



5055 Santa Teresa Blvd

Gilroy, CA 95023

Course Outline

COURSE: ETHN 5 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2025

CURRICULUM APPROVAL DATE: 03/11/2025

SHORT TITLE: INTRO ASIAN AMER

LONG TITLE: Introduction to Asian American Studies

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

Out of Class Hrs: 108.00

Total Learning Hrs: 162.00

COURSE DESCRIPTION:

This course explores how U.S. institutions have shaped the category of "Asian" and examines the history, culture, and politics of Asian/Pacific Islander/Desi American (APID/A) communities. Using Ethnic Studies theory, students will investigate key events, focusing on interactions with other racial/ethnic groups and themes like self-determination, imperialism, and social justice. The course critiques the "model minority" myth, challenges assimilation narratives, and situates APID/A experiences within global contexts, addressing issues of race, identity, citizenship, and social movements, while tracing the evolution of APID/A Studies.

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Examine the construction of race and racial identity for Asian/Pacific Islander/Desi American (APID/A) from a historical, theoretical, and structural perspective.
2. Assess historical roots and contemporary consequences (legal, educational, political, etc.) of prejudice, discrimination, and institutional racism for Asian/Pacific Islander/Desi American (APID/A) with an intersectional perspective.
3. Identify and evaluate cultural and social movements and policy debates for liberation and racial justice for Asian/Pacific Islander/Desi American (APID/A).

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Analyze and articulate key concepts such as race, racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism, particularly within the context of Asian/Pacific Islander/Desi American (APID/A) Studies and Ethnic Studies.
2. Critically examine the intersections of race and racism with class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and age, especially as they pertain to Asian/Pacific Islander/Desi American (APID/A) communities and other communities of color.
3. Apply Ethnic Studies theory to describe and analyze key events in Asian/Pacific Islander/Desi American (APID/A) histories, cultures, and intellectual traditions, with a focus on themes of agency, self-affirmation, and resistance.
4. Evaluate the role of struggle, resistance, racial and social justice, solidarity, and liberation as experienced by Asian/Pacific Islander/Desi American (APID/A) and other communities of color, and their relevance to contemporary issues such as immigration, reparations, settler colonialism, multiculturalism, and language policies.
5. Actively engage with and reflect on anti-racist and anti-colonial practices and movements within Asian/Pacific Islander/Desi American (APID/A) communities and other communities of color, exploring ways to contribute to the creation of a more just and equitable society.

COURSE CONTENT:

Curriculum Approval Date: 03/11/2025

1. Critically analyze and articulate key concepts such as race, racialization, ethnicity, social justice, colonization, self-determination, sovereignty, and resistance to Eurocentrism, white supremacy, and other power structures within the study of Asian/Pacific Islander/Desi American (APID/A) histories and contemporary issues:

8 hours, Objectives 1, 2, 4

- Chinese American history: sugar plantations in Hawai'i, Paper Sons, Angel Island, COVID-19 response.
- Japanese American experiences: WWII internment, agricultural labor, and resistance.
- Filipinx American issues: U.S. colonization, WWII legacies, veterans' equity.
- Korean American history: Japanese colonialism, comfort women, Saigu (1992 LA riots).
- Pacific Islander contexts: illegal annexation of Hawai'i, cultural suppression, environmental impact in Guam.
- Southeast Asian American/Desi experiences: U.S. neocolonialism, Vietnam War, refugee crises, Muslim American discrimination.
- South Asian American/Desi histories: British colonialism and post-9/11 profiling.

2. Identify and critically analyze U.S. government actions, laws, and policies impacting Asian/Pacific Islander/Desi American (APID/A), including:

10 hours, Objectives 1, 2, 4

- Immigration legislation: Chinese Exclusion Acts, McCarran-Walter Act (1952), 1965 Immigration Act, post-9/11 policies, Muslim Ban (2017).
- Citizenship rights: Naturalization Act (1790), racial prerequisite cases (e.g., *In re Ah Yup*, *Ozawa*, *Thind*), *Wong Kim Ark* decision (1898).
- Affirmative action: History at local, state, and federal levels.
- Undocumented Asian/Pacific Islander/Desi American (APID/A): Policy history and impacts.
- U.S. colonialism and neocolonialism: Philippines, Southeast Asia, postcolonial analysis.
- Key Supreme Court cases: *Chae Chan Ping*, *Fong Yue Ting*, *Korematsu*.
- Major acts: Geary Act (1892), Immigration Act of 1924, Civil Liberties Act (1988).
- Cold War and post-war policies: Korean and Vietnam Wars, visa orphans, War on Terror.
- Surveillance: Arab, Muslim, South Asian communities.
- Critical Refugee Studies: Examining refugee crises and policies.

3. Analyze the intersectionality of Asian/Pacific Islander/Desi American (APID/A) lived experiences through various identity markers such as race, gender, sexuality, class, national origin, religion, and ability, using relevant theories produced by and about Asian/Pacific Islander/Desi American (APID/A) communities, including:

10 hours, Objectives 3, 4, 5

- Family, community, and intergenerational dynamics.
- Gender and sexuality politics, including queer and gender theories.
- Labor and class.
- Multiethnic and transnational identities, acculturation, and postcolonial theory.
- Language and narratives: non-traditional English and Asian/Pacific Islander/Desi American (APID/A) literary devices.
- Religious contexts, with focus on Muslim Asian/Pacific Islander/Desi American (APID/A) and marginalization.
- Model minority stereotypes and anti-Black racism critiques in education, economic, and political contexts.
- Asian/Pacific Islander/Desi American (APID/A) settler colonialism, especially in Hawaii.
- API panethnicity: challenges in subsuming Pacific Islander histories under 'Asian'.

4. Critically review Asian/Pacific Islander/Desi American (APID/A) activism and resistance, from early immigration to the present, and their relevance to communal, national, and transnational politics, including:

COURSE CONTENT(CONTINUED):

8 hours, Objectives 2, 4, 5

- Afterlives of War: Vietnamese War and Korean War
 - Labor movements: Chinese, Japanese, and Filipino farmworkers? activism.
 - Literary and artistic resistance: Prose, poetry, film, and performance art as forms of protest and empowerment.
 - Community-based activism: Voting enfranchisement, local lobbying, protests (e.g., 1968 San Francisco State student strikes).
 - Media representation: Recognition and resistance to stereotypes.
 - Agricultural workers' movements and strikes.
 - 1960s-70s Asian/Pacific Islander/Desi American (APID/A) Movement: Anti-racist and Left movements.
 - Transnational anticolonial struggles.
 - Third World Student Strikes (1968).
 - 21st-century organizing: Resistance to Islamophobia, racial profiling, and anti-immigrant laws.
5. Engage with anti-racist and anti-colonial efforts, contributing to Asian/Pacific Islander/Desi American (APID/A) communities through theories, practices, and movements that promote diversity and equity, both in and out of the classroom, with a focus on service ethics:

8 hours, Objectives 3, 4, 5

- Community service learning: Grounded in the needs of the community, not researcher interests.
 - Application of social justice principles within ethical contexts.
6. Describe and critically engage with the term "Asian American" as a socially and legally constructed category:

8 hours, Objectives 1, 3, 5

- Examine the 1960s-70s ?Asian American? movement.
- Historicize the formation of Pan-Asian alliances and the challenges faced within and outside political communities.
- Trace the cultural and legal evolution of the term "Asian American" into later designations such as API, APID/A, AAPI, AANAPISI; examine the educational, political and economic implications

Final exam 2 hours

METHODS OF INSTRUCTION:

Instructional methods and activities may include: lectures, readings, hands-on and interactive activities, speeches, small and large group discussions, writing, guest speakers, and audio-visual materials (e.g., film/documentary, internet resources, and computer aided presentation methods). Other political, artistic, and cultural information will also be utilized to drive class discussions and critical thinking activities that allow for the application of Ethnic Studies concepts, terms, and/or definitions. As a class, we will have lengthy discussions and activities to access the information presented, thus examining many viewpoints as well as our individual socio-cultural perspectives. There may be opportunities to integrate civic engagement into the course as a vehicle for learning, critically analyzing, and producing cultural content.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 40

Assignment Description

Written assignments and projects may include the following:

Papers critically analyzing contemporary movements, events, and art (film, murals, poetry, literature, music).

Research report(s) and digital presentations on Asian American contributions to the US.

Projects such as oral histories and auto-ethnographies

Personal reflection journals sharing ideas, insights, feelings, and connections related to class topics such as ethnic identity, discrimination, activism, and cultural pride.

Required Outside Hours 40

Assignment Description

Engagement with assigned readings which may include primary documents, scholarly journals, oral histories, textbooks, and literature.

Students will engage with reading via activities such as but not limited to the following: class seminars, individual and small group presentations, annotation activities, quote journals, discussion boards, and individual and group quizzes/exams.

Required Outside Hours 28

Assignment Description

Experiential learning of social justice movements and cultural production and analysis and presentation of such learning, which may include the following:

Attendance at conferences, lectures, exhibits and/or events that center anti-racist anti-colonial issues related to Asian American communities.

Preparation and engagement in student projects, exhibits, and presentations that utilize intersectional lenses to assess Asian/Pacific Islander/Desi American (APID/A) contributions to the U.S. through local community organizations and/or initiatives.

Participation in social justice/ civic engagement in and/or with events, activities, and student organization affiliations associated with Asian/Pacific Islander/Desi American (APID/A) professional organizations

Service learning or civic engagement related to or within the Asian/Pacific Islander/Desi American (APID/A) communities.

METHODS OF EVALUATION:

Evaluation Percent

100

Evaluation Description

Evaluation and assessment methods may include but are not limited to papers, essays, exams, research projects, weekly discussions, individual and/or group projects, presentations, creative production, and self-evaluations. Writing, research, and individual and/or group projects will include rubrics which will be used by the instructor to evaluate the assignment, and will be given to the students as part of the assignment to show what is expected. Students will be expected to show connections to social structures and processes, and will be expected to support writing, research, and arguments with evidence from both academic and community-based sources.

REPRESENTATIVE TEXTBOOKS:

The Contemporary Asian American Experience: Beyond the Model Minority, 3rd ed, Fong, Timothy, Prentice Hall, 2020 or a comparable textbook/material.

ISBN: 0133627810

Rationale: Fong, Timothy. The Contemporary Asian American Experience: Beyond the Model Minority, 3rd ed.. 2020.

12+ Grade Verified by: Christina Salvin

RECOMMENDED MATERIALS:

Bui B., Long T. Returns of War: South Vietnam and the Price of Refugee Memory, ed. NYU Press, 2018

Ishizuka A., Karen L. Serve the People: Making Asian America in the Long Sixties, ed. Verso, 2016

Kurashige, Lon. Two Faces of Exclusion: The Untold History of Anti-Asian Racism in the United States, ed. University of North Carolina Press, 2016

Lee, Erica. The Making of Asian America: A History. 2015.

Sueyoshi C., Amy. Discriminating Sex: White Leisure³ and the Making of the "Oriental", ed. University of Illinois Press, 2018

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 202570

UC TRANSFER:

Transferable UC, effective 202570

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education: N

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000650933

Sports/Physical Education Course: N

Taxonomy of Program: 220300