**Course Description**

This course will focus on the development of American public policy related to Asian Pacific Americans (also known as "APAs" or “Asian Americans”) over the past 160 years. From 1849 through 1969, Asian Americans were more often the victims of public policy than its creators. Over the past 45 years, however, affirmative action and the rise of an APA consciousness and political movement have changed the American public policy landscape. Not content to simply protest unfair labor practices or discriminatory housing laws, more APAs have become lawyers, journalists, and politicians. They have learned how policies are made, implemented, challenged, and changed.

Using Asian Pacific Americans as a case study, this course will analyze the development of public policy in America. Each week, topics such as community development, voting rights, and the movement to redress the wartime internment of Japanese Americans will serve as backdrops for discussion. We will explore the policy-making roles of legislators, judges, local and national political leaders, journalists, writers, unions, social movements, and community organizations.

By semester’s end, students will have a better appreciation of how public policy has been shaped in the past, and how they can help to shape it in the future. As an added benefit, students will see how cultural competency skills such as active listening, team building, and conflict resolution were instrumental in past public policy initiatives, and will develop these skills for use in their own future policy endeavors.
Information will be shared through lectures, field trips, student presentations, small group discussions, role plays, training simulations, and audiovisual materials. The first class provides an overview of the history, demographics, terminology, and culture of Asian Pacific Americans, and starts a multi-class focus on the Japanese American redress movement. Subsequent classes will highlight issues affecting APAs and other groups, with a focus on how public policy is made.

Three highlights of the class will be a field trip to D.C.’s Chinatown to see how current public policy discussions are affecting the APA community; a visit to the Smithsonian, to see how memories of public policy debates are preserved; and an oral history videotaping of APA community members that the students will do themselves.

**Course Learning Outcomes**

- To understand the development of public policy in America
- To understand how APAs have been affected by public policies in the past
- To develop a sense that each student, no matter what his or her background, can shape American public policy
- To give each student the public policy and cultural competency skills to effectively participate in public policy issues in the future. These skills include research, writing, active listening, public speaking, group facilitation, and navigating cross-cultural situations with cultural competency.

**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.


Other readings, if required, will be distributed during the course or viewed online.
# Course Requirements

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<tr>
<th>Requirement</th>
<th>Point Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Class Participation: Public Policy</td>
<td>15</td>
<td>Throughout semester</td>
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<tr>
<td>Class Participation: Cultural Competency</td>
<td>10</td>
<td>Throughout semester</td>
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<tr>
<td>Class Participation: APA history and class trips</td>
<td>10</td>
<td>Throughout semester</td>
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<td>Pop Quiz grades (Top five scores from six pop quizzes given in class; 5 points per quiz)</td>
<td>25</td>
<td>Throughout semester</td>
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<tr>
<td>Two-person Group Grade for Oral History of APA community member:</td>
<td>20</td>
<td>Week 12</td>
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<tr>
<td>• Complete one-hour video</td>
<td></td>
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<td>• Transcript of that video</td>
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<td>• Signed permission form</td>
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<td>• 15-minute well-edited video to be presented in class</td>
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<td>• Short oral presentation of the video in class</td>
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<td>• NOTE: This work is done by a two-person team, with each team member getting the same team grade</td>
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<tr>
<td>Reflection memo (3-5 pages) about process and result of interviewing</td>
<td>10</td>
<td>Week 12</td>
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<tr>
<td>Reflection memos from start and end of semester, discussing how your identity shaped your interest in this course, your perspective on this course, and your feelings about sharing your opinions freely in this course (two short in-class reflections, with one joint grade)</td>
<td>10</td>
<td>Week 14</td>
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<td>TOTAL POINTS</td>
<td>100</td>
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*Class Participation:*  Your participation in discussion should show evidence of preparation and thought about the readings and prior discussions. During class, please respect the classroom as our workplace. You should feel free to disagree about ideas, but we should strive to conduct ourselves professionally and respectfully, even if the subject matter is controversial. In other words, for the sake of the intellectual growth of the class as a whole, we might have to disagree without being disagreeable on some topics.

*Oral Histories:*  Oral History of APA community leader (up to one hour). Students will present 10-15 minute excerpt in class on a memory stick, and also hand in verbatim one-hour transcript, permission form, and two-page Reflection Memo about the process and the result. Each student will make a formal presentation about their group oral history video to the whole class. You will be assessed on your ability to communicate your main points quickly and effectively.
NOTE: All edited and complete interviews must be stored on the AAST server before the semester ends. Call 301-405-0996 or email jisun@umd.edu to make an appointment to go to the office to have this done. It will take an hour or so, so bring other things to do. All appointments must be between 11am and 4pm Monday through Thursday. Please do not wait until the end of the semester to do this.

Class Trips: Each student will participate in field trips to D.C. Chinatown and to the Smithsonian Institution. More details are in the syllabus and will be discussed in class. If a student cannot attend a class trip, alternate plans must be made with the instructor to ensure that comparable learning opportunities are found.

Written Work: Any papers not turned in by the beginning of class on the date due will be considered late and will be penalized 10% for every 24 hour period following the deadline. In addition to the quality of your ideas, your papers will be graded on the quality of your spelling and grammar.

All written work must meet the following specifications. Failure to meet the specifications will result in a lower grade:

- Margins: one-inch margins
- Font size and type: twelve-point Arial
- Spacing: Double-spaced

Extra Credit: Extra credit will be granted for attendance at APA-related activities on campus and in the community. Please check with the professor first in order to receive credit for any extra credit project.

Grading Guidelines

Students in AAST courses 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>
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<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.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540.

**Academic Integrity:** The AAST takes the issue of academic honesty very seriously. We expect our students to uphold a 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](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. Students should be respectful of others’ opinions at all times. 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 D.C. and Baltimore area media outlets such as radio and television stations 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 Canvas in order to obtain or view course-related files or information. On Canvas, 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 Canvas. You can find information relating to getting started with Canvas here: (http://elms.umd.edu)

**Writing Center:** The UMD 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/academics/writingcenter)
- 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 instructor 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) IN 0106 Shoemaker Building 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

**Limits to Confidentiality:** While receiving instruction, advising, or other services at the University, Maryland state law requires advisors/educators/employers to report any incident of past or current child abuse or neglect to Child Protective Services and to the University President’s Designee, the University’s Chief of Police. In addition, if an educator has reason to believe that a vulnerable adult (an adult who lacks the physical or mental capacity to provide for the adult's daily needs) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health professionals, psychologists, psychotherapists, counselors and mental health professionals are not required to report child abuse neglect to the President’s Designee, but are required by law to make reports to Child Protective Services.

**Course Evaluations:** At the end of the semester, you will be asked to fill out online course evaluations via the website at (https://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. During the course of the semester, please think about what worked well in the course, what was ineffective, and what you would recommend to improve the course.
Week 1 (February 1): Introduction and Overview

- **DISCUSSION:**
  - Overview of syllabus, books, and course expectations
  - Defining the scope: What is public policy? Who are Asian Pacific Americans (APAs), and what is their history? What is APA public policy?
  - What are the policies that govern your life right now? How can you change them?
  - Can I drive 100 mph on Route 1 when I leave class tonight? Who says? Why?

- **PUBLIC POLICY ACTIVITIES:**
  - Query: Who is Franklin Fung Chow? Take ten minutes to Google his name and read about him. Discuss in your small groups. Was he a community leader? Did he have an impact on public policy for APAs? For others? Why or why not?
  - Discuss Franklin's oral history. Was he a community leader? Did he have an impact on public policy for APAs? Why or why not? How did the oral history change your perception? How would you make a comparable oral history video?
  - Repeat the process for Dalip Singh Saund. Here is his video: [http://www.youtube.com/watch?v=u-Bwrb0vMvM&feature=related](http://www.youtube.com/watch?v=u-Bwrb0vMvM&feature=related)

- **CULTURAL COMPETENCY ACTIVITIES:**
  - What is culture?
  - What is Cultural Competency? How will it affect my life, work, and job?
  - Define class discussion ground rules: Make sure we all feel safe to express our thoughts and participate fully

Week 2 (February 8): APA and Japanese American History

- **HOMEWORK REQUIRED**
  - Prepare for Cultural Marker Exercise: [http://www.folklife.si.edu/resources/pdf/CulturalMarkerExercise.pdf](http://www.folklife.si.edu/resources/pdf/CulturalMarkerExercise.pdf)
  - Read Michi Weglyn, *Years of Infamy*, pages 1 to 53
  - Read entire website: www.michiweglyn.com

- **POP QUIZ**
  - From the Weglyn and Yamamoto books, and the website
DISCUSSION:
  o Do Cultural Marker Exercise: Think about an object or photo that you feel helps define who you are and where you are from. What is the item’s significance? For instance, think of a family heirloom such as a photograph of your grandparents, an old tool used by your father, or a piece of lace from a wedding gown that speaks to your family’s roots. How does this item help explain your life and culture? Bring this item, and be prepared to give a 3 min presentation in class. http://www.folklife.si.edu/resources/pdf/CulturalMarkerExercise.pdf
  o History of Asian Pacific Americans and Japanese Americans

PUBLIC POLICY ACTIVITIES:
  o Role play and discuss Michi trying to get a publisher to print her book
  o Role play and discuss perspectives on the JA incarceration (JA male farmer, white friendly neighbor of JA farmer, white antagonistic neighbor of JA farmer, JA female high school student, Los Angeles African American minister, Native American from Gila River Reservation, near a JA camp)

CULTURAL COMPETENCY ACTIVITIES:
  o Understand the factors that shape our identities, and how our identities impact public issues and public policy
  o Analyze how your own assumptions and perceptions shaped your interest in this course, your perspective on this course, and your feelings about sharing your opinions freely in this course
  o Write a short reflection piece on these issues that we will save and discuss again at the end of the semester.

Week 3 (February 15): Media and Public Policy

HOMEWORK REQUIRED
  o Michi Weglyn, Years of Infamy, pages 54 to end
  o Yamamoto, et al, Race, Rights and Reparation (2d ed.), pages 167 to 218

POP QUIZ
  o From the Weglyn and Yamamoto books

DISCUSSION:
  o How media shapes public policy debates
  o Finalize plans for oral history videotaping, which must be done by April 25th. All questions outlined? Cameras booked? Interview appointments set?

PUBLIC POLICY ACTIVITIES:
  o Compare media perspectives on today’s news in five online news sites
  o Discuss differences and similarities between 1940s news media and today’s
  o Role play Wayne Collins, a national civil liberties leader, governor of a Western state, President Roosevelt, and farmer from California

CULTURAL COMPETENCY ACTIVITIES:
  o Listen to multiple perspectives
  o Understand the history of how race and ethnicity affect public policy debates
  o Learn to agree to disagree
Week 4 (February 22): Legislation, Lobbying and Public Policy, part 1

- HOMEWORK REQUIRED
  - Choose a Member of Congress and read their campaign and official websites

- POP QUIZ
  - Related to the Member of Congress you have chosen

- DISCUSSION:
  - How to do an oral history and why it is important
  - Distinguish life review versus subject-oriented oral histories
  - Choose someone to interview and form interview teams
  - How to use AAST camera equipment
  - How to store your interviews at AAST: your role in preserving history
  - How to create legislation and lobby legislators

- PUBLIC POLICY ACTIVITIES:
  - Learn how to define a problem, assemble evidence, construct alternative goals, select criteria to evaluate those goals, project possible outcomes, confront tradeoffs, and decide on a goal

- CULTURAL COMPETENCY ACTIVITIES:
  - Understand the culture(s) of Washington power brokers
  - Learn how to be an active listener
  - Learn how to be sensitive to the needs of others, and how to apologize, address the problem, and move on if a mistake is made

Week 5 (February 29): Legislation, Lobbying and Public Policy, part 2

- HOMEWORK REQUIRED
  - Decide on an issue of importance to you and read websites for and against the position you currently hold on the issue. Come to class prepared to write a letter to your Member of Congress on the issue.

- POP QUIZ
  - None

- DISCUSSION:
  - Meet in groups focusing on related topics (education, immigration, housing, etc)

- PUBLIC POLICY ACTIVITIES:
  - Learn how to implement a strategy through public education, community mobilization, and lobbying
  - Write a letter to a 1940s elected official about the Japanese American situation
  - Write a letter to a current elected official on a topic that concerns you, and send it (the content will not be graded, as this is your opinion, but you are welcome to ask for advice on formatting and style)

- CULTURAL COMPETENCY ACTIVITIES:
  - Learn to appreciate that there are many viewpoints on any given issue
  - Learn to disagree without being disagreeable
**Week 6 (March 7): ORAL HISTORY DAY (no class session)**

- **HOMEWORK REQUIRED**
  - Use this day to either create your video or create the edited version with your video partner. We will not meet as a class.
  - Your interview will focus on the life of the interviewee and that person’s role in the APA community. Ask for the interviewee’s resume and other background material ahead of time. Formulate questions and share them with the interviewee ahead of time.
  - Remember that you are asking questions that viewers 100 years from now will want answered. If the interviewee is discussing service in a particular organization and then digresses into a discussion of the time they were invited to lunch with President Kennedy, by all means ask a follow-up question about how that came about and what happened at that lunch!

- **PUBLIC POLICY ACTIVITIES:**
  - Get out into the community to learn from interviewees

- **CULTURAL COMPETENCY ACTIVITIES:**
  - Bring an *omiyage* (obligatory gift) for the person you are interviewing. This giving of a small gift, such as flowers or chocolates, is a sign of respect in most cultures, and a form of thanks for the time and knowledge that is being shared with you.
  - Write a paper thank-you note, and mail it to your interviewee. Stamps and cards will be provided in class, but you must bring the interviewee’s street address.
  - Spend time before and after the interview getting to know the interviewee.
  - Take notes so that you can write the 3-5 page reflection memo that is due in class on Week 12. The memo will analyze what you learned about this person, how their life affected public policy for APAs and others, and things you would do to make the process more effective next time. You will answer these questions:
    1. Consider the cultural similarities and differences (including ethnicity, gender, generation, and socioeconomic status) between the student interviewers and the interviewee
    2. Reflect on how these differences and similarities impacted the interview process and outcomes
    3. Indicate where and how during the interview you demonstrated cultural competence
    4. Indicate where and how during the interview you could have been more culturally competent
    5. Discuss what you learned about cultural competence from the experience.

**NOTE: No class March 14 (Spring Break)**
**Week 7 (March 21): Visit to Smithsonian Institution**

- **DIRECTIONS FOR CLASS TRIP:**
  - Meet at the Smithsonian Institution and, if you get there early, look at exhibits and artifacts being preserved there. Meet at 4:45pm at the entrance to the National Museum of AMERICAN History (NMAH) on Constitutional Avenue (Northwest) across from 10th Street, NW in front of the first floor guard desk. Please be on time, as Smithsonian staff have planned some great activities for us. For info or directions, call 202-786-2409. Here is a map for directions: [http://www.mnh.si.edu/visit/maps.htm](http://www.mnh.si.edu/visit/maps.htm)

- **HOMEWORK REQUIRED**
  - Read the “A More Perfect Union” exhibit website carefully: [http://amhistory.si.edu/perfectunion/experience/index.html](http://amhistory.si.edu/perfectunion/experience/index.html)
  - Watch the slideshow at [http://smithsonianapa.org/beyondbollywood/](http://smithsonianapa.org/beyondbollywood/)
  - Read the website of the Smithsonian APA program: [http://smithsonianapa.org](http://smithsonianapa.org)
  - Read how to create a museum exhibit: [http://www.museumonmainstreet.org/education/How_To_Create_An_Exhibition.pdf](http://www.museumonmainstreet.org/education/How_To_Create_An_Exhibition.pdf)

- **POP QUIZ**
  - None

- **DISCUSSION:**
  - How are exhibitions curated?
  - How are APAs presented at the Smithsonian and other museums?
  - How can each of us participate in the curation of our own personal and community histories?

- **PUBLIC POLICY ACTIVITIES:**
  - Participate in the preservation of an accurate public history
  - Learn how the memory of earlier public policy battles can be re-shaped by later public policy battles

- **CULTURAL COMPETENCY ACTIVITIES:**
  - Understand how perceptions are shaped by museums and public policy battles
  - Learn how to critically analyze and shape those perceptions
**Week 8 (March 28): Case Study: Redevelopment of D.C. Chinatown**

- **HOMEWORK REQUIRED**
  - Read Evelyn Khoo Schwartz’s MA Thesis on D.C. Chinatown history (which will be posted on Canvas)
  - Read handouts and weblinks on the current redevelopment of Chinatown
  - Read the website of the APA Legal resource Center – www.apalrc.org
- **POP QUIZ**
  - Related to the readings on Chinatown
- **DISCUSSION:**
  - Discuss the current D.C. Chinatown situation
  - Compare with development of other East Coast Chinatowns (Boston, Providence, New York, Newark, Philadelphia, Baltimore)
- **PUBLIC POLICY ACTIVITIES:**
  - Learn public policy options being considered by the community
  - Learn how community leadership emerged on the issue
- **CULTURAL COMPETENCY ACTIVITIES:**
  - Learn that a community of people can have several points of view, and painting them as all of one mind can be simplistic and patronizing
  - Learn how groups come to consensus
  - Learn how group positions are presented to those in power

**Week 9 (April 4): Visit to D.C. Chinatown**

- **DIRECTIONS FOR CLASS TRIP:**
  - Meet at 4:45pm at the Da Hsin Trading Company at 811 - 7th St NW, Washington, DC 20001. Parking is very difficult, so take the Metro to Chinatown/Gallery Place and exit toward the corner of H Street and 7th Street. If you are late, call the cell phone of a classmate, and catch up to us as we visit the Chinatown Arch, Wah Luck House, Chinese Community Church, Chinatown Service Center (http://www.cccdc.com/chinatown-service-center/), and other Chinatown sites.
- **HOMEWORK REQUIRED**
  - Google “D.C. Chinatown History” and read a few of the websites
- **POP QUIZ**
  - None
- **DISCUSSION:**
  - Learn what currently exists in D.C. Chinatown
  - Compare the current situation with what you have read about Chinatown history
- **PUBLIC POLICY ACTIVITIES:**
  - See the built environment and learn the public policy history that shaped it
- **CULTURAL COMPETENCY ACTIVITIES:**
  - Increase knowledge of the local APA community
Week 10 (April 11): Japanese American Redress Through Law

- HOMEWORK REQUIRED

- POP QUIZ
  - From the Yamamoto book and the websites

- DISCUSSION:
  - *Hirabayashi, Yasui and Korematsu coram nobis* cases
  - *Hohri versus United States* class action case

- PUBLIC POLICY ACTIVITIES:
  - Learn how to read a legal opinion
  - Learn how the legal system works in the United States
  - Learn how the legal system impacted Japanese Americans during World War II

- CULTURAL COMPETENCY ACTIVITIES:
  - Understand the culture of legal tribunals
  - Learn how groups have been treated differently before the courts in the course of American history
  - Learn how this disparate treatment has been and is being addressed

Week 11 (April 18): Global Implications of the Redress Movement

- HOMEWORK REQUIRED

- POP QUIZ
  - From the Yamamoto book

- DISCUSSION:
  - How effective is legal advocacy as a public policy tool?
  - What effect does it have on other public policy strategies?
  - How effectively did JAs use the courts in their campaign for redress?

- PUBLIC POLICY ACTIVITIES:
  - Discuss reparations theories as applied to African American slaves, Native Hawaiians whose lands were “annexed,” “sex slaves,” and those profiled after 9/11 in the “War on Terror.”

- CULTURAL COMPETENCY ACTIVITIES:
  - Learn to reason by analogy
  - Learn to move beyond headlines to the legal and policy implications of issues
**Week 12 (April 25): Redress Recap and Lessons for Other Issue Campaigns**

- **HOMEWORK REQUIRED**
  - Bring full 1-hour oral history and 10-15 min. edited excerpt to discuss in class. Bring excerpt on a memory stick so that it can be played on our class computer. Also bring signed permission form, transcript of the one-hour oral history (verbatim transcription), and 3-5 page reflection memo analyzing what you learned about this person, how their life affected public policy for APAs and others, and things you would do to make the process more effective next time. Be sure to answer these questions:
    1. Consider the cultural similarities and differences (including ethnicity, gender, generation, and socioeconomic status) between the student interviewers and the interviewee
    2. Reflect on how these differences and similarities impacted the interview process and outcomes
    3. Indicate where and how during the interview you demonstrated cultural competence
    4. Indicate where and how during the interview you could have been more culturally competent
    5. Discuss what you learned about cultural competence from the experience.
  - NOTE: All edited and unedited interviews must be stored on the AAST server before the semester ends. Call 301-405-0996 or email jisun@umd.edu to make an appointment to go to the office to have this done. It will take an hour or so, so bring other things to do. All appointments must be between 11am and 4pm Mon-Thurs. Please do not wait until the end of the semester to do this.

- **POP QUIZ**
  - None

- **DISCUSSION:**
  - Discuss the tools and strategies used by many groups to bring about JA redress
  - Discuss the applicability of the JA redress precedent for other issue campaigns
  - Watch and process oral history excerpts. Each student starts with a self-evaluation based on the material covered in the reflection memos. Then others are invited to offer feedback based on their peer’s strengths and areas for continued growth.

- **PUBLIC POLICY ACTIVITIES:**
  - Critically evaluate the successes and failures of a public policy campaign

- **CULTURAL COMPETENCY ACTIVITIES:**
  - Watch and discuss different perspectives found in the oral histories
  - Discuss whether the interviewee was at ease, and what the interviewers could have done differently to make the interview more effective
Week 13 (May 2): Cultural Competency Recap

- **HOMEWORK REQUIRED**
  - Read handouts and weblinks on cultural competency
- **POP QUIZ**
  - None
- **DISCUSSION:**
  - Watch and process oral history excerpts. Each student starts with a self-evaluation based on the material covered in the reflection memos. Then others are invited to offer feedback based on their peer’s strengths and areas for continued growth.
- **PUBLIC POLICY ACTIVITIES:**
  - Play “Star Power” game and discuss.
- **CULTURAL COMPETENCY ACTIVITIES:**
  - Process Asian Pacific American history, public policy interactions, and other topics covered during the semester through the lens of political or economic stratification, as modeled in “Star Power.”
  - Watch and discuss different perspectives found in the oral histories
  - Discuss whether the interviewee was at ease, and what the interviewers could have done differently to make the interview more effective

Week 14 (May 9) Student Presentations and Wrap-up

- **NO HOMEWORK OR POP QUIZ**
- **DISCUSSION:**
  - Watch and process oral history excerpts. Each student starts with a self-evaluation based on the material covered in the reflection memos. Then others are invited to offer feedback based on their peer’s strengths and areas for continued growth.
  - Discuss course objectives and get student comments and evaluations
  - Answer any remaining questions about the course
- **PUBLIC POLICY ACTIVITIES:**
  - Play “Barnga: A Simulation Game on Culture Clashes,” and discuss.
- **CULTURAL COMPETENCY ACTIVITIES:**
  - Process the Japanese American and other issues addressed during the semester through the lens of cross-cultural communication and mis-communication.
    - [http://books.google.com/books/about/Barnga.html?id=BWsbAQAAMAAJ](http://books.google.com/books/about/Barnga.html?id=BWsbAQAAMAAJ)
  - Watch and discuss different perspectives found in the oral histories
  - Discuss whether the interviewee was at ease, and what the interviewers could have done differently to make the interview more effective
  - Analyze how our assumptions and perceptions shape our views of this course, as well as our willingness to share our thoughts with others in this course. Look at the short reflection piece on these issues that you wrote at the start of the semester, and write a new reflection that analyzes how your assumptions and perceptions changed over the course of the semester.
Final (May 16)

- NO FINAL EXAM, BUT ALL PAPERS, PERMISSIONS, VIDEOS, AND TRANSCRIPTS DUE VIA E-MAIL AT 6:40PM to pnash@umd.edu.