Course Description
Asian Americans are one of the fastest growing minority groups in the United States. What is the significance of the Asian American community in the American political system? In what directions are political attitudes and behavior developing among Asian Americans? This course will increase students' understanding of the role of Asian Americans in American politics and the political attitudes and behavior of Asian Americans. Although the class will concentrate on Asian Americans, issues related to Asian American politics will be examined within the larger context of America's multicultural political landscape. This course will examine the historical and contemporary factors that have contributed to the development, form, and importance of race and ethnicity as mobilizing forces in politics and the methods used by groups to negotiate the political, economic and social consequences of race. A focus on the emerging interactions between Asian Americans and the U.S. political system will also highlight broader themes in American politics such as the development of ethnic political communities, how immigration and changing demographics affect political participation, political incorporation and exclusion, and the conditions that promote or challenge coalition building between ethnic and racial groups.

The goal of this course is to improve students' understanding of the topic of Asian American politics and to provide opportunities for students to engage with and critically assess issues related to Asian American politics.

Course Expectations and Grading Procedures
- Participation. Students should attend all class meetings and be prepared to participate on a substantive and analytic level in discussions of the readings and topics. Class slides will not be distributed electronically. If you miss a class meeting, please get the notes from a classmate. Readings should be complete by the date they appear on the syllabus.

- Attendance. 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. If you need to be absent from class to participate in a religious observance, please provide the instructor a list of the dates you will need to be absent by the second day of class. Absences due to illness on the date of exams or the dates assignments are due must be supported by documentation from a medical professional.
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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>3 1-paragraph Flash-Reading/Content Related Write-Ups</td>
<td>15%</td>
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<tr>
<td>Midterm (3/7)</td>
<td>25%</td>
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<td>5 things you didn’t know blog entry (3/28)</td>
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<tr>
<td>3-page Learning Reflection Paper (4/25)</td>
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<tr>
<td>Final Exam or Final Analytic Paper (5/16)</td>
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<td><strong>Total</strong></td>
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**Required Readings:**
Aoki, Andrew, and Okiyoshi Takeda. 2008. *Asian American Politics.* 2008. This is a **book**, order a used copy on Amazon or through other seller! New copy is $25.60; used copy as low as $10.50

All other required readings available/posted on ELMS.

**Class Communication**
Announcements regarding class cancellations, room changes, or other issues will be sent via **email** through the email address you have associated with **ELMS**. Change your communication settings to allow email through ELMS.

**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.

*What happens if you cheat or plagiarize?*
If you cheat or submit writing that is not your own, not only will you likely fail the assignment, but you may receive a grade of “XF” on your transcript.

The grade of “XF” is intended to denote a failure to accept and exhibit the fundamental value of academic honesty. The grade “XF” shall be recorded on the student’s transcript with the notation “failure due to academic dishonesty.” The grade “XF” shall be treated in the same way as an “F” for the purposes of grade point average, course repeatability, and determination of academic standing. No student with an “XF” on the student’s transcript shall be permitted to represent the University in any extracurricular activity, or run for or hold office in any student organization which is allowed to use University facilities, or which receives University funds.

**Student Resources and Arrangements for Students with Disabilities**
The University is legally obligated to provide appropriate accommodations for students with disabilities. The campus’s [Disability Support Service Office](#) (DSS) works with students and faculty to address a variety of issues ranging from test anxiety to physical and psychological disabilities. If an instructor believes that a student may have a disability, DSS should be consulted (4-7682 or dissup@umd.edu). Note that to receive accommodations, students must first have their disabilities
documented by DSS. The office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors by the end of the drop/add period.

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
If you prefer to take notes on a laptop, please sit in the first row of the class. Please turn off your cell phones before entering the classroom (no phone calls, OVERT texting, or taking pictures during class).

Copyright Notice
All class lectures and other materials are copyrighted and that they may not be reproduced for anything other than personal use without written permission from the instructor.

Emergency protocol
If an emergency occurs that closes the University for an extended period of time, this course will be taught on-line via the ELMS site

Contesting a Grade
Instructor determines your grade according to consistent standards. It is the university-defined role of the faculty member to develop these standards and assign grades accordingly. Students may dispute a grade if the grade is assigned in an “arbitrary or capricious” manner according to university definition:

1) Assignment of course grade on some other basis other than performance
2) Assignment of course grade by resorting to unreasonable standards different from those applied to other students in the course
3) Assignment of course grade by substantial, unreasonable AND unannounced departure from the instructor’s previously articulated standards

As long as a faculty member employs the same criteria for each student, their evaluation is not considered “arbitrary or capricious.”

Your grade will be based upon
1) course-related minimal requirements (on-time submission, all assignments complete, instructions were followed by student) AS WELL AS:

2) degree of evidence of engagement with and understanding of course materials
3) degree of clarity of expression and ideas
4) thorough development of ideas and is ability to link ideas and concepts to broad themes and issues presented in materials and in class more generally
5) degree of evidence of thoughtful insight, incisive critique, and analytic rigor addressing critical themes in the class and in the themes presented that relate to Asian American Studies as a field
6) overall writing quality, exam performance, and oral communication
Class Schedule and Readings
Come to class with readings for that date complete

Week 1

Wed 1/27  Asian American Politics Today
What to expect in this class
“The First Asian American President”
What is an Asian American political issue? (handouts)

Break-out sessions

Order books today!

Week 2

Mon 2/1  Defining the Asian American population; What is race?
Aoki and Takeda, Ch 2 “Asian Americans Today” and Appendix (p. 191-196)
[This chapter uploaded to ELMS to give you time for books to come in]

Wed 2/3  Why does race matter now?
Aoki and Takeda, Ch 1, “Why Study Asian American Politics? Racialization and its Consequences”

Break-out sessions: What is race? Why does race matter now?

Week 3

Mon 2/8  The History of Asian American Politics: Immigration and Exclusion
Wong et al. Asian American Political Participation, p. 34-54
Keywords “Exclusion”
Short pieces on Other Exclusions

Wed 2/10  Asian Americans, Citizenship and Naturalization, Voting Rights
Short pieces on Wong Kim Ark, “Anchor Babies”, and Voting Rights

Week 4

Mon 2/15  The Changing Demographic Landscape: Contemporary Immigration
Recent pieces on changing demographics and downturn in unauthorized immigration

Wed 2/17  Our stories – how are our own immigration stories related to politics and policies?
[In-class exercise]
**Week 5**

**Mon 2/22**  
**Measuring the Asian American Population: Census and Data Disaggregation**  
*iCount: A data quality movement for Asian Americans and Pacific Islanders in Higher Education.*  
Princeton, NJ: Educational Testing Service (ETS)

**Wed 2/24**  
**Political Parties and Asian Americans**  
News clips and journal articles on party approaches to Asian Americans

**Week 6**

**Mon 2/29**  
**“Why don’t Asian Americans Vote?”**  
Wong et al. 2011. *Asian American Political Participation.* Ch 1]

Pew Study on Asian American turnout  
*(Blog and Reflection Paper Assignments Distributed)*

**Wed 3/2**  
**Asian American Mobilization, Vote Choice, and Party Identification**  
Cullen, Lisa Takeuchi. 2008. *Does Obama have an Asian Problem?*  
[http://content.time.com/content/time/politics/article/0,8599,1714292,00.html](http://content.time.com/content/time/politics/article/0,8599,1714292,00.html)


**Week 7**

**Mon 3/7**  
**Midterm**

**Wed 3/9**  
**Asian American Issues: Education and Affirmative Action**  
Aoki and Takeda, Ch 8, “Asian Americans, Public Policy, and Intersectionality”


**Week 8**

**Mon 3/14**  
**Spring Break**

**Wed 3/16**  
**Spring Break**
Week 9

Mon 3/21  Asian American Issues: Wealth Redistribution and Big Government (Health Care, too)
Karthick Ramakrishnan clip; articles on wealth inequality and race

Wed 3/23  Asian American Issues: Immigration Reform and Language Policy
Deferred Action for Childhood Arrivals – “DACA” readings

Week 10

Mon 3/28  Blog writing day – “5 things you didn’t know about Asian American politics” submit to ELMS

Wed 3/30  Asian American Issues: Same-sex marriage
National Asian American Survey Report
http://www.naasurvey.com/resources/Presentations/2012-aapipes-national.pdf

Week 11

Mon 4/4  Asian American Activism: The Asian American Movement and Other Social Movements
Aoki and Takeda, Ch 4, “Interest Groups and Social Movements”

Wed 4/6  Participation Beyond Voting: Campaign donations, civic participation
Aoki and Takeda, Ch 7, “Images of Asian Americans and their Political Consequences”

Wong et al. 2011 Asian American Political Participation, Chapter 5

Week 12

Mon 4/11  Asian American Elected Officials, Other Political Leaders
Jerry Park and Julie Park article – “Cold and Competent”
Aoki and Takeda, Ch 5, “Elected Officials and Representation”

Wed 4/13  Asian American Youth Activism
Cohen et al. Report on Youth Political Participation

Week 13

Mon 4/18  Asian American Political Participation: Immigrant Socialization
Wong et al. 2011. Asian American Political Participation, 54-84
Wed 4/20  Film: *A Village Called Versailleses*

**Week 14**

Mon 4/25  **Asian Americans, Religion, and Politics**
Lee, Chisun. 2000. ‘Moral Minority: Asian American churches have long been powerful forces in our communities, weaving immigrant populations together with bonds composed equally of culture and faith. But what happens when they start getting involved in politics?’ *A. Magazine.* May. p.60.

Article on Latino religion and politics

**Reflection Paper Due**

Wed 4/27  **No Class Meeting** - Film: *Mr. Cao Goes to Washington* on your own

**Week 14**

Mon 5/2  **Asian Americans and Campaign Donations**
Wong et al. 2011. *Asian American Political Participation.* Ch 6


Wed 5/4  **Asian Americans and Post-9/11 Activism/Hate Crimes**
Film: *Divided we Fall*
Selection from Keywords – “Brown”

**Week 15**

Mon 5/9  **Panethnicity and Coalitions**
Aoki and Takeda, Ch 6, “Conflict and Cooperation with Other Minority Groups”

**FINAL EXAM (University has not confirmed):** Monday, May 16, 1:30-3:30 (meet in regular classroom)

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.
LEARNING OUTCOMES

Upon completion of this course, students will be able to

SOCIAL SCIENCE

- Demonstrate knowledge of fundamental concepts and ideas related to the specific topic of political attitudes and behavior of Asian Americans in the United States and the role of Asian Americans as an emerging political force in the larger US political landscape (S1)
- Demonstrate critical thinking in evaluating causal arguments related to why rates of political participation vary across racial and ethnic groups, how immigration shapes political participation, and how race and ethnicity are related to political attitude formation (S2)
- Explain how culture, social structure, diversity, and other key elements of historical context have an impact on individual perception, action, and values (S3)
- Articulate how historical change impacts society, particularly in terms of how it shapes racial position and racial politics in the United States, particular for Asian Americans (S4)
- Explain how a popular social science tool/method, survey research, can be used to analyze contemporary issues related to Asian American politics and to develop policies for social change (S5)

PLURAL SOCIETIES

- Demonstrate understanding of the basis of human diversity: biological, cultural, historical, social, economic, or ideological (P1)
- Demonstrate understanding of fundamental concepts and methods that produce knowledge about plural societies, such as stereotyping and racialization (P2)
- Explicate the processes that create or fail to create just, productive, egalitarian, and collaborative societies, including discrimination and exclusion (P3)
- Articulate how particular policies create or inhibit the formation and functioning of plural societies (P4)