

**De Anza College**  
**Department of Asian American and Asian Studies**  
**ASAM 1: Asian American Experiences, Past and Present**

De Anza College  
Department of Intercultural and International Studies  
Asynchronous Online  
Fall Term 2024  
ASAM 1

Professor Nori Lowe Henk  
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Office Hours  
M-TH 11:00 AM-12:00 PM  
(Or by appt.)

**Course Description**

*What are the historical experiences of Asians in the U.S.? And why should we care about them? Does an understanding of those experiences bear upon how we might make sense of the experiences of Asian Americans today?* These are the key questions that guide the course.

**Main Point of View**

The course explores these questions by introducing you to the ethnic studies field of Asian American studies. The premise of the course is that the experiences of Asian Americans *today* cannot be understood insightfully without an awareness and analysis of the *historical experiences* of Asians and Asian Americans in the U.S. The course suggests that by examining the historical experiences of Asians in the U.S. with attention to race, ethnicity, gender, class, and nation, we tease out important implications for considering the experiences of Asian Americans today.

**Course Themes and Topics**

The course focuses on imperialized and diasporic experiences from the mid-1800s up through post-1965 migration of Asian immigrants and refugees to the U.S. We explore several thematic topics: empire and diaspora, immigration and international and national contexts, labor and laws, community building and its dilemmas, hostility and resistance to oppression, race and loyalty during times of war, becoming American and racial stratification, identity and panethnicity, and community empowerment and cultural representation. We focus on the experiences of people of Asian ancestry in the United States – Chinese, Japanese, Korean, Indian, Filipinx, Vietnamese, Cambodian, Hmong, and Laotian. The course material draws from a number of disciplines, including ethnic studies, history, sociology, anthropology, feminist studies, literature, and film.

Through this class, you will... **(Student Learning Outcomes)**

- ❖ Analyze and discuss significant issues and events in Asian American history
- ❖ Research a significant issue related to Asian American history or contemporary community
- ❖ Engage in an Asian Pacific American community-related activity

## Required Reading

- Choy, Catherine Ceniza. 2023. *Asian American Histories of the United States (Revisioning History)*. Boston: Beacon Press.
- Kim, Claire Jean. 2023. *Asian American in an Anti-Black World*. Cambridge: Cambridge University Press.
- Schlund-Vials, Cathy, Linda Trinh Vo, and K. Scott Wong. 2015. *Keywords for Asian American Studies*. New York: New York University Press.

## Memoirs

- Chung, Nicole. 2018. *All You Can Ever Know*. New York: Catapult.
- Gharig, Malaka. 2019. *I Was Their American Dream: A Graphic Novel*. New York: Clarkson Potter/Publishers.
- Pham, Thien. 2023. *Family Style: Memories of American From Vietnam*. New York: First Second.
- Soriano, Jen. 2023. *Nervous: Essays on Heritage and Healing*. HarperCollins Publishers: New York.

## Canvas Readings (PDF)

- Park Nelson, Kim. 2016. Adoptees as White Koreans: Identity, Racial Visibility, and the Politics of Passing among Korean American Adoptees in *Invisible Asians*. Rutgers University Press, 121-149.
- Solarzano, Daniel and Tara Yasso. 2002. "Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education," *Qualitative Inquiry* 8(1): 32-36.

## Course Requirements

### Video Introduction

Submit a 1-2-minute video introducing yourself to the class. Here is what you can include in your introduction: where you are from, your major, what you hope to get out of the class, and your understanding of the Asian American experience.

### Module Reflection Assignments

To help review and synthesize the content from the course, you will be asked to reflect on the material periodically throughout the course. Module Reflection Assignments are worth **10% of your overall grade**.

### C.A.R. Reading Analysis

Participation in the class is essential and is crucial to your success and experience in the class. All students are expected to participate through CAR reading analysis where they are required to critically examine the reading material and ideas assigned for that week:

- Complete 4 CAR Reading Analysis (Each analysis should be 250 words minimum)
- **C**.ONCEPTS: Describe 3 main concepts in the reading for the week. Make sure to include a quote for each concept and your analysis of the concept.
- **A**.PPLICATIONS: Apply the concepts to the Asian American identity. Show how they influence, shape, construct, define, and also limit what it means to be Asian American in the United States.

- **R.EFLECTIONS:** Reflect on how the concepts relate to you, your life, your family, and your community.

CAR Reading Analysis are worth **10% of your overall grade**

*Adapted from: Community Responsive Course Development by Allyson Tintiangco-Cubales, <https://communityresponsive.org/>.*

### **Critical Autoethnography**

Autoethnography is a telling of your story. A critical autoethnography, particularly one situated in an Asian American Studies course, tells the story about your race and ethnicity with a critical eye on the systems and structures that challenges stereotypes, whitewashing, and standardization of one's racial or ethnic experiences. Furthermore, critical autoethnographies do more than just tell a story, the end goal of the story telling is liberation and transformation especially by critiquing all forms of subordination and oppression (e.g. racism, sexism, heterosexism, ableism, and classism). Whether you are from the dominant culture or not, you will also need to address white privilege/whiteness/Western thought insofar as it shaped your everyday experiences in the family, educational spaces, your community, and/or related to other aspects of your identity (gender, class, sexuality, ability, etc.) **To complete this project you must develop 1-3 slides and narrate them. Narration should be approximately 3-5 minutes long and include a video of you doing the narration.** You have the option of relating your race/ethnicity to the following topics: family, gender, sexual orientation. You can also opt to do a performance piece (e.g. art, music, or dance) instead of a slidedeck that represents your culture. The performance piece must be narrated (3-5 minutes long). **You must also respond two of your classmates'**

**autoethnography.** Connect your experiences with your classmates; ask yourself how do their stories relate or compare with yours. How does their story help you to understand race and ethnicity and/or the Asian American experience?

Your autoethnography is worth **5% of your overall grade**

Written responses to two of your classmates' autoethnography is worth **5% of your overall grade (2.5% per response, 250 words per response)**

### **Memoir Presentation**

You will be assigned one of the four memoirs for this class. If you have a particular favorite memoir you want to read, please let the instructor know within the first two weeks of class. You will present on your memoir and respond to two of your classmates' presentations. Please submit a video presentation (you must be visible in the presentation) with the following components:

- Provide brief overview of your memoir (5 minutes)
- Your overview may include interesting passages/quotes from the memoir
- Ask three-five questions for your classmates to answer

The memoir assignment is worth **10% of your overall grade.**

Written responses to two of your classmates' memoir presentations is worth **5% of your overall grade (2.5% per response, 250 words per response)**

### **Asian American in an Anti-Black World**

You will be assigned one section of readings from *Asian American in an Anti-Black World* and lead an interactive discussion on your section. For your discussion, you will need to do the following:

- Provide a brief written overview of the assigned material (250-500 words). In your overview, you may highlight interesting passages/quotes from the assigned reading.

- Ask three-five questions for your classmates to answer.
- Respond to two of your classmates' original posts.

Discussions are worth **15% of your overall grade (5% for the discussion post, 2.5% per response)**.

### **Attend a Community Event**

You are required to participate in a face-to-face or virtual community event that relates to the course, such as attending a film screening, community event, or talk. For credit, after attending an event, you must submit a one-page response paper via Canvas, due no later than a week after the event takes place. The one-page should address what you learned at the event and the connections your learnings have with the course content. This assignment is worth **5% of your overall grade**.

### **Final Project (Choose One Option)**

You will have the option of either doing a lesson plan or a syllabus project for the final project for the course.

#### **Option #1: Lesson Plan on the Asian American Experience**

Purpose: To develop an alternative lesson plan appropriate to K-12 students to teach about the Asian American Experience.

##### **Part I: Developing the Lesson Plan**

Students will individually develop a lesson plan that teaches about the Asian American experience. Students will be given a lesson plan template to build out their lesson plan. The lesson plan should include the following:

- A project proposal that must be approved by the instructor before drafting the lesson plan.
- A rationale for the lesson plan (E.g. Why is important to teach about the Asian American experience?) and incorporation of key concepts/theories from the course material.
- Template filled out, which should include objectives, key concepts, resources/sources, assessment, and an outline of the activity(ies). The lesson plan can be for one day or be a unit project.
- Include an annotation to each resource used (5-6 resources/sources total, which must include up to 4 academic sources.)
- A concluding section on how this lesson plan will help to engage students in an Asian American Studies approach to learning about the Asian American experience. Connect with the course materials to help substantiate your lesson plan.
- You will be meeting with me twice over the semester to facilitate the progress of your lesson plan, **10%**
- Rough Draft of the Lesson Plan including 5-6 resources (e.g. reading/media), **5%**
- Final Lesson Plan (including annotations and completed template is DUE on the day of the final, **7.5%**).

##### **Part II: Presenting the Lesson plan (7.5%)**

- Submit a PowerPoint presentation of your lesson plan
- Video record a 5 minute presentation of your lesson plan (you must be visible in your video recording)

## **Option #2: Syllabus Project**

Purpose: The syllabus project is designed to provide sociological and accessible resources for a topic, issue or event intended for a lay audience, and give an opportunity for students to craft their own pedagogical approach to teaching on an Asian American topic, issue or event.

### **Part I: Writing up the Syllabus Project**

- You will be responsible in developing a 2 week course on a topic, event, issue related to the Asian American experience.
- The syllabus must include ground rules for discussion. If you choose to use the ground rules in this syllabus, you must justify why you are using the ground rules, and what value the ground rules will have for your class. You may also choose to modify the ground rules, but you should thoroughly explain your modifications. Or you can choose to develop your own ground rules and explain why these ground rules are important to your course.
- Each week should have assigned readings, videos, and/or music (5-6 total)—minimally each week should have at least 2 academic readings.
- You will annotate the course material for 2 weeks of the course. The annotations should include the following information for each source: summary of the source, direct ties to sociological theory/concepts, and application of the source to the overall topic of your syllabus.
- You will be evaluated on your overall ability to develop an academic discussion of your topic while also providing media-related sources that are dynamic, provocative, and will help your audience understand the significance of your topic, event, or issue.
- Please see examples of syllabus projects in Canvas.
- You will be meeting with me twice over the semester to facilitate the progress of your syllabus project, **10%**
- Syllabus Project topic/event/issue must be chosen. Submit a one paragraph description of your topic/event issue, **5%**
- Rough Draft of Syllabus including assigned reading/media for all weeks of the syllabus (5-6 total), **5%.**
- Final Syllabus Project (including annotations and ground rules for discussion) is DUE on the day of the final, **7.5%.**

### **Part II: Presenting the Syllabus Project (15%)**

At the end of the semester, you will:

- Submit a PowerPoint of your syllabus project
- Video record a 5 minute presentation of your syllabus project (you must be visible in your video recording)

### **Class Policies**

**Must-Haves for Online Course:** For this class, we will be using Canvas, De Anza's online course management system. Students must have access to a computer, the internet, a webcam, and an individual email address. Information about Canvas and an online education orientation is on the "Student Resources" page: <https://www.deanza.edu/online-ed/students/index.html>

Any time you encounter technical trouble with the course website that you can't figure out, you can contact:

*De Anza College Online Education Office* Office Location: MLC-210

Phone: (408) 864-8969 Email: [onlineeducation@deanza.edu](mailto:onlineeducation@deanza.edu)

Service Hours: Monday through Thursday from 8:30 AM–5:00 PM; Fridays: 8 AM – 4:30 PM.

### Academic and Student Resources:

- Student Success Center: <https://www.deanza.edu/studentsuccess/> in building S43 on the 3rd floor of the Advanced Technology Center (ATC) – for virtual drop-in tutoring, faculty help, and peer collaboration o General subject tutoring: <https://www.deanza.edu/studentsuccess/gensub/>
  - Academic skills workshops: <https://www.deanza.edu/studentsuccess/academicskills/>
  - Listening and Speaking Lab: <https://www.deanza.edu/studentsuccess/lsc/>
  - Writing & Reading Center: <https://www.deanza.edu/studentsuccess/wrc/>
  - Math, Science, and Technology Resource Center: <https://www.deanza.edu/studentsuccess/mstrc/>
- Counseling Center: <https://www.deanza.edu/counseling/> - for academic, career, personal counseling
- Free Online Tutoring: <https://www.deanza.edu/studentsuccess/onlinetutoring/>

### Students with Disabilities

Please contact the professor in the first week if you are requesting an accommodation. The accommodation would be for an “educational functional limitation” and “authorized academic adjustment.” You’re not required to disclose your specific disability but may choose to do so.

See: <https://www.deanza.edu/dsps/dss/>

To qualify for services, students must have a verified disability that meets the criteria of impairing a major life activity and causes an educational limitation in the college setting. For more information, contact Disability Support Services at 408-430-7681 or [dss@fhda.edu](mailto:dss@fhda.edu). See: <https://www.deanza.edu/dsps/dss/>

**Pass/No Pass:** You can elect to take this class on a Pass/No Pass basis. Details and dates for this are posted on this page: <https://www.deanza.edu/apply-and-register/register/passnopath.html> If you are taking this class for the Certificate in Asian American Studies, you need to take the class for a grade to receive credit.

**Enrollment Policy:** Students are responsible for enrollment in the class. For Weeks 1-2, students must activate their Canvas account and participate in class activities and assignments. By the end of Week 2, students who are inactive on Canvas and have not submitted assignments will be dropped, so that students on the waitlist can add.

**Withdrawing from Class:** If you choose to drop, you need to officially withdraw from the class by the Week 8 deadline set by the college to receive a “W,” otherwise you may receive a grade even if you stop participating. The instructor is not responsible for withdrawing you from the class.

**Instructor-Initiated Drop:** If you are inactive for two consecutive weeks (i.e., do not submit any assignments) and do not communicate with the instructor, you may be dropped from the class. Advice: If you are having trouble with the class *due to any reason*, be sure to contact the instructor to stay in communication. I will do my best to provide you the support you need. We can figure out together your options.

**Policy on Communicating in Class:** Since we won’t be seeing each other in-person, here are some important communication tips:

1. **Check Your Email:** Students are responsible for all material sent to their Canvas account and student email account. Students should regularly check both Canvas and email addresses registered with De Anza.
2. **Identify Yourself, Course, Assignment:** If you send email, make sure you include your full name, the course number, and what assignment you are referring to, if any. This helps me to reply to you.
3. **Check Your Name:** If you have ever changed your name since attending a school in this district, your Canvas user name and college email name might not match up. Be sure to let me know if you have a name different from your registered name with Canvas/De Anza. That way I'll be able to ensure proper posting of credit.
4. **Use Canvas Email:** I try to respond promptly as possible; during M-Th, I usually respond within 24 hours. Generally, I will try my best to respond within 48 hours.

**Netiquette:** This term simply means “etiquette on the Internet.” In an online course you will have your communication skills tested! You will be speaking through writing, to both fellow students and instructors, so it is imperative to communicate well and professionally. Mostly, when speaking in an online course or in any educational setting, the same rules apply for etiquette as in real-time. The golden rule of netiquette in an online class is: *do not do or say online what you would not do or say offline.*

To have a successful class, I ask that we follow certain **netiquette** rules:

1. **Be friendly, constructive, and self-reflective.** When people cannot see you, and also do not know you, feelings can be hurt if you are not careful in how you express yourself. The old saying “think before you speak” is important here. Think before you write. One word of advice: do not respond when you feel angry. Wait. Write it down somewhere and come back to it. When you do, you may find that you no longer feel the same way as you did when you wrote it, because you have had time to reflect about the situation. Lastly, if you still feel the need to be heard, then edit before you post, and write it in terms that are easily embraced. This is also true when you feel a critique is necessary, say it in a constructive tone. Reread what you have written to be sure its tone aims for mutual understanding.
2. **Use proper language and titles.** Do not use slang or profane words in an online education environment, even if they are words you consider “not so bad,” as they will sound offensive to the reader. You can refer to the instructor as Prof. Lee or by first name. Also, do not use caps lock when writing. It will insinuate yelling, and may stifle open and ongoing dialogue, which is what we strive for in class.
3. **Communicate clearly and mindfully.** This takes practice and thoughtful writing. Try to speak and write clearly at all times. Again, reread before you respond. Define and restate your words when necessary. Correct a misunderstanding right away. Chances are, if one person felt a certain way about what you said, then another may have as well. Likewise, be mindful of chosen words and joking. Let's say for example, I write, “Get out!” This slang term can be interpreted in several ways, either positively or negatively.
4. **Be professional and courteous.** Use characters like smiley faces and instant message abbreviations sparingly in discussion boards, and leave them out of formal assignment submissions. Save it for personal conversations or definitely ask for permission before using them. They may be interpreted as childish or too casual for the online education environment. Last, always say “please” and “thank you.”

**5. Ask for clarification.** If you are unsure of what was said or the instructor's instructions, or are trying to interpret a person's expressions, then ask again. Do not sit in silence either misunderstanding or feeling offended. Do not interrupt though, wait until there is a break in the conversation, or until the open interaction occurs. Your instructor will appreciate your responsiveness and maturity. A simple way to do this is to say (or write), "I did not understand....," always keeping the onus for the misunderstanding on yourself.

**Academic Integrity at De Anza**

De Anza is a proud academic institution. As stated on its website: *De Anza College is committed to excellence in the pursuit of learning and academic achievement by its students.*

([www.deanza.edu/policies/academic\\_integrity](http://www.deanza.edu/policies/academic_integrity))

In keeping with this principle, De Anza’s webpage on Academic Integrity includes the following statements:

- *We assume that all students will pursue their studies with integrity and honesty; however, all students should know that incidents of academic dishonesty are taken very seriously....*
- *The two most common kinds of academic dishonesty are cheating and plagiarism....*
- *Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means...*
- *Plagiarism is representing the work of someone else as your own....*

My expectation is that you, as a student, uphold the college’s principle of academic integrity.

**Grading**

**Learning Activity**

**Percentage of Total Grade**

Video Introductions and Ground Rules	2.5%
C.A.R. Reading Analysis and Module Reflections	20%
Critical Autoethnography	10%
Memoir	15%
Discussion: Kim’s AA in an Anti-Black World	15% (5% per discussion)
Community (Virtual) Event	5%
Lesson Plan/Syllabus Project Proposal	2.5%
Lesson Plan/Syllabus Project Instructor/Student Meeting	10% (5% per meeting)
Lesson Plan/Syllabus Project Rough Draft	5%
Lesson Plan/Syllabus Project Final Draft	7.5%
Lesson Plan/Syllabus Project Presentation	7.5%

**Percentage Scale**

**Absolute Grade**

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
70-76	C
67-69	D+
63-66	D
60-62	D-
0-59	F



## Meaning of Grades

- A (93-100%) = Exceptional work in class assignments and in preparation for class. Completion of all assigned work and shows superior understanding of course material. Near perfect or perfect attendance, but more importantly contributes in a meaningful and exemplary way.
- A- (90-92%) = Similar to A work, but will be less rigorous in one or two areas.
- B+ (88-89%) = Similar to B work, but is more rigorous in one or two areas.
- B (83-87%) = Above average work in class assignments and in preparation for class. Completion of all assigned work and shows full understanding of course material, but not necessarily superior or particularly excellent. Near perfect attendance, but more importantly contributes in a way that shows comprehension of the course material.
- B- (80-82%) = Similar to B work, but is less rigorous in one or two areas.
- C+ (78-79%) = Similar to C work, but is more rigorous in one or two areas.
- C (70-77%) = Average work in class assignments and in preparation for class. Partial to full completion of all assigned work and shows some to full understanding of course material. Good to poor attendance, and contributes to the class discussion that shows average comprehension of course material.
- D+ (68-69%) = Similar to D work, but is less rigorous in one or two areas.
- D (63-67%) = Below average in class assignments and in preparation for class. Partial completion of all assigned work and shows some to little understanding of course material. Poor attendance and a lack of contribution to class discussion showing below average comprehension of course material.
- D- (60-62%) = Similar to D work, but is less rigorous in one to two areas.
- F (0-59%) = Poor work demonstrated in class assignments and in preparation for class. No completion to partial completion of all assigned work and shows little to no understanding of course material. Extensive problem with attendance and when student contributes, he/she shows a severe lack of comprehension of course material.

## Course Calendar: An Outline of Readings and Assignments

### Week One: Introduction to Asian American Studies

*Tues 9/24: Overview of the Course*

Syllabus and Overview of Course

**Video Introductions DUE**

*Thurs 9/26: Introduction to theories/concepts related to the Asian American Experience*

Podcast: [What does AAPI really stand for?](#)

Reading from Choy, Catherine Ceniza. 2023. *Asian American Histories of the United States (Revisioning History)*. Boston: Beacon Press.

- Introduction

Schlund-Vials, Cathy, Linda Trinh Vo, and K. Scott Wong. 2015. *Keywords for Asian American Studies*. New York: New York University Press.

- Ethnicity, p. 78-81
- Orientalism, p. 182-185
- Race, p. 202-207
- Yellow, p. 244-246

### Module 1: Reflection Assignment

#### Unit 1: A Tumultuous Beginning for Asian Americans

### Week Two: Immigrant Policies: A History of Restriction

*Tues 10/1*

Video: [Exclusion: The Shared Asian American Experience](#)

Podcast: [Leah & Japanese American Incarceration](#)

Reading from Choy, Catherine Ceniza. 2023. *Asian American Histories of the United States (Revisioning History)*. Boston: Beacon Press.

- Chapter 1
- Chapter 6

Schlund-Vials, Cathy, Linda Trinh Vo, and K. Scott Wong. 2015. *Keywords for Asian American Studies*. New York: New York University Press.

- Citizenship, p. 20-24
- Coolie, p. 37-38
- Exclusion, p. 82-87

*Thurs 10/3*

Reading from Choy, Catherine Ceniza. 2023. *Asian American Histories of the United States (Revisioning History)*. Boston: Beacon Press.

- Chapter 6

Schlund-Vials, Cathy, Linda Trinh Vo, and K. Scott Wong. 2015. *Keywords for Asian American Studies*. New York: New York University Press.

- Foreign, p. 98-100
- Incarceration, p. 133-138

**C.A.R. Journal #1 DUE**

## **Week Three: Foreign Policy: A History of Expansionism**

*Tues 10/8*

Video: Edward Said and Sut Jhally on Orientalism [Asian Americans, PBS Series](#)

Video: [The Philippine American War in 4 Minutes](#)

Podcast: [Bảo & the Vietnam War](#)

Reading from Choy, Catherine Ceniza. 2023. *Asian American Histories of the United States (Revisioning History)*. Boston: Beacon Press.

- Chapter 4
- Chapter 7

Schlund-Vials, Cathy, Linda Trinh Vo, and K. Scott Wong. 2015. *Keywords for Asian American Studies*. New York: New York University Press.

- Empire, p. 67-71
- Globalization, p. 119-120
- Labor, p. 139-144
- Minority, p. 161-165

*Thurs 10/10*

Reading from Choy, Catherine Ceniza. 2023. *Asian American Histories of the United States (Revisioning History)*. Boston: Beacon Press.

- Chapter 2

Schlund-Vials, Cathy, Linda Trinh Vo, and K. Scott Wong. 2015. *Keywords for Asian American Studies*. New York: New York University Press.

- Genocide, p. 115-118
- Militarism, p. 157-160
- Trauma, p. 235-238
- War, p. 238-243

**C.A.R. Journal #2 DUE**

## **Unit 2: Asian Americans and Representation**

### **Week Four: Critical Autoethnographies**

*Tues 10/15*

Schlund-Vials, Cathy, Linda Trinh Vo, and K. Scott Wong. 2015. *Keywords for Asian American Studies*. New York: New York University Press.

- Education, p. 62-67
- Family, p. 87-92
- Gender, p.105-109
- Queer, p. 197-202
- Sexuality, p. 224-228

Canvas PDF Reading

- Solarzano, Daniel and Tara Yasso. 2002. "Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education," *Qualitative Inquiry* 8(1): 32-36.

**Critical Autoethnography DUE**

*Thurs 10/17*

Response to two classmates' Critical Autoethnographies DUE

**Lesson Plan/Syllabus Project Proposal DUE**

## **Week Five: Asian Americans and Culture**

*Mon 10/21*

### **Lesson Plan/Syllabus Project Meeting #1**

*Tues 10/22*

Choose **one**:

- Video: [East West Players: A Home on Stage](#)
- Video: [NAILED IT by Adele Pham](#) (start at 22:36)

Choose **one**:

- Video: [LUCKY CHOW: Koreatown USA \(S1 E2\)](#)
- Video: [Maangchi & Japanese Breakfast Explore Effects of War on Korean Cuisine](#)

Article: [How Asian-Americans Found A Home In The World Of K-Pop : Code Switch : NPR](#)

Reading from Choy, Catherine Ceniza. 2023. *Asian American Histories of the United States (Revisoning History)*. Boston: Beacon Press.

- Interlude
- Chapter 8

Schlund-Vials, Cathy, Linda Trinh Vo, and K. Scott Wong. 2015. *Keywords for Asian American Studies*. New York: New York University Press.

- Art, p. 9-13
- Culture, p. 41-44
- Film, p. 92-94
- Food, p. 95-97

*Thurs 10/24*

Article: [How Asian-Americans Found A Home In The World Of K-Pop : Code Switch : NPR](#)

Schlund-Vials. 2015. *Keywords for Asian American Studies*. New York: New York University Press.

- Media, 149-153
- Performance, 185-188

### **C.A.R. Journal #3 DUE**

## **Week Six: Memoirs**

*Tues 10/29: Group 1 Memoir Presentation*

- Chung, Nicole. 2018. *All You Can Ever Know*. Catapult.
- Gharig, Malaka. 2019. *I Was Their American Dream: A Graphic Novel*. New York: Clarkson Potter/Publishers.

*Thurs 10/31: Group 2 Memoir Presentation*

- Pham, Thien. 2023. *Family Style: Memories of American From Vietnam*. New York: First Second
- Soriano, Jen. 2023. *Nervous: Essays on Heritage and Healing*. HarperCollins Publishers: New York.

## **Unit 3: Racism, Empire, and Neocolonialism/Neoliberalism**

## **Week Seven: Asian Americans in an Anti-Black World, Part I**

*Tues 11/5*

Podcast: [Claire Jean Kim - Understanding Structural Racism and Anti-Blackness | STM Podcast #190](#)

Reading from Kim, Claire. 2023. *Asian Americans in an Anti-Black World*. Cambridge: Cambridge University Press.

- Introduction, p.1-16

Schlund-Vials, Cathy, Linda Trinh Vo, and K. Scott Wong. 2015. *Keywords for Asian American Studies*. New York: New York University Press.

- Minority, p. 161-165

### **Module 7: Reflection Assignment DUE**

*Thurs 11/7*

Reading from Kim, Claire. 2023. *Asian Americans in an Anti-Black World*. Cambridge: Cambridge University Press.

- Part One, Sections Intro, I-VIII, p. 17-60

### **Discussion #1 DUE**

## **Week Eight: Asian Americans in an Anti-Black World, Part II**

*Tues 11/12*

Reading from Kim, Claire. 2023. *Asian Americans in an Anti-Black World*. Cambridge: Cambridge University Press.

- Part Two, Sections, Intro, I-VIII, p. 122-171

### **Discussion #2 DUE**

*Thurs 11/14:*

Reading from Kim, Claire. 2023. *Asian Americans in an Anti-Black World*. Cambridge: Cambridge University Press.

- Part, Three, Sections Intro, I-IX, p. 243-295

### **Discussion #3 DUE**

## **Week Nine: The Korean Adoption and Mixed Race Experience**

*Tues 11/19*

Reading from Choy, Catherine Ceniza. 2023. *Asian American Histories of the United States (Revisioning History)*. Boston: Beacon Press.

- Chapter 5

Schlund-Vials, Cathy, Linda Trinh Vo, and K. Scott Wong. 2015. *Keywords for Asian American Studies*. New York: New York University Press.

- Adoption, p. 7-9
- Assimilation, 14-17
- Diaspora, p. 49-54

- Park Nelson, K. 2016. Adoptees as White Koreans: Identity, Racial Visibility, and the Politics of Passing among Korean American Adoptees in *Invisible Asians*. Rutgers University Press, 121-149.

### **Module 8: Reflection Assignment DUE**

#### **Discussion Responses to #1-3 DUE**

*Thurs 11/21:*

#### **Rough Draft Lesson Plan/Syllabus Project DUE**

### **Unit 4: Social Activism and Solidarities**

#### **Week Ten: 1968 and the Third World Liberation Front**

*Tues 11/26*

Video: [Generation Rising](#)

Podcast: [Nicole & the Third World Liberation Front](#)

Reading from Choy, Catherine Ceniza. 2023. *Asian American Histories of the United States (Revisioning History)*. Boston: Beacon Press.

- Chapter 3

Schlund-Vials, Cathy, Linda Trinh Vo, and K. Scott Wong. 2015. *Keywords for Asian American Studies*. New York: New York University Press.

- Fusion, p. 101-104
- Movement, p. 165-168
- Resistance, p. 216-219
- Riot, p. 220-224

#### **Module 9: Reflection Assignment**

*Thurs 11/31: NO CLASS*

#### **Week Eleven: 20<sup>th</sup> Century Solidarities**

*Tues 12/3*

Video: [Breaking Through](#)

Video: [Mountains that Take Wing: Angela Davis and Yuri Kochiyama](#)

Reading from Choy, Catherine Ceniza. 2023. *Asian American Histories of the United States (Revisioning History)*. Boston: Beacon Press.

- Conclusion

Reading from Kim, Claire. 2023. *Asian Americans in an Anti-Black World*. Cambridge: Cambridge University Press.

- Coda, p. 358-362

Schlund-Vials, Cathy, Linda Trinh Vo, and K. Scott Wong. 2015. *Keywords for Asian American Studies*. New York: New York University Press.

- Nationalism, 178-181
- Politics, p. 189-195
- Postcolonial, p. 195-197

Canvas PDF Reading, Choose **one**:

- “Standing on the Shoulders of Giants” by Holly Rana Lim
- “Honouring Community Resilience and Resistance” by Nkauj Iab Yang
- “Sharing Leadership Challenging Systems” by Preeti Sharma

**C.A.R. Journal #4 DUE**

*Thurs 12/5*

**Lesson Plan/Syllabus Project Meeting #2**

**Week Twelve: Presentations**

*Tues 12/10:*

Recorded Presentation DUE

*Thurs 12/12:*

**Final Lesson Plan Project DUE**

**Community Event Write Up DUE**