

**Ethnic Studies 114: 3 Units**  
**ASIAN AMERICANS & GLOBALIZATION**

**FALL 2017**

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

Lecture/Discussion: ETHN 114\_80113: Sec. 1

**Tues. & Thurs. 10:30 am – 11:45 pm, BRH 110**

**Office Hours: Amador Hall 563A, Tues. 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 114. Asian Americans and Globalization.** An examination of the Asian American immigration within the context of the larger Asian global migration. Emphasis will be placed on the period from the 16th century to contemporary Asian global migration. A critical examination of the perspectives on the Pacific region and how the economic, social, political and historical forces affected migration and the formation of Asian global communities. 3 units.

**\*Fulfills the GE Requirement for Area D1B: World Cultures (3 units).**

**No prerequisites.**

**IMPORTANT ITEMS**

**1. 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>

**2. Incomplete Work:** A) A student will receive an F grade for work that is not completed, OR B) if there is an illness or emergency, you can submit your work via the LATE ASSIGNMENTS in SacCT. **Note:** Professor does not accept late work via email or during official university break periods (Thanksgiving, Christmas, Summer).

**Course Description**

**The General Education (Area D) objectives of this course to:**

1. Describe and evaluate ethical and social values in their historical and cultural contexts.
2. Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.
3. Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.
4. Explain and critically examine social dynamics and issues in their historical and cultural contexts.

**LEARNING OBJECTIVES**

Topics covered by the professor in the course of the semester.

The learning objectives of this specific course are to:

1. Provide students with an understanding and analysis of Asian migration within a global context (GE objectives 1-4).
2. Examine and analyze the social, economic, and political context within which Asian migration and community formation occurs (GE objectives 1-4).
3. Understand the similarities and differences of the migration experience of Asians globally (GE objectives 3 & 4).
4. Provide students with analytic and critical thinking skills and how to apply them in analyzing social, economic and political phenomenon (GE objectives 1-2).
5. Provide students with skills to plan and conduct social science research (GE objectives 1-4).
6. Improve writing skills so students can more effectively communicate their ideas and interpretations of scholarly literature (2 & 4).

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

1. Understand how globalization causes Asian global migration.
2. Describe the social, economic and political institutions in Asian countries and how they cause Asian migration.
3. Describe the global migration patterns of Asian migrations—from their countries of origin to their countries of destination.
4. Compare and contrast the immigration experience and settlement of Asians globally with that of Asian American immigrants.
5. Compare and contrast the unique immigration experience and settlement of Asian women globally.
6. 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 114 students are required to have a CSUS e-mail account (free too all CSUS students) and participate in all the class activities and discussions.

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.

**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.

### **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).
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<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.

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) in grammar, spelling, form and content and failed to meet the requirement of the assigned work.</p>

### Required Texts and Course Materials

1. Martha Nussbaum, *The Clash Within: Democracy, Religious Violence, and India's Future* (Cambridge: Harvard/Belknap Press, 2007).
2. Rhacel Salazar Parrenas, *Servants of Globalization: Women, Migration, and Domestic Work* (Stanford: Stanford University Press, 2001).
3. **Articles on Library Database:** Articles on the reading list are available for reading or downloadable as a PDF file at the Sac State Library database: <http://db.lib.csus.edu/databases/>.  
\*See Reference Librarian for assistance.

### TENTATIVE SCHEDULE

**COURSE OUTLINE & READINGS: 16 weeks**

## ASIAN AMERICANS & GLOBALIZATION

### Week 1 **Introduction: Defining World Trade and Globalization**

\*Introduction to the Course

\*Concepts of race, ethnicity, Ethnic Studies, Asian American Studies

\*Concept of world trade, global economy, globalization, global migrations, & the creation of transnational families

\*READINGS:

- “Globalization: A Brief Overview,” [International Monetary Fund, May 2008](#).
- *Ten Economic Facts about Crime and Incarceration in the United States*, [Brookings Report: The Hamilton Project, May 2014](#).
- “Peter's Choice,” [Mother Jones, Jan/Feb 2017 Issue](#).

**\*Students informed about Oral History Research Project**

### Week 2 **Context of Chinese Migration**

\*Examines and analyzes social, political and economic institutions in China and how the changes in these institutions **caused** individuals, families and kinship members of a community to migrate from rural to urban areas and finally to emigrate from China

\*Analysis of how migrations **changed** the structure of traditional families, community and society

\* Analysis of the **effects** of emigration on political and economic institutions

\*READINGS:

- “Labor Migration in Asia,” Philip L. Martin, *International Migration Review*, Vol. 25:1 (Spring, 1991)—the article is downloadable through the CSUS Library database.

### Week 3 **Chinese Migration & Settlement in Asia Pacific**

\*Examines and analyzes Chinese settlement patterns in the Philippines, Hawaii, and California

\*Examines the social, political, economics institutions in the Philippines, Hawaii, and California and how they affected the family and community formation of Chinese

\*READINGS

- Nancy Wey (CSU-San Jose), “Chinese Americans in California” (2004) (e-book is available online at: [http://www.cr.nps.gov/history/online\\_books/5views/5views3.htm](http://www.cr.nps.gov/history/online_books/5views/5views3.htm)).
- “A Comparative Study of the Assimilation of the Chinese in New York City and Lima, Peru” (*Comparative Studies in Society and History*, Vol. 20, No. 3, July 1978)—the article is downloadable through the CSUS Library database.

### Week 4 **Japanese Migration in Asia Pacific**

\*Examines and analyzes social, political and economic institutions in Japan and how the changes in these institutions **caused** individuals, families and kinship members of a community

to migrate from Japan to Hawaii, California and the United States in the 20<sup>th</sup> century.

\*READINGS:

- Isami Arifuku Waugh (University of California-Davis), et al, "A History of Japanese in California" (2004) (e-book is available online: [http://www.cr.nps.gov/history/online\\_books/5views/5views4.htm](http://www.cr.nps.gov/history/online_books/5views/5views4.htm)).

### **Students informed again of Oral History Research Project**

#### Week 5 **Colonial Subjects: Korea, India, Philippines**

\*Examines and analyzes social, political and economic institutions in Korea, India and the Philippines and how the changes in these institutions **caused** individuals, families and kinship members of a community to migrate from their home countries and come to Hawaii, California, and the United States.

\*READINGS:

- "The United States" chapter of *The Indian Diaspora* (<http://indiandiaspora.nic.in/contents.htm>).
- Aaron Terrazas & Christine Batog, "Korean Immigrants in the United States": <http://www.migrationinformation.org/usfocus/display.cfm?ID=793>
- James T. Fawcett and Robert W. Gardner, "Asian Immigrant Entrepreneurs and Non-Entrepreneurs: A Comparative Study of Recent Korean and Filipino Immigrant" in *Population and Environment*, Vol. 15:No. 3 (January 1994) —the article is downloadable through the CSUS Library database.

#### Week 6 **Contemporary Patterns of Asian Global Migration**

\*Examines the major difference between pre-1965 and post-1965 Asian immigration and how these trends are also reflected globally

\*Examines and analyzes the **recent changes** in global economics and politics, particularly changes that have occurred at the institutional level

\*Examines how these changes affected individuals, families and communities in Asia and caused their out-migration

\*READINGS:

- Timothy Fong & James Sobredo, "Asian Global Migration and Transnationalism Revisited, 16<sup>th</sup> - 21<sup>st</sup> Century" in *The Borders in Us All: Global Approaches to Three Diasporic Societies*, edited by William A. Little, et al (Northridge, CA: New World African Press, 2005) **\*Library RESERVE**

**\*\*\* Mid-term I (6th week): 5 October, Thursday \*\*\***

**\*\*\* Extra-Credit: 1 Oct. SF Asian Art Museum 10 - 4 p.m. \*\*\***

**\*\*\* Extra-Credit: 14 Oct. Union City: Irliong Vera Cruz Middle School: Filipino American History Celebration\*\*\***

**\*\*\* Fieldtrip: 28 Oct. Stockton's Little Manila & FANHS Museum 11 am - 2 pm\*\*\***

#### Week 7 **Contemporary Transnational Chinese Diaspora (Part A)**

\*Examines and analyzes how globalization and **recent changes** in Chinese social, political and economic institutions **caused** the continuing migration of Chinese

\*Examines and analyzes the social, political and economic **context** of the migration and community formation of Chinese entrepreneurs in the Philippines, Germany, and Italy—this section briefly examines Philippine, German and Italian societies and their social, political and economic institutions

\*READINGS:

- "Conceptualizing Chinese Diasporas, 1842 to 1949," Adam McKeown, *The Journal of Asian Studies*, Vol. 58, No. 2. (May, 1999) —the article is downloadable through the CSUS Library database.

## Week 8 **Contemporary Transnational Chinese Diaspora (Part B)**

\*Analyzes and discusses the concept of Chinese "**transnational**" families, businesses and political **institutions**

\*Examines Chinese restaurant business model, import-export industry, venture capital funding, and the new business of information technology in the Philippines, Germany and Italy

\*Compares and contrasts the experience of Chinese entrepreneurs in the Philippines, Germany and Italy with the experience of Chinese American entrepreneurs in California. How are their social, political and economic institutions similar and/or different?

\*READINGS:

- "New Chinese Migrants in Italy," Antonella Ceccagno, *International Migration*, Vol. 41:3 (2003) —the article is downloadable through the CSUS Library database.

## Week 9 **Contemporary Transnational Filipino Diaspora (Part A)**

\*Examines and analyzes how globalization and **recent changes** in Philippine social, political and economic institutions **caused** the continuing migration of Filipinos

\*Examines and analyzes the social, political and economic **context** of the migration and community formation of Filipinos in Hong Kong and Italy (Rome)—this section also examines briefly Chinese (Hong Kong) and Italian societies and their social, political and economic institutions.

\*Examines the social and economic **institutions** formed by Filipino women in the domestic service sector of Hong Kong and Italy (Rome)

\*Compares and contrasts the experience of Filipino women in Italy and Hong Kong with that of Filipino women working in the domestic service industry in Los Angeles, California (Parrenas's book). How are their social, political and economic institutions similar and/or different?

\*Readings:

- *Servants of Globalization: Women, Migration, and Domestic Work*, Parrenas, "Introduction" and Chapters 1-3.

## Week 10 **Contemporary Transnational Filipino Diaspora (Part B)**

\*Examines and analyzes the **social and economic institutions** formed by Filipino women and men in Japan

\*Examines Japan's "underground" institution (commercial sex and "entertainment" industry and "undesirable"/hazardous labor market) and the social institutions formed by Filipino women and men in the illegal immigrant enclave of Kotobuki (Yokohama)

\*Readings: *Servants of Globalization: Women, Migration, and Domestic Work*, Parrenas, Chapters 4-7.

Week 11 **Migration from India: Social & Political Context (Part A)**

\*Examines and analyzes how globalization and **recent changes** in Indian social, political and economic institutions **caused** the continuing migration from India

Readings:

- *The Clash Within: Democracy, Religious Violence, and India's Future*, Nussbaum, Chapters 1-5.

Week 12 **Migration from India: Social & Political Context (Part B)**

\*\*Analysis of the recent social, political and economic **context** of the migration and community formation of Asian Indians in California, esp. Yuba City—this section examines briefly Indian American society and their social, political and economic institutions, esp. Sikh Americans in Northern California

\*READINGS:

- *The Clash Within: Democracy, Religious Violence, and India's Future*, Nussbaum, Chapters 6-10.
- PBS/KVIE documentary video: [Sikhs in America](#)

**\*\*\* Mid-term II (12th Week): 16 November, Thursday \*\*\***

Week 13 **Asian Immigrants in the Middle East**  
(Saudi Arabia, Kuwait & Qatar) (Part A)

\*Examines and analyzes the **recent** social, political and economic **context** of the migration and community formation of Indian and Filipino workers in the Middle East (Saudi Arabia, Kuwait & Qatar).

\*Examines and analyzes Muslim society in Saudi Arabia, Kuwait, and Qatar and their social, political and economic institutions.

\*READINGS:

"East Asian Migration to the Middle East: Causes, Consequences and Considerations," L. Huan-Ming Ling, *International Migration Review*, Vol 18:1 (Spring 1984) —the article is downloadable through the CSUS Library database.

"Migrant Labor & the Moral Imperative: Filipino Workers in Qatar and the United Arab Emirates



in the 21st Century," William Dolaman, MA Thesis, Georgetown University, 2010-- the article is downloadable through the CSUS Library database.

**\*\*\*THANKSGIVING BREAK: 23 - 25 Nov.\*\*\***

Week 14 **Asian Immigrants in the Middle East**  
(Saudi Arabia, Kuwait & Qatar) (Part B)

\*Analyzes and discusses social and economic institutions formed by Indian and Filipino construction workers in segregated labor camps

\*Examines and analyzes social and economic institutions formed by Filipino and Indian women working in the domestic service sector

\*Compares and contrasts the experience of Indians and Filipinos in the Middle East with those in California. How are their social, political and economic institutions similar and/or different?

\*READINGS:

- "Asian Labor Migration to the Middle East," Fred Arnold and Nasra M. Shah , *International Migration Review*, Vol. 18:2 (Summer, 1984) —the article is downloadable through the CSUS Library database.
- "My Sleep is My Break: Exploitation of Migrant Domestic Workers in Qatar," AMNESTY INTERNATINAL, 2014 Report—the article is downloadable through the CSUS Library database.

Wk 15 **Summary**

\*Compares and contrasts the experience of Asian American immigrants with those global Asian immigrants in the Asia Pacific region, Europe and the Middle East. How are their social, political and economic institutions similar and/or different?

\*Discuss common themes and connections to globalization, global migrations and the Asian American experience

\*READINGS: no readings

**\*\*\* ORAL HISTORY PROJECTS PERMISSION (RELEASE FORM): DUE in class \*\*\***

**\*\*\* ORAL HISTORY PROJECTS: SUBMIT VIA SacCT \*\*\***

**\*\*\* Last Day of Class: 7 December \*\*\***

**CLASSROOM POLICIES**

1. 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.

2. **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).

**\*Do not use a cell phone, iPhone or laptop in class.**

3. **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 activities, 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.

4. **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."

5. **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 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.

6. Unless prior arrangements have been made with the professor, late work will be assessed a 20 percent reduction in grade. Late work is to be submitted via SacCT in "Assignments."

7. The instructor does not give "make-up" quizzes, exams or grade on a curve.

8. **Incompletes: When the semester ends and all work is due. Students who do not finish their work will receive a FAILING GRADE ("F") for the assignment.**

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