

ASAMST W20AC Course Syllabus. Fall 2019

ASIAN AMERICAN COMMUNITIES AND RACE RELATIONS

[CLASS IS LOCATED ON UCONLINE.EDU](#)

Class FAQs

Course Instructor: Harvey Dong, hdong@berkeley.edu CCN 25312

This is a multidisciplinary course that utilizes and integrates the disciplines of sociology, political science and history to provide students with an understanding of contemporary Asian American community issues in the context of race relations. It will study the commonalities and differences between Asian Americans and other race and ethnic groups so that students will be able to develop an integrative analysis of race and ethnicity beyond common stereotypes. Introduced will be different social theories that explain the current status of Asian Americans, the interrelationship between the Asian American community, nation and world. The class will have the opportunity to analyze the conditions for solidarity and difference between various ethnic and racial groups. Important here will be the question of agency—what individuals and groups have historically done to build a multiracial democracy. Asian American efforts for social and human rights activism will be analyzed in relation to the Civil Rights, Black Power, Native American and Chicano movements for social justice. Subsequently, the course will look at the identity formations and solidarities across race and ethnic lines that met the needs of time. These culture-making activities have been an integral part of developing and defining community. Students will be encouraged to become participant-observers in these endeavors. By the end of the semester class members will have the tools and grounding to become community analysts and problem solvers

Course Objectives

After successfully completing this course, you will be able to

- Identify major events, persons and ideas that have shaped our understanding about the Asian American community
- Develop critical writing and thinking skills supported by socio-historical evidence
- Communicate and work effectively in group projects and presentations
- Apply sociological imagination to analyze and compare the relationships between the past and the contemporary

Graduate Student Instructor (GSI)

While the instructor will interact with the whole class and will oversee all activities and grading, as well as being available to resolve any issues that may arise, the GSI will be your main point of contact. Your GSI is responsible for assisting you directly with your questions about assignments and course requirements, as outlined in the Assignments and Calendar. The GSI will also facilitate ongoing discussion and interaction with you on major topics in each module.

- Cynthia Ledesma, cinled89@berkeley.edu

☐ Sonia Suarez, sohart@berkeley.edu

Office Hours

The course instructor and GSI will offer virtual office hours via the Zoom Meeting Room in bCourses. Exact office hours will be posted on bcourses calendar.

Harvey Dong: [Harvey's Zoom Room](#)

Hours (PDT): Wednesdays, 9am-10am and by appointment
(See bcourses calendar for exact and additional times)

Cynthia Ledesma: [Cynthia's Zoom Room](#)

Hours (PDT): Tuesdays, 5pm-6pm and by appointment
(See bcourses calendar for exact and additional times)

Sonia Suarez: [Sonia's Zoom Room](#)

Hours (PDT): Tuesdays, 1pm-2pm and by appointment
(See bcourses calendar for exact and additional times)

The session will be for one hour. However, if no one shows up in the first 15 minutes, then that office hour will be cancelled.

Discussion Sections (Required)

Section 101: Tu 6-7pm. [Cynthia's Zoom Room](#).

Section 102: Tu 7-8pm. [Cynthia's Zoom Room](#).

Section 103: Th 6-7pm. [Sonia's Zoom Room](#)

Section 104: Th 7-8pm. [Sonia's Zoom Room](#)

Course Mail

Make sure to check the Course Mail for messages from the instructor. You can access course email within the Learning Management System by clicking on the Inbox link or choose to have your course mail forwarded to your personal email account or your cell phone.

American Cultures Engaged Scholarship (ACES)

Additionally, the course has an engaged scholarship component where students have the opportunity to study problems and issues affecting the Asian American community. Course pedagogy will take a problem-solving approach towards education which seeks to find interconnection of the student experience with the real world. The scholarship developed is then a community-based scholarship with theories and analysis that is

liberatory and challenging dominant schools of thought. Engaged scholarship is further enhanced through offering the student options to take part in service learning which will mean establishing a course partnership with different community-based organization that can incorporate engaged scholarship. These will be developed through consultation with the course instructor, GSI and the community organization.

Course Requirements:

- Midterm: 20%. IDs and essay exam. (Part A Essay is turned in online, Part B identifications is taken online at designated time.
- Research Paper (Options A/B): 20%. Option A: 10-page issue-based investigative paper; topic related to a specific issue covered in this course, footnoted with book sources (5 minimum from outside class), interviews and other research materials. Option B: Community Work Project including a 6-page summary evaluation of the program with a work log in appendix (include 8 community visits which means 1 page minimum log report per visit; put these in appendix). Outside reading research not required for Option B but use of class materials is required. Undergraduate co-ordinator for working in community projects such as Eastwind Books Multicultural Services and Nichibei Foundation is Kelly Wong <ykellywong@berkeley.edu>
- Topic due 11/1
Paper due 12/9
- Deadlines: Options A and B paper topic proposals (2 pages double-spaced minimum) are due 11/1 (5%). Completed papers are due 12/9 (15%). Late papers are deducted half-point per day. Note that footnoting and bibliographies are required.
- Discussion/Participation: 25%. Online discussion sections are required. Discussion sections meet 1 hour per week. Involves group presentations, field trips, conferences and response papers.
- Community Comparison Sketch: In collaboration with an assigned group, visit a local Asian American community to analyze what defines it as a community (ie, location, history, institutions, culture, language and peoples). Compare your visited community with the community you grew up in and reflect upon how the two communities are similar and/or different in their make-up. (5% total)
- Discussion Forums: Using the weekly discussion prompt, bring out important themes from the week, citing reading resources. In the discussion forum, ask a question as well as answer a question on the board. Introduce some important identifications (IDs) from the weeks materials. (5%)
- Four Field Trips: There are 4 Field Trip visits. Submit 2 page double-spaced reflection write-ups for each event (Include in your write-up: what was event about, where was it held, content and message of the event, audience make-up and response, and relation of content to class). All field trip reports due in uonline.edu. Field trip listings. (5% total)

Group Project & Presentation. 6-8 students per group will submit an Adobe Spark presentation that may include: a) introduction of each student and their community, b) a wiki entry into historypin.org, c) introduce major theme(s) of the week using excerpts from that week's readings, d) current event, e) discussion questions and summary. Groups will work on an Adobe Spark project (web page or video) together, connect with a specific theme of the week, and then share and discuss the link with the entire class as well as in discussion section. [Digital Learning Services](#) assistance link. (5% total)

Attendance & Class Participation. This includes full attendance and contribution to in-class and online discussion. (5% total)

Lecture Quizzes: 10%. At the end of the weekly lecture, there will be a short quiz based on lecture materials viewed. (There is no quiz in midterm week)

Final Exam: (12/18) 25%. IDs and essays. (Part A Essay is turned in online, Part B identifications is taken in person at UCB campus on Wed, 12/18/19, 11:30am-1pm. Location TBA. Arrangements can be made for students with conflicting final exam schedules. Remote students will be need to arrange for proctoring arrangements.)

Readings:

Course books can be purchased at Eastwind Books of Berkeley, 2066 University Ave., Berkeley, CA or via the [Eastwind Books of Berkeley](#) website.

Books Required

- ❑ *Asian America: Sociological and Interdisciplinary Perspectives.* Pawan Dhingra, Robyn Magalit Rodriguez. Polity: 2014
- ❑ *Stand Up! An Archive Collection of the Bay Area Asian American Movement 1968-1974.* Asian Community Center Archive Group.
- ❑ *Contemporary Asian America: A Multidisciplinary Reader.* Third Edition. Min Zhou and Anthony C. Ocampo. NYU Press: 2016.

PDF Readings

- ❑ [PDF files listed in syllabus can be found in this online folder](#)

Additional readings may be assigned and/or recommended. All materials are on reading reserves at Ethnic Studies Library, 30 Stephens Hall. Make sure to explore the Asian American Studies Collection here for relevant research materials including journals, personal archives and books. Contact: Sine Hwang Jensen <shj@berkeley.edu>.

COURSE SYLLABUS

Week 1: Introduction, Course Guidelines & Critical Perspectives (8/28)

Discussion Board 1 (8/30)

Class Goals. What type of understanding do we want to achieve about community? What is the American Cultures requirement and its significance? What is engaged scholarship and how can service learning become a part of one's education?

Asian America. Chapter 1—Introduction

PDF:Remarks of Dr. Paul Takagi. Presented at a community panel on Asian American Identity. 1969.

PDF:“Fu Manchu Lives! Asian Pacific Americans as Permanent Aliens in American Culture.” Robert Lee. 159-187. *Transforming Race Relations: The State of Asian Pacific America*. (Paul Ong, editor) LEAP: 2000. Vol. IV.

Week 2: Critical Perspectives (9/3)
Discussion Board 2 (9/6)
Quiz - Week 2 (9/6)

How does ideology affect perspectives on race and Asian Americans? What is the significance of these paradigms: Asian American Panethnicity. Internal Colonialism. Racial Formation. Class. Diaspora & Transnational?

Asian America. Chapter 2--Race, Ethnicity, Gender, and Sexuality.

Contemporary Asian America--Introduction, Chapter 25

PDF:“Colonized and Immigrant Minorities” Robert Blauner. 149-160. *From Different Shores: 1972*. (Ron Takaki, ed).

PDF:“Settlers of Color and ‘Immigrant’ Hegemony: ‘Locals’ in Hawai’i.” Haunani-Kay Trask. *Amerasia Journal*. N26:2 (2002): 1-24.

PDF:“The Structure of Dual Domination: Toward a Paradigm for the Study of the Chinese Diaspora in the U.S.” Ling-chi Wang. *Amerasia Journal*. v21, n1&2: 1995. 149-69.

Week 3: The Asian American Movement: Its Origins and the Politics of Third World Solidarity. (9/9)
Discussion Board 3 (9/13)
Quiz - Week 3 (9/13)

What was the international and local context for the arrival of the Asian American movement? What issues brought Asian Americans and other people’s of color together? How would you compare the problems during the late 1960s with building multiracial and multiethnic solidarity today?

Asian America. Chapter 11—Social Movements and Politics

Stand Up. Chapters 1-6, 8

Week 4: The Asian American Movement: The Transition from Student to Community Activism. (9/16)
Discussion Board 4 (9/20)
Quiz - Week 4 (9/20)

What role did the Asian American movement play in social justice issues in the community? How successful were the movements in challenging the existing social and institutional structures?

Contemporary Asian America--Part I. Claiming Visibility: The Asian American Movement. Chapters 1, 2.

Stand Up. Chapters 11-Conclusion.

Week 5: New Asian Migration: Immigration, Emergence of a Multiracial America (9/23)
Discussion Board 5 (9/27)
Quiz - Week 5 (9/27)

What historical changes led to the new Asian migration and how was it significantly different from previous periods? How has new Asian immigration been received in comparison with Latino immigration? How do these events relate to Asian immigration: 1965 Immigration Act, civil rights movement, global restructuring, Vietnam War, the rise of ethnoburbs? What is the significance of race and class in neighborhood formations?

Asian America. Chapter 3—Arrival and History

Contemporary Asian America--Chapter 3: Contemporary Asian America: Immigration, Demographic Transformation, and Ethnic Formation.

PDF: Pew Report: The Rise of Asian Americans. (6-19-2012)

Week 6: New Asian Migration: Refugees and Problems of Assimilation (9/30) (Community Comparison Sketch due 10/4)
Discussion Board 6 (10/4)
Quiz - Week 6 (10/4)

What was the background context to Vietnam War and refugee migration? How is refugee settlement different from populations entering as immigrants? How do these events relate to refugee flows and migration: 1st, 2nd & 3rd IndoChina Wars; internal & external migration, compassion fatigue, youth deportations. What are some of the issues and tensions that refugee communities face? What is the role of community organization and resistance?

Contemporary Asian America--Chapter 4, 5, 6.

Week 7: Model Minority Myth and Race Relations (10/7)
Discussion Board 7 (10/11)
Quiz - Week 7 (10/11)

Is the model minority myth a compliment or an attack on Asian Americans? What are its historical roots and key areas where the myth has shaped race relations in the Civil Rights backlash? How does mainstream promotion of the model minority myth position Asian Americans in the racial order with African Americans and other peoples of color?

Contemporary Asian America--Chapter 7, 21, 22, 23

PDF: *Left or Right of the Colorline: Asian Americans and the Racial Justice Movement*. Soya Jung. (pp. 12-33)

Weeks 8: Review & Midterm (Review 10/14; Midterm: 10/18-- Part A Essay & Part B IDs due online)
Discussion Board 8 (none)

Weeks 9: Economy and Work Comparisons: Emergence of Class Cleavages (10/21)
Field Trip #1 (10/25)
Discussion Board 9 (10/25)
Quiz - Week 9 (10/25)

What economic issues do Asian Americans face today that go beyond glass ceilings? Professionals, working class, poverty and sweatshops. What are similarities and differences in the working lives of Asian and Latino domestic workers?

Asian America. Chapter 4—Class and Work Lives
Contemporary Asian America--Chapter 8, 9, 10.

Weeks 10: Confronting Adversity: Racism in Popular Culture with Comparisons (10/28)
Option A and B Paper Topic Deadlines (11/1)
Discussion Board 10 (11/1)
Quiz - Week 10 (11/1)

What ramifications does racism in popular culture have on Asian Americans and the public's perception of Asian Americans? Have racial typecasting of Asian Americans in film and other popular medium disappeared or have they continued in other ways? What have been avenues for Asian Americans and others to resist racism in popular culture? Compare similar issues with other race and ethnic groups.

Asian America. Chapter 8—Media and Popular Culture
Contemporary Asian America--Chapter 24
PDF:"Gangsters, Gooks, and Geishas." Helen Zia

Week 11: Confronting Adversity: Anti-Asian Violence and Hate Crimes (11/4)
Field Trip #2 (11/8)
Discussion Board 11 (11/8)
Quiz - Week 11 (11/8)

What have been the different categories of hate crimes affecting Asian Americans? What has been the reason for neglect in naming anti-Asian violence as hate crimes?

Contemporary Asian America--Chapter 18, 19, 20
PDF:"Teaching Who Killed Vincent Chin." Jean Wu

Week 12: Confronting Adversity: Lessons from the Los Angeles Riots of 1992 (11/11)
Discussion Board 12 (11/15)
Quiz - Week 12 (11/15)

What were the underlying causes of the Los Angeles riots? What does this say about the state of race relations today. How do Asian Americans see themselves in the racial divide: black, white or in-between? What is the importance today for Asian Americans to participate in coalition work to improve the state of race relations?

Asian America. Chapter 10—Inter-Minority Relations
PDF:"Lost and Found in LA." Helen Zia.
PDF:"Competing Visions: Political Formation of Korean Americans in LA, 1992-1997." Edward Park

Week 13: Confronting Adversity: Asian Americans as Perpetual Foreigners I: Citizenship (11/18)
Discussion Board 13 (11/22)

Quiz - Week 13 (11/22)

What is the correlation between international crisis, war and racism? How are ideas of citizenship and social belonging defined during these times of crisis? How does this take the form of Mongolophobia and Islamophobia?

Asian America. Chapter 7—Citizenship

Contemporary Asian America--Chapter 26

PDF: Race, Class, Citizenship, and Extraterritoriality and the 1996 Campaign Finance Scandal. L.

Ling-chi Wang. *Amerasia* 24:1 (1998):1-21

**Week 14: Confronting Adversity: Asian Americans as Perpetual Foreigners II: Racial Scapegoating, Resistance to Racial Triangulation (11/25; Note: 11/28 is Thanksgiving Holiday)
Field Trip #3 (12/1)
Discussion Board 14 (12/1)
Quiz - Week 14 (12/1)**

How have Asian Americans been affected by and how have they dealt with the perpetual foreigner stereotype in American politics? Are they integrated today into mainstream politics or are they still marginalized during elections and scapegoated during times of international crisis? How has this experience been shared with Muslims and South Asians in the post-9/11 contemporary period?

Contemporary Asian America--Chapter 13, 14, 15.

PDF: "The Racial Triangulation of Asian Americans". *Politics and Society*: 1999. Claire Jean Kim.

**Week 15: Current Status in Building a Multiracial Democracy (12/2)
Discussion Board 15 (12/6)
Quiz - Week 15 (12/6)**

**Term Papers due 12/9. Late papers are deducted half a point per day.
(Field Trip #4 due 12/13)**

What is the current status for Asian Americans today with regards to race relations and the building of a multiracial democracy? What are some key issues of internalized oppression that remain to be addressed within the Asian American community including homophobia and domestic violence? In times of social unrest, political crisis and natural disaster, how have Asian Americans been positioned in society? How have Asian Americans resisted negative portrayals and treatment, redefining their role in the building of a multiracial democracy?

What did we learn this semester? Were we able to meet our expectations?

What is the future direction for Asian American community and its role in a broader movement to create a multiracial democracy?

Asian America. Chapter 6—Family and Personal Relations

Asian America. Chapter 9—Identity

Contemporary Asian America--Chapter 11, 12.

Option A: Research Paper focussing on a community issue.

With approval of instructor, choose a specific topic that affects the Asian American community. The paper topic should not be overly generalized and should focus on studying a social problem affecting the Asian American community. Ten pages, double-spaced with footnotes and bibliography. Your bibliography should include class materials (readings and lectures) and multiple sources from library research.

Option B: Student Community Study Projects

Contact community engagement co-ordinator: Kelly Wong <kellywong@berkeley.edu > . Kelly Wong is the American Cultures Undergraduate Fellow who is coordinating the community work. Please contact her regarding available community group projects. The student community study project should be conducted in an off-campus community setting. It should include a written reflective report that evaluates both your work and the organization you were involved with (6 pages minimum in addition to a work log). The report should include your interaction with community members in pre-approved projects. In the appendix, maintain a log of your community work. You should participate in a minimum of eight sessions and report on your interaction with the project during each session. Cite, footnote and include a bibliography from relevant class materials (lecture, readings, etc.). No outside research required.

Below here are some examples Bay Area Option B possibilities.

For outside the Bay Area, students will need to work with instructors for selection of alternative Option B locations. You can also find your own participation activities or combine with existing community internships you are engaged in. Most community organizations prefer smaller numbers but some larger-scaled tutorial-youth programs may be able to incorporate larger numbers.

Chinese Historical of America. SF. www.chsa.org.

Chinese Progressive Association, SF. Involved in immigrant workers organizing in San Francisco Chinatown. www.cpasf.org.

Eastwind Books Multicultural Services. Involved in community events promoting literature and Asian American topics. Events include organizing community book panels, non-profit grant-writing and fundraising. Held on or near UC Berkeley campus. Contact: eastwindbooks@gmail.com

Filipino Community Center. SF. Terry Valen <terrencevalen@yahoo.com>

Korean Community Center of the East Bay, Oakland. Email: artchoi@kcceb.org. www.kcceb.org.

Manilatown Center. SF. See: www.manilatown.org.

Nichibei Foundation. SF Japantown community non-profit involved in community organizing, education and cross-cultural understanding. www.nichibefoundation.org Email Kenji Taguma. kenji@nichibefoundation.org

Oakland Asian Cultural Center, Oakland. The type of work needed is assistance in developing social media and publicity. See: oacc.cc

Oakland Asian Educational Services. www.oases.org 2025 East 12th St., Oakland. 510 533-1092. Involved in tutorials in Oakland Chinatown area. Support for Chinese and Southeast Asian children. Elementary, middle and high school. One-day/week. UC Carpools leave daily.

Reach! Asian/Pacific Islander Recruitment and Retention Center, UC Berkeley.

This recruitment and retention center meets the needs of those that do not have equal access to higher education, particularly those Asian/Pacific Islanders traditionally underrepresented in institutions of higher education. www.reach.berkeley.edu

Pilipino Academic Student Services (PASS), UC Berkeley.

PASS serves as a recruitment and retention center to provide assistance to Pilipino high school students in achieving a higher education. This program offers specialized workshops, orientations, and resources to aid the Pilipino youth in the Bay Area and Southern California. Web: www.pass.berkeley.edu

Southeast Asian Student Coalition (SASC), UC Berkeley.

Focus on issues affecting the Southeast Asian campus and community. There are many ways to be involved within SASC such as SEApop (writing to people incarceration), SEA Grad (Southeast Asian Graduation), SEAM (Southeast Asian Mentorship), SASC Benefit Concert, Anthology (writing and art) and SASC Summer Institute. Website: www.sasc.berkeley.edu

See your instructor about other Asian American education related community projects.

Field-trip related sources. For outside the Bay Area locations, students will work with instructors for alternatives.

Bay Area Resources

SF International Asian American Film Festival., SF Japantown. www.caamedia.org; Chinatown, SF:

Chinese Historical Society of America, SF. www.chsa.org;

Manilatown, SF: International Hotel; www.manilatown.org

Eastwind Books of Berkeley author events. See www.asiabookcenter.com

Japantown, SF: Japanese Cultural and Community Center of Northern California. www.jccnc.org;

Previously visited community sketch locations: Little Saigon, SF. Koreatown & Chinatown, Oakland. Pacific East Mall, El Cerrito.