

Ethnic Studies 119: 3 Units
FILIPINO AMERICAN EXPERIENCE

SPRING 2017

Professor: James Sobredo, Ph.D.

Lecture/Discussion: ETHN 119_34412: Sec. 1. Tues. Thurs, 1:30 - 2:45 p.m., EUR 106

Office Hours: Amador Hall 563A, Hours. 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>

IMPORTANT ITEMS

***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>

Course Description

Historical documents provide us archival evidence that Filipinos have been immigrating to the Americas since the 16th century and forming permanent settlements in the United States since the mid-1800s. Their experience and contributions, however, have been minimized and generally received very little attention in history books. Moreover, whenever mentioned, Filipino Americans 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 Filipinos in America. Beginning in the 16th century and extending to the present (1990s), we shall examine the immigration and settlement histories. Their experience in America will be examined within the context of historical, social, economic, and political forces in American society. 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. Finally, this course approaches the discussion and analysis of Filipinos in America from a world history and global migration point of view.

Course Objectives

By the end of the class, students will learned about:

1. The history of Filipino American immigration and settlement in the U.S. (16th century - present),
2. Historical context within which these immigrations/settlements have occurred,
3. Social science theories in analyzing and interpreting Filipino American history.

COURSE REQUIREMENTS

In order to pass the class, students must complete all the mid-terms, final, and oral history interview project. Students are also required to attend all the class lectures, arrive to class on time, and are responsible for all the readings and lectures.

Only medical and family emergencies will be considered by the instructor. Students are allowed 2 absences, after which their grades will be significantly affected. The instructor does not tolerate disruptive classroom behavior. Consult the Sac State Student Handbook for policies governing student conduct and responsibilities. Late work will be assessed a reduction in grade points. Students are expected to be at

class on time. The instructor does not give "make-up" exams or grade on a curve.

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).

ASSESSMENT & GRADING

2 Midterm Exams: 200 pts	2 Midterms (100 pts each): SCANTRON #4521 (70pts) T or F, multiple-choice, and short essay (500 words) (30 pts).
Oral History Project: 50 pts	<p>Oral History interview, narrative, & photos.</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 & explanations (who, what, where, when, why/how).</p> <p>*NOTE: 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>*Due Last Day of Class: Permission Forms due at Last Day of class and entire Oral History Project submitted online at SacCT.</p>
Class Assignments: 50 pts *Class Discussions, Short Assignments & Class Participation	<p>Students will be evaluated on their small group discussion sessions, in-class writing assignments & participation.</p> <p>The majority of our class discussions will be conducted via SacCT, but professor may assign in-class work as well.</p>
Total	300 pts

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.

ETHN 119 (Filipino American Experience): TEXTS/READINGS

- Evangeline Canonizado Buell, *Twenty-Five Chickens and a Pig for a Bride: Growing Up in a Filipino Immigrant Family* (San Francisco: T'oli Publishing, 2006).
- Roderick Labrador, *Building Filipino Hawai'i* (University of Illinois Press, 2015).
- Carlos Bulosan, *American is in the Heart* (University of Washington Press, 1995).
- Dawn Mabalon, *Little Manila is in the Heart* (Duke University Press 2013).

SCHEDULE OF WEEKLY TOPICS & READINGS (TENTATIVE SCHEDULE)

1. Introduction: Historical "Invisibility" to a Critical Mass

*"Filipina Activist Buell Writes Family History to Understand Herself," [San Francisco Chronicle, 8 March 2007](#).

*Jose Antonio Vargas, "My Life as an Undocumented Immigrant," [NYTimes 22 June 2011](#).

*"Peter's Choice," [Mother Jones, Jan/Feb 2017 Issue](#).

*"Murderous Manila: On the Night Shift," James Fenton (reporter) and Eloisa Lopez (photographer), [New York Review of Books, 9 February 2017](#).

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

***Students informed about Fieldtrip (extra-credit):**

4 March, Stockton's Little Manila/Museum: 11 am - 2 pm*

2. Pre-Spanish Society: *Datus* and *Caracoas*

Felice Noelle Rodriguea, "Juan de Salcedo Joins the Native Form of Warfare," *Journal of Economic and Social History of the West*, Vol. 46:2 (2003). Available via Sac State Library: [JSTOR \(Library Database\)](#).

3. The Galleon Trade and Early Filipino Immigration, 16th-19th Century

Flynn, Dennis and Arturo Giraldez, "Born with a 'Silver Spoon': The Origin of World Trade in 1571," *Journal of World History*, 6:2, 1995. Available via Sac State Library: [JSTOR \(Library Database\)](#).

James Sobredo, "[Filipino Americans in the San Francisco Bay Area, Stockton and Seattle](#)," July 1999.

4. American Colonialism: 1899-1902 FA War and "Benevolent Assimilation"

Benjamin Pimentel, "'White Man's' Forgotten War," [San Francisco Chronicle, 31 March 1999](#).

Carl Nolte, "U.S. War with Philippines told in Presidio Exhibit," [San Francisco Chronicle, 14 November 2008](#).

*Luzviminda Francisco, "The Philippine-American War" originally in Daniel B. Schirmer & Stephen Rosskamm Shalom, *The Philippines Reader: A History of Colonialism, Neocolonialism, Dictatorship, and Resistance* (Boston: South End Press, 1987). Available online at: <http://www.historyisaweapon.com/defcon1/franciscofirstvietnam.html>

5. Context of Filipino Labor Migration to the United States

Roderick Labrador, *Building Filipino Hawai'i* (begin)

Carlos Bulosan, "Introduction" and Chapters 1-7, *America is in the Heart* (Seattle: Univ. of Washington Press, 2000).

Dawn Mabalon, "Introduction" and Chapter 1, *Little Manila is in the Heart* (Duke University Press

2013).

6. Filipino Migrant Workers: Hawaii's Sugar Plantations

Roderick Labrador, *Building Filipino Hawai'i* (finish)

Carlos Bulosan, Chapters 7-12, *America is in the Heart* (Seattle: Univ. of Washington Press, 2000).
"Labor Migration in Hawaii" and "Plantation Life" from [The Philippine History Site \(University of Hawaii\)](#).

Rosemarie Bernardo, "Filipino Americans have Rich Isle History," [Honolulu Star-Bulletin, 7 June 2002](#).

*** * * Mid-term I (6th week): 2 March, Thursday * * ***

*** Fieldtrip (extra-credit): 4 March, Stockton's Little Manila/Museum: 11 am - 2 pm ***

7. Filipino Migrant Workers: San Francisco, Seattle & Stockton

VIDEO & TRANSCRIPT: *Little Manila: Filipinos in America's Heartland*, [KVIE \(PBS\) 2007 \(online\)](#)
Finish reading Carlos Bulosan, *America is in the Heart* (Seattle: Univ. of Washington Press, 2000).
Dawn Mabalon, Chapters 2-3, *Little Manila is in the Heart* (Duke University Press 2013).

8. Stopping the "Third Asiatic invasion"

James Sobredo, "Stopping the 'Third Asiatic Invasion': the 1934 Tydings-McDuffie Act and Filipino Exclusion," in *Studies in Pacific History* (London: Ashgate, 2002).

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)—finish reading.

9. Spring Break: 20-24 March 2017

10. World War II and the Filipino American Community

Alex Fabros, "California's Filipino Infantry," [California State Military Museum](#).

Dawn Mabalon, Chapters 4-6, *Little Manila is in the Heart* (Duke University Press 2013).

James Sobredo, "Sargeant Leo Giron: Farm Worker & U.S. Army Commando," [Asian Art Museum lecture, San Francisco](#) (Oct. 2011).

11. Filipinos and the United Farm Workers Union (UFW)

Dawn Mabalon, pp. 253-265, *Little Manila is in the Heart* (Duke University Press 2013).

Emelyn Cruz Lat, "Paving the Way for the UFW," [San Francisco Chronicle, 19 October 1997](#).

Micah Ellison, "The Local 7/Local 37 Story: Filipino American Cannery Unionism in Seattle, 1940-1959," [Seattle Civil Rights & Labor History Project](#).

12. Post-1965 Immigration and Community Formation

Dawn Mabalon, Chapters 6 - 7, *Little Manila is in the Heart* (Duke University Press 2013).

Diane I. Wolf, "Family Secrets: Transnational Struggles among Children of Filipino Immigrants" (*Sociological Perspectives*: 40:3, 1997). Available via Sac State Library: [JSTOR \(Library Database\)](#).

13. Filipino American Communities Today

***Special Topic: Aswangs in America:
Video Documentary on ASWANGS**

Dawn Mabalon, Chapters 6 -7, *Little Manila is in the Heart* (Duke University Press 2013).

*James Sobredo, "From Manila Bay to Daly City: Filipinos in San Francisco" in James Brooks, Chris Carlsson & Nancy J. Peters (eds.), *Reclaiming San Francisco: History, Politics, Culture* (San Francisco: City Lights Books, 1998).

***** Mid-term II (13th Week): 20 April, Thursday *****

14. Filipino American Communities Today

Dawn Mabalon, Chapter 7 - 8, *Little Manila is in the Heart* (Duke University Press 2013).

Annie Nakao, "US Filipinos try to Live in Two Worlds," [SF Examiner, 31 May 1995](#).

Ellen Nakashima & Edward Cody, "Troubling Exodus of Philippines' Best and Brightest," [Washington Post, 30 May 2004](#).

15. Filipino Global Migration

*Rhacel Salazar Parrenas, "Introduction" and Chapt. I, *Servants of Globalization: Women, Migration, and Domestic Work* (Stanford: Stanford University Press, 2001) .

Mavic Cabrera-Balleza, "Life in Italy is no Dolce Vita," [Women in Action \(2:1999\)](#).

16. Summary: *Pilipino, kahit saan, kahit kailan*

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

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

***** Last Day of Class for ETHN 114: Thursday, 11 May *****

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).
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 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.

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/umanual/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.

6. 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."

7. 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.