AAST 200/AMST 298c: INTRODUCTION TO ASIAN AMERICAN STUDIES
SPRING 2015

University of Maryland, College Park
Asian American Studies Program

Time/Location: Tuesdays and Thursdays 3:30 – 4:45PM in TWS 0207
Final Exam: May 20, Wed. 10:30AM – 12:30PM

Professor Julie Park, PhD
Asian American Studies Program and the Department of Sociology
email: juliepar@umd.edu
Office Hours: Tues. 11am-12pm and Thurs. 2-3pm or by appt. Office: ASY 3141
Course Website: https://elms.umd.edu/ Voice mail: (301) 405-6408

COURSE OVERVIEW
This course will introduce and examine major themes in Asian American Studies. The Asian American community has a long history in the United States starting with immigration to the Americas during the 19th century that has continued to today. We will cover the immigration history of Asian Americans as well as the many issues that have confronted generations of Asian Americans. Major emphasis will be placed on the contemporary issues surrounding the experience of Asian Americans: reasons for coming to the Americas, immigration flows and adaptation patterns, economic and social adjustment, gender and family relations, class and community, identity, race relations, civil rights/political participation, and social movements.

The Asian American community is vastly diverse in terms of history with the United States, immigration patterns, language, culture, socioeconomic status to name a few. While the course will introduce different aspects of the contemporary Asian American experience, it cannot cover every group or issue in detail. As an introduction to the field of Asian Americans Studies, it is my hope that students will further pursue other courses that delve into a particular group or issue more in-depth. The course is structured to be highly interactive and students are always encouraged to share their perspective on various issues.

COURSE REQUIREMENTS
Required Text


Other readings, when required, will be distributed during the course.

**Grading requirements**

Your final grade is based on one midterm exam, a final exam, a life history paper, in-class quizzes/assignments, and class participation. The following grade distribution is used:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97+</td>
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<td>A</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
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<td>D+</td>
<td>67-69</td>
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<td>D</td>
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<td>D-</td>
<td>60-62</td>
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<td>&lt;60</td>
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Components of Grade:

- Midterm: 25%
- Final: 25%
- Life History Paper (5-7 pages): 20%
- In-Class Quizzes and Assignments: 15%
- Class Participation: 15%

(Including attendance, preparedness, and participation in class discussion/activity)

The **midterm and final examinations** will be in the short-answer format. Exams will be taken closed-book and closed-notes. Make-up exams are only given in extreme circumstances, with an excused absence, and proper documentation (see the UMCP policy on excused absences in the Undergraduate Catalogue; please note that examinations cannot be rescheduled to accommodate travel).

Papers and assignments are due at the **beginning** of class on the due date. After the beginning of class, the paper is considered late (unless prior arrangements are made) and will be penalized a half of a letter grade for each half day it is late. A paper will not be accepted once it is more than one week late.

**Life History Paper:** Information on the term paper is provided later in this syllabus. The goal of this paper is to learn about the life history of an Asian American person and connect certain aspects of their story to the concepts we have learned in the readings and class.

Please have the assigned readings completed prior to class. Pop quizzes will cover previous lectures as well as the required reading for that week. There are no make-ups for quizzes.
Please check your e-mail every couple of days. I will periodically email you updates for class (e.g. announcements, upcoming events, assignment reminders, cancellations due to inclement weather, etc).

According to UMD policy, class lectures and course materials (such as written or recorded lectures, Power Point presentations, handouts and tests) are *copyright protected* so students may not copy and distribute such materials (e.g. copied and sold to commercial firms that pay students to take notes or collect course materials) except for personal use and with the instructor’s permission.

I reserve the right to make any changes to the course requirements or course schedule when necessary.

**COURSE POLICIES**

*Class Attendance and Participation*

Students should attend all class meetings, be on time, and be prepared to participate on a substantive and analytic level in discussions of the readings and topics. This means that the reading assignment for each class date in the schedule should be completed *before* class.

According to university policy, absences can be excused for illness, religious observances, participation in University activities at the request of university authorities and compelling circumstances beyond the student's control.

Excessive tardiness or absences will negatively affect your grade. You are responsible for getting notes from classmates when you are absent.

Short pop quizzes will be given periodically to facilitate more fruitful class discussions and to reward students for keeping up with the readings. There are no make-up quizzes for any reason.

If you need to be absent from class to participate in a religious observance, please provide a written list of the dates you will need to be absent by the second day of class.

*Academic Integrity and the University of Maryland Honor Pledge*

Please adhere to the UMD Code of Academic Integrity and Honor Pledge (“*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*”). Cheating or engaging in any form of academic dishonesty will be reported and subject to university policies regarding academic integrity.
According to the UMD Code of Academic Integrity, academic dishonesty includes but is not limited to:

- **Cheating** (intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise),
- **Plagiarism** (intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise) including writing from other students, websites, and library materials,
- **Fabrications** of any kind (intentional and unauthorized falsification or invention of any information or citation in an academic exercise) including false information in requests for assignment or examination extensions, and
- **Facilitating Academic Dishonesty** (intentionally or knowingly helping or attempting to help another to violate any provision of this *Code*).

For more information on academic integrity, please refer to the Student Honor Council website, http://www.shc.umd.edu.

**Students with Disabilities**

Any student requesting academic accommodations based on a documented disability should inform me of such by the second (2nd) class meeting so that we can discuss making the appropriate and necessary arrangements. Please make an appointment with Dr. Jo Ann Hutchinson or her staff at the Disability Support Services (DSS) in the Counseling Center, 314-7682 (Shoemaker 0126).

**Students in Distress**

Services for students in various forms of distress are offered by the Counseling Center and the Mental Health Service in the Health Center. During evenings and weekends, the student peer-counseling hotline (4-HELP or 4-4357) is available.

**Laptops and Cell Phones**

Students are welcome to bring their laptop computers for note-taking. However, it is quite disruptive to the class when they are used for other purposes (e.g. internet surfing, instant messaging, watching movies, playing games, etc). If your use of a laptop becomes distracting or disruptive, you will be asked not to use a laptop in class.

Please turn off your cell phones before entering the classroom (no phone calls, texting, taking pictures, etc. during class).
Life History Paper Instructions  
Professor Julie Park

AAST 200—Introduction to Asian American Studies
Spring 2015

What is a life history?—Most broadly, a life history involves interviewing a person to get an inside perspective into what it is like to live as a member of a particular group within a society. So, in this case, what it is like to live as an Asian American in the United States. You, as the interviewer, ask another person, the interviewee, about a specific aspect of the interviewee’s life (in this case about their life in the U.S. as an Asian American). For the purposes of this class, you will also connect certain aspects of their story to course concepts and theories.

You can interview a family member or an Asian American co-worker, friend, or acquaintance to explore their immigrant experience and/or ethnic identity. Your narrative will discuss what it was like to grow up as an Asian American and to what extent his/her ethnicity affected and continues to organize your life. As a personal narrative, the Life History Paper (LHP) should frame the narrative around the role of Asian ethnicity (and race) in his/her life. For example, in what ways do ethnicity/race affect aspects of his/her life? How does ethnicity/race organize his/her life? Provide examples. The “how”, “why”, and “what” questions usually yield the richest and most detailed answers. The discussion of ethnicity, race, and/or immigration should be at the center of your LHP. However, other social categories such as gender, class, sexuality, etc. are important variables that intersect with ethnicity and race and can be interspersed in the narrative.

Once you have conducted the interview, you should use your interviewee’s responses to write an original text that tells this person’s life history within the broader context covered in the class. In connecting the interviewee’s narrative to concepts discussed in class or in the readings, you should incorporate at least three different concepts (and the readings for each concept) from class to the themes explored in your paper. If you need assistance with writing, please feel free to contact the Writing Center (http://www.english.umd.edu/academics/writingcenter).

The final paper text should be 5-7 pages, double-spaced (with a 12pt Times New Roman font and 1” margins on all sides). This is not including references and supporting documents.

Deadlines—Other intermediate deadlines for choosing an interviewee, interview questions, and conducting the interview will be announced in class. The final paper is due at the beginning of class on Thursday, May 7, 2015. No late papers will be accepted without a significant penalty as stated in the syllabus. A hardcopy of the paper is required.
Life History Paper Interviewing and Writing Tips
Professor Julie Park

Conducting the interview (excerpts from http://writingcenter.unc.edu/resources/handouts-demos/specific-writing-assignments/oral-history):

- Once you find a person to interview, ask the person’s permission to use his/her comments in your essay. Ask if the interviewee would prefer that you not use his or her actual name.
- In any interview setting, try to select an environment free from distractions, so that both you and the interviewee will be able to concentrate. Choose a spot where you will both feel comfortable.
- Silence will feel awkward at first, but give your interviewee a chance to think. Don't move on too quickly just because there is a bit of a pause.
- Treat the person you're interviewing with respect, regardless of your own attitudes and opinions. Making assumptions about the person may damage trust and skew the essay you write.

For this kind of paper, you'll need an introduction, an analytical thesis statement, a plan for how to organize the subtopics that demonstrate your thesis (a few examples, experiences or themes from the interview), analysis/interpretation of the interviewee's comments (key concepts from the course lectures or readings), and a conclusion that draws your analysis together.

An excellent paper will be mindful of the following:

**Content**
- contains sharp, focused, relevant details;
- contains insightful, fully developed ideas;
- be balanced, controlled (focuses on topic; doesn't ramble).

**Organization**
- has a logical order;
- good introduction that is concise, effective, original and appropriate
- incorporates relevant and concrete details;
- smooth transitions;
- good pace;
- appropriate paragraphing;

**Style**
- is original, expressive, engaging;
- has good word choice;
- is fresh, flowing.

**Mechanics**
- appropriate grammar, capitalization, punctuation, usage, spelling, paragraphing effectively used;
- mechanics reinforce organization and structure;
- long enough to be effective.
CLASS SCHEDULE AND ASSIGNMENTS

(Note: The schedule outlined below will be followed as closely as possible but may change during the course of the semester based on the needs and circumstances of this particular class.)

**Overview (Week 1)**

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>T</td>
<td>Jan 27</td>
<td>Introduction to course content, policies, and requirements</td>
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**History of Asian American Studies and the History of Asians in the Americas (Week 2)**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>T</td>
<td>Feb 3</td>
<td>T. Fong, Ch 1 (17-37), “The History of Asians in America”</td>
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<td>*Frederick Macapinlac, “Doppelgänger,” Asian American X</td>
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<td>*Nupur Chaudhury, “A Place Where I Want to Be,” Asian American X</td>
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**Post-1965 Asian Immigration to the United States (Week 3)**

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<th>Day</th>
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<th>Activity</th>
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<tr>
<td>T</td>
<td>Feb 10</td>
<td>T. Fong, Ch 2 (41-73), “Emerging Communities, Changing Realities”</td>
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<td>*Vinh Nguyen, “Comings and Goings,” Asian American X</td>
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<td>*Priscilla Chan, “Drawing the Boundaries,” Asian American X</td>
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**Theories of Assimilation and Modes of Economic Incorporation (Week 4)**

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<th>Day</th>
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<th>Activity</th>
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<tr>
<td>T</td>
<td>Feb 17</td>
<td>Alba and Nee, “Rethinking Assimilation Theory for a New Era of Immigration,” [PDF File]</td>
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<td>*Katie Leung, “ABC for Life,” Asian American X</td>
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<td>TH</td>
<td>Feb 19</td>
<td>T. Fong, Ch 4 (116-149), “Workplace Issues: Beyond Glass Ceilings”</td>
</tr>
</tbody>
</table>
Forever Foreigners or Honorary Whites? (Week 5)

T Feb 24 Tuan, Ch 1 (1-20), “Introduction” [PDF File]
*Janet Minano, “Brown in Faded Blue Genes,” Asian American X

*Julie Jia-Yi Greene, “China Pearl,” Asian American X

Model Minority Myth (Week 6)

T Mar 3 T. Fong, Ch 3 (76-112), “The Right to Excel: Asian Americans and Educational Opportunity”
*Mai Anh Huynh, “Double-A,” Asian American X

*May Chang, “Being Oil,” Asian American X

(WEEK 7)

T Mar 10 Midterm Overview (and/or catch-up day)

TH Mar 12 MIDTERM EXAM

SPRING BREAK (March 17 and 19)

Asian American Family, Sexuality, and Interracial Marriage (Week 8)

*Joyee Goswami, “Understanding Life, Ma, and Me,” Asian American X
*Shiuan Butler, “Reminiscings,” Asian American X

*Michael Kim, “Out and About: Coming of Age in a Straight White World,” *Asian American X*

**Asian American Women (Week 9)**

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<th>Day</th>
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<th>Reading</th>
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* Matthew Noerper, “A Little Too Asian and Not Enough White,” *Asian American X*  
* Uyen-Khanh Quang-Dang, “Thin Enough to be Asian,” *Asian American X* |

**Asian American Policies (Week 10)**

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<th>Day</th>
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<th>Reading</th>
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| T   | Apr 7 | S. Maira, (431-445), “Racial Profiling” in the War on Terror: Cultural Citizenship and South Asian Muslim Youth in the United States” [*Zhou reader*]  
| TH  | Apr 9 | Documentary Film: *Sentenced Home*  
“Putting a human face on controversial immigration policy, *SENTENCED HOME* follows three young Cambodian Americans through the deportation process. Raised in inner city Seattle, they pay an unbearable price for mistakes they made as teenagers. Caught between their tragic pasts and an uncertain future, each young man confronts a legal system that offers no second chances.” (Independent Lens) |

**Asian American Politics (Week 11)**

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<th>Day</th>
<th>Date</th>
<th>Reading</th>
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* Bryant Yang, “The Paradox of Being Too Chinese and Not Chinese Enough,” *Asian American X*  
| TH  | Apr 16 | C. Kim and T. Lee, (542-555), “Interracial Politics: Asian Americans and Other Communities of Color” [*Zhou reader*]  
* Jeremiah Torres, “Label Us Angry,” *Asian American X* |
Asian American Religion and Culture (Week 12)


Media Images of Asian Americans and Anti-Asian Violence (Week 13)


TH   Apr 30    Documentary Film: TBD

(Week 14)


Future Prospects for Asian Americans

TH   May 7     Philip Yang, “Future Prospects of Asian Americans,” [PDF File]
*Joann Yi Jung Huh, “Roots and Wings,” Asian American X

LIFE HISTORY PAPER DUE

(Week 15)

T    May 12    T. Fong, Ch 9 (329-336), “Conclusion: Coming Full Circle”
*Cavan Reagan, “Another American Mutt,” Asian American X

Wrap-up and final review

FINAL EXAM: MAY 20, 2015; WEDNESDAY 10:30 AM – 12:30 PM

Professor Park  10  AAST 200—Spring 2015