

ASIA 111: ASIAN DIASPORA AND MIGRATION

In Workflow

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Approval Path

1. Thu, 06 Feb 2020 22:25:19 GMT
Mical Shilts (shiltsm): Approved for SSIS College Committee Chair
2. Wed, 12 Feb 2020 00:19:44 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

New Course Proposal

Date Submitted: Thu, 19 Dec 2019 18:07:17 GMT

Viewing: ASIA 111 : Asian Diaspora and Migration

Last edit: Thu, 19 Dec 2019 18:07:16 GMT

Changes proposed by: James Rae (102087815)

Contact(s):

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Catalog Title:

Asian Diaspora and Migration

Class Schedule Title:

Asian Diaspora and Migration

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Asian Studies; Social Science & Interdisciplinary Studies

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

Subject Area: (prefix)

ASIA - Asian Studies

Catalog Number: (course number)

111

Course ID: (For administrative use only.)

TBD

Units:

3

In what term(s) will this course typically be offered?

Fall term only

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The Asian Studies Program is a major of 30-40 students yet we have almost no ASIA coded courses. We have hired our first ever tenure-track faculty this year, June Hee Kwon, and are developing and revising our curriculum in anticipation of submitting a Form B program change next year. One area of strength is migration and diaspora studies related to Asia. This course should appeal to our majors who wish to learn more about cross-regional issues and need more pan-Asia courses to graduate. It should also appeal to students who have an interest in the Asian diaspora specifically, migration and diaspora studies generally, and topics of intersectionality related to migration more broadly. It can satisfy student interest in issues of race and ethnicity that occur in the United States, Asia, and around the world. It will also allow our majors to potentially take a course fulfilling the race and ethnicity requirement within our own program.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Survey of the social, political, cultural, and economic factors surrounding contemporary transnational migration across and beyond Asia. Presents a comparative analysis of the impact of colonialism and the Cold War on Asian diaspora and engages with theoretical debates in migration studies. Examines the intersectionality of class, gender, and ethnicity upon immigrant communities in the U.S. and around the world.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Students will be able to:

1. analyze the colonial and cold war history across Asia and compare the Asian diaspora and migration with other diaspora in different parts of the world.
2. differentiate the impacts of Asian diaspora and migration on the contemporary culture, politics and economy
3. apply different historical connections with theoretical concepts on citizenship, nation state, and global economy
4. interpret key concepts and intersectionality (class, gender, ethnicity, and race) that explain diaspora and migration through structured essays and verbal articulations

Attach a list of the required/recommended course readings and activities:

SYLLABUS-asian diaspora3.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

1. Five weekly papers that students choose from the fourteen topics assigned for the class (400 words): ELO 1
2. Family Migration History: Interview with one of family members who can address the family migration history and analyze the interview data in relation to the class themes (1000 words): ELO 2
3. Prompt based one essays (around 1200 words): ELO 3, 4
4. One final research project that explores the relationship between diaspora, migration, state and citizenship (around 2000 words): ELO 1, 2, 3

For whom is this course being developed?

Majors in the Dept
 Minors in the Dept
 General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals**Undergraduate Learning Goals:**

Competence in the disciplines
 Knowledge of human cultures and the physical and natural world
 Integrative learning
 Personal and social responsibility
 Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society

Race and Ethnicity in American Society (Note: Pertains to GE Areas C1, C2, and D only)

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Read, write, and understand relatively complex and sophisticated English prose.

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

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Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

This class requires students to understand the historical backgrounds and political economy that enabled the large scale of Asian diaspora and migration in the past and contemporary context. In order to gain students' familiarity with the topic of migration and diaspora, the class asks students to write their own family migration history while reflecting the concepts and history that we explore in the class. The personal stories should be analyzed through the concepts and arguments that have constituted the migration and diaspora studies for the last years. The prompted analytical essay will offer an opportunity students to practice their own analytical skills and combine their substantial understanding of reading materials with personal backgrounds. Students are asked to pick and choose their research topic under the consultation with the instructor out of class themes. The final project is to evaluate the analytical ability to combine research topic, conceptual tools, and theoretical debates in a structured and organized form.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

Only one instructor who is proposing this course will teach this course and they will comply with these criteria.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

Asian migration and diaspora helps students understand how different countries across and beyond Asia have been connected through the flow of people in response to the political and economic shift--such as colonialism and global economy. Students will be able to develop a political stance and critical understanding of the contemporary migration issue through historical and legal backgrounds that enabled the massive flow of migration from Asia to the other part of the world.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

The social theories and methods are to find a social pattern to understand a society, but also the way that individuals have social engagements that shape the world as it is.

Demonstrates 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.

Human diversity is critical to understanding the identities that belong to different social categories. It is also a means to engage with the intersected dynamics amongst these categories, which create social hierarchy and social injustices. Human diversity helps students understand the dynamics that have led to human discrimination. The full understanding of human diversity is a foundation for the social justice.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

Social dynamics tend to take long to take shape as a result of long historical trials and errors. Colonialism, war, or rapid globalization, for example, has dramatically dismantled the pre-existing social dynamics and reformed the new social relationships. The historical cultural contexts help students understand the way that social dynamics have shaped, but also the new dynamics will come into being.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

This class targets upper division that requires around 5000 words throughout the semester.

1. five weekly papers: prepare students to write the prompt based essay and final project that requires historical backgrounds and conceptual analysis. (400 words each)
2. one migration family history: gain familiarity with the given topic (diaspora and migration) by exploring students' own stories linked to the class topic. (1000 words)
3. one analytical essay: enhances analytical writing skill by demonstrating substantial understanding of reading assignments combined with conceptual tools and organized writing style. (1200 words)
4. One research paper: combines all the practices into one large piece that shows student's achievement to understand the class theme and develop their own research interest from the class reading materials. (2000 words)

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

1. This class is to evaluate ethical and social values in the historical and cultural contexts that diaspora and migration has emerged from.
2. This class is to develop a skill to apply the principles and methods of academic principles to the study of social and individual behavior
3. This class is to enhance an understanding of human diversity that has constituted through the interconnections and migration across and beyond the Asia region.
4. This class is to examine social dynamics and hierarchies that constituted through the human migration

General Education Details - Race and Ethnicity in American Society

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for "Race and Ethnicity". Relate the statement to the course syllabus and outline. Be as succinct as possible.

Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.

This course follows the similar topic of Ethnic Studies 141: Politics of the African Diaspora, which fulfills the Race and Ethnicity requirement of the university. Much like that course, Asian Diaspora and Migration examines the social, political, cultural, and economic factors that are important to the Asian diaspora, and their experiences in Asia, the United States, and elsewhere in the world.

Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.

Asian diaspora and migration help students develop a better understanding not only on the global connection and world history, but also on the politics of race and ethnicity in the everyday life of the United States by examining the relationship between the Asian diaspora in the United States with other diasporic populations in America. This course provides comparability to other

migrant experiences from occupation (Native Americans), to forced labor (African Americans), to coerced labor (Asian Americans, Latinos/Mexican Americans) and beyond. The course problematizes the Model Minority trope, and while mentioning the historic discrimination faced by the Asian American diaspora, it more emphasizes contemporary migration and suspicions of inadequate loyalties (i.e. spying), migrations of convenience for birth right citizenship, human trafficking, etc. It also explains how attitudes toward migrants in the US is similar or different from those experiences felt by the diaspora in the Americas and in Asia.

Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.

This course deconstructs the American notion of race and ethnicity by placing in theoretical framework and comparing to presumptions of race and ethnicity as held in the homelands across Asia, toward Asian diaspora in multitudinal geographic locations, and in the United States. It juxtaposes notions of racialism and eugenics-inspired attitudes of white nationalism as they were applied to ethnic minorities generally and used to create subaltern populations in an ethnic division of labor where Asians, Africans, and Latinos compete for status and recognition in the neoliberal capitalist-inspired labor market. Furthermore, it pivots from the experiences of Asian diaspora as inscrutable to restrictive visa policies toward Chinese for instance as part of a new geopolitical rivalry.

Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)

As stated, the course gives a treatment of the intersectionality of race, class, gender, and sexual preference through the lens of the migrant and diaspora community. The variance among socio-economic opportunities among African Americans, Asian Americans, Native Americans, and Latinos is central to this examination.

Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)

This class is particularly valuable since it traces the long journey of diasporic communities from homeland in Asia to the United States and elsewhere and their cultural adaptability manifests in different contexts. It discusses the cultural traditions of East Asian migrants in comparison to Latino migrants where extended families are central to the journey in contrast to the forced migration of the African diaspora to the Americas and elsewhere.

Please attach any additional files not requested above:

SYLLABUS-asian diaspora3.docx
RE_ Consultation On New Asian Studies course_Anthro.pdf
RE_ Consultation On New Asian Studies course.pdf
Re_ Ethnic Studies and Asian Studies.pdf

Key: 14164