

**Ethnic Studies 110: 3 Units**  
**ASIAN AMERICAN EXPERIENCE**

**SPRING 2017**

**Professor: James Sobredo, Ph.D.**

**Lecture/Discussion: ETHN 110\_34170: Sec.1**

**T. & Thr. 12 – 1:15 pm, ARC 1016**

**Office Hours: Amador Hall 563A, Thurs. 3 p.m. – 6 p.m.**

**\*EXCEPT on Every 2nd Fri. of MONTH when I will hold office hours on Friday, 10:00 am - 1 pm**

Telephone: (916) 278-7566 & Web Address: <http://www.csus.edu/aas/sobredo>

**CATALOG DESCRIPTION**

**ETHN 110.** The Asian American Experience. Survey of the experiences of various Asian groups in the U.S. from the mid-nineteenth century to present. The historical forces affecting the immigration and settlement patterns of Chinese, Japanese, Filipinos, Koreans, Asian Indians and Southeast Asians (Vietnamese, Cambodians, Laotians) will be compared and contrasted. Students will analyze the problems resulting from limited access to the social, political, and economic institutions of U.S. society. 3 units.

**\*Fulfills the GE Area D2: Major Social Issues of the Contemporary Era (3 units).**

No prerequisites.

**IMPORTANT ITEM**

**DROPPING Prof. Sobredo's ETHN or any class at Sac State:**

**The Professor is NOT responsible for ADDING or DROPPING you from this course or any other course.**

**It is YOUR RESPONSIBILITY to file the appropriate paper work with the Registrar's Office to add or drop Dr. Sobredo's ETHN or any other class.**

**\* For more INFO on dropping individual classes, see: <http://www.csus.edu/acad/faq/drp.stm>**

**Professor's Narrative of the Course**

Asian Americans have been immigrating to the United States and forming permanent settlements since the mid-1800s. Their experience and contributions, however, have been minimized and generally received very little attention in history books. Moreover, whenever mentioned, Asians have been stereotypically constructed as either "cheap" labor who were a threat to white workers or as successful "model minorities."

This course will provide an introduction to the history of Asians in America. Beginning in the mid-1800s and extending to the present, we shall examine the immigration and settlement histories of Chinese, Filipinos, Japanese, Koreans, Asian Indians, Vietnamese, Cambodians, Hmong, and Laotians. Their immigration experience and settlement in America will be analyzed and interpreted within the context of historical, social, economic, and political forces. In the course of our study, we shall compare and contrast their immigration experience and settlement patterns vis-à-vis other Asian Americans. We shall also critically examine how their labor market status, race, class, and sex/gender relations affected the evolution and formation of Asian American communities.

**The General Education objectives of this course to:**

1. Examine domestic issues confronting/dividing Americans today.
2. Specifically identify issues within the above topic areas that will be covered in the course.

3. Focus on social issues.
4. Examine various sides of each issue and critically evaluates strengths/weaknesses of supporting/refuting arguments and presents scholarly analysis of possible alternative solutions.
5. Impart knowledge of current information/materials.
6. Include social science research methods, theories, and concepts appropriate to analysis of each issue.
7. Develop an understanding of and appreciation for the diversity of the human community.
8. Presents the contributions and perspectives of women; persons from various ethnic, socio-economic, and religious groups, gays and lesbians; and persons with disabilities. [At least two of these groups should be included in the course.]

### **LEARNING OBJECTIVES**

**The objectives of this specific course are to:**

1. Understand the social, political, and economic issues confronting Asian Americans in the United States (GE objectives 1-5, 7-8).
2. Show the differences between various Asian American groups (GE objectives 7-8).
3. Learn how many social issues forge a commonality of experience among Asian Americans and other racial/ethnic groups (GE objectives 1-5, 7-8).
4. Improve analytical and critical thinking skills (GE objectives 4-6).
5. Strengthen research skills (GE objectives 4-6).
6. Enhance writing skills needed to express your comprehension of course materials in a clear, intelligent, and coherent fashion (GE objectives 4-6).

**By the end of the class, students will be able to:**

1. Describe the major historical events of Asian American immigration and settlement patterns in the U.S. (mid-1800s to the present).
2. Analyze and interpret the social, political and economic context within which these immigrations and settlements have occurred.
3. Compare and contrast the immigration experience and settlement of Asians in America.
4. Compare and contrast the unique immigration experience and settlement of Asian American women.
5. Utilize and apply social science theory through the research and writing of Asian American history.

### **COURSE REQUIREMENTS**

In order to pass the class, students must complete all the midterms, the majority of the essay writing assignments, and oral history projects. Students are also expected to attend all the class lectures, arrive to class on time, participate in the majority of the on-line class activities and discussions, and are responsible for all the readings and lectures. ETHN 110 students are required to have a CSUS e-mail account (free too all CSUS students) and participate in all the class activities and discussions.

No special materials needed other than the course textbook, notebook for notes, internet/computer access, your CSUS e-mail account, and your listening and thinking skills.

This is also a **Hybrid Online course**: all the class assignments will be posted online or at SacCT (instructor will indicate where), some lectures may be posted online (instructor will inform students). This course also participates in the **65th Street Corridor Service Learning Program**, which is a mentorship, tutoring program that serves as a high school-to-college "bridge" program. Students who participate in this program will receive credit towards their Oral History Project.

## ASSESSMENT & GRADING

2 Midterm Exams: 200 pts	2 Midterms (100 pts each): <b>SCANTRON #4521</b> (60pts) T or F, multiple-choice, and short essay (500 words) (40 pts).
<b>Oral History Project: 50 pts</b>	<p><b>Oral History interview, narrative, &amp; photos.</b></p> <p>(a) Oral History Narrative [20 pts]: 1,200 words (minimum), single-spaces (do a word count on your computer and write down the number of words). *Due: Last day of class, IN CLASS at beginning of class time.</p> <p>(b) Transcript [20 pts]: 5 full pages of transcript, single-spaced, typed—see online example. *Due: Last day of class, IN CLASS at beginning of class time.</p> <p>(c) Photos [10 pts]: provide 5 photos (color photo copies) with appropriate captions &amp; explanations (who, what, where, when, why/how).</p> <p><b>*NOTE:</b> Students are responsible for finding an Asian person to interview and for providing photos with captions. If the person you are interviewing cannot sign a consent form or provide photos, then choose another interviewee.</p> <p><b>*Due Last Day of Class: Permission Forms due at Last Day of class and entire Oral History Project submitted online at SacCT.</b></p>
<b>Class Assignments: 50 pts</b> *Class Discussions, Short Assignments & Class Participation	<p>Students will be evaluated on their small group discussion sessions, in-class writing assignments &amp; participation.</p> <p>The majority of our class discussions will be conducted via SacCT, but professor may assign in-class work as well.</p>
<b>Total</b>	<b>300 pts</b>

### GRADING SCALE: 300 pts Total

300-282 points.... A, 281-270...A-, 269-260... B+, 259-250...B, 249-240...

B-, 239-230...C+, 229-220...C, 219-210...C-, 209-179...D, 178 and below... "E" [not passing]

### HOW I GRADE:

The Multiple-choice, T/F, Fill-in-the-blanks parts of the SCANTRON EXAM have only ONE answer and are graded accordingly as correct or incorrect. This is the "objective" evaluation part of the assessment. For the ESSAY part (interpretive/critical analysis), I assign a letter grade to your essay, which is then converted to the corresponding number grade.

**\*Note there is a 1,500-word GE writing component (graded formal writing) required for this upper-division GE class:** Two exams (500 words x 2 = 1,000 words total), Oral History narrative (1,500 words) and Transcript (5 pages). Thus, the writing component of this class exceeds the GE writing requirements.

\*Computer literacy & database research component: Use the Library database to find and download the assigned journal article and newspaper readings: <http://db.lib.csus.edu/databases/>. \*See Reference Librarian if you need more assistance.

**\*HYBRID ONLINE Component on SacCT:** As a Hybrid Online course, some of the lectures, the majority of the homework and discussion sections of the class are going to be conducted online. Those dates are listed on the syllabus and also announced ahead of time.

I use the grading standards set by the Sac State Policy on Letter grades. For more information see:

**Sac State POLICY on Letter Grades:**

<http://catalog.csus.edu/current/first%20100%20pages/academicpolicies.html>

LETTER

What it means as applied to your work (definition).

**ASSESSMENT & GRADING**

GRADE	What they mean in student academic performance
A	<p><b>Exemplary achievement</b> of the course objectives. In addition to being clearly and significantly above the requirements, work exhibited is of an independent, creative, contributory nature.</p> <p>*For the essay grade: This means the paper has zero or minimally one mistake in grammar, spelling, form and content, and more importantly it displayed "exemplary achievement" of the assigned work.</p>
B	<p><b>Superior achievement</b> of the course objectives. The performance is clearly and significantly above the satisfactory fulfillment of course requirements.</p> <p>*For the essay grade: This means that the paper has only 2-3 mistakes in grammar, spelling, form and content and is "superior" in achieving the requirements of the assigned work.</p>
C	<p><b>Satisfactory achievement</b> of the course objectives. The student is now prepared for advanced work or study.</p> <p>*For the essay grade: This means that the paper has more than 3 mistakes in grammar, spelling, form and content and merely satisfied the requirement of the assigned work.</p>
D	<p><b>Unsatisfactory achievement</b> of course objectives, yet achievement of a sufficient proportion of the objectives so that it is not necessary to repeat the course unless required to do so by the academic department.</p> <p>*For the essay grade: This means that the paper has too many mistakes (more than 5) in grammar, spelling, form and content and merely satisfied the requirement of the assigned work.</p>
F	<p>Unsatisfactory achievement of course objectives to an extent that the student must repeat the course to receive credit.</p> <p>*For the essay grade: This means that the paper has too many mistakes (more than 5)</p>

	in grammar, spelling, form and content and failed to meet the requirement of the assigned work.
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## REQUIRED TEXTS

Evangeline Canonizado Buell, *Twenty-Five Chickens and a Pig for a Bride: Growing Up in a Filipino Immigrant Family* (San Francisco: T'Boli Publishing, 2006)

Carlos Bulosan, *America is in the Heart* (Seattle: University of Washington Press, 1943)

Mary Paik Lee, *Quiet Odyssey: A Pioneer Korean Woman in America* (Seattle: University of Washington Press, 1990)

Andrew X. Pham, *Catfish and Mandala* (New York: Picador, 1999)

Ung, Loung, *First they Killed My Father* (Harper Collins, 2000)

\*Selected Articles (Available Online or via the Library online database) for class discussions.

## TENTATIVE SCHEDULE OF WEEKLY TOPICS & READINGS

Weeks	Lecture Topics, Discussions, Exams & Assignments
1	<p>Introduction to Concepts of Race, Ethnicity &amp; Class Inequality</p> <p>*READINGS:</p> <ul style="list-style-type: none"> <li>• Jose Antonio Vargas, "My Life as an Undocumented Immigrant" (<a href="#">NY Times, 22 June 2011</a>)</li> <li>• "Peter's Choice," <a href="#">Mother Jones, Jan/Feb 2017 Issue</a>.</li> </ul> <p><b>*Students informed about Oral History Research Project</b></p>
2	<p>Southeast Asian immigration, Part 1.</p> <p>READINGS: Pham, <i>Catfish</i>, Prologue - p. 171</p>
3	<p>Southeast Asian immigration, Part 2.</p> <p>*READINGS: Pham, <i>Catfish</i>, pp.171-342 Ung, Loung, <i>First they Killed My Father</i> (begin)</p>
4	<p>Southeast Asian immigration, Part 3.</p> <p>*READINGS: "Orphans of History," Steve Magagnini, <i>Sacramento Bee Special Report</i>, reprinted at <a href="#">The Authentic Voice</a>. Ung, Loung, <i>First they Killed My Father</i> (finish)</p>
5	<p>Chinese American Experience</p> <p>*READINGS: Nancy Wey (CSU-San Jose), "Chinese Americans in California" (2004) (the entire e-book is available online at: <a href="http://www.cr.nps.gov/history/online_books/5views/5views3.htm">http://www.cr.nps.gov/history/online_books/5views/5views3.htm</a>).</p>

6	<p>Civil Rights Movement &amp; the 1965 Immigration Act</p> <p>*READINGS: "The Immigration Act of 1965," Edward M. Kennedy, <i>Annals of the American Academy of Political and Social Science</i>, Vol. 367, The New Immigration. (Sep., 1966), pp. 137-149 --available at CSUS Library database. <a href="http://db.lib.csus.edu/databases/">http://db.lib.csus.edu/databases/</a>--*See Reference Librarian for assistance; "A Legacy of the Unforeseen," Carolyn Lochhead, <a href="#">SF Chronicle</a>, 7 May 2006.</p> <p><b>*** Mid-term I (6th week): 2 March, Thursday ***</b></p> <p><b>* Fieldtrip (extra-credit): 4 March, Stockton's Little Manila/Museum: 11 am - 2 pm *</b></p>
7	<p>Japanese Americans &amp; Korean Americans</p> <p>*READINGS:</p> <ul style="list-style-type: none"> <li>• "Success Story? Japanese Immigrant Economic Achievement and Return Migration, 1920-1930," Masao Suzuki, <i>Journal of Economic History</i>, Vol. 55: 4, Dec. 1995—the article is downloadable through the CSUS Library database.</li> <li>• Lee, <i>Quiet Odyssey</i> (begin); <u>alternative reading</u>: "Korean's Immigration to the United States: History and Contemporary Trends," Pyong Gap Min, <a href="#">Research Report No. 3: January 27, 2001. Queens College and Graduate Center of CUNY</a></li> </ul>
8	<p>Asian Women and Community Formation in America</p> <p>READINGS: Lee, <i>Quiet Odyssey</i> (finish)</p>
9	<p><b>Spring Break: 20-24 March</b></p>
10	<p>Filipinos in America</p> <p>*READINGS:</p> <ul style="list-style-type: none"> <li>• Bulosan, <i>America is in the Heart</i> (begin).</li> <li>• "Turn of the Century Emigration: Filipinos to Hawaii, Japanese to the Philippines," Lydia N. Yu-Jose, <i>Philippine Studies</i>, Vol. 46:1 (1998)—the article is downloadable through the CSUS Library database.</li> </ul>
11	<p>World War II and the Asian American Community</p> <p>*READINGS: *READINGS: Bulosan, <i>America is in the Heart</i> (finish); Evangeline Canonizado Buell, <i>Twenty-Five Chickens</i></p>
12	<p>Post-World War II Communities</p> <p>READINGS: Evangeline Canonizado Buell, <i>Twenty-Five Chickens</i> (finish)</p>
13	<p>South Asians in America</p> <p>*READINGS:</p> <ul style="list-style-type: none"> <li>• "The United States" chapter of The Indian Diaspora (<a href="http://indiandiaspora.nic.in/contents.htm">http://indiandiaspora.nic.in/contents.htm</a>).</li> <li>• PBS/KVIE documentary video: <a href="#">Sikhs in America</a></li> </ul> <p><b>*** Mid-term II (13th Week): 20 April, Thursday ***</b></p>

14	Contemporary Asian American communities  *READINGS:"Reflections on the I-Hotel," <a href="#">AsianWeek, 13 June 2001</a>
15	Global Migrations, Transnationals & the "New Global Economy"  *READINGS: "Doctors Leaving Philippines," <a href="#">SF Chronicle, 5 November 2003</a>
16	Summary: Asian Americans, Globalization and Asian Global Migration  No Reading assignments.
	*** ORAL HISTORY PROJECTS PERMISSION (RELEASE FORM): DUE in class *** *** ORAL HISTORY PROJECTS: SUBMIT VIA SacCT *** *** Last Day of Class: 8 December ***

## CLASSROOM POLICIES

### 1. CLASSROOM POLICIES

- Only medical and family emergencies will be considered as legitimate excuse by the instructor. Unless prior arrangement has been made with the class instructor, the professor does not accept late assignments.
- The professor does not tolerate disruptive class behavior.** For example, it is disruptive to come in fashionably late, hold private conversations, let your cell phone ring or have a cell phone conversation in class (turn off your cell phone, beeper, or put it on silent).
- Inappropriate & disruptive classroom behavior:** It is disruptive to have a private conversation with other students when the professor is lecturing, to walk in "fashionably" late to class (let me know ahead of time if you're going to be late and go to the back of the class and quietly find a seat) or to engage in any behavior that is disruptive to the lecture or classroom activity. It is disruptive to the instructor if you fall asleep in front of class (this particular instructor spends many long hours preparing for his class lessons)—let me know ahead of time if you work nights/evenings or have children and other pressing responsibilities. **It is completely inappropriate and disruptive to look at videos, email or social media while the professor is lecturing or having a class activity.** If you engage in any of these inappropriate or disruptive achieving, you will be deducted 5 points from your overall grade. If the behavior persists, appropriate action will be taken and the Dean of Undergraduate Studies will be informed of the disruptive behavior.
- Professional Ethics.** Students are expected to behave and conduct themselves in a polite and professional manner. The course instructor is to be addressed as "Dr. Sobredo" or "Professor Sobredo."
- Plagiarism.** The professor does not tolerate academic dishonesty--consult the CSUS Student Handbook (<http://www.csus.edu/admbus/umannual/UMA00150.htm>) for policies governing student conduct and responsibilities. It is the student's responsibility to understand what plagiarism is and how to provide the appropriate and correct citation of ideas and sources that are not their own. An "F" grade will be given to any student who plagiarizes by (a) passing another person's idea or work as theirs or (b) failing to provide to provide the appropriate citation for original theories/concepts, quotes or research data—I will also write a letter about the incident to the Dean of Student Affairs.
- Unless prior arrangements has been made with the professor, late work will be assessed a 20 percent reduction in grade. Later work are to be submitted via SacCT in "Assignments."
- The instructor does not give "make-up" quizzes, exams or grade on a curve.

9. Do not call or email the instructor regarding homework assignments. All homework assignments are available online, 24 hours a day, 7 days a week (24/7). Should any mistakes occur regarding online postings of assignments, the instructor will make the appropriate changes and adjustments.
10. **EXTRA CREDIT:** The professor will allow students no more than 1 (ONE) extra credit assignments (short paper, 2 pages minimum)—see the ["Extra Credit" format requirement](#) at Dr. Sobredo's [webpage](#), write the 2-page essay and submit your work via SacCT. [\*Exceptions: no extra credit work is accepted during the shortened online and summer sessions.]
11. Finally, when the Professor asks students to participate in class by reading a text or short quote out loud, stand up when you present your ideas in class (so your voice could project) or to come to the front of the class as part of the classroom activity & participation, if the student does not follow these instructions or refuses to, the Professor will deduct 5 points from your class participation grade.
11. Your final grade will reflect your ability to follow these classroom policies, follow the Professor's class instructions, to follow and complete class assignments, and to follow professional ethics.