Notice
This syllabus is subject to change depending on new developments or pace of the class. You are responsible for any and all changes announced in class. The instructor reserves the right to change any course requirements listed below provided they inform you verbally and via e-mail of the changes.

Course Description
According to the 2000 census—the first to include the option of checking multiple race boxes—nearly 7 million Americans identify themselves as multiracial; 1 in 6 babies born in Seattle, Sacramento, and San Antonio is multiracial. The multiracial American population is increasing exponentially, as are, after considerable lag, the services and organizations to support it. With these shifts in mind, this class will examine multiracial America yesterday, today, and tomorrow, with an emphasis on multiracial Asian America in particular. Some questions of interest: what is public consciousness of multiracial peoples? What is public policy regarding multiracial peoples? How do multiracial peoples view their struggles for identity, equity, and community? What “infrastructure” exists to support the multiracial population, and in what ways does it
provide—or fail to provide—support? Having identified the crucial issues facing multiracial America, the class will culminate in collaborative projects to address them.

Course Learning Outcomes

• students will acquire an understanding of the changing public consciousness of multiracial peoples, as well as of shifts in public policy regarding multiracial peoples
• students will acquire an understanding of what prominent Asian American multiracial authors and filmmakers identify as the crucial issues, tensions, and problems facing multiracial America
• students will learn to examine and evaluate the “infrastructure”—the services and organizations—in place to support multiracial peoples
• students will learn to apply scholarly work outside the classroom by proposing and carrying out focused projects to address particular issues facing multiracial America

Required Texts

Books are available immediately at the UMD Bookstore. In addition, whenever possible, a book’s ISBN has been specified so that you have the option of purchasing a used copy of the book from another vendor.


Various other readings will be distributed via Blackboard.

Course films include:


Course Requirements

*Participation:
Be a regular contributor to in-class discussions and group work. Attendance has a major impact on participation grade.*

*Journals:
Complete regular responses to readings and films, posting responses on Blackboard discussion board forums. Some journal entries will be collaborative in nature.*

*Paper 1
Choose one literary text from *Half and Half* or *Mixed*, as well as one scholarly text from *Sum of Our Parts*, and use the literary text to illuminate the scholarly, and the scholarly text to analyze*
the literary. What, taken together, do the two tell us about multiracial peoples and the multiracial experience? The paper should be 5-7 pages long and follow MLA conventions. Submit it as a word document email attachment before the start of class-time on the due date. Late submissions will be penalized a half letter grade per 24-hour period.

Paper 2
In small groups, conduct research on an existing organization, program, or service—or a related range of them—in place to support multiracial peoples. Or conduct research on some institution or system responsible for accommodating and supporting multiracial peoples. Analyze and evaluate some aspect of it (or them), making use of key concepts from our scholarly and/or literary readings. The completed report should be 5-7 pages long and follow MLA conventions. All members of the group are responsible for research, writing, and editing. Submit the final report as a word document email attachment before the start of class-time on the due date. Late submissions will be penalized a half letter grade per 24-hour period.

Questions to consider for your analysis and evaluation:

Organization/Program/Service:
- What is the stated mission of this organization/program/service?
- Where is it located, and precisely what community or communities does it serve?
- Pick one of its particular functions, whether outreach, education, community-building, advocacy, etc. What precisely does it “do” in terms of, say, advocacy? Explain how specific, actual events or activities constitute advocacy.
- Viewed through the lens of one of our scholarly or literary readings, in what sense is it successful or unsuccessful?

Institution/System:
- What is the purpose of this institution/system?
- Where is it located, and precisely what community or communities does it serve?
- How is it working (or failing to work) to accommodate and support multiracial peoples?
- What challenges, if any, does it face in adequately supporting multiracial peoples?
- How can this institution/system better serve multiracial peoples? Explain what you mean by “support,” “challenges,” and “better serve” in terms of some key concepts from our scholarly or literary readings.
- Who has the power to bring these changes to fruition or encourage their implementation?

Presentation:
As a group, present the findings of your paper 2, as well as a proposal for a group project (see project description, below, for more details) to address some issue or set of issues facing multiracial peoples; the proposal may or may not be a direct extension of the research paper. The proposal needs to outline in reasonable detail a viable project, one based in some way on key concepts from our scholarly and/or literary readings and some portion of the research from Paper 2, if not the ultimate findings of the paper. The proposal should include clearly defined roles for all group members. All group members need to participate in the presentation.

Project:
The project can take any number of forms (blog, petition, some kind of outreach program, educational materials, public performance, campaign, service project, etc.) but will require the instructor’s approval following the proposal. The project must be completed within the space of the semester for credit and must involve some kind of tangible documentation.

**Course Percentages:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Journals</td>
<td>10%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Paper 1</td>
<td>20%</td>
<td>Week 6</td>
</tr>
<tr>
<td>Paper 2</td>
<td>20%</td>
<td>Week 9</td>
</tr>
<tr>
<td>Presentation &amp; Proposal</td>
<td>15%</td>
<td>Weeks 11 and 12</td>
</tr>
<tr>
<td>Project</td>
<td>20%</td>
<td>Week 16</td>
</tr>
</tbody>
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**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>
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<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>

**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 standard 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)

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.

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. It is recommended that you bring your written work to the writing center so that they can help you improve your writing. Writing Center website: (http://www.english.umd.edu/the-writing-center-front-page) 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](http://www.counseling.umd.edu/DSS)
- **Main office phone number:** 301.314.7682 (fax 301.405.0813)
- **Location:** 0126 Shoemaker Hall – Building #37 (just behind Memorial Chapel)

**Course Evaluations:** During the end of the semester, you will be asked to fill out online course evaluations via the website at [www.courseevaluum.umd.edu](http://www.courseevaluum.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**

- **Week 1, 1/27:** Intros and Course Syllabus
- **Week 2, 2/3:** readings from *Sum of Our Parts*
- **Week 3, 2/10:** readings from *Sum of Our Parts*
- **Week 4, 2/17:** readings from *Mixed*
- **Week 5, 2/24:** readings from *Mixed*
- **Week 6, 3/3:** Banana Split: 25 Stories by Kip Fulbeck (film)
- **Week 7, 3/10:** **Paper 1 Due**
  Mixed Roots Films
- **Week 8, 3/17:** *Part Asian, 100% Hapa*
- **Week 9, 3/24:** SPRING BREAK
- **Week 10, 3/31:** **Paper 2 Due**
- **Week 11, 4/7:** Presentations
- **Week 12, 4/14:** Presentations
- **Week 13, 4/21:** Project work
- **Week 14, 4/28:** Project work
- **Week 15, 5/5:** **Final Project Due**