

AIS 102 Introduction to Asian American Studies

UNIVERSITY OF NEVADA LAS VEGAS
Interdisciplinary, Gender, and Ethnic Studies
Semester/Term 202#

Time:

Class Location:

Office Location:

Office Hours:

Phone:

WebCampus: <https://webcampus.unlv.edu>

Email:

Note: The instructor reserves the right to change the syllabus as it relates to how the course is administered.

Course Description

This course explores the diverse histories and contemporary social, cultural, and political experiences of Asian Americans and Pacific Islanders in the United States with an emphasis on the multidirectional, transnational character of Asian American life. Taking an interdisciplinary approach, we will examine the formation of "Asian America," who is included in the category, who and what decides, and how and why conceptions and understandings of "Asian America" have shifted over time. The course also introduces students to the key scholarly works, theories, and frameworks that inform the field of Asian American Studies and considers the political stakes of academic research on Asian American and Pacific Islander communities. We'll focus on the intersecting categories of race and ethnicity, gender, sexuality, and class as well as major themes and threads including U.S. imperialism and colonialism, migration, urban and suburbanization, labor, leisure, citizenship, and community and identity formation, to name a few.

The course is structured thematically and chronologically to provide a sense of change over time. We will explore topics through the various lenses of several academic disciplines and fields in the humanities and social sciences to compare and contrast the different approaches to studying Asian American and Pacific Islanders. In addition, the course moves beyond traditional binaries (e.g. "East" vs. "West," assimilation vs. ethnic retention, individualism vs. collectivism), examines race outside of the black-white dichotomy, and traces the experiences of Asian Americans and Pacific Islanders in places beyond the West Coast, like the South and Midwest.

Course Rationale

The main goal of the course is to provide students with a basic understanding of the key debates and conversations in the field of Asian American Studies. In addition, we will ask big questions about the human condition as well as structures and systems, and how Asian American Studies scholars have tried to answer those questions. Another key goal of this course is to equip students—through course

readings, writing assignments, in-depth section discussions, and examinations—with a working knowledge of interdisciplinary theories and methods that they will learn to critically and systematically apply in the process of evaluating a range of issues not just in Asian American and Pacific Islander communities but American culture and society more broadly.

Learning Outcomes/Course Objectives

By the end of the course, students will be expected to:

- Identify major debates, key concepts, influential scholars/thinkers, and "hot topics" in the field of Asian American Studies
- Explain key turning points, people, and places in Asian American and Pacific Islander histories and experiences
- Discuss important issues and challenges in contemporary Asian American and Pacific Islander American communities
- Evaluate issues taking intersectional approach considering race, class, sexuality, and gender
- Compare and contrast various disciplinary and interdisciplinary insights and approaches, particularly in the humanities and social sciences, to understanding Asian American and Pacific Islanders
- Consider Asian American and Pacific Islander histories and contemporary issues within a global context i.e. consider local dynamics as part of the relationship between Asia and the Pacific and the United States as well as with the Americas
- Develop and improve critical reading skills across disciplines and fields as well as analysis of primary and secondary sources.

Required Texts

Yen Le Espiritu, *Home Bound: Filipino American Lives Across Cultures, Communities, and Countries* (University of California Press, 2003)

Mark Padoongpatt, *Flavors of Empire: Food and the Making of Thai America* (University of California Press, 2017)

Haunani-Kay Trask, *From a Native Daughter: Colonialism and Sovereignty in Hawai'i, Revised Edition* (University of Hawaii Press, 1999).

Evaluation Methods

Participation and Engagement 15%

Critical Reading Response 10%

Midterm Exam 20%

Asian American Studies "In Conversation" Event Proposal 30%

Final Exam 25%

Participation and Engagement (15%)

Participation is a key component of learning. I expect each of you to be active agents in your own education. That means you must attend class and every absence will result in a negative effect on your grade. That being said, participation does not mean just showing up. Active participation includes doing the reading **before** class, listening actively, and engaging your fellow students while maintaining respect

for one another. Given that all of the assignments are based directly on the readings, lectures, and films, you will not pass the course unless you attend lectures and keep up with the readings. Note: all assignments not listed below will be included in this grade, such as pop quizzes and in-class writing exercises.

Critical Reading Response (10%)

DUE DATE: Thursday 2/27/2019 by 2:30pm via Canvas

Students will write and submit a critical reading response to Haunani-Kay Trask's *From a Native Daughter* in Week 6. The response should be approximately 800 words (2-3 pages double-spaced) and must be a *critical* review that details the author's main arguments and points, sources and methodology, strengths and weaknesses, and larger significance (or "real world" application). Hence, it is not a book report or basic summary. The goal of this assignment is to ensure that students read critically and with a purpose. I will provide a handout with detailed guidelines in class.

Midterm Exam (20%)

DATE: Tuesday 3/12/2019 in class

There will be a midterm exam in Week 8, which will consist of two parts: 1) key term identifications and 2) short answer essays. You will be required to identify the key terms and explain its significance to Asian American Studies. The terms and essay question will be based directly on lectures, readings, and films. Thus, it is imperative that students keep up with course activities and readings. I will hand out a detailed study guide in class.

Asian American Studies "In Conversation" Event Proposal (30%)

DUE DATE: Thursday 4/23 by 2:30pm via Canvas

Imagine that UNLV's Asian & Asian American Studies (AIS) program has asked you to organize an "in conversation" event on campus that will explore a specific topic or issue on Asian Americans and/or Pacific Islanders. This "in conversation" session is a format of scholarly engagement anchored by a unifying question or urgent concern that brings together a group of scholars and practitioners—academics, activists, artists, and other creators—from various fields to discuss and address the question or concern in ways that go beyond the confines of the university. Your assignment is to write and submit a **5-6 page (approx. 1,800 words)** detailed proposal of an in-conversation event featuring four participants to the AIS program committee (*me*). The topic/issue, as well as who you wish to participate, is entirely up to you! This proposal must include an abstract (states the topic or issue, offers background information, and lists questions to be addressed at the event), a profile of the four participants rooted in Asian American Studies who you believe offer the most robust, insightful thoughts and perspectives on your topic—with an explanation of their work and the insights they will contribute based on this work, and a discussion of the larger goals of your session and why it matters in the "real world." The main goal is for you to learn more about important topics, questions, and issues in Asian America (i.e. those not covered in this course) and to get to know influential scholars, artists, and activists rooted in the field. The assignment will also challenge you to take this knowledge and critically and creatively make it accessible for audiences outside of academia.

You will submit two "prep" assignments as part of this assignment. 1) you will submit your topic, questions, and list of participants to me in Week 3 for approval, and 2) you will submit a 600-word draft of the proposal in Week 11. I will give detailed instructions and tips in class as well as a handout with specific guidelines.

Final Exam (25%)

DATE: TBA

The final exam will consist of three parts: 1) key term identification, 2) short essay, 3) and one mandatory, cumulative surprise question. Like the midterm, you will be required to identify key terms and explain the significance of each to Asian American Studies. The terms and short essay questions will be based on lectures, readings, and films from the second half of the course (since the midterm). I will also hand out a study guide for the final exam as well.

***Assignments are not optional. Students must complete all assignments to receive a grade and credit for the course. Failure to do so will result in a grade of "incomplete."**

Grading Scale

A	95 – 100
A-	90 – 94
B+	87 – 89
B	84 – 86
B-	80 – 83
C+	77 – 79
C	74 – 76
C-	70 – 73
D+	67 – 69
D	64 – 66
D-	60 – 63
F	00 - 59

Course Schedule

Week 1: Introduction

1/21: Welcome & Introduction

1/23: What is Asian American Studies?

Readings:

*Sucheng Chan, "The Development of Asian American Studies Humanities Courses and Curricular Materials" and "Revolutionaries' and 'Reformers," 3-20

Week 2: Migration, Movement, and Flows

1/28: Migration and the Pacific World

1/30: Cultural Representations and American Orientalism

Readings:

Trask, *From a Native Daughter*, 1-21 (Introduction)

Week 3: Immigration and Borders

2/4: The Chinese Must Go! Violent Racial Politics and Exclusion

2/6: American Gatekeeping, Borders, Resistance

ASSIGNMENT DUE: IN-CONVERSATION TOPIC & LIST OF PARTICIPANTS

Readings:

Trask, 25-62 (Part I)

Week 4: Colonialism and Imperialism

2/11: Indigeneity, Settler Colonialism, and Sovereignty in Hawai'i

2/13: The American Empire and Making the "Filipino"

Readings:

Trask, 65-109 (Part II)

Week 5: Community Building and Identity Formation

2/18: Filipino American Identity and Community Formation

2/20: Race, Sex, and Love

Readings:

Trask, 113-147 (Part III)

Week 6: Desire and "Othering"

2/25: Chinese Food as Public Health Threat

2/27: *Forbidden City, USA* (DeepFocus, 1989)

ASSIGNMENT DUE: CRITICAL READING RESPONSE

Readings:

*Ian Mosby, "'That Won-Ton Soup Headache': The Chinese Restaurant Syndrome, MSG and the Making of American Food, 1968–1980," *Social History of Medicine* Vol. 22, No. 1 (2009): 133-51

Week 7: Citizenship and the Law

3/3: "Aliens Ineligible for Citizenship"

3/5: Japanese Internment, Race, and Citizenship

Readings:

Padoongpatt, *Flavors of Empire*, 1-23 (Introduction)

Week 8: Empire and "Soft Power"

3/10: Cold War Orientalism, Food, and the "Everyday Life of Empire" in Southeast Asia

3/12: **MIDTERM EXAM**

Readings:

Padoongpatt, 24-55 (Chapter 1)

Week 9: SPRING BREAK!

3/17: NO CLASS

3/19: NO CLASS

Week 10: War, Militarization, and Labor

3/24: Immigrants, (Militarized) Refugees, and Undocumented Asians

3/26: The Restaurant Industry and Service Labor

Readings:

Padoongpatt, 56-117 (Chapters 2 & 3)

Week 11: Space and Placemaking

3/31: Asian Americans in Suburbia

4/2: Thai Town, "Ethnic" Neighborhoods, and Cuisine Driven Multiculturalism

ASSIGNMENT DUE: IN CONVERSATION PROPOSAL DRAFT (600-WORDS)

Readings:

Padoongpatt, 118-173 (Chapters 4 & 5)

Week 12: Assimilation and Racial Triangulation

4/7: Guest Speaker: Simeon Man, Associate Professor of History, UC San Diego

4/9: Making and Breaking the "Model Minority Myth"

Readings:

Espiritu, *Home Bound*, 1-22; 46-69 (Chapters 1 & 3)

Week 13: Transnationalism and Home-Making

4/14: Transnational Communities, "Mobile Homes," and the Queer Filipinx Diaspora

4/16: Filipino American Mothers and Daughters

Readings:

Espiritu, 70-97; 157-178 (Chapters 4 & 7)

Week 14: Community and Mental Health

4/21: Guest Lecture: Allyson Remigio, M.A., "AAPI Health Disparities"

4/23: Asian American Psychology and Mental Health

ASSIGNMENT DUE: IN CONVERSATION EVENT PROPOSAL

Readings:

Espiritu, 127-156 (Chapter 6)

Week 15: Popular Culture and Representation

4/28: Slaying the Dragon: AAPI's in Hollywood and Popular Culture

4/30: Social Media, AAPI Content Creators, and Second-Generation Emergent Identities

Readings:

Espiritu, 179-204 (Chapter 8)

Week 16: Politics and Activism

5/5: AAPI Politics, Social Movements, and Political Imagination

5/7: Future Directions in Asian American Studies—and "Asian America"

FINAL EXAM.

UNLV Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious

holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](#) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](#), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor

of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.