**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 s/he informs you verbally and via e-mail of the changes.

**Course Description**

This course will focus on the impact of public policies on Asian American communities. Public policy is defined in the dictionary as “the basic set of principles forming the foundation of public laws.” Public laws, in turn, are defined as “laws that deal with the government and its relationships with individuals or other governments.”

From 1849 through 1969, Asian Americans were more often the victims of public policy than its creators. Over the past forty years, however, the rise of an Asian American consciousness and political movement has changed the American public policy landscape. Not content to simply fight back against unfair labor
practices or discriminatory housing laws, more Asian Americans have become lawyers, journalists, academics, politicians, and policy analysts. They have learned how policies are made, implemented, challenged, and changed.

Using Asian Americans as a case study, this course will analyze the development of public policy in America. Each week, topics such as immigration, education, and civil rights will serve as backdrops for discussion. Moving back and forth between the specific and the general, we will explore the policy-making roles of legislators, 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 shape it in the future.

Information will be shared through lectures, guest speakers, student presentations, small group discussions, and viewing of audiovisual materials. The first class provides an overview of demographics, terminology, culture, and history of Asian Americans. Subsequent classes will highlight issues affecting Asian Americans, with a focus on how public policy is made. Overall this class will focus on teaching students the skills necessary to effectively impact policies that affect Asian American population. In addition, while the primary focus is on Asian American populations, information on Pacific Islanders will also be added to specific issues areas where relevant.

**Course Learning Outcomes**

- Improve critical reading, writing, communication, research, and public policy advocacy skills
- Understand the development of public policy in America
- Develop a sense that each student, no matter what his or her background, can shape American public policy
- Learn the skills needed to participate in public policy issues in the future. These skills include research on-line and in libraries, writing, speaking, and making advocacy presentations

**Required Texts**

No required texts.
All other readings will be distributed via Blackboard or handed out in class.

**Course Requirements**

Written assignments during the semester and a final group report presentation is required, with no midterm or final exams.

**Grading**

Grades will be computed as follows:

- Class preparation and participation..........................30%
- Work products....................................................50%
• Final Presentation (graded on a group basis)............20%

If you have a learning disability or otherwise need a special accommodation to participate fully in the class, please email or speak to me privately early in the semester. Otherwise, tardy submission of any written product will result in a zero for that percentage of the final grade.

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>
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<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>
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<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: 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)
- Main office phone number: 301.314.7682 (fax 301.405.0813)
- Location: Susquehanna Hall, Fourth Floor

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). 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

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<thead>
<tr>
<th>Class</th>
<th>Classwork</th>
<th>Homework/ Assignments</th>
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<tbody>
<tr>
<td></td>
<td>Info/Skill Goals</td>
<td>Activities</td>
</tr>
<tr>
<td>(1) 9/1</td>
<td>Introductions Overview on class &amp; public policy</td>
<td>Introduce selves Review: Class concept and structure Syllabus Asian Americans and the current social political climate Current public policy infrastructure Go over reading materials Bring an example of an opinion editorial (op-ed) from any newspaper to class. DUE: 9/8</td>
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<tr>
<td>(2) 9/8</td>
<td>Media impact on Asian Americans and public policy Writing an opinion editorial</td>
<td>Presentation and Discussion How to write and op-ed Divide into small groups for semester project (Guidelines will be given out for this project during class) - Reading on Asian Americans and Education: See ELMS/Blackboard - FIRST Draft Due: September 15th via email before class begins - FINAL Draft Due: September 29th via email by Midnight</td>
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<tr>
<td>(3) 9/15</td>
<td>Asian Americans and Pacific Islanders and Education Policy</td>
<td>Presentation and Discussion Reading assignment Legislative Packets Assignment Due: October 20th</td>
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<tr>
<td>(4) 9/22</td>
<td>Asian Americans and Immigration Policy</td>
<td>Presentation and Discussion Reading Assignment</td>
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<tr>
<td>Class</td>
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<td>Homework/ Assignments</td>
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<td>(5) 9/29</td>
<td>Asian Americans and Anti Poverty Policy</td>
<td>Presentation and Discussion&lt;br&gt;Reading assignment&lt;br&gt;Due: Op-Ed via email by midnight</td>
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<tr>
<td>(6) 10/6</td>
<td>Making the case</td>
<td>Phase I: Discussion, analyzing public policy, and how to write a policy memo&lt;br&gt;Small groups meet&lt;br&gt;Legislative Packet Assignment&lt;br&gt;Policy Memo: First Draft&lt;br&gt;Due October 13th (optional)&lt;br&gt;Final Draft of Policy Memo Due October 20th</td>
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<tr>
<td>(7) 10/13</td>
<td>Asian Americans and Health Policy</td>
<td>Presentation and Discussion&lt;br&gt;Reading assignment&lt;br&gt;First Draft Policy Memo Due (optional)&lt;br&gt;Schedule legislative visits</td>
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<tr>
<td>(8) 10/20</td>
<td>Making the case</td>
<td>Phase II: Framing and backing up your analysis&lt;br&gt;Discussion&lt;br&gt;How do you impact policy makers&lt;br&gt;Reading assignment&lt;br&gt;Legislative Packets Due</td>
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<tr>
<td>(9) 10/27</td>
<td>Meeting with policy makers</td>
<td>Phase III: Framing and backing up your analysis and fine tuning your message&lt;br&gt;Work in Groups&lt;br&gt;Final Policy Memo Due via email by midnight</td>
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<tr>
<td>(10) 11/3</td>
<td>Meeting with policy makers</td>
<td>Group role play and presentations&lt;br&gt;Actual meeting with federal elected officials begin</td>
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<td>Class</td>
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<td>(11)</td>
<td>Meeting with policy makers</td>
<td>Group role play and presentation</td>
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<td>11/10</td>
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<tr>
<td>(12)</td>
<td>Meeting with policy makers</td>
<td>Group role play and presentations</td>
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<td>11/17</td>
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<td>11/24</td>
<td>No Class Thanksgiving Break</td>
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<tr>
<td>(13)</td>
<td>Assessing what you learned from the visits with elected officials</td>
<td>Group presentations continue</td>
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<td>12/1</td>
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<td>(14)</td>
<td>Asian Americans and the connection to the federal government</td>
<td>Presentation and Discussion</td>
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<td>12/8</td>
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<tr>
<td>(15)</td>
<td>No exam. Last day to hand in final project</td>
<td>Reflection memo due by midnight</td>
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<td>12/10</td>
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