**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**

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

**Course Learning Outcomes**

- Improve critical reading, writing, communication, and research skills.
- Become aware of current educational and counseling practices and trends.
- Conduct original research related to Asian American education and counseling issues.
- Identify educational and counseling issues unique to the Asian American community and learn accepted best practices for resolving these issues.
Required Texts


Course Requirements

A. Participation
Class Participation: You are required to actively participate during class. The purpose of this requirement is to encourage you to ask questions, verbally test out your ideas, and draw connections between the readings, lectures, and course themes. Active participation is strongly encouraged. Take ownership of your education and question what you are reading and hearing and come up with your own ideas.

Course Participation: You are required to write a campus or community events reaction paper dealing with Asian American issues (2-3 pages), i.e. College of Education 2010 Graduate Research Symposium (date TBA), Maryland Day Asian American Literacy Review Symposium (April 24th), Smithsonian Folklife Festival (June 23-July 5), or the AAST Distinguished Lecture Series (date TBA). Your reflection paper is due a week after the event.

Extra Credit: You may earn an extra credit by writing a reaction paper dealing with the 38th Annual National Association of Ethnic Studies Conference (April 8-10th). Your reflection paper is due a week after the conference.

B. Diversity Proposal Paper
You will be required to write a eight to ten-page research paper discussing diversity agenda 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? 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 of your proposals. Remember to provide evidences that support your arguments. Examine and make an argument which explains some aspect of Asian American counseling and education.

You will be graded on your ability to identify your topic, state why your proposal is relevant to course themes, how they relate to the broader theme of diversity, and a brief discussion of possible sources. 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 March 10th. This paper must conform to the “Written Work Specifications” below.

C. Educational Notebook
You will be required to create an educational notebook throughout the semester. For every two weeks (starting the week 3) select at least two articles from weekly readings, Asian American-related blogs, or other publications and write a reflection paper related to the issues of Asian American education and counseling (2-3 pages). Be as specific as possible in your summary of the main points/ideas. Think critically about the general theme that ties these articles together.
Make sure you attach the hard copies of all your sources. This paper must conform to the “Written Work Specifications” below. Submit your educational notebook on May 5th.

D. Educational Notebook Presentation
In addition to writing these reflection papers, you must also give a presentation on one of your reflection papers. This presentation must be 15 minutes in duration. The date of the presentation will be determined by the signup sheet. You will be graded on your ability to impart analysis and information in a coherent, polished, and concise manner.

E. Diversity Proposal Presentation
Each student will give a ten-minute presentation on their diversity proposal project. A signup sheet will be available for you to choose the day 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). The purpose of this assignment is to improve your public speaking abilities. Presentations will be given on May 8th and May 10th.

Written Work Specifications:
Margins: one-inch margins
Font size: twelve
Spacing: Double-spaced
Style: APA format (See http://owl.english.purdue.edu/owl/resource/560/01/)

All written work (except for in-class writings, in-class exams, and pop quizzes) should be typed. All written work should be polished and should be edited for typographical errors. Please include your name on every page and please 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 the essay. Also submit an e-mail to your instructor informing them that you have turned in late work to the AAST Program office.

If you believe that you have an exonerating reason for submitting late work (i.e. auto breakdown, 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 them 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>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Diversity Proposal Paper</td>
<td>25%</td>
<td>March 10th</td>
</tr>
<tr>
<td>Education Notebook</td>
<td>30%</td>
<td>May 5th</td>
</tr>
<tr>
<td>Education Notebook Presentation</td>
<td>10%</td>
<td>To be announced</td>
</tr>
<tr>
<td>Diversity Proposal Paper Presentation</td>
<td>10%</td>
<td>To be announced</td>
</tr>
</tbody>
</table>
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>

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)

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](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.
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.courseevalum.umd.edu](http://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>Week 1 (Jan. 25-27)</th>
<th>Introduction to Asian Americans in Education and Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday:</strong></td>
<td>Introductions &amp; syllabus review. Discuss course learning outcomes and expectations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2 (Feb. 1-3)</th>
<th>Model Minority Myth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday:</strong></td>
<td>Guest speaker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3 (Feb. 8-10)</th>
<th>Beyond Model Minority Myth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student presentation 1 (reflection paper due)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday:</strong></td>
<td>Film Screening</td>
</tr>
</tbody>
</table>


Week 4 (Feb. 15-17)  Asian Americans in Higher Education

Student presentation 2

Monday:


Wednesday:
Guest Speaker

Week 5 (Feb. 22-24)  International Asian Students

Student presentation 3 (reflection paper due)

Monday:


Wednesday:
Visit to International Coffee Hour

Week 6 (Mar. 1-3)  No Class

Instructor in the conference

Week 7 (Mar. 8-10)  Diversity Proposal Paper Presentation

Monday:
Student Presentations

Wednesday:
Student Presentations

DIVERSITY PROPOSAL PAPER DUE
Week 8 (Mar. 15-17) No Class

ENJOY THE SPRING BREAK!

Week 9 (Mar. 22-24) Asian American Teachers

Student presentation 4 (reflection paper due)

Monday:


Wednesday:
Film Screening

Week 10 (Mar. 29-31) Teaching Asian American Studies

Student presentation 5

Monday:


Wednesday:
Guest speaker

Week 11 (Apr. 5-7) Asian American Faculty

Student presentation 6 (reflection paper due)

Monday:

**Wednesday:**
Guest Speaker

**************************************************
**April 8-10, 2010 38th Annual National Association of Ethnic Studies Conference**
Visit the NAES website at [http://www.ethnicstudies.org/conference.htm](http://www.ethnicstudies.org/conference.htm)
**************************************************

**Week 12 (Apr. 12-14) Asian Americans and Counseling**

**Student presentation 7**

**Monday:**


**Wednesday:**
Guest Speaker

**Week 13 (Apr. 19-21) Asian American Family**

**Student presentation 8 (reflection paper due)**

**Monday:**


**Wednesday:**
Film Screening

**Week 14 (Apr. 26-28) Race, Gender, and Sexual Orientation**

**Student presentation 9**
Monday:


Wednesday:
Film Screening

Week 15 (May. 3-5)  Future Trends of Asian American Education and Counseling

Monday:


Wednesday:
Film Screening

EDUCATION NOTEBOOK DUE