

Introduction to Asian American Studies

Section 05

AAS 1

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/19/2024

Contact Information

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Office Hours

Monday, Tuesday, 1:30 PM to 2:30 PM, DMH 220 or via zoom

Course Description and Requisites

Introductory examination of Asian Pacific Islander Desi/Americans (APID/A) through U.S.-national and transnational frameworks, concerned with contests over the production of racial knowledge, power, and citizenship and belonging. Develops an account of racialization beyond the black-white binary in the context of US war and empire in Asia and the Pacific Islands, settler colonialism, globalization, migration, and popular culture.

GE Area(s): F. Ethnic Studies

Note(s): A grade of "C-" (1.7) or better is required to satisfy GE Area F.

Letter Graded

Classroom Protocols

Course Expectations

- Attend all classes on time and fully prepared. Contact the instructor in advance if you will be absent.
- Be respectful of others. Communicate with civility, and step in the speaker' "shoes."
- Sharing: Personal stories and experiences should be confidential within this class.
- Step Up Step Down. If you are very quick to raise your hand, give others a chance. If you are very quiet, try speaking up!
- Keep your cell phones on silent or off. No texting in class.
- Do not utilize AI tools to simply "write" your essay or voice over your final video project. We will discuss acceptable ways to utilize AI tools, but they should NOT be depended upon to submit your assignments.
- Complete all readings and other assignments by the due dates.
- Follow the Code of Student Conduct.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Goals

Description Continued:

This course examines the social, historical, and structural contexts defining the experiences of Asian Pacific Islander Desi/Americans (APID/A) in the U.S. from 1850 to the present through the lens of popular culture, with an emphasis on how global movements of capital, population, goods, and culture have impacted the transnational relations and identity formation of contemporary Asian Pacific Islander Desi/Americans (APID/A) communities and individuals. Topics include immigration, labor, community development, U.S.- Asia relations, gender and family dynamics, and race relations. This transdisciplinary course draws from historical and journalistic accounts, literary narratives, ethnographic studies, community research, and individual experiences. The course also identifies relevant resources and current issues in local AAPI communities for students interested in doing research in the field of Asian American Studies. No previous experience with Asian American studies or college-level history courses is required or expected.

Course Goals

- To introduce the historical linkages Asian Pacific Islander Desi/Americans (APID/A) experiences through the production, economics, consumption and socio-cultural spaces of representations of popular culture of and by AAPIs
- To explore the collaborative, interdisciplinary nature of Asian Pacific American Studies in popular culture, such as food, film, and fashion as sites of racial capitalism or of cultural reclamation
- To consider the relevance of historical linkages to contemporary contexts of production and consumption related to pre-colonial and colonial periods as well and decolonial or anti-colonial resistance as dynamics of power
- To make connections and develop resources between Asian Pacific American Studies and Asian American Pacific Islander communities
- To facilitate connections to people, topics, disciplines, and ideas for students interested in Asian Pacific American or comparative ethnic studies

Course Learning Outcomes (CLOs)

GE Area F: Ethnic Studies

The Area F requirement is based on the premise that all students graduating from the CSU have an understanding of race, racism, and social justice history in the United States. As stated in AB1460/California Education Code 89032 Section 2 Subsection (d): "Commencing with students graduating in the 2024-25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies." To fulfill this requirement, eligible courses shall have the following prefixes: Native American Studies (NAS/AIS), African American Studies (AFAM), Asian American Studies (AAS), and Chicax/Latinx Studies (CCS).

GE Area F Learning Outcomes

Upon successful completion of an Area F course, students should be able to discover and critically evaluate significant topics, then compose and deliver oral and/or media-driven presentations on these topics as related to the group(s) studied in this class. Area F emphasizes comparative concepts and frameworks in ethnic studies with a focus on historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Chicanx/Latinx Americans. Approved courses shall meet at least three of the five following student learning outcomes:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism.
2. Apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have contributed to the building of a more just and equitable society.

General AAS Course Learning Objectives (CLOs):

Upon successful completion of the course students will be able to:

CLO 1: Learn various methodologies, concepts, and theoretical contributions of Asian American Studies to comparative critical race analyses of power and structure, including white supremacy, liberation, sovereignty, and settler colonialism

CLO 2: Identify the intellectual contributions and shared experiences that link Asian Pacific Islander Desi/Americans together, as well as the internal diversity (class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age) that characterizes this diverse group;

CLO 3: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements among Asian Pacific Islander Desi/Americans as well as other racial and ethnic coalitional groups to build a just and equitable society

CLO 4: Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Asian Pacific Islander Desi/Americans are relevant to current and structural issues such as in immigration, anti-immigrant sentiment, trans-misogyny, and settler-colonialism

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

Course Materials

All readings will be included in Canvas as PDF attachments or links to journal articles. Videos will be embedded or linked in Canvas as well and will be available via Kanopy, Vimeo, or YouTube.

Course Requirements and Assignments

Daily Reflection: Comment and Question due after each Lecture Day

30% of total grade

- Participation: Be prepared to answer questions when the professor (or guest speaker) calls on you during lecture. When called on, you are encouraged to critically comment on the issues discussed and/or readings assigned.
- Students are expected to complete the daily reflection question provided during lecture due at the end of each day. From the beginning of lecture to the end of the day at midnight, you are required to make a comment *and* a question relating to the lecture. This recurring assignment is available for you on Canvas under the "Discussions" section. Each response should be at least 100 words.

Midterm Essay: History Asian American Multi-Media & Representation Analysis Paper

30% of total grade

Due Week 11 Friday Nov 1st 11:59pm pst.

A 1500 word minimum analytical essay regarding one piece of media that serves as (whether positive, negative, or both) a representation of historic Asian American identity and experiences. This can range from past and current music, television episodes, movies, art, poetry, specific fictional characters, animations, books, comedy specials, video games, etc. Your objective is to use the readings, guest speaker notes, and theories we discuss through this course to analyze this piece of multimedia and demonstrate what modes of identities are in play (race, gender, sexuality, class, ethnicity, ability, and many more identities intersecting with Asian identities)

Asian American Studies Multimedia Group Video Project Breakdown:

40% of overall grade (broken into multiple project deadlines).

Through this course you will utilize multitudes of diverse media, literature, research, and even some personal experience to complete your final project: the **Asian Am Studies Multimedia Video Project!** You will form groups of 4-6 students and brainstorm, develop, script, film, and edit an original video multimedia

project surrounding an issue and topic within our Asian American Studies course.

I am excited to borrow this project from UC Davis' Professor Caroline Valverde during my time teaching alongside her:

"Questions that may arise are: What more can we do to expose and confront the legacies and perpetuation of colonialism, racism and other systems of oppression? What stories need to be told from the perspectives of communities impacted by these systems? How does your learning help you connect to and transform your communities on and off campus? What do you have inside you that needs to be heard? How can you use this bubbling desire to inspire us to learn more, and more deeply? Be informed, passionate, and authentic with your message.

Our goal: create a creative message on diverse media platforms created by individuals with the objective of bringing new and interesting information, raising awareness, and changing and/or influencing public attitudes and behavior towards the pertinent social issue."

Video topics can be as creative as you'd like to be in regard to Asian American community experiences/subtopics as it pertains to Asian American History, Community Organizing, Art, impact of Asian targeted Racism, Media (mis)representation, education, and more. In the past, students have done projects about international students, mental health, immigration/deportation, hate crimes, media representation, employment, and even food.

Week 5: *Bibliography* (5 points) Due on Friday Sept 20th

For this assignment, your bibliography must have 10 sources including the following below:

- Two books
- Two journal articles no older than 2015.
- Two pieces of media (movies, youtube videos, music, documentaries, art, etc.)

You can also use materials from the class syllabus; however, you must find additional materials to receive full credit for the research project. The bibliography serves as a starting ground to build your potential video project ideas.

Week 7: *Proposal/Concept Explanation* (10 points). Due Friday Oct 4th.

Choose a topic, explain how it relates to the class theme(s), and use the outline below to help guide your 2 page double spaced minimum proposal:

1. What is your Topic? Is there a specific question or need you hope to answer?
2. Who is your Target audience?
3. Why is this topic needed to be highlighted and shared?
4. What are your overall objectives?

5. What does your video contribute to the field of Ethnic Studies, Asian American Studies, and Social Justice Education?

Week 10: *Rough Script and Outline* (10 points). Due Friday Oct 25th.

Who is speaking when; What each person will discuss; Music to be used; When will you do the recording(s) and editing? Note: do NOT use AI generated voice overs or AI generated images/slides for this project. This will lead to a deficit in your grading. We want to see actual historic or "real" images as well as hear your own voices throughout the video.

Consider the following questions:

1. Outline of Video: What elements will you adopt (interview, documentary, voice over, skit, reality, stylistic...)
 1. Who will be the 'talking heads' or other forms of information giving?
 2. Where and when will the footage(s) take place?
 3. What will you be wearing?
 4. What music will be used?
 5. What animation(s) will be used?
 6. Who and how will editing be done?
 7. What apps will you be using to create your videos (visuals, sounds, editing...)?
2. Preliminary Script
 1. Outline scenes
 2. Create a draft of spoken lines (interview questions/answers, voiceovers, etc.).
 3. What answers you may anticipate based on earlier conversations with your proposed interviewees (if you are using them)?

Two pages double spaced minimum.

Finals Week: Final Video Presentations (15 points) Due in person on Finals Day Wed Dec 11th 3pm-5pm pst.

Your final video project should be between 3-6 minutes in total length and be submitted as a link connected to a video hosting site such as youtube, vimeo, or a social media link such as Tiktok, Instagram, etc. (Note: You may upload your video as an unlisted youtube video ensuring only I am able to review/watch your final video via your shared link. This means it would NOT be searchable on youtube to the public.)

Title your video "FA24 Insert Topic & Group Name". Make sure to add the names of your group members in the comments/notes line of the submission box.

Additionally, each group will prepare an oral presentation to present during lecture or during the discussion section.

- Questions to consider for yourselves as you create your presentation:

- What is your **Multimedia Video Group Project** about?
- Who is your intended audience?
- Did you accomplish what you set out to do?
- What were the challenges?
- What would you have done differently?
- What is the future of your **Multimedia Video Group Project** topic?

Plagiarism:

Plagiarism is the act of using another person's work without properly citing and acknowledging this person as the original author. This includes paraphrasing someone's written ideas, analysis, and thoughts without proper citation. The university's policy on plagiarism will be strictly enforced. **When in doubt, use a citation!**

Student Resources

There are many student resources available at SJSU that can support your journey in higher education. Whether it be in regards to improving your writing, accessibility and accommodation for individuals with disabilities, or support for AB540 undocumented students, please take a look at the plethora of resources available to you here www.sjsu.edu/learnanywhere/campus-resources/index.php (<https://www.sjsu.edu/learnanywhere/campus-resources/index.php>). You may also contact me directly if you need any support finding these resources.

Student Parents

If you identify as a student parent (a student who is a primary care taker of a child), please know you do have the ability to bring your child with you to discussion section. I understand there are constraints to childcare as a full time or part time student. Please let me know how I may further support your journey through SJSU, Asian American Studies, and Higher Education.

✓ Grading Information

The Course Grade Will Be Based On The Following:

Canvas Comment/Question after each Lecture	30%
Midterm Project:	30%
Asian American Political Education Video Group Project	40%

Total 100

Grading Scale

93 and above = A

90-92 = - A

87-89 = B+

83-86 = B

80-82 = -B

77-79 = C+

73-76 = C

70-72 = -C

Syllabus Change

The professor reserves the right to make changes as necessary to this syllabus, schedule, and assignments. If changes are made, notification will be given to the class. Please check Moodle regular updates.

Breakdown

Grade	Range	Notes
30%		Daily Reflection: Comment and Question due after each Lecture Day <ul style="list-style-type: none">• Participation: Be prepared to answer questions when the professor (or guest speaker) calls on you during lecture. When called on, you are encouraged to critically comment on the issues discussed and/or readings assigned.• Students are expected to complete the daily reflection question provided during lecture due at the end of each day. From the beginning of lecture to the end of the day at midnight, you are required to make a comment <i>and</i> a question relating to the lecture. This recurring assignment is available for you on Canvas under the "Discussions" section.

Grade	Range	Notes
30%		<p>Midterm Essay: History Asian American Multi-Media & Representation Analysis Paper</p> <p>A 1500 word (minimum) analytical essay regarding one piece of media that serves as (whether positive, negative, or both) a representation of historic Asian American identity and experiences. This can range from past and current music, television episodes, movies, art, poetry, specific fictional characters, animations, books, comedy specials, video games, etc. Your objective is to use the readings, guest speaker notes, and theories we discuss through this course to analyze this piece of multimedia and demonstrate what modes of identities are in play (race, gender, sexuality, class, ethnicity, ability, and many more identities intersecting with Asian identities)</p>
40% (Broken into multiple pieces)		<p>Asian American Studies Multimedia Group Video Project:</p> <p>Through this course you will utilize multitudes of diverse media, literature, research, and even some personal experience to complete your final project: the Asian Am Studies Multimedia Video Project! See the details and cumulative deadlines above.</p>

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

When	Topic	Notes
Week 1-2	Deconstructing Race, Gender, Sexuality	<p>Welcome and Introductions. Review Class Syllabus and Other Important Documents</p> <ul style="list-style-type: none"> • Introductory Circle: Who is in the room? • What is Ethnic Studies? Why does it matter? • Community Agreements • Class Visioning <p>Complete Community Survey by Following Sunday.</p>

When	Topic	Notes
Week 3	Know Hxstory, Know Self	<ol style="list-style-type: none"> 1. Pawan Dhingra and Robyn Rodriguez, "Arrival and History," in Asian America: Sociological ar 1. Wu, Ellen D. "Introduction," The color of success: Asian Americans and the origins of the mo 2015. (Links to an external site.) 10pgs 3. Watch: A Brief History of Asian American Representation in Film 4. Watch: A Racist History of U.S. Immigration
Week 4	Understanding Race, Gender, & Intersectionality	<p>Chapter 1: The History and Conceptual Elements of Critical Race Theory 9 KEVIN BROWN AND I</p> <p>https://scholar.google.com/scholar_url?url=https://www.biknotes.com/_files/ugd/b8b6dc_c130ecf51e404a0c94a163eb73db6c20.pdf?wBg&scisig=AFWwaeaszIBIQGj2_nE5dKINzuou&oi=scholarr</p> <p>The urgency of intersectionality Kimberlé Crenshaw TED</p> <p>https://www.youtube.com/watch?v=akOe5-UzQ2o</p>
Week 5	Early Migrant Labor & Racial Formation	<ul style="list-style-type: none"> • Choy: Choose between Chapter 7: 1919: Declaration of Independence or Chapter 8: 1875: H • Watch in Class: Parts of Asian America Documentary Episode 1.
Week 6	Exclusion, WWII, & Militarization	<p>Choy: Chapter 6: 1941 and 1942: The Days That You Remember</p> <p>Choose between two short archival readings:</p> <ul style="list-style-type: none"> • New York Tribune, "Editor Henry George Supports Chinese Exclusion on Economic and Rac • Proceedings of the Asiatic Exclusion League, "Asiatic Exclusion League Argues for Excludir
Week 7	Asian Formation & Gender Complexity	<p>A Brief Queer History of Asian Americans:</p> <p>https://history.mit.edu/wp-content/uploads/2021/06/Student-8-A-Brief-Queer-History-of-Asian-/</p> <p>White Mobs Attack Filipino Farmworkers in Watsonville, California</p> <p>https://calendar.eji.org/racial-injustice/jan/19#:~:text=Beginning%20on%20January%2019%2C%</p> <p>Rhacel Parrenas, "Asian Immigrant Women and Global Restructuring, 1970s-1990s," R [Globalizer this is a significant change.</p>

When	Topic	Notes
Week 8	Breaking the "Watershed": The 1965 IMMIGRATION ACT	Choy: Chapter 4 1965: The Many Faces of Post-1965 Asian America Shelley Sang-Hee Lee, "Chapter 12: The Watershed of 1965 and the Remaking of Asian America,"
Week 9	Deconstructing Orientalism	Orientalism and power: When will we stop stereotyping people? A-Z of ISMs Episode 15 - BBC I https://www.youtube.com/watch?v=ZST6qnRR1mY Orientalism at 45: Why Edward Said's seminal book still matters Lorenzo Forlani https://www.middleeasteye.net/opinion/orientalism-edward-said-seminal-book-matters-still-why
Week 10	Asians in Media pt 1	The Stakes Are High for 'Crazy Rich Asians' – And That's the Point https://www.hollywoodreporter.com/movies/movie-features/crazy-rich-asians-how-asian-rc Crazy Rich Asians Is Going to Change Hollywood. It's About Time – Karen K. Ho https://time.com/longform/crazy-rich-asians/
Week 11	Asians in Media pt 2	Fresh Off the Boat & The Limits of Asian Representation (Video) https://www.youtube.com/watch?v=cZ5f7TQu1N8 Watch one of the following and write down some points of analysis in your Tuesday through the i nationality, and more! 1. a) Crazy Rich Asians 2. b) Shang Chi (Disney+) 3. c) Always Be My Maybe (Netflix) 4. d) Minari (https://www.amazon.com/gp/video/detail/amzn1.dv.gti.ccbba128-8c1d-7a0a-10) 5. e) Everything Everywhere All At Once

When	Topic	Notes
Week 12	Connected Struggle: The Birth of Ethnic Studies through the Third World Liberation Front	<ul style="list-style-type: none"> • Dong, Harvey. 2009. "Third World Liberation Comes to San Francisco State and UC Berkeley." Chinese America: History & Perspectives 42, no. 2: 32-39. • War Jack, LaNada. 2019. "Native Americans and the Third World Strike at UC Berkeley." Ethnic Studies Review 42, no. 2: 32-39. • Taylor, Ula. 2010. "Origins of African American Studies at UC-Berkeley." Western Journal Of Black Studies 34, no. 2: 18-22. EBSCOhost. • Moreno, José G. "Third World Radicalism: The Chicana/o Studies Movement at The University of California, Berkeley." <i>Ethnic Studies Review</i> 43.3 (2020): 73-85. • Lye, Colleen. 2010. "US ethnic studies and Third Worldism, 40 years later." Inter-Asia Cultural Studies 11, no. 2: 18-32.
Week 13	Solidarity Work Then & Now	<p>- Teaching Black and Asian American Solidarity in the Classroom (https://www.beaconbroadside.com/american-solidarity.html).</p> <p>June 02, 2023 (https://www.beaconbroadside.com/broadside/2023/06/teaching-black-and-asian-american-solidarity.html).</p> <p>By Brian Batugo (https://www.beaconbroadside.com/broadside/2023/06/teaching-black-and-asian-american-solidarity.html).</p> <p>Why Only Multiracial Solidarity and Restorative Justice Can Solve Racial Attacks on Asian Americans (https://www.beaconbroadside.com/broadside/2023/06/teaching-black-and-asian-american-solidarity.html).</p> <p>The history of tensions – and solidarity – between Black and Asian American communities, explained (https://www.beaconbroadside.com/broadside/2023/06/teaching-black-and-asian-american-solidarity.html).</p>
Week 14	Contemporary Issues in Asian American Studies	TBD based on class interest survey
Week 15	Contemporary Issues in Asian American Studies Pt. 2	TBD based on class interest survey
Week 16	Final Video Project Prep Week!	<p>Use this week to finalize filming, editing, and production of your final group video projects.</p> <p>Your group must be present and ready to showcase and share about your final video project during this week.</p>