Asian American Studies 222
Immigration and Ethnicity in America

Fall 2015 Syllabus

***Please note, this course does NOT count toward HIST (History) credits***
Previous versions of this class have been offered as HIST 222,
but the Fall 2015 course has not been approved for HIST credit.

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E-mail Policy: I endeavor to respond to all e-mail within 24 hours. Please remember that e-mail is a
formal form of correspondence. Write carefully, identify yourself completely within the email, and be
clear about your questions and expectations for a response. Remember that I, like you, am a student
with my own classes, research, work, and family commitments; response times may be delayed as a
result, but do email me again if you haven’t heard from me within 24 hours and it is urgent.
Office Hours: Mondays and Wednesday from 2 to 3 pm or by appointment

Class Sessions: Mondays from 5 to 7:30 pm
Class Location: Susquehanna 1121

Course Description: This course takes the history of immigration and the development of diverse
populations in the United States as the foundation for understanding contemporary issues in race,
ethnicity, nation, and identity. The course aims to introduce students to the histories of specific ethnic
groups across the 18th to 21st centuries, as well as establishing connections between the past and the
present through a survey of social justice issues. Topics include related political controversies, the social
experiences of immigrants, ethnicity, generations, migration, inter-group relations, race and diversity in
American culture. A large focus in the course will be the interplay between social structures and culture,
as well as the construction of comparative differences.

Course Goals and Objectives: By the end of this course students will be able to:
(1) Demonstrate knowledge of fundamental concepts, ideas, and events in U.S. immigration history
(2) Understand how race, ethnicity, and nationality have shaped U.S. history as markers of identity
and difference
(3) Articulate how historical events and ideas shape social and political structures
(4) Apply how history can be used to analyze contemporary issues and develop strategies for social
change
Required Readings: Course materials have been placed on Canvas, in the course modules, and can be accessed on ELMS. It is your responsibility to ensure that the e-mail address that you use is the one that is listed on ELMS. If there is a different e-mail address listed you will not receive important class correspondences.

Instructor’s Expectations:
• Arrive in the classroom **on time** and be prepared to discuss the assigned work.
• Class Participation: Learning and critical thinking are most fruitful when done in cooperation with others. Participation comprises 30% of your grade, which is dependent on the quality of your before-class preparation and in-class contributions. To successfully participate in class you must (1) arrive on time, (2) demonstrate you have read the assigned materials through before-class preparation and in-class contributions, and (3) fully participate in all activities. In cases of absence/tardiness due to illness or family emergency be prepared to provide suitable documentation (see below for university policies on attendance) and get class notes from your classmates.
• Late work will not be accepted without prior arrangements made between the student and instructor, and will be subject to a penalty of one letter grade for every class session that passes without the instructor receiving the assignment. In cases of illness or family emergency, be prepared to provide suitable documentation (see below for university policies on attendance).
• Some of the materials and ideas discussed in this class will be controversial. Each class member is expected to treat the ideas, opinions, experiences, and work of others with respect and open-mindedness.

University Policies:

**Academic Integrity:** The University of Maryland takes academic honesty very seriously. We expect our students to uphold high standards of conduct. The University of Maryland is dedicated to ensuring academic integrity, symbolized by the Honor Code. The Student Honor Council defines the following as academic dishonesty:

• **Cheating:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
• **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
• **Facilitation:** intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code.
• **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise without citation.

Students are responsible for conforming to the University of Maryland [academic dishonesty policy](#).
**Attendance Policy:** Please review the official UMD [attendance and assessment policy](#). Here are the specific policies for this class:

- If a student misses a *single class session* due to illness or family emergency, the student may be excused provided that they (1) make a reasonable effort to notify me in advance, and (2) present me with a self-signed note (hard copy) that explains the reason for the absence and acknowledges that the information is accurate. Please be aware that providing false information is a violation of the student Honor Code. The student is responsible for making up any missed work and/or obtaining notes from a classmate.
- If a student misses *more than one class session* due to illness or family emergency, I will excuse the absence only with *written documentation from a healthcare provider*.
- If illness or family emergency prevents a student from submitting a major assignment by the specified due date, I will only accept a late submission without penalty if the student provides written documentation from a healthcare provider. Major assignments for this course are: Midterm Exam, Group Paper, Group Presentation, and Final Exam.

**Accommodations:** If you have any alternate needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should meet with me to arrange for reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. At my discretion, some accommodations may require prior approval by Disability Support Services. DSS is located in the Counseling Center, 0126 Shoemaker Building. Contact DSS at [http://www.counseling.umd.edu/DSS/](http://www.counseling.umd.edu/DSS/) or by phone: (301) 314-7682. All communication will remain confidential.

**Religious Observance:** The University System of Maryland policy on religious observances provides that students *should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances*. In addition, no major grading event will be scheduled on these dates:

- Rosh Hashanah: September 13 to September 15, 2015
- Yom Kippur: September 22 to September 23, 2015
- Good Friday: March 25, 2016
- Passover: April 22 to April 24, 2016

Please inform me at the *start of the semester* if you are going to be absent from class due to any religious observance.
AAST 222: Immigration and Ethnicity in America

Tentative Course Outline

**Check CANVAS MODULES before EVERY class for updates!**

August 31st: Introductions, read syllabus, overview assignments and grades, discussion leader sign-ups

September 7th: Labor Day, no classes

September 14th: Slaveries Old and New*
  o Discussion Leaders:

  o Readings, et cetera:
    - Before-class screening of Disposable People (2011)

September 21st: Territorial Acquisition*
  o Discussion Leaders:

  o Readings, et cetera:
    - Selections from Haunani-Kay Trask, From a Native Daughter: Colonialism and Sovereignty in Hawai‘i (University of Hawai‘i Press, 1999)
    - Before-class screening of Pa’a Ke Aupuni: The Reel History of Hawai‘i (2015)

September 28th: Whiteness*
  o Discussion Leaders:

  o Readings, et cetera:
- Peggy McIntosh, “White Privilege: Unpacking the Invisible Backpack”

October 5th: Citizenship and the Era of Exclusion*

  o Discussion Leaders:

  o Readings, et cetera:

October 12th: Midterm

October 19th: Citizenship after 1965*

  o Discussion Leaders:

  o Readings, et cetera:
    - In-class screening of Dir. Davis Guggenheim, The Dream is Now (2013)

October 26th: Model Minorities*

  o Discussion Leaders:

  o Readings, et cetera:

**November 2nd: Refugees**
- Discussion Leaders:

- **Readings, et cetera:**
  - Before-class viewing of lecture by Anita Cassavantes Bradford (2015)

**November 9th: Education**
- Discussion Leaders:

- **Readings, et cetera:**
  - Opal Tometi, “Immigration is a Black Thing, Too,” in *The Root* (2014)
  - *Timeline History* of the Not1More Campaign

**November 16th: Incarceration**
- Discussion Leaders:

- **Readings, et cetera:**
  - In-class screening of lecture by Michelle Alexander (2011)
November 23rd: **Miscegenation***
- **DUE: Group Paper**
- Discussion Leaders:

- **Readings, et cetera:**

**Fall Break: November 26th to November 29th**

November 30th: **Youth-led Change***
- Discussion Leaders:

- **Readings, et cetera:**
  - Select one article to explore historical perspectives of youth-led change:
  - Select one resource to explore facilitating workshops/building dialogue:
    - Community Tool Box, "[Section 2: Developing Facilitation Skills](#)"
  - Select one resource to explore art and arts activism for social change:

December 7th: **Group Presentations**

**Final Exam:** TBA
Assignment Descriptions:

**Participation – Daily:** (22 points) Students will be assessed on the quality of their contributions to class discussions, including (a) before-class preparation of discussion questions and (b) in-class small group activities, quizzes, thoughtful listening, and oral presentations. Students will be assessed on 11 course meeting days (noted with an asterisk in the course outline) and each day they may gain up to two points. These points cannot be made up in cases of unexcused absences. A handout detailing the instructor’s expectations and discussion tips is posted on the “Assignments and Rubrics” module for student reference.

**Participation – Discussion Leader:** (8 points) Students will sign up to facilitate class discussion once during the semester. Due to the size of the class there will be two or four discussion leaders on each day. Students will need to work with their peers to coordinate their plans and submit a collective discussion question guide. Expectations of group preparation outside of class are minimal and can be achieved in person or through email. Discussion leader responsibilities include: (a) Particularly thorough reading of the assigned materials for the day to facilitate Q&A for their peers, (b) Collective preparation of two or three discussion questions to guide peer learning (typed-written and submitted to the instructor at the end of the class period), and (c) Increased and thoughtful oral contributions during class.

**Midterm:** (20 points) The midterm is a closed-note, written examination administered in class on Monday, October 12th. This exam may consist of multiple-choice questions, identifications, short-answer questions, and a short essay.
Group Paper: (20 points) This project is an investigation into the ways that issues in immigration and ethnicity are experienced by students in higher education. Each group (approx. 5 students per group) will select a topic, including but not limited to immigration reform, diversity initiatives, financial obstacles, stereotypes and the like. The group will (a) Locate fifteen primary and secondary sources around the chosen theme, (b) Create an annotated bibliographic list of these sources, and (c) Write a three page narrative that explains how the sources on the compiled bibliographic list are “in conversation” with each other. Additional information will be provided in the third week of classes and we will practice the skills necessary to successfully complete this paper in each class session. The group paper will be due on November 23rd.

Group Presentation: (10 points) Each group will share the research they completed for the group paper in a 10-12 minute oral presentation which should emphasize primary source materials and the “conversation” around the selected topic.

Final: (20 points) The final is a cumulative, closed-note, written examination administered in class, time TBA. This exam may consist of multiple-choice questions, identifications, short-answer questions, and a short essay.

Grading: Grades will be posted on Elms. Students are responsible for monitoring their progress throughout the semester. If you have any questions or concerns, I am available during office hours and by appointment.

Breakdown of grades by points: Students earn grades based on their performance in the course assignments. Here is a description of the grading criteria according to the UMD Faculty Handbook (http://www.faculty.umd.edu/teach/grades.html)

A range: “Denotes excellent mastery of the subject and outstanding scholarship.”
A+: 98-100 points  A: 94-97 points  A-: 90-93 points
B range: “Denotes good mastery of the subject and good scholarship.”
B+: 87-89 points  B: 84-86 points  B-: 80-83 points
C range: “Denotes acceptable mastery of the subject and the usual achievement expected.”
C+: 77-79 points  C: 74-76 points  C-: 70-73 points
D range: “Denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.”
D+: 67-69 points  D: 64-66 points  D-: 60-63 points
F range: “Denotes failure to understand the subject and unsatisfactory performance.”
F: 0-59 points

I will automatically apply a fail grade to plagiarized papers. Please see the following for a guide to using the Chicago-style of citation (Notes System):

http://www.lib.umd.edu/ues/guides/citing-chicago-notes
Contesting grades: Students may appeal any grade assigned in this course if they feel that the grade does not reflect the quality of the work produced. To successfully appeal a grade a student must demonstrate that the instructor’s assessment reflects an “arbitrary and capricious” grading practice. “Arbitrary and Capricious” grading means:

- The assignment of a course grade to a student on some basis other than the performance in the course; or
- The assignment of a course grade to a student by resorting to unreasonable standards different from those which were applied to other students in that course; or,
- The assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor’s previously articulated standards.

To initiate an appeal the student must contact the instructor directly within ten working days of the grade assignment. The instructor and student will meet and attempt arrive at a mutually agreeable solution. If a solution cannot be found the instructor will advise the student of additional steps for a formal appeal.

This syllabus owes much credit to Douglas S. Ishii and Neha Singhal, whose pedagogical perspectives and syllabi were models for the course you are now enrolled in. Many thanks to their generosity.