Ethnic Studies 119: 3 Units
FILIPINO AMERICAN EXPERIENCE

SPRING 2018
Professor: James Sobredo, Ph.D.
Lecture/Discussion: ETHN 119_34734: 1. Tues. Thurs, 1:30 - 2:45 p.m., 4021
Office Hours: Amador Hall 563A, Hours. 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

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
Historical documents provide us archival evidence that Filipinos have been immigrating to the Americas since the 16th century and forming permanent settlements in the United States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

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<th>Requirement</th>
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<td>2 Midterm Exams: 200 pts</td>
<td>2 Midterms (100 pts each): <strong>SCANTRON #4521</strong> (70pts) T or F, multiple-choice, and short essay (500 words) (30 pts).</td>
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(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.  
(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.  
(c) Photos [10 pts]: provide 5 photos (color photo copies) with appropriate captions & explanations (who, what, where, when, why/how). |
| *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.  
*Due Last Day of Class: Permission Forms due at Last Day of class and entire Oral History Project submitted online at SacCT. |
| Class Assignments: 50 pts  | Students will be evaluated on their small group discussion sessions, in-class writing assignments & participation.  
The majority of our class discussions will be conducted via SacCT, but professor may assign in-class work as well. |
| **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


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.

   *Students informed about Oral History Research Project
   * * * EXTRA-CREDIT Optional Fieldtrip: Saturday, 3 March * * *

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


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

   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.*

5. Context of Filipino Labor Migration to the United States

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

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](https://philippinehistory.org)).

* * * Mid-term I (6th week): Thursday, 1 March * * *
* * * EXTRA-CREDIT Optional Fieldtrip: Saturday, 3 March * * *

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

VIDEO & TRANSCRIPT: *Little Manila: Filipinos in America’s Heartland*, *KVIE (PBS) 2007* (online)

8. **Stopping the "Third Asiatic invasion"**


9. **SPRING BREAK: 19-23 March**

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).

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

Emelyn Cruz Lat, "Paving the Way for the UFW," *San Francisco Chronicle, 19 October 1997*.

12. **Post-1965 Immigration and Community Formation**

Diane I. Wolf, "Family Secrets: Transnational Struggles among Children of Filipino Immigrants"
13. Filipino American Communities Today

*Special Topic: Aswangs in America: Video Documentary on ASWANGS
Poetry of Barbara Jane Reyes: To Love as Aswang (San Francisco: PAWA, 2015)

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

* * * Mid-term II (13th Week): Thursday, 19 April * * *

14. Filipino American Communities Today

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

15. Filipino Global Migration


16. Summary: Pilipino, kahit saan, kahit kailan

* * * * * ORAL HISTORY PROJECTS PERMISSION (RELASE FORM): DUE in class* *
* * * ORAL HISTORY PROJECTS: SUBMIT VIA SacCT * * *
*** Last Day of Class ***

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 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](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 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. Late work are 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](http://www.csus.edu/admbus/umanual/UMA00150.htm), 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 instructio