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 he/she inform you verbally and/or via e-mail of the changes.

Course Description
This course will examine the psychological, counseling, and educational issues facing Asian Americans. We will investigate a number of subjects including model minority myths, international Asian students, Asian American teachers and faculty, sexuality and gender roles, family functioning, and counseling service delivery. The class seeks to challenge existing model minority myths and replace them with a more complicated understanding of educational and counseling issues facing Asian Americans.

Course Learning Outcomes
• To improve critical reading, writing, communication, and research skills.
• To become aware of current educational and counseling practices and trends.
• To conduct original research related to Asian American education and counseling issues.
• To identify educational and counseling issues unique to the Asian American community and explore best practices for resolving these issues.
Required Texts


Course Requirements

A. Participation (25%)
Class Participation (15%): You are required to attend all class meetings, to read the assigned material each week before class, and to actively participate during class. Excessive tardiness or absences will negatively influence your grade. The purpose of this requirement is to encourage you to read analytically, to verbally express your ideas, and to reflect upon the intersections of course themes and your own personal experiences.

Course Participation (10%): You are required to write a campus or community events reaction paper dealing with Asian American issues (2-3 pages). Your reflection paper is due a week after the related event you select to attend occurs.

B. Group Presentation (10%)
Each student will be assigned to lead a class discussion covering one of the topics of your interest. A signup sheet will be available for you to choose the day/topic which you present. You will be graded on your ability to impart analysis and information in a coherent, polished, and concise manner. In addition, you will be graded on your presentation skills (volume, pacing, intonation, eye contact, clarity, appropriate use of teaching tools, and the ability to engage the class interactively). Presentations will be given from weeks 3-13 (except for week 8). Your presentation should include a brief summary of the topic and one or more classroom activities. Each presentation should not exceed 30 minutes.

C. Weekly Reflection Papers (15%): Weeks 2-13 (except for weeks 7 & 8).
You need to submit ten two-to-three page reflection papers. These postings are worth 1.5% each. For each week write a reflection paper describing the main ideas/points as well as your reactions to weekly readings. Make sure you introduce and synthesize authors’ main points and provide reflections of sufficient length: e.g. Do you agree/disagree with authors’ points? How do these arguments relate to your personal experiences? How did your perceptions change after reading the literature?

Each reflection paper is due on the appropriate Monday (before the class) of the week. Except for health emergencies (with proper documentation), these one-page summaries cannot be emailed or submitted after the due date.

D. Diversity Proposal Paper (25%)

Diversity Proposal Paper (15%)
You will be required to write a six-page research paper discussing diversity agendas in American higher education (the final paper should not exceed twelve-pages in length). Your paper should address the following key questions: What is your understanding of “diversity”? How can we promote diversity on campus? Who are the key actors? How does your proposal
relate to experiences of Asian Americans in education and counseling? How are you going to evaluate the impact of your strategy?

You need to integrate multiple sources from weekly readings, guest speaker presentations, classroom discussions, etc. The proposal should be an argument-oriented essay in which you attempt to convince the reader. Remember to provide evidence that supports your arguments.

You will be graded on your ability to identify your topic, state why your proposal is relevant to course themes, how it relates to the broader theme of diversity, and a brief discussion of related literature. You will also be graded on your ability to communicate your ideas in a clear, concise, and polished manner. The deadline for this paper is October 18, 2010. This paper must conform to the “Written Work Specifications” below.

Diversity Proposal Presentation (10%)
In addition to writing these reflection papers, you must also give a presentation on your research paper. The date of the presentation will be determined by a signup sheet. You will be graded on your ability to impart analysis and information in a coherent, polished, and concise manner. In addition, you will be graded on your presentation skills (volume, pacing, intonation, eye contact, clarity, appropriate use of teaching tools, and the ability to engage the class interactively). The purpose of this assignment is to improve your public speaking abilities. Presentations will be given on March 14 and 16.

E. Case Study Assignment (25%)

Case Study Paper (15%)
You need to submit a six-page case study paper discussing a particular case regarding counseling issues of Asian Americans. A list of cases will be given in class. Imagine that you are a professional counselor. You are meeting with an Asian American client, and your responsibility is to propose a way to handle the situation. Your paper should contain an introduction of the case, discussions of your approaches, and a conclusion. Make sure you provide evidence that supports your argument from literature, films, guest speakerships, personal experiences, etc.

You will be graded on your ability to clearly identify the case, your rationale for why your approach is relevant to the situation, and the originality of your information. You will also be graded on your ability to communicate your ideas in a clear, concise, and polished manner. This paper must conform to the “Written Work Specifications” below. More details will be given in class.

Case Study Paper Presentation (10%)
In addition to writing the final paper, you must also give a presentation. The presentation will be delivered on May 9. You will be graded on your ability to impart information and analysis in a coherent, polished, and concise manner.

Written Work Specifications:
Margins: One-inch margins
All written work (except for in-class writings, in-class exams, and pop quizzes) should be typed. All written work should be edited for typographical errors. Include your name on every page and staple your work. Work is due at the start of class on the specified date. Late work is penalized ten percent for every twenty four hours it is late (including weekends). Submit late work by hand-carrying it to the AAST Program Office (1120 Cole Student Activities Building) and handing your work to a staff member there. Ensure that the staff member puts a time date stamp on your work. Also submit an e-mail to your instructor informing him/her that you have turned in late work to the AAST Program office.

If you believe that you have an officially excusable reason for submitting late work (i.e. work problem or illness) please contact your instructor as soon as you can to discuss your late assignment. Note that your instructor is required by University policy to require that you provide him/her with reasonable written proof of the exonerating incident (i.e. doctor’s note, note from a family member, receipt from an auto maintenance company, etc.).

Course Percentages:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>25%</td>
<td>Throughout the semester</td>
</tr>
<tr>
<td>Group Presentations</td>
<td>10%</td>
<td>Weeks 3-7; 10-13</td>
</tr>
<tr>
<td>Weekly Reflection Papers</td>
<td>15%</td>
<td>Weeks 2-7; 9-13</td>
</tr>
<tr>
<td>Diversity Proposal Paper</td>
<td>25%</td>
<td>March 14 &amp; 16</td>
</tr>
<tr>
<td>Research Paper &amp; Presentation</td>
<td>25%</td>
<td>May 9</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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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>
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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:** 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.

**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 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](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](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: 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.coursesevalum.umd.edu](http://www.coursesevalum.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 (Jan. 24 - 26)**

**Monday:**
Introductions & syllabus review. Discuss course learning outcomes and expectations.

**Wednesday:**
<table>
<thead>
<tr>
<th>Week 2 (Jan. 31 - Feb. 2)</th>
<th>Model Minority Myth</th>
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<tr>
<td>Reflection Paper #1 due</td>
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<table>
<thead>
<tr>
<th>Week 3 (Feb. 7 - 9)</th>
<th>Beyond Model Minority Myth</th>
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<tbody>
<tr>
<td>Group presentation 1</td>
<td>Reflection Paper #2 due</td>
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<tr>
<th>Week 4 (Feb. 14 - 16)</th>
<th>Asian Americans in Higher Education</th>
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<tbody>
<tr>
<td>Group presentation 2</td>
<td>Reflection Paper #3 due</td>
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<tr>
<td>Monday:</td>
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<tr>
<th>Week 5 (Feb. 21 - 23)</th>
<th>Asian American Studies</th>
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<tr>
<td>Group presentation 3</td>
<td>Reflection Paper #4 due</td>
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<tr>
<td>Monday:</td>
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**Week 6 (Feb. 28 – March 2)  International Asian Students**

*Group presentation 4*

*Reflection Paper #5 due*

**Monday:**


**Week 7 (Mar. 7 - 9)  Asian Americans in Teaching Professions**

*Group presentation 5*

**Monday:**

  http://chronicle.com/article/Whatever-Happened-to-All-Those/21980


**Week 8 (Mar. 14 - 16)  Diversity Proposal Paper Presentation**

DIVERSITY PROPOSAL PAPER DUE

**Monday:**

Student Presentations

**Wednesday:**

Student Presentations

**Week 9 (Mar. 28 - 30)  Asian American Counseling Issues**

*Reflection Paper #6 due*


  http://www.thefreelibrary.com/_/print/PrintArticle.aspx?id=137791006

<table>
<thead>
<tr>
<th>Week 10 (Apr. 4 - 6)</th>
<th>Asian American Identity Development</th>
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<tr>
<td><strong>Group presentation 7</strong></td>
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<tr>
<td><strong>Reflection Paper #7 due</strong></td>
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**Monday:**


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<tr>
<th>Week 11 (Apr. 11 - 13)</th>
<th>Asian American Family</th>
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<tr>
<td><strong>Group presentation 8</strong></td>
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<tr>
<td><strong>Reflection Paper #8 due</strong></td>
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<tr>
<th>Week 12 (Apr. 18 - 20)</th>
<th>Race, Gender, &amp; Sexual Orientation</th>
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<tbody>
<tr>
<td><strong>Group presentation 9</strong></td>
<td></td>
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<tr>
<td><strong>Reflection Paper #9 due</strong></td>
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Week 13 (Apr. 25 - 27)  Mental Health of Asian Americans

Group presentation 10
Reflection Paper #10 due


Week 14 (May. 2 - 4)  Future Trends of Asian American Education and Counseling


Week 15 (May. 9)  Research Paper Presentations

RESEARCH PAPER DUE

Monday:
Research Paper Presentations