in written work. For reference, you have committed plagiarism...

- ...if you use a sentence (or even a part of a sentence) that someone else wrote and do not reference the source.
- ...if you paraphrase somebody else's theory or idea and do not reference the source.
- ...if you use a picture or table from a web page or book and do not reference the source.
- ...if your paper incorporates data that someone else has collected and you do not reference the source.

In the event that a student is caught cheating or plagiarizing an assignment, the following will happen:

- Faculty members are required to report all infractions to the office of [Student Conduct and Ethical Development](#).
- The student will receive zero credit for the assignment.
- In addition, 20% will be deducted from the student's final grade.
- The student will meet with the instructor and the department chair for further discipline.
- The student may fail the course.

To ensure academic integrity standards are met, ALL STUDENTS will be required to take a Plagiarism Quiz (posted on Canvas) and receive a 100% score. Failure to do so will result in a 10% deduction of the student's overall grade.

Enrolling in the course

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 an "F" grade. Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available [here](#). Information about late drop is available [here](#). Students should be aware of the current deadlines, penalties for adding and dropping classes and other [registration information](#).

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](#) to establish a record of need.

Student Technology Training Center

For information on software and other technology resources, please refer to the Student Technology Training Center (STTC). Due to COVID, resources may vary, so please check the [STTC website](#) for current information.

Peer Connections

[Peer Connections](#) 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.

SJSU Writing Center

[The SJSU Writing Center](#) 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. For other writing resources, please refer to the [SJSU School of Information for Writing Resources for Students](#).

ACCESS SJSU Social Sciences Success Center

[The Academic Counseling Center for Excellence in the Social Sciences \(ACCESS\)](#) 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.

AAS 1: Tentative Course Schedule, Spring 2025

Note: Schedule subject to change. Please make sure to check Canvas on a regular basis for updated announcements for the weekly agenda. Given the unpredictability of current events, the instructor retains the right to modify the syllabus as necessary to accommodate course and student needs. Below is an abbreviated reading list. **Complete learning Modules can be accessed through Canvas.** Modules contain learning objectives, reading and media lists, and assignments. **Readings must be completed by the time each session meets (unless otherwise noted).**

Students are responsible for accessing the following required texts (📖). Additional readings (📖) are available on Canvas:

- 📖 Hong, Cathy Park. *Minor Feelings: An Asian American Reckoning*. One World, 2020.
- 📖 Schlund-Vials, Cathy J., et al., editors. *Keywords for Asian American Studies*. NYU Press, 2015. (Available via MLK Library)

- 📅 Calendar Item
- 🔔 Deadline
- 📅 Agenda
- ✍️ Assignment

- ★ Extra Credit Event
- ⊖ Cancellation
- 📖 From Required Texts

- 📖 Readings Available on Canvas
- ◀ Media Available on Canvas

Week Number: Dates (Mon-Sun)

Agenda items and readings. Materials can be found on Canvas.

Week 00: Jan 20-26.

- 📅 Tu-We 1/21-1/22: Pre-Instruction Duties.
- 📅 Th 1/23: Instruction Begins.

Week 01: Jan 27-Feb 02.

- 📅 Mo 1/27: **Class will not meet. Please see Canvas for more information.** ⊖ **Office hours cancelled.**
- 📅 We 1/29: **Module 1: Foundations.** First in-person session.

Required Media:

- ◀ Ginzberg, Abby and Frank Dawson. "Agents of Change." California Newsreel, 2017.

Week 02: Feb 03-09.

- 📅 We 2/03: **Module 1: Foundations.** In-person session.

Required Reading:

- 📖 Hau'ofa, Epeli. "Our Sea of Islands." *The Contemporary Pacific*, vol. 6, no. 1, 1994, pp. 147–161.
- 📖 Chapter 1: Teaiwa, Teresia Kieuea. *Sweat and Salt Water: Selected Works*. University of Hawai'i Press, 2021.

- 📅 We 2/05: **Module 2: Racial Formation & Racial Triangulation.** In-person session.

Required Reading:

- 📖 Chapters 1 & 2: Hong, Cathy Park. *Minor Feelings: An Asian American Reckoning*. One World, 2020.

Week 03: Feb 10-16.

📅 **Mo 2/10: Module 2: Racial Formation & Racial Triangulation.** In-person session.

Required Reading/Media:

- ◀ “Racial Formation Theory.” YouTube, uploaded by Tanya Golash-Boza, 29 Sept 2018.
- 📖 Zhou, Min. “Are Asian Americans Becoming White.” *Contemporary Asian America: A Multidisciplinary Reader* (third edition), edited by Min Zhou & Anthony Christian Ocampo, NYU Press, 2016, 378-384.

📅 **We 2/12: Module 2: Racial Formation & Racial Triangulation.** In-person session.

- **Research Paper Direction Sheet distributed.**

Required Reading:

- 📖 Kim, Claire Jean. “The Racial Triangulation of Asian Americans.” *Politics & Society*, vol. 27, no. 1, 1999, pp. 105–138.

🔔 📝 **Fr 2/14 Vlog #1 due.** See Canvas for details.

🔔 📝 **Fr 2/14 Conocimiento: Family Photo Stories due.** See Canvas for details.

Week 04: Feb 17-23.

📅 **Mo 2/17: Class will not meet.** Ⓞ **Office hours cancelled.**

📅 **Tu 2/18:** Add/drop deadline.

📅 **We 2/19: Module 3: Whiteness.** In-person session.

- **Podcast Direction Sheet distributed.** Teams will meet.

Required Reading:

- 📖 Chapter 3: Hong, Cathy Park. *Minor Feelings: An Asian American Reckoning*. One World, 2020.

Week 05: Feb 24-March 02. Time Affluence Week.

Class will not meet this week. Instead, students will meet in their podcast teams to complete a Time Affluence assignment. See Canvas for details. **ALL** students are required to participate. Note: Office hours are cancelled this week.

🔔 📝 **Fr 2/28: Podcast Listening Activity due.** See Canvas for details.

🔔 📝 **Fr 2/28: Conocimiento: Time Affluence assignment.** See Canvas for details.

Week 06: March 03-09.

📅 **Mo 3/03: Module 3: Whiteness.** In-person session.

Required Reading:

- 📖 Lipsitz, George. “The Possessive Investment in Whiteness.” *The Possessive Investment in Whiteness: How White People Profit from Identity Politics*. Temple University Press, 2018, pp 1-23.
- 📖 DiAngelo, Robin. “Does Race Shape the Lives of White People?” *White Fragility: Why It's So Hard for White People to Talk About Racism*. Beacon Press, 2018, pp 51-70.

📅 **We 3/05: Module 4: Mixed Race Identities.** In-person session.

Required Reading:

- 📖 Root, Maria P. “A Bill of Rights for Racially Mixed People.” *The Multiracial Experience*, SAGE Publications, Incorporated, 1995, pp. 3–14, <https://doi.org/10.4135/9781483327433.n1>.
- 📖 Lee, Jennifer and Frank D. Bean. “Are We ‘Postracial’? Intermarriage, Multiracial Identification, and Changing Color Lines.” *Contemporary Asian America: A Multidisciplinary Reader* (third edition), edited by Min Zhou & Anthony Christian Ocampo, NYU Press, 2016, 391-403.

🔔 📝 **Fr 3/07: Plagiarism Quiz & Research Paper Proposals due.** See Canvas for details.

Week 07: March 10-16. Workshop Week.

Class will not meet this week. Instead, the instructor will meet with individual groups to discuss the Podcast Group Project. During this meeting, groups will bring a copy of their podcast proposal and receive feedback. In addition, students should be prepared to discuss the Podcast Listening Activity. **Teams should also use this time to strategize and/or record Podcast #1.**

Week 08: March 17-23.

Mo 3/17: Module 4: Mixed Race Identities. In-person session.

Required Reading (pick two from below):

- 📖 Houston, Velina Hasu. "Rising Sun, Rising Soul: On Mixed Race Asian Identity That Includes Blackness." *Red and Yellow, Black and Brown: Decentering Whiteness in Mixed Race Studies*, edited by Joanne L. Rondilla et al., Rutgers University Press, 2017, pp. 21–32.
- 📖 Desai, Maharaj Raju. "Bumbay in the Bay: The Struggle for Indipino Identity in San Francisco." *Red and Yellow, Black and Brown: Decentering Whiteness in Mixed Race Studies*, edited by Joanne L. Rondilla et al., Rutgers University Press, 2017, pp. 147–62.
- 📖 Tamai, Lily Anne Y. Welty. "Checking 'Other' Twice: Transnational Dual Minorities." *Red and Yellow, Black and Brown: Decentering Whiteness in Mixed Race Studies*, edited by Joanne L. Rondilla et al., Rutgers University Press, 2017, pp. 178–98.

We 3/19: Module 5: War & Militarization. In-person session.

Required Reading & Media:

- 📖 Teaiwa, Teresia K. "bikinis and other s/pacific n/oceans." *The Contemporary Pacific*, vol. 6, no. 1, 1994, pp. 87–109.
- 🎧 "Act of War: The Overthrow of the Hawaiian Nation, With Audio Description," directed by Joan Lander, and Puhipau, produced by Joan Lander, Puhipau, and Nā Maka o ka 'Āina. , Na Maka O Ka'Aina, 1993. Alexander Street.

🔔 📖 🎧 Fr 3/21: Podcast #1 due. Late submissions will not be accepted. See Canvas for details.

Week 09: March 24-30.

Mo 3/24: Module 5: War & Militarization. In-person session.

- Groups will sign up for Week 11 meetings.

Required Reading:

- 📖 Nguyen, Viet Thanh. "I Can't Forget the Lessons of Vietnam. Neither Should You." *New York Times*, NYT Company, August 19, 2021.
- 📖 Nguyen, Viet Thanh. "Our Vietnam War Never Ended." *New York Times*, NYT Company, April 24, 2015.

We 3/26: Module 6: Culinary Cultures & Contributions. In-person session.

Required Reading:

- 📖 Padoongpatt, Mark. "Too Hot to Handle?: Restaurants and Thai American Identity." *Flavors of Empire: Food and the Making of Thai America*, 1st ed., University of California Press, 2017, pp. 85–117.
- 📖 Curtis, Erin M. "Cambodian Donut Shops and the Negotiation of Identity in Los Angeles." *Eating Asian America: A Food Studies Reader*, edited by Ku, Robert Ji-Song, et.al., New York University Press, 2013, 13-29.

🔔 📖 🎧 Fri 3/28: Outline for Research Paper due. See Canvas for details.

Week 10: March 31-April 06. SPRING BREAK. Class will not meet.

Class will not meet this week. Please take this time to rest. If you are behind, take a day or two to catch up on your work.

Week 11: April 7-13. Workshop Week.

Class will not meet this week. Instead, the instructor will meet with podcast groups to provide feedback regarding Podcast #1. When teams are not meeting, students should take this time to work on their research papers.

Week 12: April 14-20.

📅 **Mo 4/14: Module 7: Violence.** In-person session.

Required Media:

- ◀ Chin, Curtis, and Tony Lam, directors. *Vincent Who?*. Canopy Streaming, 2016.

📅 **We 4/16: Module 7: Violence.** In-person session.

Required Reading:

- 📖 Chapter 6: Portrait of an Artist: Hong, Cathy Park. *Minor Feelings: An Asian American Reckoning*. One World, 2020.

Week 13: April 21-27.

📅 **Mo 4/21: Module 8: Cultural Production.** In-person session.

Required Reading & Media:

- 📖 Introduction from: Yuen, Nancy Wang. *Reel Inequality: Hollywood Actors and Racism*. Rutgers University Press, 2017.
- ◀ Gee, Deborah, et al. *Slaying the Dragon: Reloaded. Women Make Movies*, 2011.

📅 **We 4/23: Module 8: Cultural Production.** In-person session. **Last day to complete Talk Story Session.**

Required Media:

- ◀ Adachi, Jeff. *The Slanted Screen*. Center for Asian American Media, 2006.

🔔 📝 **Fr 4/25: Research Papers due. Late submissions not accepted. See Canvas for info.**

Week 14: April 28-May 04.

📅 **Mo 4/28: Module 9: Mental Health.** In-person session.

Required Reading:

- 📖 Sue, Derald Wing, et al. “Racial Microaggressions and the Asian American Experience.” *Asian American Journal of Psychology*, vol. 5, no. 1, 2009, pp. 88–101, <https://doi.org/10.1037/1948-1985.S.1.88>
- 📖 Wang, Jenny T. “Permission to Fail.” *Permission to Come Home: Reclaiming Mental Health as Asian Americans*, Balance, 2022, 165-188.

📅 **We 4/30: Module 9: Mental Health.** In-person session.

Required Reading & Media:

- ◀ *A Brief But Spectacular Take on Asian American Mental Health*
- 📖 Wang, Jenny T. “Permission to Rage.” *Permission to Come Home: Reclaiming Mental Health as Asian Americans*, Balance, 2022, 57-81.
- 📖 Liu, Katie. “To Be Asian is to Be Angry.” *Mochi Magazine*, Fall 2022.

🔔 📝 **Fr 05/02: Research Reflection due. See Canvas for info.**

Week 15: May 5-11.

📅 **Mo 5/05: Module 10: Queering.** In-person session.

Required Reading & Media:

- 📖 McMullin, Dan Taulapapa. “Fa’afafine Notes: On Tagaloa, Jesus, and Nafanua.” *Amerasia Journal*, vol. 37, no. 3, 2011, pp. 114-31, doi:10.17953/amer.37.3.96h284334p363432.
- ◀ “Kumu Hina.” directed by Joe Wilson, and Dean Hamer. produced by Joe Wilson, and Dean Hamer. Qwaves, 2013. Alexander Street, <https://video.alexanderstreet.com/watch/kumu-hina>

📅 **We 5/07: Module 10: Queering.** In-person session.

Required Reading (pick two from below):

- 📖 Chapter 2: “The Making of Good Sons and Daughters,” Chou, Rosalind S.. *Asian American Sexual Politics: The Construction of Race, Gender, and Sexuality*, Rowman & Littlefield Publishers, 2012.
- 📖 Lee, Ruthann. “Queer Theory and Anti-Racism Education.” *Embodying Asian/American Sexualities*, edited by Gina Masequesmay, and Sean Metzger, Lexington Books, 2009.
- 📖 “An Interview with Pauline Park.” *Embodying Asian/American Sexualities*, edited by Gina Masequesmay, and Sean Metzger, Lexington Books, 2009.

🔔 📝 **Fri 5/09: GELO F4 Assessment due. See Canvas for details.**

Week 16: May 12-18.

📅 **Mo 5/12: Module 11: Reckoning.** In-person session. Last day of instruction.

Required Reading:

- 📖 Chapter 7: Hong, Cathy Park. *Minor Feelings: An Asian American Reckoning*. One World, 2020.
- 📖 Conclusion: Chang, Jeff. *We Gon' Be Alright: Notes on Race and Resegregation*. First edition., Picador, 2016

🔔 **Mo 5/12: Vlog #2 due. See Canvas for details. Last day to submit Extra Credit.**

📅 **Tu 5/13:** Study/Conference Day

📅 **We-Fri 5/14-5/16:** Final Exams.

Week 17: May 19-25.

📅 **Mo-Tu 5/19-5/20:** Final Exams.

🔔 **Monday 5/19 @11:59pm: Podcast Episodes #2-3 & Individual Project Reflection due. Late submissions will not be accepted.** See Canvas for details. *Nota Bene: Teams that submit episodes #2-3 by Friday, 5/16 @11:59pm will receive a 5-point bonus per episode. Both episodes and corresponding reports must be submitted by this early deadline to receive the bonus.*

📅 **We 5/21:** Exam Makeup Day.

📅 **Th-Fr 5/21-5/23:** Commencement.

***Important Note:** This is an **in-person course** that meets twice per week. Please be sure to access and check Canvas on a weekly basis for updates. Thank you in advance for your patience as we work through the unpredictable nature of the world. If you have further questions and/or are experiencing extenuating circumstances that will impact your performance in class, please contact Dr. Rondilla at: joanne.rondilla@sjsu.edu as soon as possible.