



ETHS 161 - Asian Pacific Islander American Studies Course Outline

Approval Date: 12/09/2021

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000632753

Discipline(s) Ethnic Studies

Division Arts and Humanities

Subject Area Ethnic Studies

Subject Code ETHS

Course Number 161

Course Title Asian Pacific Islander American Studies

TOP Code/SAM Code 2203.00 - Ethnic, Cultural Minority, and Gender Studies, Other / E - Non-Occupational

Rationale for adding this course to the curriculum New course to serve needs of Asian Pacific Islander American students and entire student population and meet the AB 1460 CSU Ethnic Studies graduation requirement.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment

Grading Option Letter Grade or P/NP

Distance Education On-Campus
Mode of Instruction Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course provides an interdisciplinary survey of Asian Pacific Islander Americans from the 1500s to the present. Drawing upon artistic, philosophical, religious, social, historical, and political perspectives, this course analyzes core concepts of Asian Pacific Islander American Studies, explores the intersection of race, ethnicity, gender, sexuality, religion, class, and ability, emphasizes resistance and liberation, and examines the impact of Asian Pacific Islander Americans on the development of the United States.

Schedule Description

SECTION D

Condition on Enrollment

1a. **Prerequisite(s):** *None*

1b. **Corequisite(s):** *None*

1c. **Recommended:** *None*

1d. **Limitation on Enrollment:** *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Analyze core concepts of including but not limited to: race, ethnicity, racialization, oppression, equity, white supremacy, eurocentrism, Other-ing, assimilation, acculturation, liberation, self-determination, and agency as understood within Asian Pacific Islander American Studies.
- B. Interpret how resistance, social justice, civil rights as experienced by Asian Pacific Islander Americans are connected to current issues and experiences.
- C. Critically assess the significant impact of Asian Pacific Islander Americans on the development of the United States.
- D. Examine and demonstrate critical understanding of the intersection of (social categories including but not limited to) race, ethnicity, gender, sexuality, religion, class, and ability within the Asian Pacific Islander American communities.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centricism, eurocentrism, white supremacy, Other-ing, assimilation, acculturation, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Asian Pacific Islander American Studies.
- B. Apply theory and knowledge produced by Asian American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of Asian Pacific Islander Americans with a particular emphasis on agency and group-affirmation.

- C. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, sovereignty, language, and/or age in Asian Pacific Islander American communities.
- D. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation as experienced and enacted by Asian Pacific Islander Americans are relevant to current and structural issues such as communal, national, international, and transnational politics.
- E. Identify and demonstrate methods of engagement with anti-racist issues, anti-colonial issues, and the practices and movements in Asian Pacific Islander American communities; and engage in transformative opportunities for growth of community, collectivity, and connection to build an equitable society within and beyond the classroom.
- F. Critically assess the significant impact of Asian Pacific Islander Americans on the development of the United States.
- G. Evaluate race relations between Asian Pacific Islander Americans and other historically racialized groups in the United States.
- H. Examine and demonstrate an understanding of the significance of Asian Pacific Islander American racial and ethnic identities in artistic expression (i.e. visual, performing, and literary), having an emphasis on liberation and social justice movements and evaluating their impact in the United States.
- I.

3. Course Content

Lecture Content:

The following outlined topics will be used to:

- Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, Other-ing, assimilation, acculturation, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Asian Pacific Islander American Studies.
- Apply theory and knowledge produced by Asian American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of Asian Pacific Islander Americans with a particular emphasis on agency and group-affirmation.
- Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, sovereignty, language, and/or age in Asian Pacific Islander American communities.
- Critically review how struggle, resistance, racial and social justice, solidarity, and liberation as experienced and enacted by Asian Pacific Islander Americans are relevant to current and structural issues such as communal, national, international, and transnational politics.
- Identify and demonstrate methods of engagement with anti-racist issues, anti-colonial issues, and the practices and movements in Asian Pacific Islander American communities; and engage in transformative opportunities for growth of community, collectivity, and connection to build an equitable society within and beyond the classroom.

Course topics:

- A. Introduction to Asian Pacific Islander American Studies
 - a. Origin of Ethnic Studies
 - b. Origin of Asian Pacific Islander American Studies
 - c. Community Participatory Action Research
 - d. Community Responsive Pedagogy
- B. Critical Race Theory
- C. Key concepts including: race, ethnicity, equity, white supremacy, eurocentrism, privilege, hegemony, racialization, assimilation, colorism, acculturation, Other-ing, racism, model minority, anti-Black racism, anti-Asian racism, internalized racism, colorblind racism, intersectionality, microaggressions, anti-racism, power, agency, self-determination, decolonization, and liberation.
- D. Key concepts including: patriarchy, sexism, heterosexism, homophobia, transphobia, classism, religious oppression, Islamophobia, able-ism, and age-ism.
- E. Affirmative framing of Asian Pacific Islander Americans with regards to contributions (i.e. artistic, philosophical, religious, literary, social, and scientific), cultural assets, group empowerment, decolonization, and community cultural wealth.
- F. For items #A-K below, each topic will be examined as it relates to the following Asian Pacific Islander American groups: Chinese American; Filipina/x/o American; Indian American; Vietnamese American; Korean American; Japanese American; Native Hawaiian. In addition to the Asian Pacific Islander American groups above, select at least one more U.S. ethnic group with ancestry from each of the following regions: 1) South Asia, 2) Southeast Asia, 3) Pacific Islands.
 - a. Key critical events, history of lived-experiences, social struggles, traditional epistemologies, and contributions (i.e. artistic, philosophical, religious, literary, social, and scientific) within each community and their impact on the development of the U.S.
 - b. Presence and/or settlements in the United States 1500s to the present
 - c. Concept of citizenship vs. belonging
 - d. Intersection of race and racism with (other forms of difference affecting hierarchy and oppression including but not restricted to) gender, sexuality, class, religion, spirituality, national origin, immigration status, ability, language, and/or age
 - e. Review and analyze resistance movements, coalition building, and their respective decolonial and liberatory strategies organized by Asian Pacific Islander Americans
 - f. Role/function of the arts (i.e. visual, performing, and literary) and language in relation to social struggles, resistance, racial and social justice, solidarity, and liberation within Asian Pacific Islander American communities
 - a. Folklore
 - b. Music
 - c. Dance
 - d. Visual art
 - e. Religion
 - g. Contributions: Contemporary Popular Culture reflecting Asian Pacific Islander American critical consciousness
 - a. Visual Arts
 - b. Theater/Cinema/television
 - c. Comedy
 - d. Music
 - e. Literature
 - f. Dance

- g. Sports
- h. U.S. legislation impacting citizenship, immigration, miscegenation, and anti-Asian sentiment
- i. U.S. militarization of Southeast Asia (to combat communism) and the impact on Southeast Asian communities in the U.S. and in homeland
- j. Interracial relationships and politics between Asian Pacific Islander Americans and other racialized ethnic groups in the U.S.
- k. Additional topics including but not restricted to: solidarity, anti-immigrant policies, immigration status, family separation; model minority; anti-Black racism, anti-Asian racism; police brutality; family and kinship; interracial relationships and multiracial identity; access to education, housing, and healthcare; self-determination, generational wealth, collectivity, and wellness.

4. Methods of Instruction:

Activity: Group Projects/Presentations, Collaborative group work, Small/large group activities.

Discussion: Small and Large group discussion.

Lecture: Lecture w/ slide presentation.

Other: Film/Documentaries; Audio/Visual Media, Audio-visual presentations.

Online Adaptation: Activity, Discussion, Group Work, Lecture

Explain how the online adaptation of the methods of instruction aligns with the course

outcomes: The coordination of lectures, group activities, and small/large group discussion will help students meet the SLO's for this course.

4. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- Midterm Examination: Midterm (format may include combination of true/false, matching, multiple choice, and essay questions).

Quizzes -- Daily reading response quiz and/or quiz on weekly material.

Papers -- Reflection and research papers.

Oral Presentation -- Individual or Group presentation.

Projects -- Final Project.

Final Exam -- Oral History Project and Counterhegemonic Product (see below in ?Other Assignments?).

Letter Grade or P/NP

5. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

are based on textbook reading, open educational resources, online sources, or instructor-generated handouts

For example:

1. Please read NPR Articles: ?Asian Americans as Model Minority: Dismantling the model minority myth,? and ?Model Minority Myth Again Used as a Racial Wedge Between Asians and Blacks.? covering how the Model Minority Myth has been used then and now to cause anti-black sentiments in the Asian Pacific Islander Communities
2. Please Read pp 21 - 78 of Strangers of a Different Shore: First Wave of Asian

Immigration by Ronald Takaki about the first wave of Asian immigration to the United States.

B. Writing Assignments

1. Journal responses: Students will be given reading assignments and will respond (1-2 pages) to analyze the reading and how it pertains to their life story.

2. Final Project and oral presentation: Students will create a 5-10 page research paper and oral presentation based on the concepts/theories discussed in class. Students will be expected to critically analyze how the Asian Pacific Islander American experience relates to them.

C. Other Assignments

Oral History Project: Interview a family member or an elder member of Asian Pacific Islander American community. Base questions on their experiences in the United States that may include, but not limited to: childhood experiences, immigration story, cultural identity, etc. Write an analysis paper using theories and topics from readings that are relevant to the interviewee's oral history

Final Project: Counterhegemonic Product - Drawing upon topics discussed during lecture, student has the option to create a workshop, visual/literary/performing arts piece, film, or community program/service that: 1) demonstrates anti-racist engagement by challenging dominant discourse and/or representation of the Asian Pacific Islander community, 2) raises consciousness about the complex reality of these communities, and 3) positively impacts/serves these Asian Pacific Islander Americans.

6. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Erin Suzuki
Title: Ocean Passages: Navigating Pacific Islander and Asian American Literatures (Critical Race, Indigeneity, and Relationality)
Publisher: Temple University Press
Date of Publication: 2021
Edition: 1st Edition

Book #2:

Author: Lou Kurashige
Title: Two Faces of Exclusion: The Untold History of Anti-Asian Racism in the United States
Publisher: University of North Carolina
Date of Publication: 2020
Edition: 2nd Edition

Book #3:

Author: George Takai, Justin Eisinger, Steven Scott
Title: They Called Us Enemy
Publisher: Top Shelf Productions
Date of Publication: 2019
Edition: 1st Edition

Book #4:

Author: Joel S. Franks
Title: Asians and Pacific Islanders in American Football : Historical and Contemporary Experiences (Sport, Identity, and Culture)
Publisher: Lexington
Date of Publication: 2018
Edition: 1st Edition

Book #5:

Author: Ronald Takaki
Title: Strangers from a Different Shore
Publisher: Little, Brown and Company
Date of Publication: 1998
Edition: 2nd Edition

Book #6:

Author: Erika Lee
Title: The Making of Asian America: A History
Publisher: Simon & Schuster
Date of Publication: 2016
Edition: 1st Edition

B. Other required materials/supplies.

- Reading assignments are based on textbook reading, open educational resources, online sources, or instructor-generated handouts.