Notice
This syllabus is subject to change depending on new developments or the pace of the class. The instructor reserves the right to change any course requirements listed below provided he informs you verbally or electronically of the changes. You are responsible for any and all changes announced in class or online.

Course Description
This course is focused on Filipino American experiences with an emphasis on identity, community building and organizing to influence public policy. We will cover pertinent events from the US and Philippine history in order to understand the impact of colonialism, migration, immigration and assimilation on Filipino Americans. This course challenges what Ronald Takaki called the Master Narrative of American History: that “our country was settled by European immigrants, and Americans are white” (Takaki 2008).

Students will also have an opportunity to identify how Filipino Americans are affected by current public policy issues; observe and critique collective efforts to address these issues; and analyze the commonalities and contrasts between Filipino Americans and other racial groups, including other Asian and Pacific Islander groups. Finally, students also will have an opportunity to research and document the contributions Filipino Americans.
Course Learning Outcomes

• To understand the significance of the Philippines and Filipinos to U.S. history.
• To understand the meaning of colonialism, imperialism, assimilation, immigration, racism, discrimination and justice within the context of Filipino American experiences.
• To develop skills for organizing communities and influencing public policy: research and writing, consultation and teamwork, speaking up and making presentations.
• To apply basic historical research and writing skills to documenting the contributions of Filipino Americans to the United States.

No history, no self; know history, know self.

--Mel Orpilla, in a seminar for Filipino Americans for Affirmative Action (FAA)

Required Texts

Books are available immediately at the UMD Bookstore. In addition, a book’s ISBN has been specified so that you have the option of purchasing a copy of the book from another vendor. The are listed in the order we will use them.


Optional Texts – The following books are supplementary—you do not have to purchase them. Copies are available in McKeldin and AAST libraries.

Required Soundtrack

The following works are available for purchase or free online (iTunes, YouTube, Facebook, etc). You will also need the lyrics. Other artists and artistic genres (spoken word, comedy, etc), will be announced as the semester progresses.

• Bambu, ...I Scream Bars for the Children..., (2007)
• Blue Scholars, Blue Scholars (2005); The Long March EP (2006); Bayani (2007)
• Other artists: Deep Foundation, Kiwi Illafonte, Native Guns (=Kiwi and Bambu)

Course Requirements

A. Participation

Just as history depends on the writer, the history lesson depends on the learner. I value active class participation as way to fully comprehend, apply, and synthesize reading assignments. Therefore, I use discussions and experiential exercises—in pairs, small groups, or whole group—as much as, if not more, than lecture. I use Socratic Method often, which means I will call on you—often.

Active participation means answering and asking questions, voicing your thoughts and sharing your weekly reflections assignment with classmates. Sometimes active participation means performing skits, writing poetry, completing worksheets or having debates. I will also invite guest speakers to share their experiences and perspectives with you: I expect you to ask them lots of questions. My goal is to create a learning community, meaning we all take leadership in learning and teaching.

ATTENDANCE – Obviously, you must be present to participate and understand the material. Because we meet only once a week, it is important for you to attend every class. If you know you are going to miss a class, please let me know ahead of time. You are responsible for finding out what you miss. I also expect you to arrive on time (in your seat by 5:00pm) and stay until the end (7:30pm). Please go to http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540 for the official UMD attendance policy, which begins “The University expects each student to take full responsibility for his or her academic work and academic progress.”

DISABILITY - If you have a disability or otherwise need a special accommodation to participate fully in class, please email or speak to me privately early in the semester.

TECHNOLOGY – I don’t mind you using your laptop, etc. to take notes. I will call on you if you seem to have virtually escaped class.
QUICKS – I reserve the right to give pop quizzes. The grades you earn on these quizzes will be folded into your participation grade. There will be no make-up if you miss a quiz.

ONLINE PARTICIPATION – You will contribute to an online group page. The theme of the site (URL TBA) is a quotation from Mark Twain: “History does not repeat itself, but it does rhyme.” Our contributions will complement the reading, and stimulate ideas for your presentation and research paper. We will decide on specific content and quotas in class each week. We will “tour” the site at different points throughout the semester.

B. Reflections [due on Mondays by midnight via ELMS]
In order to succeed in class participation (and the exams), you will need to keep up with the weekly reading assignments (listed in the COURSE SCHEDULE). The weekly reflection is a writing assignment that will help you process what you read through your own filters of values, attitudes, beliefs, knowledge and experiences. It will give you practice in formulating theses and opinions, and supporting them with evidence and reasoning. It will give you a place to record your “aha!” moments. Finally, it will give you practice writing your research paper and exam questions. Reading fills you up; writing and discussing helps you express your thoughts and come to a fuller understanding of the Filipino American experience.

The reflection should be 1-2 pages (about 500 words). I will give you prompts—words, concepts, themes or questions (listed under the reading assignments in COURSE SCHEDULE)—which you can use for reflection. You do not have to use the prompt I provide. You can use your own so long as you have a thesis. I encourage you to use works from the Required Soundtrack list as your prompt: write reflections that show the relationship between the readings and the lyrics.

At 500 words, I do NOT expect a summary of what you read. Although some summarizing may be required to make your point, I am more interested in your assessment or critique of the reading in relation to the prompt or other thesis. Think of this as responding in the comments section of an article (albeit with substance). Feel free to express your opinions—and support them with relevant facts and reasoning. You can focus on one article (if I’ve assigned several) or one chapter (from a book). Or you can refer to more than one article/chapter. It just depends on the prompt.

Try to keep it to 2 pages or less. I will read as much as what you write; however, learning to say a lot in a little bit of space is a valuable skill. Brevity that reflects well-processed thoughts will be rewarded. Brevity that reflects laziness or emptiness will not.

GRADING CRITERIA for Reflections
➢ I will give each reflection that you submit a letter grade according to the following rubric:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Substance</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Strong thesis and support, relevant to lesson/prompt, insightful</td>
<td>Correctly formatted, proofread, and cited (minor errors okay)</td>
</tr>
<tr>
<td>B</td>
<td>Good thesis and support, relevant to lesson/prompt</td>
<td>Could have been an A except for errors (format, proofreading, citations)</td>
</tr>
<tr>
<td>C</td>
<td>Weak thesis and support; too much summary</td>
<td>Too many errors (format, proofreading, citation)</td>
</tr>
<tr>
<td>D</td>
<td>Go back and read the directions</td>
<td>Go back and read the directions</td>
</tr>
</tbody>
</table>

∇ Reflections are due every week except for the midterm and the research paper due date.
∇ I count the best 7 toward your final grade; therefore, you have 13 chances to turn in these 7 papers.
∇ I do not expect you to do all 13 reflections, but I will add extra credit to your final grade for extra reflections (between 0-4 points).
∇ Reflection #1 is required for everyone.
∇ To encourage you to do these early, I will add a “+” for each one you complete before the midterm.
∇ No late reflections will be accepted. Please turn them in via ELMS (Blackboard) by 12:00am on Mondays (Monday night, not Sunday night). Do not email them to me unless I ask you to.

WRITTEN WORK SPECIFICATIONS (This applies to weekly reflections and the research paper).

• All papers should be typed and doubled-spaced, with 1” margins and 12 point font.
• Top right of the first page - Put your name and the date
• Put your title or prompt next (either left or center justified)
• Put your last name and page number on the top right of the following pages.
• Upload your papers to ELMS. Do not email them to me. I will lose them.
• Please proofread your paper before submitting it (it’s more effective to proofread hardcopy than onscreen). Refer to the Fumble Rules handout for common errors.
• I WILL NOT BOTHER TO GRADE ANY PAPER THAT HAS TOO MANY PROOFREADING ERRORS.

CITATIONS

I expect to see evidence that you read, such as direct quotations (limit 2), paraphrasing, or references to the author’s ideas—all of which should be properly cited. Direct quotations should always be cited. Statistics should always be cited. When paraphrasing and referencing
another author’s ideas, cite. **To maintain your academic integrity,** cite. When in doubt, cite.

- Do not use footnotes. Use APA Style, in-text parenthetical references: [http://www.lib.umd.edu/guides/citing_apa.html#text](http://www.lib.umd.edu/guides/citing_apa.html#text)
- For additional guidance on how to cite: [http://www.lib.umd.edu/guides/citing_apa.html](http://www.lib.umd.edu/guides/citing_apa.html)
- For a tutorial on how to use the Word 2007 References Tab to automatically format your citations and references list: [http://www.youtube.com/watch?v=BCKF_BgH4Hg](http://www.youtube.com/watch?v=BCKF_BgH4Hg)

### C. Barangay Presentations

Everyone will have an opportunity to lead the class—**twice**—as part of a barangay (barangays are small political units/communities similar to villages; the term is used today to refer to districts; we’ll use it in class to refer to your group). Refer to the COURSE SCHEDULE for due dates. The general format will be a presentation based on scheduled reading. This is also an opportunity to demonstrate your creativity: **write and perform your own poetry, spoken word piece, skit, song, dance, video, etc., and have a team** member narrate and deconstruct the performance according to the themes and stories in the reading. In other words, **don’t think of this as just an opportunity to use PowerPoint.** I will provide additional details of what to include in your presentation during class or directly to your group.

#### Barangay Presentation Schedule

<table>
<thead>
<tr>
<th>1st Barangay Presentation Topics (10-15min)</th>
<th>2nd Barangay Presentation Topics (20-25min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due: 4th class</td>
<td>Due: Various dates</td>
</tr>
<tr>
<td>The Forbidden Book, Chapter 1</td>
<td>America is in the Heart (Theme 1)</td>
</tr>
<tr>
<td>The Forbidden Book, Chapter 2</td>
<td>America is in the Heart (Theme 2)</td>
</tr>
<tr>
<td>The Forbidden Book, Chapter 3</td>
<td></td>
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<tr>
<td>The Forbidden Book, Chapter 4</td>
<td>FAP Personal Narratives (Theme 1)</td>
</tr>
<tr>
<td>The Forbidden Book, Chapter 5</td>
<td>FAP Personal Narratives (Theme 2)</td>
</tr>
<tr>
<td>The Forbidden Book, Chapter 6</td>
<td>FAP Personal Narratives (Theme 3)</td>
</tr>
<tr>
<td>The Forbidden Book, Chapter 7</td>
<td>FAP Personal Narratives (Theme 4)</td>
</tr>
<tr>
<td>The Forbidden Book, Chapter 8</td>
<td>I-Hotel – Lessons in Action (Theme 1)</td>
</tr>
<tr>
<td>The Forbidden Book, Chapter 9</td>
<td>I-Hotel – Lessons in Action (Theme 2)</td>
</tr>
</tbody>
</table>

### GRADING CRITERIA for Presentations

Your team will be graded on preparation and comprehension of the material. I will also evaluate presentation skills (volume, eye contact, clarity, appropriate use of teaching tools, ability to engage the class interactively, and keeping time). Everyone must have equivalent speaking parts (unless you ask for and I approve a different format). You are required to turn in any teaching materials you use (slides, handouts, etc.) and complete a team evaluation. Except in extreme circumstances, everyone on the team will receive the same grade. The first presentation is worth 5% of the final grade. The second presentation is worth 10%.
D. Research Project: Filipino American History & Biography

When something happens it becomes part of the past. It doesn’t become part of history until someone writes about it. The contributions and experiences of Filipino Americans remain unexplored and unwritten (especially on the east coast); therefore, it is missing in history. This research project will give you an opportunity to highlight a Filipino American (or group of Fil-Ams), and gain experience finding and interpreting primary sources. In the process, you will be writing history and providing a valuable service. As you will see from your reading assignments, the discovery or recovery of primary documents can change history. Pay attention to how the authors use primary documents to build their stories.

Your final product is a 7-10 page paper (not including attachments) submitted both online and hardcopy. There should be a minimum of five (5) references (works cited): at least one primary source that is central to your paper and the rest should be credible primary or secondary sources. No more than two (2) references from the internet. Don’t hesitate to ask me if a source is credible—before you turn in your paper! You can cite from the assigned reading, but it does not count toward the minimum of 5 references. Every reference must be cited at least once in the body of the paper to count. Please see the links in the Reflections section (above) for instructions on how to format citations and bibliographies. Also make sure you read the ACADEMIC INTEGRITY section below. I will look at your bibliography before reading your paper.

You will NOT be able to complete this research using just the internet. Most of the primary sources you need have not been digitized. Lucky for you, there are reams of primary sources in the Washington, DC area, in these three facilities:

✓ Library of Congress (LOC), Asian Reading Room in Washington, DC
✓ National Archives and Records Administration (NARA, Archives I) in Washington, DC
✓ National Archives and Records Administration (NARA, Archives II) in College Park, MD

In order to use LOC or NARA, you will have to register and get an ID card. There is no online registration: You must do it onsite. While you are doing research onsite, you are expected to follow their rules, regulations and directions. You can familiarize yourself with using these facilities on their websites. There may also be relevant primary sources in UMD libraries, as well as the Washington Post archives in downtown, DC. You may also interview someone as part of your paper; however, please get my permission first. There are additional conditions for interviews.

We will discuss research topics, outlines, content and teamwork in class. Check the Course Documents folder on ELMS for resources and updates.
E. Exams
There will be two exams, a mid-term and a final, based on readings and class discussions. Both exams require you to provide short answers and short essays to a selection of questions. Make up exams will ONLY be scheduled if you have a university-approved excuse with verifiable documentation. You must notify me prior to exam time that you won’t be able to make it. The final exam will not cover the first four weeks of class.

Course percentages

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Reflections</td>
<td>20%</td>
<td>Weekly (at least 7)</td>
</tr>
<tr>
<td>Presentations (2)</td>
<td>15%</td>
<td>See COURSE SCHEDULE</td>
</tr>
<tr>
<td>Midterm</td>
<td>15%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
<td>Week 13</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
<td>TBA <a href="http://www.testudo.umd.edu/soc/exam201208.html">http://www.testudo.umd.edu/soc/exam201208.html</a></td>
</tr>
</tbody>
</table>

Extra Credit: Please see me for details of projects you can do for extra credit. Projects that would be considered include longer (and more complex) reflections, reviews of relevant sources beyond the assigned reading list (including online sources), legislative analysis and attendance at on- or off-campus events.

Grading Guidelines
Students earn grades based on their performance on the course requirements listed above. Here is a description of the grading criteria according to the UMD Faculty Handbook (http://www.faculty.umd.edu/teach/grades.html).

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>“Denotes excellent mastery of the subject and outstanding scholarship.”</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>“Denotes good mastery of the subject and good scholarship.”</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>“Denotes acceptable mastery of the subject and the usual achievement expected.”</td>
</tr>
<tr>
<td>D+, D, D-</td>
<td>“Denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.”</td>
</tr>
<tr>
<td>F</td>
<td>“Denotes failure to understand the subject and unsatisfactory performance.”</td>
</tr>
</tbody>
</table>

Other Guidelines

Attendance and Participation: Students should attend all class meetings, be on time, and be prepared to participate on a substantive and analytical level in discussions of the readings and topics. If you do miss class, contact a classmate to make sure you are up to date on all changes. Bring the appropriate texts and syllabus to class every time we meet. Note that UMD’s official attendance policy is available at (http://www.testudo.umd.edu/soc/atedasse.html).
**Academic Integrity:** The AAST takes the issue of 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 upheld by the Student Honor Council. You are asked to write the following pledge on all your written work:

“I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).”

Even if you choose not to write the pledge on your work, you are still bound by it.

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 familiarizing themselves with these policies: ([http://www.testudo.umd.edu/soc/dishonesty.html](http://www.testudo.umd.edu/soc/dishonesty.html))

**Classroom Etiquette:** The AAST values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students. At all times students should be respectful of others’ opinions. If you disagree with someone you should express your alternative view using the evidence that led you to your interpretation. Personalized comments, inappropriate language, insults, sleeping, and raised voices are not conducive to learning and will not be tolerated in the classroom. In addition, cell phone texting or viewing and laptop use other than taking notes are disruptive activities that inhibit students’ ability to learn and are to be refrained from in lecture and discussion section. Please place your cell phone on silent or “vibrate” mode while in lecture or discussion section.

**Procedures for Inclement Weather**

If the University closes due to inclement weather, the instructor will contact the students via e-mail and communicate any changes in class meeting times or locations and to discuss any changes in assignments. Be aware that the University posts closure information on its main page at [www.umd.edu](http://www.umd.edu) and many DC and Baltimore area media outlets such as radio and TV will also carry information regarding school closures.

**Online Expectations:** We will assume that the e-mail address that you provided to the university is accurate, up to date and checked at least once a day during business days. If your official e-mail address is not up to date, please update it. In addition, all students will be required to sign into Blackboard in order to obtain or view course-related files or information. On Blackboard we will have links and handouts relating to the course. Note that the instructor will generally inform you verbally
and via e-mail when an item has been added to Blackboard. You can find information relating to getting started with Blackboard here: (http://elms.umd.edu)

**Writing Center:** The UMD English Department offers a superb resource in the form of the campus writing center. I recommend bringing your written work to the writing center so that they can help you improve your writing.

- Office Number: (301) 405-3787 (The Grammar Hotline)
- Location: 1205 Tawes Hall

**Religious Observances:** University policy 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.” Please inform the instructors at the start of the semester if you are going to miss any lecture sessions, discussion sections, exams, or other assignments due to religious observances so that alternative arrangements can be made.

**Special Accommodations:** If you require any special accommodations due to disability please inform the instructor at the beginning of the semester so that the instructor can make arrangements for exams and other items. In addition, please make an appointment with the Disability Support Services (DSS) so that you can learn the procedures and fill out the necessary paperwork. DSS contact information:

- DSS Website: (http://www.counseling.umd.edu/DSS)
- Main office phone number: 301.314.7682 (fax 301.405.0813)
- Location: Fourth floor of Susquehanna Hall (next to the South Campus Dining Hall)

**Course Evaluations:** During the end of the semester, you will be asked to fill out online course evaluations via the website at (www.courseevalum.umd.edu). Please take the time to fill out these forms because the AAST takes them very seriously as tools which we can use to improve our teaching. Therefore, over the course of the semester please think about what worked well in the course, what was ineffective in the course, and what you would recommend be done to improve the course.
# Course Schedule

<table>
<thead>
<tr>
<th>WK#</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>READ</strong> You will need to read the book/chapters/articles listed each week to do your reflections and prepare for class. Each week’s readings are not just related to the topic, but to each other as well. The articles “talk” to each other. Being conscious of this will help you make connections that you can use for writing assignments and class participation. The articles are on ELMS (Blackboard) or at the URL listed (download this syllabus for live links).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PROMPTS</strong> Use these words/phrases to guide your reflections.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>DUE</strong> Please upload your weekly reflections to blackboard (ELMS, Assignment tab), unless I say otherwise. Because you are not required to do every reflection, I will not accept late reflections. Once the assignment page disappears, you’re too late. I will not accept it for the next week, nor will I accept a stack of papers at the end to make up for weeks that you skipped.</td>
</tr>
</tbody>
</table>

## 1 8/29/12 Identity in Action – The Fall of the International Hotel

**READ**
- Syllabus

**DUE – To be completed in class**
- Worksheet: Census form and survey
- Worksheet: In the Eyes of the I-Hotel
- Reflection #1: What does it mean to be Filipino American? (REQUIRED)

## 2 9/5/12 Colonialism, Part I – God, Gold & Glory: 300 Years in the Convent

**READ**
- On History
  - Zinn 2001. Howard Zinn on History, Ch.14: Columbus & Western Civillization, pp.97-120. Google Books or ELMS.

**Pre-Hispanic Philippines**
- Halagao 2006. Unit 1: Journey Filipinas. [www.iJeepney.com](http://www.iJeepney.com), click CURRICULUM, then I AM A STUDENT
Spanish Colonization (From the Battle of Mactan to the Philippine Revolution)


PROMPTS: Orwell quotation in Zinn, history, colonialism, revolution, consciousness, propaganda, armed conflict, imperialism, hero, nationalism

DUE: Reflection #2 (CHECK ELMS FOR EXACT DUE DATE/TIME)

| 3 | 9/12/12 | Colonialism, Part II – Revolution & Betrayal: U.S. Invasion of the Philippines |

READ
American Colonization (From the Spanish-American War to the Philippine Insurrection?)

- The Forbidden Book, pp.1-21 (Prologue and Introduction) *Please bring book to class*
- Schirmer 1987. The Philippines Reader, Ch. 1: Conquest, pp.5-33.

PROMPTS: revolution, war, insurrection, consciousness, propaganda, armed conflict, imperialism, hero, nationalism, little brown brother

DUE: Reflection #3 (CHECK ELMS FOR EXACT DUE DATE/TIME)

| 4 | 9/19/12 | Colonialism, Part III - Little Brown Brothers & Benevolent Assimilation: 50 Years in Hollywood |

READ

- The Forbidden Book, the rest
- Schirmer 1987. The Philippines Reader, Ch.2: Colonization (Sections 2.1-2.5), pp.35-55.
PROMPTS: irony, metaphor, allegory, racism, assimilation, benevolence, nation building, White man’s burden, little brown brothers, forbidden, forgotten, political cartooning

DUE (CHECK ELMS FOR EXACT DUE DATE/TIME)
- Reflection #4
- Barangay Presentations (9): The Forbidden Book (all 9 groups x 10-15 minutes each)

5 9/26/12  Migration, Part I – “Positively No Filipinos and No Dogs Allowed”

READ
Waves of Migration (Overview)

Second Wave (1898-1946)

PROMPTS: migration, immigration, racism, assimilation, discrimination, marriage, equality, push factors, pull factors

DUE: Reflection #5 (CHECK ELMS FOR EXACT DUE DATE/TIME)

6 10/3/12  Migration, Part II – America is in the Heart

READ
- America is in the Heart – all of it

PROMPTS: activism, union organizing, discrimination, racism, marriage, white supremacy, anti-immigrant, equality

DUE: (CHECK ELMS FOR EXACT DUE DATE/TIME)
- Reflection #6
- Barangay Presentations: America is in the Heart (2 groups x 20-25 minutes each)
### READ

**The Fate of a Colony**
- Filipino Student Bulletin essays on independence.

**Status of Filipinos in America: From Nationals to Aliens to Citizens to ???**
- Angel Island excerpt

**PROMPTS:** independence, freedom, self-determination, militarism, neocolonialism, citizenship, rights

**DUE (CHECK ELMS FOR EXACT DUE DATE/TIME)**
- Reflection #7
- Research Project Scavenger Hunt Worksheet

### 8 10/17/12 MIDTERM

### 9 10/24/11 Immigration, Part I – Gendered Narratives
READ
- **Dad’s in the Navy**: Quinsaat 1976. An Exercise on How to Join the Navy and Still Not See the World... (in Letters), pp.96-111.
- **Mom’s a Nurse**: Article TBA
- **Mail-Order Brides**: Ordoñez 1997. Mail-Order Brides: An Emerging Community

PROMPTS: colonialism or agency, self-determination, adventure, empire, servant, equity, why leave home?

DUE: Reflection #8 (CHECK ELMS FOR EXACT DUE DATE/TIME)

10 10/31/12  Decolonization, Part I – From Colonialism’s Legacy to Liberation

READ
- **FAP Personal Narratives**: We Have Colonial Mentality: An Honest Call to the Filipino American Community” by E.J.R. David, Ph.D., pp 97-105.
- **Rimonte 1997** - Colonialism's Legacy: The Inferiorizing of the Filipino
- **Strobel 1997** - Coming Full Circle: Narrative of Decolonization Among Post-1965 Filipino Americans
- **Revilla 1997** - Filipino American Identity: Transcending the Crisis
- **Gonsalves 1997**. The Day the Dancers Stayed: On Pilipino Cultural Nights

PROMPTS: decolonization, colonial mentality, coconut, hella dark, cultural preservation, colonialism, inferiority, decolonization, naming, reflection, action, propaganda

DUE (CHECK ELMS FOR EXACT DUE DATE/TIME)
- Reflection #9
- Barangay Presentation: FAP Personal Narratives (THEME 1: Colonial Mentality)

11 11/7/12  Decolonization, Part II – Personal Narratives
READ

• FAP Personal Narratives: Chapters TBD
• Bundang 2005. This is Not Your Mother's Catholic Church: When Filipino Catholic Spirituality Meets and American Culture, pp.61-77 (Pinay Power).
• Espiritu 2004. We Don’t Sleep Around Like White Girl’s Do, 157-178 (HomeBound, Ch 7).
• Bakla and Tomboy, Parts 1-4 http://www.youtube.com/watch?v=5BAvIdCodAY
• Identity in Action: Marriage Equality

PROMPTS: colonialism, inferiority, decolonization, naming, reflection, action, sexism, faith, sexism, paternalism, intersectionality, homophobia, racism

DUE (CHECK ELMS FOR EXACT DUE DATE/TIME)

• Reflection #10
• Barangay Presentation: FAP Personal Narratives (THEME 2: TBD)
• Barangay Presentation: FAP Personal Narratives (THEME 3: TBD)

12 11/14/12  Immigration, Part II – Current Events

READ

• TBA: DREAMERS
• TBA: Teachers

PROMPTS: immigration, settling in, assimilation, comprehensive immigration reform; Why would I leave home? What is an American?

DUE: (CHECK ELMS FOR EXACT DUE DATE/TIME)

• Reflection #11
• Barangay Presentation: FAP Personal Narratives (THEME 4: TBD)
• Barangay Presentation: Immigration (Current Events TBD)
### 13 | 11/21/12 | Giving Thanks

**DUE (CHECK ELMS FOR EXACT DUE DATE/TIME)**

Research Paper - LATE PENALTY: 2% per day deducted from grade.

### 14 | 11/28/12 | Identity in Action

**READ**

- *San Francisco’s International Hotel* – all of it
- *The Rise of the I-Hotel* (YouTube, 6 parts)

**PROMPTS:** identity, activism, community, coalition building, power

**DUE (CHECK ELMS FOR EXACT DUE DATE/TIME)**

- Reflection #12
- Barangay Presentations: San Francisco’s International Hotel (2 groups x 20-25 minutes each)

### 15 | 12/5/12 | Conclusion: What Stories Will We Write?

**READ**

- FAP Personal Narratives: TBA
- Bacho 1997. *The Tragic Sense of Filipino History*

**PROMPTS:** see COURSE OBJECTIVES. Identity, activism, community, “History does not repeat itself, but it does rhyme”

**DUE: (CHECK ELMS FOR EXACT DUE DATE/TIME)**

- Reflection #13 – LAST CHANCE
### Two Periodizations ofFilipino American History*

<table>
<thead>
<tr>
<th>Waves of Filipino Migration to America (Cordova)</th>
<th>Seven Waves and Eras of Filipina/o American History (Mabalon)</th>
</tr>
</thead>
</table>
| **1st “Wave” Migration** (Morro Bay, Manilamen)  | 1587-1898  
1898-1906  
1906-1934  
1945-1965  
1965-Present | 1. The Shipbuilders, Seafarers and Slaves  
2. War, Imperialism, and the Pensionadas/os  
3. The Pinay/Pinoy Pioneers: Sakadas, Students, Workers and Adventurers  
4. The Exclusion Period, War, and the Second Generation  
5. Post-War Changes and Navy Families  
6. Post-1965 Immigrants; Anti-Martial law Movement  
7. Filipinas/os in the Diaspora; the Second and Third Generation Come of Age |
| **2nd Wave Migration** (Pioneers: Manongs, Sakadas, Alaskeros, Pensionados, Nurses, Stewards) | 1906-1945  
1934-1946 | |
| **3rd Wave Immigration** (Nurses, Stewards, War Brides) | 1945-1965  
1946-1965 | |
| **4th Wave Immigration** (Professionals, political refugees) | 1965-Present  
1986-present | |

Allyson Tintiangco-Cubales, Pin@y Educational Partnerships (PEP), 2007

*Why don’t they start at 1521? Why 1587 and 1763?